

**STRATEGIC ALIGNMENT OF FACULTY STRATEGIC MANAGEMENT TO STATE
HIGHER EDUCATION REGULATION:
THE STRATEGIC MANAGEMENT OF PROGRAMME OFFERING AT THE FACULTY
OF ART, DESIGN AND ARCHITECTURE AT THE UNIVERSITY OF
JOHANNESBURG**

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DEDICATION

This work is dedicated to the many students who are engaged in qualitative research and who have to produce descriptive data. I wish you luck on your journey of exploration which can easily be described as superficial by the uninformed.



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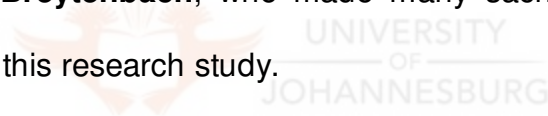
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ABSTRACT

Higher education state governance fulfils an important function in providing policies and procedures, which in turn provides guidance and strategic vision to higher education in South Africa. The reformed South African higher education policies have to guide, rebuild the nation and drive transformation that is necessary in post-apartheid society. However reformation and transformation of regulations require change and restructuring in order to ensure alignment within the entire system.

The Faculty of Art, Design and Architecture (FADA) is positioned in a newly restructured and merged educational landscape within a comprehensive university, in which new strategic goals and objectives have been formulated. The faculty is also in the midst of a programme offering debate due to the circulation of the draft Higher Education Qualification Framework (HEQF), which revealed the lack of inclusion of previous technikon type qualifications in this framework. FADA is considering rearticulation and conversion from diploma to degree programmes in order to create a competitive advantage, and ensure a postgraduate future for the faculty. However the majority of the FADA academic staff are specifically qualified and experienced in technikon type programme offerings.

The aim of this study is therefore; to determine the challenges and expectations presented in reformed state regulation that should be considered in the strategic management of faculty programme offering in order to ensure strategic alignment to state regulation. The primary research objectives of this study are:

- To determine the role and impact of reformed state regulation and state policies on the strategic management of the programme offering in FADA.
- To establish the challenges and expectations that the faculty face, in order to strategically manage programme offering that is in line with relevant state policy expectations.
- To identify and assess the concerns and expectations expressed by FADA academic staff, that will impact on the strategic management and strategic alignment of faculty programme offering.

The research design follows a qualitative research approach in order to observe and document the perspective of the academic within higher education. A case study approach is adopted in examining FADA which is a single higher education faculty. Using literature survey, documentary and policy analysis and interviews with academics within the faculty, the study has provided a comprehensive review of higher education state policies. This review also presents the challenges and expectations that will be required within strategic management, of faculty programme offering to ensure strategic alignment to state regulation.

The most important findings revealed that greater focus is placed on management in higher education. An increasing move towards a management paradigm is evident in the restructured higher education environment. Furthermore, the reformed higher education system is described as being extremely rigid with an increase in bureaucracy, which relates to the increase in the number of reformed higher education policies and procedures. The increase in policy requirements resulted in a greater administrative workload which impacts on teaching contact time and interaction with students.

The research recommendations have identified that FADA should ensure that the faculty management team is experienced and skilled in strategic management and that they include a market orientated approach in strategic planning. FADA should also aim at reducing the negative impact of state regulation on lecturers and ensure that continuous growth and development takes place in the faculty.



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CHAPTER 1: INTRODUCTION, PROBLEM STATEMENT AND OBJECTIVES OF THE STUDY

1.1 INTRODUCTION

This chapter provides an introduction and brief overview of the research study. It will provide a background to the introduction of post-apartheid reformed state regulations. Focus is placed on state regulations that impact on programme offering and on the investigation that is to be conducted for this study. The research problem is stated as well as the research aim and objectives. A scope of the study identifies its boundaries and limitations and is followed by the perceived contributions of the study. Finally, the chapter presents the outline of the study.

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1.2 BACKGROUND TO THE STUDY

The higher education environment in South Africa is regulated by the Ministry of Education. The role of the state and the Department of Education is to translate the education and training policies of government, and the provisions of the Constitution into a national education policy and legislative framework. It is the responsibility of the Department of Education to ensure that:

- “all levels of the system adhere to these policies and laws
- mechanisms are in place to monitor and enhance quality in the system
- the system keeps in step with international developments.”

(Department of Education, S.a)

Public higher education regulation in South Africa has been under the spotlight of reconstruction, transformation and re-education since 1994. The post-apartheid political ideologies were required to restructure and reform the education environment and legislation in South Africa. Higher education regulations that were developed pre-1994, distinguished between three types of educational institutions namely; universities, technikons and colleges. The distinctions between these institutions were evident in the type of qualifications offered, and the student body that was catered for i.e. blacks (Africans), whites, Coloureds and Indians. The Council on Higher Education (2001:Chapter 2) identified that: “Pre-1994 political and managerial responsibilities for the various higher education institutions were apportioned to a number of different government departments organised according to the then applicable racial classifications”.



The separation of institutional type and qualification type resulted in an educational system where each institutional type delivered programmes which related to teaching and learning as described by state policy. Bunting (2002:37) explains the motivation for the separations as follows: “ The National Party government believed that it had been able to identify the essence of each of the two types of institutions into which it divided the South African higher education system: the essence of a university was *science* and the essence of a technikon was *technology*.”

The pre-1994 educational context and qualification framework can be described as fragmented with a lack of cohesion. Programme articulation routes between these institutional types were not possible and contributed to the societal separation between university graduates and students that obtained qualifications from technikons and

colleges. The Education White Paper (SA, 1997a) identifies that the separate and parallel qualification structures for universities, technikons and colleges have prevented student transfer between these institutional types. Technikon qualifications did not articulate with university programmes and did not provide a coherent pathway and mobility between qualifications for students. The Education White Paper (SA, 1997a) therefore proposed that a single qualification framework for higher education should come into existence.

