OPEN COMMUNICATION TO MY NOMINATORS FOR THE POST OF RECTOR AND VICE-CHANCELLOR OF THE UNIVERSITY OF WESTERN CAPE

28 February 2014

Dear Nominators

I sincerely thank you for the confidence you have demonstrated with your nomination of me for the post of Rector and Vice-Chancellor of the University of the Western Cape (UWC).

I accepted your nomination in August 2014 secure in my conviction that I possessed the necessary knowledge, expertise and experience, and the overall capabilities to lead UWC, and with the confidence that I could contribute enormously to building UWC as one of South Africa's premier universities.

I have a deep and special affection for UWC. It is the university at which I began my academic career in 1988, and it provided me as a young, socially committed black scholar great opportunities and a stimulating, nurturing and empathetic environment in which to develop intellectually and professionally as a teacher, researcher and administrator.

I spent over ten wonderful years at UWC, until I departed in 1999 to assume the post of the first Chief Executive Officer of the Council on Higher Education, the policy advisory body to the Minister of Higher Education and Training. Between 1999 and 2006 I was an Extraordinary Professor of UWC, a title that I sadly relinquished on becoming Vice-Chancellor of Rhodes University in June 2006.

I completed my first seven-year term as Vice-Chancellor of Rhodes University at the end of May 2013. In 2012 I was offered a second term, which I regard as a valuing and affirmation of my leadership of and contribution to Rhodes.

While I was happy at Rhodes, I could think of no greater privilege and satisfaction than to put the knowledge, expertise and experiences that I had acquired over the past 25 years, and especially in leadership positions over the past 15 years, to work at and for UWC.

In accepting your nomination, and as invited to do so, I set out my one-page vision for UWC (see Appendix 1). I set out in a submission to the Human Resources Department the abilities, qualities, knowledge, expertise and experience that I would bring to UWC, and also tabled a submission on my thinking on universities and higher education (see Appendix 2). During the invited public presentation and in the interview related to my short-listing I would have sought to persuade UWC why I considered myself most suitably qualified to lead UWC and take it to new heights.

I would have acknowledged that Prof O'Connell has made a significant contribution in stabilising UWC following a difficult period and in leading and building UWC academically over the past decade, and observed that he had created a 'cathedral' to the natural sciences. In building on this legacy, I would have emphasised that beyond pursuing the vision that I had set out, I would continue to support and consolidate the natural sciences but would give special attention to developing the arts, humanities, social sciences and education as UWC had a pivotal contribution to make in these fields; that, indeed, unless UWC began to lead in these arenas there would be little prospect of realizing the necessary critical epistemological transformations in South African higher education. I would have also stressed

the need to bring the arts, humanities, social sciences and other fields into a productive conversation with the natural sciences.

It is with great regret and sadness that I have decided to withdraw my candidature for the post of Rector and Vice-Chancellor of UWC.

The institutional process of recruiting and appointing a new Rector and Vice-Chancellor to lead UWC has been a convoluted and unnecessarily lengthy one. Concomitantly, it has become increasingly clear that it is also one that for various reasons is lacking in integrity. As a consequence, formal criteria such as leadership ability, scholarly standing, knowledge, proven expertise and experience seem to have become secondary considerations and self-serving interests and a certain kind of chauvinism appear to be rampant.

The post of Vice-Chancellor is today immensely demanding and challenging; any new Rector and Vice-Chancellor must possess the ability to lead, enjoy the respect of academics and have the support of an effective and unified Council. I humbly submit that UWC will be best served if the governance problems that currently characterise it are resolved, the entire process of recruiting and appointing a new Rector and Vice-Chancellor to lead UWC is begun afresh and scholars and the Senate are accorded a central role.

I regret that I will no longer be available as a candidate even if the recruitment and appointment of a new Rector and Vice-Chancellor starts afresh. I have decided to pursue other opportunities that permit me to use my knowledge, expertise, skills and experience for the good of higher education.

I express my deep gratitude to you for nominating me to lead UWC and I wish you and UWC all the best in the future.

Sincerely

Dr Saleem Badat

Appendix 1

My Vision for the University of the Western Cape (UWC)

- Recognizing that *action* informed by *knowledge* is a fundamental condition for human development, and as *a place of quality, a place to grow*, UWC will be the premier historically black university and an outstanding South African and African university that enjoys international recognition and is renowned for
  - ✓ Producing graduates that possess values, knowledge, attitudes and skills acquired through thoughtfully designed and implemented formative and professional teaching and learning programmes that engage simultaneously with disciplinary, historical, ethical, cultural, economic and learning issues.
  - ✓ Critical social and scientific inquiry and imaginative and rigorous scholarship that serves diverse intellectual, economic and social goals and the greatest public good.
  - ✓ Bold, creative and critical engagement with the historical 'legacies of intellectual colonisation', racialization and patriarchy, and with transformation in all its dimensions and complexity – ontological, epistemological, intellectual, methodological, curriculum, pedagogical, linguistic, cultural and social.[1]
  - ✓ Actively engaging with its African context and the challenges of environmentally sustainable economic development, advancing human and social rights and justice, promoting a vibrant civil society and deepening democracy.
  - ✓ Proactively engaging with society through reflexive communication that forges critical and democratic citizenship.

- UWC will be animated by the core purposes of:
  - ✓ P*roducing knowledge* that advances understanding of the natural and social worlds and enriches humanity's scientific and cultural heritage. We will 'test the inherited knowledge of earlier generations' and reinvigorate knowledge and share findings with others. We will undertake research on the urgent problems of our society, seek solutions to these and strive to apply our discoveries for the benefit of humankind; as well as conduct research on abstract issues and the 'theoretical and intractable uncertainties of knowledge.' We will focus on both the 'short and the long horizon': on pressing contemporary issues, and those 'that may not appear immediately relevant to others, but have the proven potential to yield great future benefit'.
  - ✓ D*isseminating knowledge*, so that it forms and cultivate inquiring and critical minds. Its goal will be to ensure that our graduates can think imaginatively, 'effectively and critically'; are intelligent readers of different narratives; 'achieve depth in some field of knowledge'; have a 'critical appreciation of the ways in which we gain knowledge and understanding of the universe, of society, and of ourselves'; appreciate the historical and social processes and forces that have shaped the contemporary world, can think 'systematically about moral and ethical problems', can critique and construct alternatives, and can communicate cogently, orally and in writing.
  - ✓ *Community engagement,* which builds mutually respectful and beneficial partnerships with communities, and draws on our research and teaching and learning to provide services to communities which also enhances the learning of student and staff and research and scholarship.

- Committed to an anti-racist, non-sexist, democratic and participatory institutional culture that fosters learning and the flowering of ideas, discourse and scholarship, celebrates diversity as a wellspring of intellectual and institutional vitality, values its academic and support staff and upholds the dignity and human rights of all. UWC will be a quality environment in which to work and grow.

- UWC will be imbued by the core values of commitment to the spirit of truth, academic freedom, quality, social justice, intellectual and social diversity, and institutional autonomy with public accountability.

- UWC will deliberately shape and plan its future through effective and integrated institutional planning (enrolment, academic, staff, infrastructure, maintenance, campus and financial) to ensure a vibrant and sustainable future. We will build among diverse individual and institutional actors the valuing of and commitment to UWC, so that there is goodwill and financial and other practical support for UWC.

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[1] The quoted sections are from other authors, and are fully referenced in papers that I have published and presented over the years.

SUBMISSION RELATED TO THE NOMINATION FOR
THE POST OF RECTOR AND VICE-CHANCELLOR
OF THE UNIVERSITY OF THE WESTERN CAPE

Saleem Badat

15 August 2013

Appendix 2

What I will bring to UWC

Introduction

My formal qualifications, employment record, awards and achievements over the years, and experience are all set out in detail in my full curriculum vitae (CV).

In this submission I respond to your encouragement to 'highlight your strengths and relevant experience, provide demonstrable evidence of successful strategic leadership and management in HE, showcase your administrative prowess and include anything else that you feel may be pertinent to the Selection Panel'.

First, I wish to indicate what I will offer and bring to the University of the Western Cape (UWC). I am, of course, happy to provide additional evidence of my claims in the form of scholarly writings, documents, articles, addresses, and written or oral responses to queries.

Beyond this, I set out in an addendum how I think about higher education and universities, both generally and in the concrete circumstances of contemporary South Africa.

1. Higher education and higher education policy studies in particular are my principal fields of scholarly study, research and writing. I will, therefore, bring extensive knowledge and understanding of the South African higher education terrain and of global higher education more generally, and of higher education issues and policy. My CV demonstrates that over the past 25 years I have addressed issues of higher education governance, management and leadership; finance; postgraduate education and research; teaching and learning and quality; community engagement; distance education; equity, redress and social justice and student politics. I have continuously, through scholarship and at the level of practice, engaged with the key higher education policy documents: the 1997 *Education White Paper 3: A Programme for the Transformation of Higher Education*, and the 2001 *National Plan for Higher Education*; with changes in law, policies and regulations, and more recently with the *Green Paper for Post-School Education and Training* and the National Planning Commission's diagnosis of and proposals on higher education. I also have knowledge of policy and regulatory frameworks related to science and technology, quality assurance and human resource development.

    I have been intimately involved in scholarly research and imaginative higher education policy analysis, policy formulation, policy development, and policy advice to government in a number of areas. This has provided me with an acute and in-depth understanding of the challenges of South African higher education, and especially those related to historically black universities such as UWC.

2. I have extensive hands-on experience of political, policy and educational dynamics related to the different dimensions (research, teaching-learning, community engagement, governance, finance, social justice) and institutional levels (national ministry and department, national statutory bodies, regional, individual university) of South African higher education. Much of this experience is at the levels of national and university leadership and so I will bring and be able to share with colleagues at UWC a rich historical and contemporary understanding of higher education and high-level experience that is relevant to the task of leading an institution like UWC.

I am the Chairperson Designate of Higher Education South Africa (HESA) for 2014-2015, and currently the chairperson of the HESA Funding Strategy Group and the HESA Teaching and Learning Strategy Group. I am chair of a HESA Steering Committee that is examining academic remuneration with a view to making policy proposals and am also leading on behalf of HESA interaction with DHET and the Department of Science Technology on a programme to build new generations of (especially black and women) academics. I have previously served on the HESA executive committee. I consider my active involvement in HESA as academic citizenship duty. These positions provide me with early exposure and insight into important policy issues, and involve me in regular interactions with officials from the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE) and in shaping responses to higher education policy and other issues. These involvements invaluably inform and facilitate Rhodes' engagements and responses, and would also be of value to UWC.

3. After 11 years at UWC and serving as the Director of the Education Policy Unit, between 1999 and 2006 I had the privilege of becoming the first chief executive officer of the CHE, and effectively also its chief financial officer and chief information officer. Together with a carefully assembled and talented and capable senior management team, I helped to build the CHE from a one-person organisation into an equitable and diverse, and effective and efficient 55-person institution. The CHE possessed an inclusive and democratic culture. It received increasing financial support from the state, complemented by donor funding that I helped to mobilise from diverse sources. During my tenure, the CHE received unqualified audits annually. The CHE was a wonderful vantage point for acquiring insight into higher education nationally and into individual universities, especially through the institutional audits of universities.

    Since 2006, I have enjoyed the privilege of being the (first black) vice-chancellor of one of South Africa's outstanding universities. I have revelled in the challenges of the renewal, transformation and modernisation of Rhodes, and embedding it within and connecting it to its local and regional environment, while not losing sight of its national and global responsibilities. I take pride in the references to Rhodes as the 'scholarly university'. I have built a new, talented, capable and hard-working senior administration team around me. I keep sharply in sight the academic project of Rhodes and overall institutional planning, and maintain strong oversight of all areas of Rhodes operations. I have further developed and consolidated Rhodes' status as an outstanding undergraduate university with the best pass and graduation rates among South African universities. At the same time, I have set it on the trajectory of becoming a more postgraduate and research-oriented university, formulating the overall goal as 'to enhance the quantity, the quality, and the equity profile of postgraduates (and especially South African postgraduates'.

    During my tenure, Rhodes has become a more equitable university with continuous increases in the number of black South African students, supported by increased financial aid allocations from the core budget. I believe that I have the ability to attract outstanding scholars by virtue of my leadership and commitments regarding the value of scholarship and intellectual work. I personally lead the annual budget process at Rhodes ensuring that all constituencies understand that the budget is ultimately an expression of the values, goals and strategies of the University, any necessary trade-offs are understood and consciously made, and there is always a balanced and zero-deficit budget. I have boldly yet sensitively helped Rhodes to confront its past and recreate itself as a university committed to equity, quality with equity, social justice and being a home for all. I have helped Rhodes to win considerable infrastructure funding for new academic buildings, facilities and

student residences and have also worked hard to enhance third stream income from diverse donor sources. I believe that I enjoy the respect of and have good relations with all constituencies at Rhodes. In as much as I serve Rhodes with great loyalty and passion, internally I take the lead in informed critique of Rhodes, modelling the idea that, as befitting a university, its culture and development should be animated by critique and freedom of expression.

4. I will bring a tradition of intellectual and scholarly endeavour and achievement, and of passionate promotion and defence of the core values and purposes of higher education, of the autonomy of intellectual work, and of academic freedom and institutional autonomy. In addition, I will bring a history of strong commitment to non-racialism, non-sexism, social justice and educational and social transformation, and respect for and affirmation of difference and diversity.

   I believe that I am the best-published present Vice-Chancellor on higher education issues and, as my CV will testify, particularly during the period of tenure as Vice-Chancellor. Despite the challenges, I have made a conscious choice to continue researching, writing and publishing, as a way of keeping abreast of higher education thinking and scholarship and promoting scholarship among academics. (It is, of course, also of financial value to the university). My standing in the higher education community is attested by the numerous invitations that I receive to contribute to scholarly publications and deliver keynote addresses nationally and internationally. I contribute opinion pieces to newspapers (when I have something knowledgeable to say) as a way of promoting public engagement between scholars and the general public, and as a way of also encouraging academics and students to do so.

5. I am uncompromising on the core purposes and roles of universities. The core purposes are to imaginatively produce knowledge, form and cultivate inquiring and critical minds through sharing and engaging around knowledge, and undertake community engagement, The diverse roles include producing knowledgeable, competent and skilled graduates; creatively undertaking rigorous scholarship of different kinds – discovery, integration, application and teaching; forging a critical and democratic citizenship; deliberatively engaging with pressing economic and social development challenges, and pproactively engaging with our societies at the intellectual and, more generally, cultural level

   I am adamant that universities and academics can never sacrifice science and research to politics, and that we must fiercely safeguard the autonomy of intellectual work against any attempts to harness it to narrow and dubious political ends. At the same time, I believe that there are obligations and duties that inhere in the gift of academic freedom.

   We can never accommodate 'the unspeakable violence and vulgar disparity of life' that confronts us, the coexistence of unbridled accumulation of wealth and desperate and grinding poverty, great privileges for a small minority of rich and huge deprivation for a large majority of poor, unbound economic and social opportunities for some and the denial of such opportunities for many others. We can 'never look away', 'never forget', never remain silent, as many universities did before 1994. As universities, we must illuminate the morbid features of our society and contribute to development as 'a process of expanding the real freedoms that people enjoy' (Amartya Sen), advance the general public good, and be publicly accountable in appropriate ways.

6. I will bring to the university, and will promote in all quarters of the university, a deep sense of the profound responsibility that universities have in being entrusted with producing knowledge,

promoting understanding and wisdom, and cultivating the talented women and men upon whom our country and continent depend for fulfilling constitutional ideals and advancing environmentally sustainable economic and social development.

7. I am able to provide both intellectual and institutional vision, and institutional leadership.

    There are two dimensions to the capability of vision. One is an ability to read the context and terrain, to anticipate challenges and developments, and to exercise foresight. This competence is derived from my historical and contemporary knowledge and understanding of higher education and its trajectory and trends; my capacity to critically discriminate between what are likely to be real and substantive issues and challenges for universities, and what are likely to remain symbolic or marginal issues, and my capability to gauge political, economic and social dynamics and the mood of important constituencies and actors that shape higher education.

    The second dimension of the capability of vision is my ability to identify opportunities and possibilities and proactively develop (and to challenge colleagues similarly) imaginative, creative and sustainable programmes, initiatives and interventions that can position the institution to develop niche capabilities and exercise leadership in specific domains, as part of a process of continuous institutional renewal, development and transformation.

    The role of a Vice-Chancellor is to use the institutional vantage point that this office provides to continuously look inwards and outwards; to anticipate and proactively engage with challenges and opportunities and to position the different levels of the institution to do so, by stimulating and leading informed and considered debate and ensuring effective and timely responses through reason informed by knowledge, research and experience.

    I refuse to be paralysed by the shameful past of our history and our abiding structural inequalities, injustices and contemporary problems. Madiba writes that 'there were many dark moments when my faith in humanity was sorely tested, but I would not and could not give myself up to despair. That way lays defeat and death.' Instead, we must remain optimistic, keep our 'head pointed toward the sun, (our) feet moving forward.'

    I draw inspiration from the remarkable acumen, ingenuity and courage that we displayed to fashion and realise our democracy – no matter how yet imperfect and incomplete. I will draw on these great qualities to continue to build a vibrant, equitable and democratic UWC - one that effectively discharges its core social purposes and roles and contributes to social equity and justice, the deepening of democracy, and to the economic, social and cultural development of our country and continent. We must personify our values and be a beacon for society; to paraphrase Gandhi, we must be and live what we want to become.