The time period from 1994 to 2007 gave rise to a number of education acts, policies and discussion documents which aimed to reform and transform the diverse and fragmented higher education environment. The following policies, acts and framework impacts on the restructured higher education programme offering environment and will be investigated in this study:



- The vision for the transformation of the higher education system was communicated in 1997 with the publication of the **Education White Paper 3: A Programme for the Transformation of Higher Education** (SA, 1997a). The Education White Paper provided a policy framework with goals, values and principles for the reformed higher education system.
- The Education White Paper was immediately followed by the **Higher Education Act 101 of 1997** (SA, 1997b), which together with the Education White Paper provided the first indicators towards a new regulation structure for higher education in post-apartheid South Africa. The Higher Education Act (SA, 1997b) established a legal basis for a new proposed single national system. The Higher Education Act replaced

three existing Acts namely; the University Act 1995, the Tertiary Education Act 1988 and the Technikon Act 1993.

- **National Plan for Higher Education (NPHE)** was presented in 2001 and provided a strategic framework for the re-engineering of the higher education system. The NPHE included the strategic objectives that were developed according to the higher education goals as identified in the Education White Paper. The NPHE also attempted to position higher education in the country closer in line with the imperatives of a new democratic order.
- The **Transformation and Restructuring Policy** (SA, 2002) presented the new institutional landscape and the mandatory mergers in higher education. The government proposal required the restructuring and consolidation of the institutional landscape in order to lay a foundation for transformation and reconstruction in higher education. The restructuring resulted in the merger of the Rand Afrikaans University and Technikon Witwatersrand to form the University of Johannesburg. The new university was identified to be one of four comprehensive institutions in South Africa.
- In July 2004 the Ministry of Education circulated a **draft Higher Education Qualification Framework** (SA, 2004) which proposed a new qualification framework for South Africa. A second draft, with very few changes to the first, was presented in August 2006. The intention of the framework is to establish a uniform system for higher education, through which a consistency between the types of qualifications issued by universities of technology and traditional universities can exist. However the draft HEQF indicates a shift away from technikon-type degrees (Bachelors of

Technology, Masters of Technology and Doctorate of Technology) since these programmes are not used as qualification-types in the HEQF. This framework impacts directly on the programme offering and strategic management of the Faculty of Art, Design and Architecture, who only offered previous technikon-type qualifications.

1.3 PROBLEM STATEMENT

The University of Johannesburg (UJ) is a comprehensive institution, and is the result of a merger between the former Technikon Witwatersrand (TWR) and the Rand Afrikaans University (RAU) that took place in January 2005. The Faculty of Art, Design and Architecture (FADA) formed part of the former TWR and offer programmes that are referred to as technikon type programmes.

In March 2006 the departments that form part of FADA were relocated and united under one roof, in a new building on the Bunting Road campus. The relocation to a new building was the result of nearly 14 years of presenting motivations and plans to the former TWR Executive Management and TWR Council. The new facilities as well as new institutional profile have impacted positively on stakeholder perceptions of the faculty. First year applications have increased in 2006 and 2007, and the faculty has attracted applicants with good academic Grade 12 records.

However the design programmes that are offered by the faculty have to compete within a small and highly competitive regional and national higher education environment. Regional competitors, who are mostly private providers, offer similar design programmes

to those presented by FADA. Direct overlap exists in programmes such as Graphic Design, Multimedia, Interior Design and Fashion Design. In 2003 private providers had started to convert their qualification types from diploma to degree programmes. The private providers were guided by international trends, as well as the Ministry of Education publication of the 2004 draft for a new Higher Education Qualification Framework.

It is a concern that the draft HEQF (SA, 2004 and SA, 2006) indicates a shift away from technikon-type degrees. The faculty is faced with a challenge to redefine the strategic focus, relating to programme offering. The faculty's main focus would be to identify a programme offering strategy that takes into consideration the aim of the HEQF, and state expectation as well as the factors that will impact on the strategic implementation of a new programme offering model.

This study focuses on the challenges and expectations presented in reformed state regulation, in order to determine strategic direction and guidance for strategic management of programme offering. The study does not focus on the development of a programme offering strategy, but on the challenges and the expectations that are presented to strategic management. It is required of public higher education to be aligned to state regulation. However in order to be aligned to state requirements the faculty must understand the focus of state regulation.

It is further required of FADA to understand the challenges and expectations that the reformed state regulations present to higher education. The faculty is positioned in a new educational landscape in which the strategic focus is different to that of the former

technikon. The draft HEQF does not include the technikon type qualifications and the majority of the academic staff within FADA are qualified and experienced in technikon type programme offerings. The study will investigate factors such as staff qualifications and staff experience that could impact on the implementation of a new programme offering model for degree-programmes.

The following research questions were used as guidelines during the investigation process:

- a) What is the role and impact of reformed higher education state regulation on higher education faculty management and programme offering?
- b) What are the challenges and expectations presented in applicable state policies that should be taken into consideration in the strategic management of programme offering to ensure strategic alignment?
- c) How does the change in the institutional environment and proposed change in programme offering structure affect the academic staff and the programme offering of the Faculty of Art, Design and Architecture?
- d) How does the paradigm shift to higher education strategic management impact on the strategic management of programme offering within the Faculty of Art, Design and Architecture?

1.4 AIM

To determine the challenges and expectations presented by reformed higher education state regulations that should be considered in the strategic management of faculty programme offering in order to ensure strategic alignment to state regulation.

1.5 OBJECTIVES

The primary objectives of the study are:

- To determine the role and impact of reformed state regulation and state policies on the strategic management of the programme offering in FADA.
- To establish the challenges and the expectations that the faculty face in order to strategically manage programme offering that is in line with relevant state policy expectations.
- To identify and assess the concerns and expectations expressed by FADA academic staff that will impact on the strategic management and strategic alignment of faculty programme offering.

1.6 SCOPE OF THE STUDY



The Ministry of Education has appointed national task teams to evaluate the requirements of the post-1994 education environment within South Africa. The evaluation resulted in the publication of the Educational White Paper, a new Higher Education Act in 1997 as well as revised policies and frameworks. This study will only focus on those state regulations that impact on higher education programme offerings and the immediate environment in which the programmes are offered. The main focus would be on a new proposed single qualification framework as presented in the draft HEQF published in July 2004 and August 2006. The study focuses on the challenges and expectations presented in the reformed state regulation, in order to determine the state expected focus and outcomes for the alignment of strategic management of programme offering within the faculty.