8. Allied with vision, I will bring the ability to formulate appropriate strategies and tactics that promote institutional innovation, development and transformation. Very early in my adult life, I learnt the critical importance of coupling unwavering adherence to values and principles and vision and goals, with flexibility of approach, strategy and tactics. In pursuing our visions and goals, and drawing on the great African revolutionary, Amilcar Cabral, we must proceed with our feet firmly on the ground, from what is, what exists - and then creatively and systematically proceed to define the instruments, mechanisms and methods that can help us to institutionalise and realise our values, visions and goals.

In the context of inadequate financial resources, university leadership will continuously confront profound social and political dilemmas and have to make difficult and unenviable choices related to various issues, such as: the size and shape of the university; the balance between the different purposes and roles of the university; the social composition of students; staff equity; recruiting and retaining outstanding academic and support talented staff; mobilising new sources of funding without compromising institutional autonomy and academic freedom, and ensuring long-term financial sustainability.

Universities like UWC are fragile institutions. Too much ill-considered and frenetic change without continuities can make a university dysfunctional. Equally, no change can result in a university becoming moribund. As Ralph Dahrendorf comments, 'stagnant universities are expensive and ineffectual monuments to a *status quo* which is more likely to be a *status quo ante*, yesterday's world preserved in aspic'. Traditions, customs, rituals and images are important. But they can ossify in unfortunate ways that imprison our thinking, induce blind spots and generate practices that are alienating, discomforting and exclusionary. The values that must be the bedrock of institutional culture must be clearly distinguished from the historical cultural traditions and practices that serve as impediments to a more open, vibrant, democratic and inclusive intellectual and institutional culture.

The challenge is to map a deliberate, bold and resolute yet sober path, with continuities and discontinuities as appropriate to given and changing conditions.

9. I have developed expertise, skills and habits that ensure effective management and strong and sound administration. I will strongly promote throughout the university the idea that the central administration and support staff of the university exist principally to serve academics and students, and that our key tasks are to ensure an institutional environment in which inspired and effective learning and teaching can occur and there can be a flowering of research and scholarship. This demands an all-round commitment to providing effective and efficient services to academics and students.

I am disdainful of the ideology and culture of 'managerialism', though I insist that effective management of a university is critical. My management style is one that strives to have a panoptical view of the institution, but is also hands-on with respect to my specific domains of responsibility. I respectfully draw on the capabilities and expertise of colleagues, and entrust them with considerable autonomy and leeway for decision-making and action. I am consultative and seek to build a critical yet empathetic institutional environment, bound by commitment to values, robust discussion in which all relevant actors participate, thoughtful policy and decision-making, effective planning of implementation, attention to detail, and expeditious and timely execution of responsibilities and tasks.

I have learnt that leadership encompasses: fusing integrity, values, vision and goals with passion and sobriety; building a capable, committed and socially diverse leadership and management team; continuous rigorous assessment of an institution's life-space and a constant search for possibilities; dispassionate analysis of capabilities; judicious balancing of continuity with discontinuity; formulation of creative strategies and the deployment of appropriate instruments and mechanisms of change; effective planning of implementation, and strong implementation of change. Leadership includes a willingness to listen and learn and engage patiently and respectfully with diverse

constituencies, and communicate effectively with a variety of stakeholders actors, including inspiring and persuading them to invest in specific gaols, strategies and approaches.

10. I will bring a 'restless' temperament that is implacably opposed to complacency, and interrogate notions and claims that the value, contribution and reputation of UWC is self-evident. I am not content with self-congratulatory comforting *perceptions*, but seek empirical evidence for the nature and quality of our contributions as a university, and of the extent to which we live our values, and achieve our goals. I will investigate whether there are agreed and robust indicators that establish and benchmark how we perform in key areas of academic and institutional life. Every aspect of our work must be open to penetrating analysis and critique, and we must be open to the possibility of new, different, more inclusive, effective and efficient ways of pursuing our values, mission and goals.

    It is the responsibility of leadership to combat complacency, disrupt ineffectual approaches and practices based on dubious assumptions, and rupture tradition and habit that debilitate institutional development, transformation and modernisation. I do not subscribe to the trite notion 'if it ain't broken don't fix it'. I will ask: how do we know it ain't broken? From whose perspective 'ain't it not broken; from the perspective of particular social groups - such as women - might it not be badly broken? And, in any case, are we certain that we cannot do better?

11. I will bring an affable disposition that is empathetic yet critical, and seeks to inspire and challenge without demoralising. If there is outstanding performance, I will be the first to laud this, but I will also enquire how we can do even better and what it will take to do so. If there is indifferent or poor performance, I will seek to discover the reasons and engage on this, and draw in relevant colleagues and actors to help devise and implement corrective measures.

    I consider it the responsibility of leadership to ensure that if discontinuities with past policies, practices and processes are required in order to pursue more effectively our values or vision or to position UWC better, or as a consequence of new circumstances, that the necessary changes are devised and resolutely implemented.

12. By virtue of my historical biography and responsibilities, I will come with an extensive network of institutional, organisational and individual, and local and international actors and relationships. I believe that I enjoy credibility and respect among and have the ability to engage and communicate effectively with diverse constituencies and actors. These relationships include:
    - Political society (parliament, the Presidency, national and provincial government ministers, state departments and officials, the National Treasury)
    - Civil society (trade unions, social movements, student organisations, non-government organisations, print and electronic media)
    - Higher education (universities, Higher Education South Africa, statutory bodies such as the Council on Higher Education, the South African Qualifications Authority and professional councils and bodies; quality assurance bodies)
    - Science and technology institutions (including the leadership and officials of science councils)
    - The business sector (multinational and local corporations, business associations and business leaders)
    - Institutions and organisations in the rest of Africa (leaders of universities and higher education institutions in the rest of Africa, including the Association for African Universities)

- International organisations (including universities in the UK, USA, Canada, Sweden, Norway, Netherlands, Brazil, India, China, Malaysia, Australia; UNESCO, Association of Commonwealth Universities, International Association of Universities, Commonwealth of Learning)
- National donors (including Sishen Iron Ore Trust; Allan Gray Orbis Foundation, Tskhikululu Trust; Anglo-American Chairman's Fund; South African Reserve Bank; South African corporates, including Standard Bank, First National Bank, Nedbank, ABSA, Rand Merchant Bank, Old Mutual, Investec, Allan Gray, Oasis Asset Management, Foord Asset Management, Transnet, Sasol, Kumba Iron Ore, Nampak, South African Breweries, Brimstone, MTN, Pick n' Pay and De Beers)
- International donors (including various embassies, AW Mellon Foundation, Kresge Foundation, Ford Foundation, Kellogg Foundation, Carnegie Corporation, Rockefeller Foundation, Hewlett Foundation, Mastercard Foundation, Elmar Foundation, Atlantic Philanthropies, SIDA (Sweden), DFID (UK), British Council, USAID, Nuffic (Netherlands), NORAD (Norway), ICCR (India), Beit Trust (UK), Wellcome Trust (UK), Dulverton Trust (UK) and Hinduja Foundation (UK)).

I will give attention to principled and strategic engagements and relationships with key external constituencies that have the potential to generate benefits for UWC, such as advancing its profile and visibility; affirming its worth, reputation and credibility; cementing academic, research and community engagement partnerships; securing information for proactively positioning UWC to exploit opportunities, and increasing 'third stream' income for institutional programmes and projects, student financial aid and infrastructure development.

I am acutely aware of the importance of third-stream income and have a very good understanding of Advancement. I will ensure that (as at Rhodes) Advancement reports directly to me, and I will be actively involved in building and sustaining relationships with key and special donors. I will champion the institutionalization of Advancement within the university and especially among the leadership of the academic community.

My philosophy is that in the first instance Advancement is not about chasing money; instead it is building among diverse individual and institutional actors the valuing of an institution in terms of its benefits for society and a commitment to the institution - and then translating this into practical and financial support for the institution. Successful Advancement depends on having explicit and clear goals related to one's core purposes and roles, exciting and compelling programmes and projects, and a demonstrable ability to implement programmes and projects timeously, achieve goals effectively and efficiently and account diligently for funding.

I have been centrally involved in helping Rhodes University win Infrastructure and Efficiency funding from the Department of Higher Education and Training at levels well beyond its size. I have guided Rhodes to win ten DST-NRF Chairs – 7% of all chairs, even though Rhodes only has 3% of South Africa's academics and less than 1% of its students. I have also been instrumental in broadening Rhodes' external donor base, and helping it to secure funding from new institutional and individual sources, including Nuffic (Netherlands), Kresge Foundation (USA) and Old Mutual.