The educational environment could be described as a system that forms part of mega trends, which are described as: “large social, economic, political and technological changes that are slow to form” (Kotler, 2003:160). This dissertation is limited by the time that it takes to finalise state regulation and the sometimes ambiguous interpretation of state regulation within the academic environment. The following two aspects have not been resolved and contribute to the limitations of the study:

- The restructuring of the Higher Education Landscape which resulted in the formation of a new institutional-type referred to as comprehensive institutions. The University of Johannesburg is one of four comprehensive institutions. The requirements of the comprehensive institutions are not clearly stipulated by government which result in a wide selection of interpretations. The intention was however to merge a technikon and a university therefore combining technikon-type and university-type programmes in one institution.
- The first Higher Education Qualification Framework draft was circulated in July 2004. A two year waiting period followed before the second draft was published in August 2006. Each draft was followed by a wide range of interpretations and debates that took place within the various higher education institutions. Two different groups of thought and speculation exist in the interpretation of this framework. The one group highlights the serious shortcomings of the framework and expects that these should be addressed in a final draft. The second group speculates that the second framework has not changed significantly from the first draft and that a final draft could be expected soon.

1.7 PERCEIVED CONTRIBUTIONS OF THE STUDY

This study focuses on challenges and expectations presented by the state policies, specifically programme offering requirements presented in the draft HEQF and the new higher education environment in which these programmes are offered. The study aims to meet the objectives as stated under point 1.5 of chapter 1. Once the objectives had been identified it would enable the faculty to gain an advantage in a highly competitive environment. FADA can also address challenges and expectations that are presented through state regulation which could inform decision making and management strategies relating to faculty programme offerings.

1.8 OUTLINE OF THE STUDY



Chapter 1

Chapter 1 provides an overview of the research study. It provides a background to the reformulation of state regulation as well as the restructuring of the higher education landscape in South Africa. The research problem is stated as well as the research aim and objectives. A scope of the study, identifies the boundaries and limitations followed by its perceived contributions.

Chapter 2

Chapter 2 identifies and presents the literature review that relates to this study. A comprehensive literature review is conducted in order to establish a basis for this project

founded on principles and theories of the role of policies, policy steering mechanisms, policies as drivers of change and strategic management in higher education.

The changes that took place in policy focus from the apartheid state to the current transformed democratic state is investigated and presented, as well as the impact of the new state policy on higher education institutional governance and management. The concepts of conditional autonomy and academic freedom are contrasted with the requirements and increase of state regulation in order to establish the relationship between state and public institutions.

The chapter further comprises the literature review that relates to strategic management, and the challenges that are presented to higher education institutions to develop and implement strategic management, planning and alignment to state policies.

Chapter 3

Chapter 3 provides an in depth look at FADA. This provides the reader with a description of the research case study which is, FADA within its institutional context now the University of Johannesburg. FADA's student numbers and programme offerings in relation to those of the University of Johannesburg are presented. This chapter provides a brief overview of the regional and national design education environment. The original motivation for the introduction of degree programmes within the technikon environment is discussed, and the reaction of the staff of the previous Technikon Witwatersrand to the draft HEQF is presented.

Chapter 4

Chapter 4 presents the research design and methodology identified for this research study. The appropriateness of qualitative research and the use of a case study are motivated and the qualities and strengths of qualitative design are presented. The data sources for the collection of the secondary and primary data are described. The research sample design and size is motivated and presented. The data collection method is identified and discussed and is followed by an explanation of the manner in which the interviews were conducted and transcribed. The research qualitative content analysis method is thoroughly explained.

Chapter 5



Chapter 5 presents the main research findings that were collated from the interviews. This chapter presents the perceptions, concerns, opinions and observations of the sample group that were identified within the research case study. The information is presented in a narrative format in order to provide a rich description and deep understanding of the case study.

Chapter 6

Chapter 6 provides a summary, conclusions and recommendations for this study in relation to the research questions and research objectives.

CHAPTER 2: LITERATURE REVIEW

2.3 INTRODUCTION

This chapter comprises a literature review that relates to higher education state regulation, policy making, the role of policy and the policy steering mechanisms and processes. The literature review further investigates the changes that took place in the policy focus as well as the impact of the new state policy on higher education institutional governance and management. The chapter also comprises a literature review that relates to strategic management, the role of strategic management and the leadership challenges that are presented to higher education institutions in order to develop and implement strategic planning and alignment to state policies.



2.4 HIGHER EDUCATION STATE REGULATION

2.2.1 Meaning of regulation in Higher Education:

Jackson (1997b) identifies two fundamental concepts embedded within the meaning of regulation. The first concept refers to the act of regulating and the second to the state of being regulated. (Table 1) He explains that there is a difference in the focus and primary concerns for each condition and also an inherent conflict within the concept itself. The conflict exists due to the differences in the primary interests and concerns of the regulator and the regulated. Jackson (1997b:166) describes the association between the regulator and the regulated as: “a relationship involving the investment of power and

authority in the regulator and an agreement, by the regulated, to operate within the rules established by the regulator or to align their practices in accordance with codes of practice constructed or created by the regulator”.

Table 1: Regulation embraces the act of regulating and the state of being regulated

Regulator	Regulated
Act of regulating	State of being regulated
<ul style="list-style-type: none"> • Making and administering rules (principles, procedures, codes, expectations, guidelines) • Regularizing practice (encouraging conformance and standardization) • Measuring, testing and verifying compliance 	<ul style="list-style-type: none"> • Conforming to rules • Implementing rules • Measuring/verifying compliance • Adapting to change • Improving or changing practice

Source: Based on Jackson, 1997b: 166

The description of the term regulation in a South African context is confirmed by Waghid, Berkhout, Taylor & De Klerk. (2005:1178) when they identify that “Strictly speaking the regulation of higher education by the state (through the functions of both the Department of Education – DOE and the Council on Higher Education – CHE) implies that the state exercises ‘power over’ institutions”. They continue to argue that the state regulates and therefore assumes that the state has ‘power-over’ higher education institutions and is therefore in the regulator position.