I will work hard to continue building and enhancing the reputational credibility of UWC among external constituencies and in leveraging contributions from business corporations, local and international philanthropic foundations and alumni. I enjoy, indeed thrive on, the challenge of securing funds from donors. I will bring to UWC imaginative new ideas for leveraging its status as the premier historically black university, and raising greater funds from certain key US foundation with which I have developed a very good relationship, and from certain donors and institutions.

13. I have a proven track record of financial propriety, good governance and effective financial management and administration, and being frugal and running tight and lean operations. This has been critical at Rhodes, which is a small university, operates within a modest budget and has limited financial reserves.

In my view, the most vital and precious 'resource' of UWC is its academic and support staff. I will seek to make UWC a community that genuinely values and respects the contributions of all its people. Taking into account the available financial resources and various relevant issues, I will give especial attention to possible ways of increasing revenues and enhancing efficiencies so that remuneration, and especially academic remuneration, can be progressively improved and UWC can become more competitive in academic recruitment. As at Rhodes, I will also engage on reducing income differentials between the highest paid and lowest paid academic staff and support staff, and explore targets for the maximum differentials.

At the CHE and at Rhodes University I instituted the policy or practice that *all* staff on university business should use economy class air and road travel locally and internationally, and live in economy hotel accommodation. If this is not already the case, I will seek to introduce such policy at UWC through deliberation and negotiation. This generates considerable savings that can be put to good use elsewhere, and contributes to building a more collegial community.

In the event that I am appointed vice-chancellor at UWC, I will make provision for a certain portion of my remuneration package to be devoted (as I did at Rhodes) to the creation of the *Jakes Gerwel UWC Scholarship Fund* to support talented rural poor students, 50% of whom will be women. As I also did at Rhodes, I will actively leverage this contribution by mobilising matching and other contributions from alumni and donors.

14. I will bring the practice of leading by the force of example, and of setting the 'tone'.

I am acutely aware of the insidious trappings of power, and of inflated senses of status and hierarchy. I believe that my track record is one of visible disdain of these.

I believe myself to be a person of integrity, with a proven commitment to democratic, inclusive and developmental cultures and practices, transparency and freedom of expression. These values are vital for the effective functioning of a university, and I will endeavour to ensure that they are strongly institutionalised at UWC.

In as much as I will seek to forge democratic consensus on key issues, I will insist that such consensus must be grounded in a framework of principles and ethical conduct that bind all the key constituencies of the university**.**

I am acutely aware, after over seven years as Vice-Chancellor at Rhodes University, of the great responsibilities and demands of leading a university, particularly one that has a relatively lean and flat management structure (as does Rhodes). Inspiring excellence in academic activities is, however, made easier if senior administrators are actively involved in research and publishing. I will continue to research, write and publish in my 'private time', as I have done during the past seven years.

15. Finally, I will bring to UWC great passion and energy and a propensity for hard work that is rooted in a deep commitment to building a non-racial and non-sexist society, social justice and democracy, and to developing our universities so that they contribute decisively to social and economic transformation in South Africa. I am driven by the deep conviction that we cannot be truly free until and unless we create a society in which all South Africans possess not just political rights, but also the social and economic rights that are fundamental to living full, decent, productive, rich and rewarding lives.

After leaving UWC in 1999 to become the head of the CHE, I was an Extraordinary Professor of UWC until I joined Rhodes in 2006. In May 2006, I wrote to the UWC Vice-Chancellor that:

> The privilege of the status of Extraordinary Professor of UWC is one that I have worn for the past seven years with great pride. I have sought to the best of my ability to associate this status with intellectual and academic endeavour, ethical and moral conduct, the pursuit of social equity and justice, and personal honesty and integrity – the values that I believe that UWC seeks to advance. I have also striven, within the constraints of my office, to promote the status, well-being and development of the University of Western Cape. As you are aware, whenever possible I have taught on a Master's programme in the Faculty of Education.

> I relinquish my status as Extraordinary Professor of UWC with regret and great sadness. UWC occupies a special place in my mind and heart. For a decade it provided me, as a young, socially committed black scholar, wonderful opportunities and a stimulating, nurturing and empathetic environment in which to develop intellectually and professionally as a teacher, researcher and administrator. Indeed, UWC, and the Faculty of Education in particular, provided me with opportunities for acquiring knowledge, for teaching, research and involvement in national education policy initiatives, and for developing expertise, competencies and skills that simply would not have been afforded to me by any other South African university.

> I have always publicly acknowledged that my appointment as Chief Executive Officer of the CHE was in no small measure the result of opportunities that were provided to me by UWC. I am equally happy to acknowledge that the new opportunity to serve as Vice Chancellor of Rhodes University has also been made possible by the formative influence of UWC. My progress and success are in many senses also UWC's achievements.

I submit my candidature happy to trust in my biography, which has benefited immensely from particular historical circumstances. I am blessed to have had the privilege of being exposed to and shaped by remarkable intellectuals, scholars, social activists and role-models that are a source of great inspiration. My parents, despite having only twelve years of formal education between them, instilled in me a love for knowledge and were models of integrity and warm humble kindness.

I acquired my abiding interest in and passion for higher education as a national student leader, working alongside many outstanding individuals. Throughout 1980s I had a marvellous schooling in politics, social commitment, discipline, strategy and tactics and organisation through interaction with many extraordinary people, who today occupy key positions in government, civil society and business. Through my interactions with workers in the emerging trade unions on the Cape Flats of the 1980s I learnt the oneness of humanity and the vital and rewarding culture of democratic practice.

The late Prof Jakes Gerwel persuaded me many years ago to join UWC, and taught me the value of dispassionate perspective, and the important lesson that it is not wrong to have institutional interests, on condition that the institution can demonstrate effectively that it has worthwhile qualities. My late mentor, Prof Harold Wolpe, contributed powerfully to my intellectual development and scholarship, and my uncompromising view that we must never sacrifice quality to mediocrity, and research and science to politics, but must jealously defend the value and autonomy of intellectual work, not least for human freedom.

At the CHE, I had the great privilege of helping to shape national higher education policy, build a national quality assurance system and contribute to debates and thinking on science and technology policy. Here, I was fortunate to work with and benefit from the wisdom and experiences of outstanding thinkers and scholars.

As I have noted, UWC occupies a special place in my mind and heart. I can think of no greater privilege and satisfaction than to put the knowledge, expertise and experiences that I have acquired over the past 25 years and especially in leadership positions these past 15 years to work at and for UWC.

I have detailed the characteristics and qualities that I will bring to UWC. If need be, I am happy to substantiate my claims with more detailed reference to my historical record and practices. If am honoured with the privilege and opportunity to lead UWC, it is these characteristics and qualities that I promise to bring and I will invite you to hold me to them.

Ultimately, the fundamental and decisive issue is that you and I are mutually persuaded that there is substantive and strong affinity between the values, vision, goals and ambitions of the University of the Western Cape and my own values, vision, commitments and qualities.

If there is, then secure in my abilities and given the necessary support and wise counsel of the different sectors of the UWC community, I am confident that I can lead UWC imaginatively, effectively and responsibly; that I can confront current and new challenges boldly and purposefully, and that I can further develop the academic standing of UWC and help to make it a more widely admired and acclaimed South African and African university.

ADDENDUM

My Thinking on Higher Education and Universities

Some of my thinking on higher education and universities is implicit in my submission on 'What I will bring to UWC'. In this addendum I set out more explicitly how I think about higher education and universities, both generally and in the concrete circumstances of contemporary South Africa.

As invited, I have set out a one-page Vision for UWC. In accordance with that vision, the 'big idea' with respect to UWC can be distilled as:

> *Alive to our contexts and committed to social justice, academic excellence, academic freedom and public accountability, we strive to be a University which cultivates knowledgeable and skilled graduates who are critical and democratic citizens and ethical leaders; produces knowledge that advances the frontiers of science and human understanding and wisdom, and promotes social and economic development based on respectful and mutually beneficial partnerships with diverse communities.*

UWC will
- Be acutely aware of the challenges of its specific historical, cultural and education context, and of the wider social context
- Imaginatively, purposively and dynamically engage with these challenges through the principled and strategic pursuit of excellence in teaching, research and community engagement and internal institutional and organisational innovation and renewal
- Be inspired by the conviction that it has a pivotal contribution to make to the economic, social, cultural and intellectual life of our society, and look inwards and outwards in striving to become a widely admired and acclaimed South African and African institution
- Be an equitable, democratic and socially responsive university that is a sustainable, well-governed, -managed and -administered.

UWC will promote the idea of the overall *social* value of knowledge and higher education rather than reduce their value to their efficacy for economic growth. It will defend and claim scholarship and knowledge as fundamental cornerstones of human development and advance the vital public good functions of higher education, as opposed to the ideas of higher education as a market, universities as 'firms' and students as 'customers' and 'clients.' It will champion 'bold visions of internationalism, of alternative globalization, that transcend the edicts of market accountability and narrow commercial calculations and embrace the ethics of social accountability and an expansive humanism.' It will 'vigorously pursue the dreams of university education as an ennobling adventure for individuals (and) communities', and strive to be a university 'that produces ideas rather than peddles information, critical rationality rather than consumer rations, and knowledge that has lasting value.'