2.2.4 Higher Education state regulation and policy-making under the apartheid government

Coetzee (2004:50) describes the apartheid policy-making as follows: “The apartheid vision of ‘separate but equal education’ brought about an extremely fragmented system with management typically top-down and policy-making that was criticised as an exclusive, non-transparent and bureaucratic process.” The fragmented structure is described by Cloete (2002) as a system that lacked co-ordination, a common vision and uniformity in norms, standards and the distribution of resources. Bunting (2002) explains that the fragmented and unco-ordinated education system was the result of the white apartheid government’s perception of race and its politics. In 1984 the Republic of South Africa introduced a constitution in which distinction was made between ‘general’ and ‘own affairs’. Bunting (2002:36) identifies the impact of this constitution on higher education as follow: “A direct consequence was that higher education institutions had to be designated as being for the exclusive use of one of the four races: African, coloured, Indian and white. “

During the 1980s the government argued that higher education was brought into existence by an action of the state, and was therefore seen as ‘creatures of the state’. “In line with its belief that higher education institutions are creatures of the state, the government further fragmented the racially divided higher education system: “higher education institutions were divided into rigid groups in terms of the function they were and were not permitted to perform.” (Bunting 2002:37) This rigid division and distinction resulted in the introduction of the terms *universities* and *technikons* in higher education. Bunting (2002: 37) explains the motivation for the separations as follow: “ The National

Party government believed that it had been able to identify the essence of each of the two types of institutions into which it divided the South African higher education system: the essence of a university was *science* and the essence of a technikon was *technology*.”

This separation in institutional and qualification type resulted in an educational system where each institutional type delivered programmes as follows:

- Universities were to concentrate on the teaching and research of the basic fundamental principles of science, inter alia, with a view to the provision of high-level person power.
- Technikons were to concentrate on the application of scientific principles to practical problems and to technology, thus preparing learners for the practice, promotion and transfer of technology within a particular vocation or industry.
- The colleges were examples of so-called single purpose institutions and were to provide specific vocational education and training.

(Council on Higher Education, 2002: Chapter 2)

The rigid division between universities and technikons further resulted in establishing specific policies relating to the function of each type of institution. The regulation of higher education programmes and qualifications were described in the following policy documents, (Council on Higher Education, 2002):

- A qualification Structure for Universities in South Africa- NATED Report 116 (99/02)
- General Policy for Technikon Instructional Programmes- NATED Report 150 (97/01)
- Formal Technikon Institutional Programmes in the RSA- NATED Report 151 (99/01)

The New Academic Policy for Programme and Qualifications in the Higher Education discussion document (Council on Higher Education, 2002) indicates that the inherited systems only provided a skeletal qualification structure. This structure did not give ample provision or attention to articulation possibilities across the different types of higher education structures. The discussion document further identified that the academic policies that govern programmes and qualifications have never adequately reflected the actual distribution of programmes at institutions.

The process of regulatory change from an apartheid system to the currently post-apartheid education system is however a slow and time-consuming process. It is proposed that the NATED reports would be replaced by the draft Higher Education Qualification Framework (HEQF). (SA, 2004) The HEQF will be discussed further on in this chapter.



2.2.5 Higher Education state regulation and policy-making in post-apartheid South Africa

The first five years of the New South Africa, was landmarked by the emphasis placed on the introduction of new policies and legislation. Past Minister of Education, Kader Asmal identified in the foreword of the National Plan for Higher Education (NPHE) that: “The victory over the apartheid state in 1994 set policy makers in all spheres of public life the mammoth task of overhauling the social, economic and cultural institutions of South Africa to bring them in line with the imperatives of a new democratic order.” (SA, 2001: Foreword)

The vision for the transformation of the higher education system was communicated in 1997 with the publication of the Education White Paper 3: A Programme for the Transformation of Higher Education (SA, 1997a). Asmal (SA, 2001: Foreword) describes the focus of the vision as follows: “Central to this vision was the establishment of a single, national co-ordinated system, which would meet the learning needs of our citizens and the reconstruction and development of our society and economy.”

The Education White Paper (SA, 1997a) was immediately followed by the Higher Education Act 101 of 1997, which together with the Education White Paper provided the first indicators of a new regulation structure in higher education in post-apartheid South Africa. The Education White Paper provided a policy framework with goals, values and principles for the higher education system. The Higher Education Act (SA, 1997b) established a legal basis for a single national system. The Higher Education Act replaced three existing Acts namely; the University Act 1995, the Tertiary Education Act 1988 and the Technikon Act 1993.

The Education White Paper and Higher Education Act were followed by the NPHE (SA, 2001) which provided a strategic framework for the re-engineering of a higher education system. The NPHE included the strategic objectives that were developed according to the higher education goals as identified in the Education White Paper.

Programme development and design received attention simultaneously and resulted in the development and implementation of the National Qualification Framework (NQF). This framework was developed in line with the objectives as referred to in the South African Qualifications Authority Act of 1995. Waghid *et al.*, (2005) explain that the

introduction of the NQF resulted in the standardization of all higher education qualifications within an outcomes-based and occupationally differentiated notion of organized fields.

The Education White Paper (SA, 1997a) recognised the need to establish the Council of Higher Education (CHE). According to the Education White Paper (SA, 1997a: 3.15) the CHE is required to provide: “independent, strategic advice to the Minister of Education on matters relating to transformation and development of higher education in South Africa, and to manage quality assurance and quality promotion in the higher education sector.”

The Department of Education requested the CHE in 1999, to take on the task of developing a New Academic Policy for Programmes and Qualifications in Higher Education. One of the tasks that the National Academic Policy (CHE, 2002: Chapter 1) was intended to achieve was: “To provide a detailed framework for the development and provision of higher education programmes and qualifications within a single, coordinated higher education sector which gives effect to the goals for higher education as set out in the White Paper and in the National Plan”

In July 2004 the Ministry of Education circulated a draft Higher Education Qualification Framework (SA, 2004) which proposed a new qualification framework for South Africa. The first draft Higher Education Qualification Framework (HEQF) refers to one of the goals that were identified in the Higher Education White Paper (SA, 1997a) which is to develop a single qualification framework for higher education.

2.3. STATE REGULATION VERSUS HIGHER EDUCATION INSTITUTIONAL GOVERNANCE

2.3.1 State Regulation versus academic freedom and institutional autonomy.

A concern that is noted by various authors, is that the increase in the number of state education policies indicated an increase in state authority in South Africa. (Waghid *et al*, 2005; Hall, 2006) Hall (2006:374) notes that: “The defining trend in university governance in South Africa, expressed through legislation and amendments to the Higher Education Act, has been increasing state control.” Hall (2006) further expresses his concern that the Higher Education Act of 1997 and particularly its amendments have considerably extended the authority of the state.