However, if this 'big idea' is not to be formulaic, even prosaic, it is incumbent to explicate the values, assumptions and propositions that animate it.

High quality higher education is an immensely valuable public and social good. It can contribute powerfully to social equity and justice, to economic and social development, to positioning South Africa to engage proactively with the global economy and critically with globalisation, and to building and consolidating our young democracy. In all these regards, UWC has a vital role to play.

The fundamental purposes of higher education are *higher* learning and teaching, research and community engagement. Accordingly, UWC's core purposes are three-fold.

1. First, UWC must provide imaginatively, thoughtfully and rigorously conceptualised, designed, and implemented teaching and learning programmes and qualifications that take into account three issues.

   The first is the kinds of knowledge, competencies, skills and attitudes that its graduates will require to function as dynamic, innovative and successful professionals in a rapidly changing society, continent and world.

   The second issue is that South Africa requires graduates that are more than just highly capable professionals; we have to also give considered attention to the challenge of simultaneously producing conscious and compassionate intellectuals and critical citizens who can contribute to the building of an equitable, humane, democratic, tolerant, and culturally and linguistically diverse society.

   The third issue that must be considered is the social and educational experiences of UWC's students, who come from diverse social backgrounds. UWC's students must be afforded not simply equity of access but equity of opportunity and success, through effective academic and complementary development programmes. As 'our students come from increasingly diverse backgrounds, this means they know different things and in different ways to 'traditional' student cohorts. We have to engage with these students not as deficient but as different. This calls for thinking deeply about teaching and learning'. The necessary concomitant of success is commitment on the part of students to disciplined and dedicated intellectual effort.

   The challenge of the pursuit of excellence in teaching and learning, including curriculum innovation and renewal and the assurance and enhancement of quality, and of becoming widely acknowledged as an institution that cultivates excellent graduates appropriate to the needs of contemporary South Africa, should not be taken lightly or underestimated. It is, however, a challenge that must be readily embraced for the rewards for individuals and society are immense.

2. The second task of UWC is to cultivate an environment and nurture a culture that facilitates the production of knowledge through different kinds of research and scholarship. The 'big idea' is a UWC that promotes, enables and supports various kinds of imaginative research and scholarship, including the pursuit of critique and truth without fear.

   The promotion of research includes, in accordance with institutional and academic capabilities, developing new (and especially black and women) researchers, who through excellent supervision and dedicated mentoring are inducted into thinking theoretically, analysing with rigour, gathering and processing empirical data, arguing cogently and writing lucidly and at an appropriate standard. The democratisation of knowledge requires inducting hitherto marginalised and excluded social groups into the production and dissemination of knowledge. Of course, this has implications for teaching, in that 'a reduction of the role of teaching to that of simply "conveying knowledge" fail to acknowledge the need to develop a citizenry which can be critical of knowledge which has been produced and which can contribute to processes of knowledge production itself'.

3. UWC must undertake mutually respectful and beneficial community engagement in a way that draws on its teaching, learning and research and in turn enhances these core functions.

We must make a distinction between a university being responsive to its political, economic and social contexts and community engagement. Being alive to context does not mean that a university is necessarily engaged with communities, however we may define these. That is to say, in much as sensitivity to economic and social conditions and challenges is a necessary condition for community engagement, it is not a sufficient condition.

At different moments, in differing ways and to differing degrees, community engagement has encompassed community outreach, student and staff volunteer activities and, more recently, what has come to be termed 'service-learning'. Service-learning seeks to build on the core knowledge production and dissemination purposes of the university. Instead of being an add-on, disconnected from the University's core activities, as community outreach and volunteerism have tended to be, service-learning seeks to become a 'curricular innovation' infused in the teaching and learning and research activities of the University.

Community engagement and service-learning can serve as a 'means for connecting universities and communities with development needs' and 'for higher education staff and students to partner with communities to address development aims and goals'. Carefully conceptualised and planned reciprocal partnerships with communities have the potential to create opportunities for economic and social advancement, and enrich and enhance research and learning and teaching.

4. The core purposes of UWC must intersect and effectively engage with the economic and social challenges of the local, provincial, national, Southern African and African contexts. These challenges include the imperatives of environmentally sustainable economic development; job creation and the elimination of hunger and poverty; the effective provision of high quality education and social services; and the threat of HIV/AIDS. They also encompass the imperatives of equity and redress, social justice, and the building of a substantive democracy with a culture of human rights and a vibrant civil society characterised by vigorous and critical intellectual public discourse.

It is, however, the quality of its accomplishment of the core purposes that must define UWC, and be its essence as an acclaimed South African university. It is through the imaginative and effective discharge of these purposes that UWC can best serve our society, economy and democracy.

Notwithstanding the (unrealistic) expectations of some groups, UWC and higher education cannot on their own transform South Africa. Appropriate macro political, economic, and social policies are required if South Africa is to be fundamentally transformed. Universities can, under enabling conditions, only *contribute* to economic and social transformation and development. These enabling conditions include adequate funding of universities to effectively discharge their core functions; appropriate regulatory frameworks, certainty and consistency of policy, thoughtful state steering, and respect for institutional autonomy and academic freedom, with appropriate measures of public accountability.

Over the next decade, higher education and UWC will continue to be confronted by numerous critical issues and challenges. There are no easy and glib solutions to these and UWC's response will need to be shaped by its values, mission and internal conditions.

I wish to identify some of the challenges and share some thoughts on how they can be approached.

1. **Social context**

    The foreseeable future is likely to be fluid and characterised by contesting social forces with competing goals, strategies and policy agendas; attempts to resolve profound economic and social paradoxes in differing ways, continuities, discontinuities and ambiguities in policy and practice, and differing trajectories and trends. The nature of the political economy and the trajectory and pace of change within it will necessarily shape higher education and universities.

    UWC will need to continuously analyse and engage with our social context, and effectively mediate it in ways that facilitate its core purposes and goals. It will need to communicate its value and its contribution purposefully and effectively to a range of important constituencies that include local, provincial and national governments, business and civil society.

2. **Multiple and competing demands**

    Higher education and universities are buffeted by the cross-currents of the state, the market and civil society and internal constituencies, each with its specific, varied and different expectations and demands. A common experience of all universities is an exceptional 'demand overload'. By this I mean that universities must
    - Cope with a vast array of varied and differing national goals and imperatives, numerous policy initiatives, economic pressures, public expectations and institutional stakeholder demands
    - Do so with difficulty in securing and retaining specialist personpower, which is increasingly attracted to the better remuneration offered by the public and private sectors
    - Do so without any significant increase in core public funding, with limited scope for increased finance from student income, and with various limitations posed by income from 'third stream' sources, and
    - Remain faithful to the public good ideals of higher education.

    UWC has to address and mediate this 'demand overload' in principled, strategic and innovative ways. On the one hand, it has to recognise the legitimacy of certain claims on the University and factor these into its policy- and decision-making. On the other hand, UWC must, using different mechanisms, through argument refute other claims that could undermine its identity and core purposes and reduce it to something other than a university. In this regard, UWC must engage boldly with economic and social orthodoxies and public policies that may seriously misunderstand and distort the purposes of universities, stripping them of their substance and leaving them 'universities only in name'.

3. **Academic freedom, institutional autonomy and public accountability**

    In order to undertake their diverse educational and social purposes effectively, universities must have a commitment 'to the spirit of truth' and possess the necessary academic freedom and institutional autonomy. However, while academic freedom and institutional autonomy are necessary conditions, they are also rights with inherent duties.

    In formerly colonial contexts, as Andre du Toit urges, 'the legacies of intellectual colonisation and racialisation as threats to academic freedom' must be recognised. He argues 'that the enemy', in the

forms of colonial and racial discourses, 'has been within the gates all the time', and that they are significant threats to the flowering of ideas, discourse, discovery and scholarship. These discourses are, of course, also threats to the cultivation of graduates as critical and democratic citizens. Du Toit links institutional culture to academic freedom: cultures characterised by colonial and racial discourses endanger 'empowering intellectual discourse communities' and 'ongoing transformation of the institutional culture' is therefore a 'necessary condition of academic freedom'.