The concern around the increase in state control is also evident in a response document submitted to the CHE by Mangosuthu Technikon (S.a.). This Technikon expresses the opinion that political interference in higher education is often a symptom of a much larger fear, where issues seem out of the control of legislators. This Technikon identifies that the Ministry of Education and related constituencies is reacting fearfully to change, and seek to impose more rigid controls on institutions and processes.

Academic freedom is defined by Waghid *et al*. (2005: 1184) as: “the freedom of those engaged in the practice of science to teach and do research as they deem fit. Academic freedom is the unbiased and the objective search for the truth, an endeavour in which the boundaries of knowledge and understanding are continuously tested and expanded.”

The principles of academic freedom were presented by T.B. Davie in the 1950's: "our freedom from external interference in a) who shall teach, b) what we teach, c) how we teach, and d) whom we teach" (cited in Higgins, 2000:98)

The increase in state regulation has resulted in apprehension among higher education institutions, who insist on the right to academic freedom and the ability to practice institutional autonomy. Jackson's (1997a:121) paper refers to the academic regulation environment in the United Kingdom and he states that regulation is an emotive, threatening and potentially divisive concept when used in academic communities. He explains that the academic communities hold high values for the concept of academic freedom and institutional autonomy, and the academic community is often reluctant to engage with the concept in order to avoid the notion that autonomous institutions lose control over the way in which they conduct their internal affairs.

The Education White Paper (SA, 1997a:36) ensures that: "The Ministry reaffirms its commitment to academic freedom and institutional autonomy within the framework of public accountability as fundamental tenets of higher education and key conditions for a vibrant system." In the NPHE (SA, 2001) the Ministry indicates that they are aware of the objections from institutions that the National Plan infringes on institutional autonomy. According to the NPHE (SA, 2001: 1.5.1): "The Higher Education Act, 1997 clearly spell out that autonomy must be coupled with accountability." The Education White Paper (SA, 1997a) and the NPHE (SA, 2001), assures institutions that the Ministry does not wish to micro-manage institutions or interfere with the day-to-day operations of higher education institutions, and also indicates that it remains the responsibility of the institutions to manage their own affairs. "The Ministry will not however, allow institutional

autonomy to be used as a weapon to prevent change and transformation.” NPHE (SA, 2001: 1.5.1)

Waghid *et al.* (2005) express serious concerns relating to the increase in state regulation. They present state regulation as a limitation that impacts on the academic freedom. “We (academics) can only exercise our responsibility if we are not subtly ‘curbed’, coerced or ‘regulated’ to perform or deliver to a kind of standardized regulatory framework” (Waghid *et al.* 2005:1183) It is evident that the issues relating to academic freedom in institutions is perceived differently by higher education institutions and the Department of Education. Cele & Menon (2006:408) identifies that: “Unlike the school sector which devolves reforms in a decentralised way, the higher education sector has since 1994 been increasingly centrist often causing government to be accused of violating institutional autonomy by determining the parameters of growth and development.”

2.3.4 Global reform trends in Higher Education Governance

The national debate about institutional autonomy and state governance is not new. “What is new; however, are the effects of international reform ideologies that fundamentally challenge the notion of institutional self-steering in higher education.” (Maassen & Cloete, 2002:8). They refer to the work of a Norwegian political scientist, Johan Olsen, who made interesting contributions to the policy debate on the modernisation of higher education.

Olsen (as cited in Maassen and Cloete, 2002) claims that the traditional pact between society and higher education has become problematic. A number of examples are provided to explain this problematic situation such as; the decreasing support of education, accusations of insufficient quality, effectiveness and efficiency, and the complaints about the lack of intellectual capacity. The result of the deterioration of the relationship is the re-interpretation of the relationship between society and higher education. The traditional emphasis on academic freedom and self-steering of academics is replaced with an interpretation that higher education is a service-company with society as its marketplace.

The underlying ideas and assumptions of international higher education reform thinking suggests that universities should be: “externally controlled, their activities should be formally evaluated, they should be held accountable for their performance, they should be steered by market forces and not by governmental or state mechanisms, they should be run by professional leaders and managers instead of academic *primus-inter-pares* (first among equals), and they should be included as service industries in regional and global trade agreements.” (Maassen & Cloete 2002:9).

The state control model has been in implementation since the early 19th century in the continental European states and was also introduced into colonies, where it remained the dominant model after their independence. This implied that the state took care of the public interest in higher education and that there were no direct links between society and higher education. The state decided which social expectations and needs to include in the higher education policy agenda and also how these expectations will be included. (Maassen & Cloete 2002).

2.3.5 The concept of co-operative governance and conditional autonomy in South African Governance

The new governmental steering approaches that were introduced in the late 1980's and early 1990's in Europe and other parts of the world, indicated that a monopolistic state control model can not be maintained. The rationale for the new government steering approach indicates that the state should act as one of the stakeholders with an interest in higher education, instead of as the only stakeholder. This requires a growing importance of the dimensions of society/higher education in a triangular relationship between state, society and higher education. (Maassen & Cloete 2002).

It is identified by Maassen & Cloete (2002) that major exceptions exist in the governmental steering of higher education in the United States of America (USA) and the United Kingdom (UK). The government steering model used by these countries is referred to as the state-supervision or arm's length model. Moja, Muller & Cloete (cited in Cloete, 2002:54) defined the state-supervision model as follows:

“This model is founded on less centrist forms of control in higher education and sees the locus of power shifting from ‘centralised control’ to ‘steering’. In this model, governments provide the broad regulatory framework within which the administrations of higher education institutions are expected to produce the results which governments’ desire. It is a ‘leaner’ state because fewer civil servants are required in the central state apparatuses. It is also ‘smarter’ because state action is less focused in actual administration and concentrates more on defining the parameters of ‘steering’.”

Kraak (cited in Cloete, 2002:54) identifies that it is clear that the ideologies of the state supervision model influenced the 1996 National Commission for Higher Education (NCHE) Report on higher education. It therefore also influenced the conversions of the Commission's Report into an Education White Paper (SA, 1997a) and the Higher Education Act (SA, 1997b). The concept of co-operative governance between the state and civil society was therefore adopted by the Commission. Kraak (as cited in Cloete, 2002) further indicates that the Commission warned that the state must take on the leadership role in this partnership, since the state is considered as "the only actor with powers of political coordination in society. " (NCHE, 1996:57-60 as cited in Cloete, 2002:55). Divala (2006) agrees that this procedural control is justified due to the fact that the state requires accountability because of the responsibilities they have to release public funds to public institutions and to authenticate qualifications.



"A co-operative relationship between the state and higher education institutions should reconcile the self-regulation of institutions with the decision-making of central authorities." (Kraak as cited in Cloete, 2002: 55) The Education White Paper (SA, 1997a) embraces the notion of co-operative governance which would be steered via a regulatory framework, with financial incentives, as well as a system that addresses programme approval. The role of the state would be to manage the system in co-operation with other role players. However Cloete (2002), also identifies that although it is assumed that interactive discussion will take place, the policy document was quite unidirectional: working from centre to periphery, or top to bottom.

Hall and Symes (cited in Hall, 2005:374) advanced the concept of 'conditional autonomy'. The term is described as follows: "Conditional autonomy recognises the role

of the state in steering the system and its outcomes through procedural controls, while respecting the autonomy of individual institutions in the substantive fields of their intellectual work.” In a quest to defend academic freedom they propose a system where conditional autonomy can provide for both academic freedom and also recognise that a democratic state will have accountability for public funds and the authentication of academic qualifications. “The concept of conditional autonomy helps to define the distinction between state steering of higher education and state interference in the academic domain.” (Hall and Symes cited in Hall, 2005:375)

2.4 POLICIES: GUIDANCE AND ALIGNMENT OF ACTIVITIES AND BEHAVIOUR

2.4.1 The role of policies and procedures

Thompson et al, (cited in Louw and Venter, 2006:427) identifies that “Policies and procedures are designed to guide and align an organization’s members in their activities and behaviour.” The policies and procedures therefore assist in facilitating strategic alignment and implementation in the following ways:

- Intentionally guide and create uniformity in behaviour.
- Create consistency in operations across geographically dispersed subsidiaries and plants and outlets.
- Facilitate the formation of an organisational culture conducive to strategic implementation.

Thompson et al, (cited in Louw and Venter, 2006:427) identify that too many policies and procedures can create a bureaucratic dilemma, since it will have the potential to block activity and stifle ingenuity. The authors highlight that policies should rather create a sense of defining boundaries and decision-making to guide and facilitate effective and efficient behaviour.

2.4.2 Aligning with State policies

Lynch (2002) indicates that it is important to understand the implications of the decisions taken by government. The government has a variety of functions of which aspects such as stimulating national economies, encouraging new research projects and introducing new initiatives are but a few examples that affect the organisation and its ability to develop corporate strategy.



Public higher education is however accountable to the Ministry of Education, and is therefore positioned in a different situation to the individual or private corporate identity as described by Lynch (2002). Higher education is expected to align with state policies, and the state therefore has steering mechanisms in place to ensure that the policy goals and objectives are addressed. However Lynch does describe the function of the government correctly, explaining the important role that policies and procedures fulfil, and the guidance and strategic vision it provided to higher education in South Africa. The reformed South African policies have to guide, rebuild the nation and drive transformation that is needed in the post-apartheid society. Policy as a driver of change is discussed further on in this chapter.

2.4.3 Alignment with strategic objectives of Higher Education in South Africa

The goals and strategic objectives that institutions need to address and include in strategic planning are identified in the various state policy documents. The National Plan for Higher Education (2001) provides the implementation framework for achieving the Education White Paper (1997) vision of a single nationally coordinated higher education system that is affordable, sustainable and which responds and contributes to the human resource and research needs of the country. The National Plan identified five policy goals and strategic objectives, which are critical for the transformation and reconstruction of the higher education system. These are:

- (i) "To increase access and to produce graduates with the skills and competencies necessary to meet the human resource needs of the country.
- (ii) To promote equity of access and outcomes and to redress past inequalities through ensuring that student and staff profiles reflect the demographic composition of South African society.
- (iii) To ensure diversity in the institutional landscape of the higher education system through mission and programme differentiation to meet national and regional skills and knowledge needs.
- (iv) To build high-level research capacity, including sustaining current research strength, as well as to promote research linked to national development needs.
- (v) To build new institutional identities and organisational forms through restructuring the institutional landscape of the higher education system, thus transcending the fragmentation, inequalities and inefficiencies of the apartheid past and to enable the establishment of South African institutions consistent with the vision and values of a non-racial, non-sexist and democratic society."

2.5 STATE POLICIES: DRIVERS OF CHANGE

2.5.1 Public policy: Driver of change

Public policy acts as a driver of change. The policy process can be described as a rational linear process that consists of policy phases namely; policy formation, policy implementation, policy evaluation, feedback and policy adaptation. It further assumed that that the effect of policy goals can be measured once the policy is implemented. It could also be possible to implement measures to monitor the rate or extent to which the change is taking place. (Muller, Maassen & Cloete, 2002:291)

However a more recent analysis of the policy process argues that it can be far more complicated and irrational especially in mature democracies. The focus in these democracies has moved from a simple implementation analysis to studying the interactive dimension of the policy process as a whole. (Gornitzka et al. as cited in Muller, et al., 2002:291).

The policy-makers that formulated a new democratic state for South Africa, were required to take the centrally driven state policy system implemented by the apartheid government, and change a policy process that would be progressive and participatory. The new policy would present different goals and the policy process should be democratised. However in South Africa it still required a central steering component that would ensure the desired change from the apartheid state to a democratic state. (Muller et al., 2002:291).

The first policies published by the state were referred to as symbolic policies. Jansen (cited in Muller, et al., 2002:293) argues that: "It was more important for the government, in the first instance, to declare its intention of breaking with the past, than it was to develop policies that might have an immediate impact. However, the fact that a policy is largely symbolic in nature does not mean that it will lack impact." The basic or rudimentary state of policy evolution did however require of higher education institutions to interpret the policy innovation presented by the new government for themselves. (Muller, et al., 2002)

2.5.5 Change and transformation requirements for the higher education system

Cloete (2002: 53) explains that when the new government came into power in 1994 that there was an agreement between the National Party and the liberation movement led by the African National Congress (ANC), that higher education was in need of transformation. "The concept of 'transformation' was a compromise between 'revolution' and 'reform'." Cloete (2002) continues to indicate that the new government had to undo apartheid ideologies that had previously been implemented.