4. Social equity

In 2010, black students comprised 80% (714,597) of the total student body of 892,943; African students made up 66.7% of students, and white students 19.9%. Women constituted 57.4% of the total student body. This compares favourably with the apartheid era: in 1993, whereas black South Africans (Indians, Coloureds, and Africans) constituted 89% of the population, black students only constituted 52% of the student body of 473,000. 43% of students were women. Great progress, then, has been achieved in terms of racial and gender redress in so far as access to universities is concerned. Still, African and Coloured South Africans continue to be under-represented in higher education relative to their population size. By 2010, the participation rate of Africans increased from 9% in 1993 to 14% and that of Coloureds from 13% to 15%. In contrast, the participation rate of Indian students increased from 40% in 1993 to 46% in 2010. The white student participation rate stood at 57% in 2010, down from 70% in 1993. These statistics, taken together with the patterns of enrolments by fields of study, qualifications levels, and modes of study, highlight the continuing lower participation of blacks and women in higher education

Given the apartheid legacy, social equity will remain a pressing imperative for many years to come. A politics of equal recognition cannot be blind to the effects of the legacies of colonialism and apartheid. Nor can it ignore the fact that the advent of democracy was not in itself a sufficient condition for the elimination of historic and structural inequalities in all domains of social life. It is precisely this reality that gave salience to the idea of redress and made it a fundamental and necessary dimension of educational and social transformation

UWC must become more socially equitable internally and promote social equity more generally by providing opportunities for social advancement through equity of access, opportunity and outcomes. The equity challenge is as much in the area of academic and administrative personnel as it is in the domain of students.

Creating meaningful opportunities for Black South Africans and women, and especially rural poor and working class students at all levels of study through adequate scholarships, effective mentoring and appropriate induction and support must continue to receive close attention.

5. Equity with quality

The imperative of social equity does not mean a diminution of quality and the compromise of standards, appropriately defined.

In some quarters, it is contended that the imperatives of increased participation in higher education and equity and redress must necessarily result in the reduction of the quality of provision, qualifications and graduates. This is certainly a risk, but such an outcome is not pre-ordained. There

could be an intractable tension between the simultaneous pursuit of equity and quality, but there is no inevitable conflict.

Too often, poor quality academic programmes are justified in terms of under-prepared learners and/or in terms of providing access and opportunities to historically disadvantaged social groups. This represents a cynical notion of equity, which usually also confuses certification with education. It may confer institutional benefits and private benefits on those that are certified, but may generate little public benefits.

Social equity with quality and quality with social equity must be the uncompromising pursuit of UWC.

6. Transformation

In a context when significant transformations are needed in universities, there is the danger of reducing 'transformation' to changing demographics, numbers and proportions, and pursuing and achieving 'race', gender and disability equity goals. While social equity is hugely important, a narrow conception of transformation is inadequate for the agenda of transforming universities.

Transformation has to be, fundamentally, a revolution in *thinking*, in *theorising* and in *intellectual*, *conceptual*, *epistemological* and *ontological framing*. We need to interrogate critically how we *think* - about ourselves, about the 'other' and about what we deem to be 'natural' and 'normal'. We need to 'make the normal strange'. We also need to interrogate critically what and whose knowledge counts, and supposedly self-evident but dubious notions of academic quality and excellence.

An article by Stellenbosch academics, 'Scandal of beauty: The Cape must embrace its rich mix' in the *Cape Times* of 7 June 2011, argued in relation to the Western Cape that 'its universities, it artists and its centres of higher learning could play a major intellectual and cultural role in uncrippling the region's imagination and creativity, providing the Cape with critical vocabularies and concepts to transcend insularity, provincialism and nostalgia for a shameful and costly past'. They suggested that 'a first step in this direction would be to take the study of Africa more seriously than has been the case so far. Part of this process requires...thinking with the rest of South Africa and as an integral part of this country as well'.

A transforming university will engage vigorously with decolonising, deracialising, demasculanising and degenderng the inherited intellectual space of the university. It will seek to open up spaces for the flowering of epistemologies, ontologies, theories, methodologies, objects and questions other than those that have long been hegemonic and that have exercised dominance over (perhaps even suffocated) intellectual and scholarly thought and writing. It will give especial attention to building new academic cultures and, more widely, new institutional cultures that genuinely respect and appreciate difference and diversity - whether related to class, 'race', gender, nationality, culture, language, religion or sexual orientation, or ontology, epistemology and methodology.

It will also take the humanities and social sciences seriously, rather than as objects of benign tolerance, neglect or hostility. Without doubt, the natural sciences, engineering and technology and health and business sciences are critically important to economic and social development and human well-being. Yet, as Thandika Mkandawire argues, 'attempts to improve Africa's prospects by focusing on scientific advances and the benefits accruing from them have all too often overlooked

the important perspectives which the humanities and social sciences afford.' He is quite correct that 'it is vital that the social sciences and humanities are granted their rightful place…if Africa's development challenges are to be fully and properly addressed. Taking their 'rightful place', however, means thinking with Mahmood Mamdani and others 'what it means to teach the humanities and social sciences in the current historical context and, in particular, in the post-colonial African context,' and what it mean to teach 'in a location where the dominant intellectual paradigms are products not of Africa's own experience but of a particular Western experience.'

On the one hand, the transformation challenges relate to social inclusion and social justice in the domain of knowledge-making and diffusion; they also have implications for epistemological access for South African youth and people of working-class and rural, poor social origins. On the other hand, they go to the heart of higher education transformation in South Africa: to the question of 'the very institution of the university itself and to the role it can play in a new democracy such as South Africa'.

Writing about the late Harold Wople, Jakes Gerwel noted that theorisation had been hugely important to him and that his 'writing always had a very central concern with the nature and quality of discourse and modes of understanding. Absence of or unsound theorising impaired understanding, in Wolpe's view, of the nature of critical conversation about societies and social reality'. The conflation of terms such as 'transformation', 'development', 'reform', 'improvement' and 'reconstruction' exemplifies the importance of proper theorising. The use of these terms 'interchangeably has tended to empty them of specific significance'. All the terms are associated in some way with the idea of change. However, they are not 'devoid of political and ideological content or context' or contestation, and while they may be related they are also distinct.

It is not self-evident that what is regarded as 'transformation' in higher education or society is also 'development' or necessarily creates the conditions for development. Transformation and development are not always parallel vectors. Universities have to consciously and purposively link transformation and development, otherwise they may 'transform' without developing or laying the foundation for ongoing development. It is sometimes held that the reconstruction or reform of institutions is a necessary element of their transformation. That may be so, but it is not axiomatic that such reform will necessarily result in their transformation. In both cases, it depends on many other issues and conditions.

Harold Wolpe's most decisive and powerful contribution was to observe in the early 1990s that educational transformation was being posed only in relation to equity and redress. The result was a failure to adequately pose the transformation of higher education in relation to economic, political and social development. Concomitantly, there was little sensitivity to the difficult choices and trade-offs that would be implied by any restructuring of higher education orientated towards both equity and redress *and* development. Wolpe's especial genius, as the late Wally Morrow observed, lay in the argument that equity and development objectives are 'always in tension'. In a paper penned with me, Wolpe argued that, in so far as 'both equality and development are prized, but also exist in a relationship of permanent tension, the challenge was *to find a path which to some extent satisfies both demands as far as existing conditions permit*'. This remains an abiding social, policy and planning challenge for universities.

7. Innovation in and transformation of core functions

Innovation, renewal and transformation in teaching, learning and the curriculum, in research and the production of knowledge, and in community engagement must be at the heart of any institutional transformation agenda.

South African universities have to give considerably more attention to teaching and learning in the light of the major shortcomings associated with university success rates, especially in relation to black students, and concerns related to the quality of graduates that are produced. The National Planning Commission (NPC) notes that 'despite the significant increases in enrolment a number of challenges remain'. For one, 'throughput rates have not improved as fast as enrolment rates'; in 2009, whereas the benchmark graduation rate for a three-year undergraduate degree was 25%, the actual rate achieved was only 16%. For another, under-prepared students have meant universities needing to establish academic development programmes and being sometimes 'ill-equipped' to do so'. As a consequence, universities have not been 'able to produce the number and quality of graduates demanded by the country'. Since 'race remains a major determinant of graduation rates', this has 'major implications for social mobility and for overcoming the inequalities of apartheid'. It was critical for universities to 'develop capacity to provide quality undergraduate teaching'. The 2012 *Green Paper on Post-School Education and Training* rightly states that the 'improvement of throughput rates must be the top strategic priority of university education'. The NPC adds the important rider that 'for the increase in the number of graduates to be meaningful, the quality of education needs to improve'. It calls for improving both 'the quality of teaching and learning' and 'the qualifications of higher education academic staff' – from 'the current 34%' with doctorates 'to over 75% by 2030'.