The Education Ministry's vision, values and principles for the newly transformed, democratic, non-racial and non-sexist higher education environment, which responds and contributes to human resources and knowledge needs, is presented in the Education White Paper (SA, 1997a). The Education White Paper also identifies the transformation requirements for the higher education system and its institutions as follows:

- Increased and broadened participation.
- Responsiveness to societal interests and needs.
- Cooperation and partnerships in governance.

(SA, 1997a:1.13)

Two important state regulation documents that were announced after 2001, impact on the programme offering strategy as investigated in this study. They are firstly the Transformation and Restructuring policy (SA, 2002) which indicated the restructuring of the higher education landscape in South Africa and secondly the publication of the first draft for a new Higher Education Qualification Framework (HEQF) in July 2004.

2.5.6 Transformation and Restructuring of the higher education landscape



The Transformation and Restructuring policy (SA, 2002) presented the new institutional landscape and the mandatory mergers in higher education. The consolidation resulted in the reduction of the number of public institutions from thirty-six to twenty-one. This did not lead to a decrease in provision, as all the existing sites of delivery were continued; but it did lead to new institutional and organisational forms.

The restructuring of the education landscape was mandatory and the two reasons for this are stated in the restructuring policy (SA, 2002: 6.2). The first is: “The evidence to date suggests that there has been little or no collaboration in relation to broader policy goals such as reducing programme duplication and overlap and laying the basis for new institutional and organisation forms”. The second is: “The international experience

suggests that where voluntary action has been successful, its impetus has come from external pressure from government”.

The Transformation and Restructuring policy (SA, 2002) refers to two reports that advised the Minister of Education on the arrangement and consolidation of higher education on a regional basis. These reports were; the National Working Group report (NWG) and the CHE report: Towards a New Higher Education Landscape; Meeting Equity, Quality and Social Development Imperatives of South Africa in the 21st Century. The CHE report was presented in June 2000 which “advised on the sustainability of the higher education system, including the effective and efficient use of resources required in a reduction in the number of institutions through combining institutions.” (SA, 2002: Heading 2) The NWG was appointed in July 2001 and their task was to advise the Minister on how the number of institutions could be reduced in order to improve the institutional landscape of the higher education system.

The evaluation of the higher education system presented by both these reports identified shortcomings and concerns that could be addressed through merging institutions. The Transformation and Restructuring policy (SA, 2002) clearly indicates that the goals of the national mergers is in line with the goals as presented in previous reformed education policies. The goals being that the mergers should promote: “social and educational, access and equity, quality and efficiency, sustainability and viability, identity and culture”. (SA, 2002: Heading 2) The purpose would however differ between merging institutions in some cases a historically black and white institution that would help to overcome racial fragmentation, and in other cases two smaller institutions would merge achieve and increase economies of scale and/or scope.

Chapter 3 discusses the case study for this research which is the Faculty of Art Design and Architecture and also the immediate context which is the University of Johannesburg. The merger introduced a new institution type referred to as a *comprehensive institution*. Although this information relates to the change as imposed by policy document, it was considered more appropriate to group the information that describes the changes within the direct environment or setting as well as the challenges associated with this environment with the case study in the following chapter.

2.5.7 Changing the higher education qualification framework and programme offering

The draft Higher Education Qualification Framework (HEQF) was published in July 2004 by the Ministry of Education. A second draft was presented in August 2006. The intention of this framework is to create a uniform system for higher education, through which a consistency between the types of qualifications issued by universities of technology and traditional universities can exist. It is indicated in the draft framework (SA, 2004:3) that: "Separate and parallel qualification structures for universities and technikons have hindered articulation and transfer between institutions and programmes." The draft framework refers to the goals that were identified in the Education White Paper that expressed the need for a single qualification framework that should be developed for higher education, and that this framework should be in line with the National Qualification Framework (NQF).

The Ministry of Education used the reports of three specialist teams to develop the draft framework. An important recommendation that was identified by the specialist teams

was to introduce two more levels on the NQF structure that ranged from level 1 to 8 of which higher education would occupy levels 5 to 8. The framework therefore refers to levels 1 to 10 of which the higher education qualification framework proposes to occupy levels 5 to 10. The undergraduate levels are identified as levels being 5 to 7 and the postgraduate as levels 8 to 10. (SA, 2004) The original implementation date identified for the framework was 1 January 2006. To date, the draft framework has not been finalised by the Ministry of Education, however the level descriptors for levels 5 to 10 have been published by the South African Qualification Authority.

Directly after the release of the draft HEQF, higher education providers were requested to provide feedback to the Ministry relating to the draft framework. The Technikon Witwatersrand's (TWR) response relating to the draft HEQF will be discussed in chapter 3. The following chapter will also present the Council of Technikon Principals' 1994 motivation for the introduction of degree programmes in the Technikons.

2.6 REGULATING CHANGE: STEERING AND REGULATING MECHANISMS

2.6.1 Steering mechanisms implemented by higher education governance

The National Plan (SA, 2001:5) outlines the steering mechanisms that were implemented in 2001, to manage the strategic change. The National Plan addresses aspects such as:

- Indication of targets for the size and shape of higher education
- Growth and participation rate
- Equity and efficiency goals

The strategic levers (SA, 2001:5) through which the framework and system-wide targets and goals will be achieved are presented as:

- The main levers are for planning and funding. The institutional planning process is placed in conjunction with the funding control of institutions. Funding is linked to a three year rolling plan and a new funding formula is being developed.
- Furthermore, funding levers are put in place to earmark funds to realise particular policy objectives, for example research capacity-building.

Finally it is stated in the National Plan (SA, 2001:5) that: “The Ministry will not hesitate to intervene to ensure the implementation of national policy and transformation goals should this prove necessary.”

2.6.2 Regulating fitness of purpose and institutional participation in transformation

Fitness of purpose requires of an institution to be responsive to the local, national and international context. In relation to fitness of purpose and the national context the CHE (2004a: 3) states that: “The transformational role that institutions are required to play within the national higher education agenda is of key importance in this regard. A range of policy and legislative instruments have laid down transformational purposes and objectives for higher education.”