An article in the August 2013 issue of the *South African Journal of Science* concludes that 'an integrated and coordinated response is needed at levels of pedagogy, curriculum and institutional culture. These are complex challenges, not amenable to simple technical solutions, and a scholarly approach is required. These interventions will require leadership and vision to be exercised by university leaders, together with focused action plans that build strong collaborative teams of mainstream disciplinary lecturers. If we continue to fail to create the conditions whereby our highly selective intake of students can succeed in higher education, the future of science in this country will indeed be in peril.' A forthcoming report of the CHE is, for understandable reasons, likely to advocate the introduction of a 480 credits undergraduate degree. Such a proposal should be strongly supported because of the various benefits that can be derived from a four-year degree. Such a new degree will, however, be a necessary condition and not a sufficient condition for producing more and better quality graduates. Its introduction will require adequate resourcing and expertise and represent a (welcome and long overdue) revolution in curriculum, learning and teaching.

Universities have the responsibility to ensure that:
- There is an institutional environment and academic culture that supports the provision of high quality academic programmes and qualifications and learning and teaching
- The purposes, aims and objects of academic programmes are clearly and explicitly articulated as are the attributes and qualities that seek to be developed among graduates
- There are curricula and pedagogical and assessment practices in congruence with the purposes and aims of academic programmes. Curriculum is critical to higher education transformation and

any social justice agenda, and has to address simultaneously disciplinary, historical, cultural, economic and learning-related issues.

- There are appropriately qualified academics with the knowledge, expertise and capabilities to undertake high quality teaching and learning
- There is appropriate institutional support and developmental opportunities for academics to gain knowledge and expertise with respect to curriculum, pedagogy, assessment and supervision, and learning and teaching more generally so as to effectively facilitate learning
- There is effective and accountable leadership that promotes high quality learning and teaching
- There is assurance, monitoring, critical review and ongoing enhancement of the quality of academic programmes and of teaching and learning.

Of course, in as much as there are responsibilities on the part of universities and academics, there are also responsibilities attached to the state and students. For one, the state has to facilitate high quality learning and teaching by providing adequate resources (such buildings, libraries, facilities, equipment and materials) that are critical to high quality provision, so that universities can maintain and progressively enhance the range and quality of academic programmes, as appropriate to their different missions and goals. For another, the state also has to respect academic freedom and institutional autonomy with respect to the academic admission and exclusion of students, the content of academic programmes and courses, and curriculum, pedagogy, assessment and certification. The state has to also provide adequate financial aid to all students who are admitted to higher education and qualify for such support. For their part, students have to appreciate fully that higher education entails a profound commitment to learning; be familiar with the academic requirements related to academic programmes; strive to meet these faithfully and diligently, and conduct themselves respectfully and with honesty and integrity. They must also help to maintain and promote a learning environment which is free from fear, harm, discrimination, harassment, intolerance, prejudice and intimidation, including respect for the rights of others to freely express themselves.

8. Paradoxes and intractable tensions

In the context of 'demand overload' and inadequate financial resources, university leadership continuously confronts profound social and political dilemmas and has to make difficult and unenviable choices related to various issues. Certain values, principles, purposes, goals and strategies related to goals may exist in a relationship of intractable tension in so far as universities, for good political and social reasons, are obliged to pursue them *simultaneously*. These paradoxes and dilemmas have to be addressed creatively and policies and strategies have to be crafted that can satisfy multiple imperatives; can *balance* competing goals; and can enable the pursuit of equally desirable goals.

If trade-offs are necessary, they should be made deliberatively, consciously and transparently with respect to their implications for vision and goals, and communicated in ways that build understanding and secure support from important constituencies.

Allied to the need to make difficult choices, it is vital to establish priorities with respect to institutional goals and transformation. This is more easily asserted than accomplished in practice. Yet a capability to establish priorities is critical if an institutional transformation agenda is to be pursued purposefully and not compromised.

9. **Institutional analytical capability**

In the face of the myriad challenges that face universities, an effective institutional capability for rigorously analysing the social context and for monitoring, evaluating and interpreting dynamics, trajectories and trends is important for planning institutional development. The capability to read the nature of polices, policy signals, and fathom the trajectories of policies is critical if a university is not to be purely determined by context and vagaries, but is to proactively and effectively engage with and mediate its context and shape its future.

The political terrain, economic conditions, macro-economic policy, the high-level knowledge and skills requirements of the labour market, budgets for higher education, including student financial aid, secondary school outputs all warrant close analysis as they necessarily impact on and shape institutional decision-making and planning.

The institutional analytical capability must extend to producing carefully conceptualised performance indicators and benchmarks, which are designed with clarity of purpose and aims, and are respectful of institutional mission and policy goals. It must also facilitate effective monitoring, evaluation and penetrating internal reviews. All these have an important role to play in institutional improvement, innovation and development and, through these, in the achievement of national economic and social development priorities and goals.

10. **Institutional planning capability**

It should also be clear that an institutional capability for planning, itself dependent on an effective institutional research capability and a sound and reliable information management system, is imperative.

In the current climate, planning is a necessary condition for addressing the myriad demands on institutions, building on strengths and exploiting available opportunities, overcoming weaknesses and managing constraints, and dynamic and sustainable institutional development. All areas of institutional life and activities including, fundamentally, academic provision require periodic review, deliberation and conscious decision-making.

Institutions are obliged to make choices. One reason is that given the diversity of defined higher education social purposes and goals, and the varied knowledge and diverse graduate needs of our Southern African and wider African economies and societies, no single university can address the full range of social purposes, goals and needs. A second reason is that whatever the ambiguities at the level of policy, government is strongly committed as substantive policy to a differentiated and diverse higher education system.

Institutional research and planning are vital in ensuring that:
▪ A university has informed and carefully deliberated ideas of its academic and overall institutional trajectories and development -- in other words, an institutional development plan that is not an invariant, cast-in-stone blueprint as much as a compass that guides developments, prioritisation, decision-making and implementation, while leaving room for pursuing new imperatives and exploiting possible new opportunities.

- There is effective alignment of enrolment planning, academic planning, staff planning, infrastructure planning and financial planning.
- A university is not shaped by historical patterns and contemporary currents and pressures, but proactively and consciously shapes its own future.
- Planning occurs on a longer-term horizon than tends to exist at universities.
- A university remains financially sustainable with respect to its current and future envisaged enrolments, academic programmes and operations, staffing and infrastructure requirements.

No university can undertake its core purposes in their entirety: institutional research and planning informed by appropriate data is critical in making choices and decisions on key issues and areas of a university. These key issues and areas include:

- Enrolments: The size of the overall student body of a university; the rate of annual growth; the mix of undergraduate and postgraduate students; the mix of students in fields such as Arts/Humanities, Science, Health Sciences, Economic and Management Sciences, Education and Law; the mix of local and international students (including short-term exchange students); the equity (class, 'race' and gender) profile of the university; the geographical origins of local students; an envisaged maximum size; and so on.
- Teaching-learning: The options or balance between different levels of provision (undergraduate and postgraduate); the breadth of qualifications, programmes and possible course combinations; the nature of programmes (the mix of general formative, vocational and professional programmes, inter and multidisciplinary programmes, etc.); the mode of provision (correspondence, distance, open, e-learning, contact, etc.); the scope of provision (local, regional, national and international); the desirability and feasibility of new programmes; pass, throughput, success and graduation rates; and so on.
- Knowledge production: The options or balance between different kinds of scholarship (of discovery, integration, etc.); the nature of research (fundamental, applied, strategic and developmental); the relationship between research and teaching; research support, productivity, and so on.
- Community engagement: Relations with different kinds of communities (mining, manufacturing, agriculture, commerce, government, non-governmental organisations and social movements) that exist or operate in different spaces (national, provincial, regional and local, urban and rural) and have different requirements (research and teaching).
- Balancing teaching-learning, knowledge production and community engagement.
- The staff dimensions of a university, including the size of the university's academic and support staff bodies; the rate of annual growth of the academic and support staff bodies; the academic: student ratio; the mix of local and international staff; the equity ('race' and gender) profile of the academic and support staff bodies; the development of a new generation of academics, and the transformation of the social composition of the academic staff body.
- The infrastructure needed to support the activities of a university (including infrastructure for academic programmes; student accommodation and sport or cultural activities; the housing of academics and support staff, and administrative and other support services); backlogs with respect to infrastructure for different activities; the implications of future enrolments and academic programmes for different kinds of infrastructure; and the capability and capacity of local government to provide the necessary services to support current and new infrastructure.
- The finances of a university (including available finances to maintain current academic programmes; to initiate new academic [teaching and research] programmes; to remunerate staff appropriately; to address infrastructure backlogs; to support additional infrastructure related to growth and development); the current and possible future mix of sources of funding

(including state subsidy and its components of teaching-input funds, teaching-output funds, research funds [postgraduate outputs and publication-related funds], institutional-factor funds for size and student social composition, teaching-development grants, research-development grants, academic-development funds and infrastructure and efficiency funds); student tuition-fee and third-stream income (including short courses, research contracts, endowments and gifts), and the effective and efficient use of available finances to address the social purposes of the university, implement agreed-upon strategies and realise defined goals.

Directed institutional research and institutional planning for greater efficiency and effectiveness in relation to institutional activities are not in competition with academic freedom and the scholarly autonomy of disciplines and academic departments. Still, in as much as planning is necessary, it must accord substantial freedom to academic departments and scholars with respect to teaching and research matters. It must avoid inflicting unnecessary burdens on those whose preoccupation should be intellectual work and guard against creating an institutional culture of dull, plodding conformity that stifles imagination, creativity and innovation. There must be space for academic and research programmes with different purposes, methodologies, pedagogies and modes of provision, that respond in different and distinct ways to our varied and changing intellectual, social and economic needs.

11. Democratic consensus

The making of choices and decisions, including conscious trade-offs, should simultaneously be an exercise in forging through participatory and democratic processes an institutional democratic consensus on the fundamental values, purposes, orientation and goals of a university. This process must include all the key stakeholders. It must also embrace students as genuine partners, and not reduce them to 'customers' and 'clients'. (The notion of students as 'customers' and clients' is a fundamental misconception of the meaning of a university).

However, consensus on fundamental issues is no guarantee of institutional development and successful change. It is equally important to forge consensus on the actual policies, strategies, instruments and procedures for change. Put in another way, while the goals of institutional change may not be in issue, the policies, strategies and instruments, and the form, pace and timeframes for achieving goals or implementing strategies can become sources of conflict and even resistance. In this context, it is incumbent that interactions between stakeholders are based on integrity, honesty, rationality and the pursuit of the common good, rather than on purely narrow self-interests. It is also clear that a democratic consensus is not a once-off activity but one that has to be renewed from time to time.

12. Freedom and responsibility

Institutional goals and research and planning are not purely technical and neutral issues. They are shaped by values and politics (understood as contestation and struggles around social relations outside and within universities).

Manuel Castells writes, universities do not stand outside of society; they are subject to 'the conflicts and contradictions of society and therefore they will tend to express - and even to amplify - the ideological struggles present in all societies'. Moreover, 'universities are social systems and historically produced institutions (and) all their functions take place simultaneously within the same

structure'. The 'real issue', he suggests is 'to create institutions solid enough and dynamic enough to stand the tensions that will necessarily trigger the simultaneous performance of somewhat contradictory functions'.

No matter how thoughtful and rigorous, social research seldom provides clear answers to what is to be done and which strategies and interventions should be in specific circumstances. There is much contemporary reference to 'evidence-based' policy-making, decision-making and 'practices', which suggests that the 'evidence' will tell us what we must do. While this may be an attractive idea to some researchers and experts (technocrats), it should be treated with scepticism and concern.

The sociologist C. Wright Mills writes that:

> Freedom is not...merely the opportunity to choose between set alternatives. Freedom is, first of all, the chance to formulate the available choices, to argue over them - and then, the opportunity to choose. That is why freedom cannot exist without an enlarged role of human reason in human affairs...[T]he social task of reason is to formulate choices, to enlarge the scope of human decisions in the making of history. The future of human affairs is not merely some set of variables to be predicted. The future is what is to be decided - within the limits, to be sure, of historical possibility. But this possibility is not fixed, in our time the limits seem very broad indeed.

> Beyond this, the problem of freedom is...how decisions about the future of human affairs are to be made and who is to make them. Organisationally, it is the problem of a just machinery of decision. Morally, it is the problem of political responsibility. Intellectually, it is the problem of what are now the possible futures of human affairs.

Indeed, the futures of our universities involve choices and the critical issues are how we are to 'formulate the available choices', 'argue over them' and innovate the 'just machinery' that provides the 'opportunity to choose' and make decisions.

This poses the question of how are we to build an institutional culture and configure internal governance in a way that hold fast to the values of academic freedom, academic self-rule and democracy and institutional autonomy, concomitantly address the requirements for public accountability, efficiency and effectiveness, and avoid an ideology and culture of 'managerialism' (while acknowledging that effective management is indispensable).

Here, it is worth noting that whatever parallels some may seek to draw between a university and a business corporation, a university is fundamentally *different* from a business corporation. For one, whereas a business tends to be a hierarchy, a university is a holyarchy. This is a reference to the fact that the core component parts (the academic units) possess substantial autonomy by virtue of the principles of academic freedom and intra-institutional autonomy. In these circumstances, despotic and dirigiste - even if enlightened and socially committed - leadership is unwise. There is no alternative to continuous engagement and persuasion for realising the progressive transformation and development of universities.

Multiple types of participation (provision of information, seeking advice, engaging in consultation and direct involvement in policy and decision-making), and structures of participation (informal forums, working groups, task teams, formal committees, faculty boards, the senate, the

institutional forum and the council) are necessary for effective agenda-building, deliberation and democratic policy and decision-making.

13. Adequate higher education funding

It is indisputable that there are major inefficiencies in higher education, which must be vigorously addressed as they waste valuable public finances. Yet, it is equally clear that public funding for universities is inadequate in the face of the legacy of past inequalities and the new demands on and expectations of higher education.

The NPC recognizes that 'the university sector is under considerable strain. Enrolments have almost doubled in 18 years yet the funding has not kept up, resulting in slow growth in the number of university lecturers, inadequate student accommodation, creaking university infrastructure and equipment shortages. A number of areas of higher education are in need of additional funding:

- As the NPC notes, 'uniform standards for infrastructure and equipment to support learning, promote equity and ensure that learners doing similar programmes in different institutions receive a comparable education'
- Expansion of academic and related infrastructure, especially backlogs that 'impact on the quality of teaching and learning', including student accommodation
- The National Student Financial Aid Scheme, which is inadequate to fully provide access and equity of opportunity to eligible and talented students from working class and rural poor families and from even lower middle class families. The NPC proposes providing 'all students who qualify for the National Student Financial Aid Scheme with access to full funding through loans and bursaries to cover the costs of tuition, books, accommodation and other living expenses. Students who do not qualify should have access to bank loans, backed by state sureties'. It also acknowledges that 'an important challenge is finding the resources to address those students who do not qualify for NSFAS loans because their families' incomes exceed the threshold of R122 000 per annum but who do not earn enough to qualify for commercial loans. This group includes the children of many teachers and civil servants - precisely the groups from whose children future professionals and academics come from in most countries. The government must find ways to meet this challenge'.
- Academic development initiatives to support students to succeed and effective funding for any new four-year undergraduate degree
- Curriculum innovation, renewal and transformation to enhance the capabilities of institutions to effectively address the needs of economic and social development
- Producing the next generation of academics and researchers, who are especially black and women.

UWC must continuously and energetically make the case for adequate funding for both its agreed institutional development goals and trajectory, and for addressing the historical inequalities that constrain the achievement of its goals.

I have a recurring dream: having been promised a better life in post-1994 South Africa, at a gathering in a barren field in an impoverished rural community a dignified, wizened, forlorn woman asks:

Where are the learned scholars and researchers of our society? Where is the intellectual engagement with our troubled history, with the mysteries of our land and universe and our

pressing problems of unemployment, poverty, poor schooling and health care? Where is the intellectual critique of the nature and shortcomings of our society, democracy, economic and social policies, and how we conduct our business? And where, above all, is the intellectual contribution to the continued envisioning and development of an anti-racist, non-sexist democracy founded on social justice for all?

Millions of South African that are yet to fully enjoy the fruits of post-1994 democracy have a keen interest in the answers to these questions. We must be able, with heads held high, exemplify how our scientific and scholarly endeavours contribute to and make a difference to the lives of our people.

In powerful and influential quarters of our society, there is much rebuke of higher education, and strong questioning of our contribution and ability to be the powerhouses of the production of graduates and knowledge that can fuel economic and social development.

The negative perceptions of higher education are open to challenge on a number of grounds. For one, there is inadequate recognition and awareness of the innovations in curriculum, learning and teaching, and the increasing efforts to enhance the quality of provision that have occurred over the past 20 years; of the varied, important and continuing roles of institutions in research and technology development in a number of fields, and of innovative community engagement initiatives. For another, there is unwarranted generalizing about the quality of institutions and academic programmes, and sometimes unrealistic and even misguided expectations of and demands on universities.

Still, it is wise not to assume that the contribution of higher education and UWC is self-evident and clear to all. There tends to be inadequate communication on the part of universities about their roles, achievements, and contributions, and insufficient attention paid to ensuring public confidence in higher education. More extensive and effective communication is vital, to change public perceptions and secure a greater understanding of our worth as institutions.

The next decade will continue to be a challenging time for higher education and UWC. The social fissures, tensions and paradoxes of our society make this inevitable. We should not be daunted. There are opportunities that accompany challenges, and effective and timely engagement can result in great rewards.

The appropriate response to challenges is principled, imaginative, effective, timely and determined engagement, inspired by the conviction that UWC has a pivotal contribution to make to its locality, province, country and region.