The CHE was required to implement an accreditation system for qualifications through its permanent committee, the Higher Education Qualification Committee (HEQC). (SA,

1997a). The Higher Education Act (SA, 1997b:ss 5c) describes the functions of the CHE, through the HEQC as follow:

- “(i) promote quality assurance in higher education;
- (ii) audit the quality assurance mechanisms of higher education institution; and
- (iii) accredit programmes of higher education”

The CHE with the permanent subcommittee the HEQC, has developed two documents namely; Criteria for Institutional Audit (2004a) and Criteria for Programme Accreditation (2004b). These documents identify the criteria that are used for HEQC audits and programme accreditation evaluations of higher education institutions. The audit criteria is described by the HEQC (CHE, 2004a:1) as: “evaluative tools that enable the institution, the audit panel and the HEQC to focus on important institutional signals and indicators of quality and quality management”. Both documents focus on the fitness of purpose that should be evident in the mission, goals and objectives of an institution. The mission, goals and objectives should be continued and reflected in the programme offering in faculties and departments within the institution.

In order to ensure that institutional missions, goals and objectives are aligned with national policy and legislation, criteria one on both sets of documents evaluates the fitness of purpose of the mission, goals and objectives of an institution. Criteria one from the Criteria for Institutional Audits (CHE, 2004a:6) reads: “The institution has a clearly stated mission and purpose with goals and priorities which are responsive to its local, national and international context and which provide for transformational issues. There are effective strategies in place for the realization and monitoring of these goals and

priorities. Human, financial and infrastructural resources are available to give effect to these goals and priorities.”

The Criteria for Institutional Audits (CHE, 2004a:6), provides the following examples of what would be expected from the institution when evaluation the first audit criterion:

- “(i) Engagement with local, regional, national and international imperatives (including national policy frameworks and objectives) in order to establish the fitness of purpose of the institution. Involvement of internal and external stakeholders in this process.
- (ii) Adequate attention to transformational issues in the mission and goal-setting activities of the institution, including issues of community engagement.
- (iii) The translation of the mission into a strategic plan with clear timeframes and resources for the achievement of goals and targets in its core functions.”



The HEQC evaluation criteria are therefore a national control mechanism that ensures the implementation of national policy frameworks and objectives. The Framework for Programme Criteria (CHE, 2004c) identify one of the responsibilities of the CHE as being to: “Monitor and evaluate whether the policy goals and objectives for higher education are being realised.”

However, the HEQC evaluation criteria are according to Waghid *et al.* (2005) impacting on the academic freedom of the institution. Waghid *et al.* (2005) state that the implementation of programme accreditation, institutional audits as well as budgetary controls by the Department of Education have directly impacted on the academic freedom and institutional autonomy of universities in South Africa. “This has the effect that the subordinates (higher education institutions) are expected to carry out exactly

what they are told to do, as the Minister might decide no to fund the higher education institution or change the funding mechanisms or not accredit programmes.” Waghid *et al.* (2005:1178).

2.8 CHANGE AT INSTITUTIONAL LEVEL

2.8.1 Institutions response to external and internal pressures

After the 1994 election institutions South Africa faced a sudden increase in demand to reform. A number of these changes have already been presented in this chapter. Muller, *et al.* (2002) indicates that the demand to reform came from both the government and society. They further identify that sudden market forces were unleashed from both the government and the rapidly growing local and global private higher education sector.

Kulati & Moja (2002:159) identify that the institutions had to respond to three sets of pressures. The first was the new government policy that demanded co-operative governance. Secondly, there was a set of market pressures which did not only include competition between the public and the emerging private higher education sector but also amongst public institutions. The third pressure was that the institutional culture and its core values had to be defended. This is also described as the institution’s managerial ability and capacity.

However, as previously presented in this chapter, the introduction of a co-operative governance requires that the society/higher education dimension in the triangular relation between state, society and higher education needs to be developed. The

pressures as presented by Kulati and Moja (2002) do not include the societal expectations as already presented in this chapter. Maasen and Cloete (2002) emphasised the needs and expectations of society for higher education. These expectations should therefore be added to the pressures that are experienced within higher education institutions.

2.7.2 Managing strategic change

Johnson and Scholes (2002: 554) identify that change tends to put top managers in an organisation in a position as paramount agents or controllers of change implementation. This in turn places members within the organisation in the position where they have to respond to the system that is installed. The danger, however is that if the change in structures and systems does not affect the daily existence of members, they will carry on with their established routines. This behaviour results in the situation where top managers realise that behaviour and assumptions have not changed and that control systems to manage strategic change must be implemented.

The Centre for Higher Education Transformation (CHET) hosted a seminar in September 2004, which was attended by the newly appointed Minister of Education, Naledi Pandor. The seminar was part of the CHET Policy/Change Dialogues project. Cloete (Gibbon, 2004b:5) indicated in his opening remarks at this seminar that: "Inevitably, the discourse that informed policy, from the National Policy Investigation (NEPI) and the National Commission on Higher Education (NCHE) to the White Paper was one that focused on what was wrong with the system, what was lacking, on its inequality, fragmentation, duplication and inefficiency." Cloete identifies that this focus

resulted in a situation in 1999, where the system was even more fragmented and unequal than in 1994, and it led to a phase of vigorous policy implementation, signaled by the National Plan of 2001 and the subsequent roll out of the restructuring process.

It is therefore evident that the initial policy implementation in South Africa did not result in the expected outcomes and that further policy implementation and increasing control mechanisms were required to strategically manage the change process. The National Plan (SA, 2001) and restructuring and transformation of the higher education landscape were therefore implemented to manage and refocus changes in the higher education in South Africa.

2.7.3 Coping with change: Introduction of managerial leadership



The rapid expectations to change therefore resulted in a situation where the capacity and ability to evolve managerially became crucial. Kulati and Moja (2002:156) identifies that there is internationally a growing need for leadership in higher education institutional change. They identified that this role is centred in the office of a vice-chancellor and required three distinct but relevant developmental areas:

- i) “The need for higher education institutions to reconfigure their missions and (re)position themselves so that they are more responsive to a rapidly changing external environment.
- ii) Calls for public sector institutions in general to be more accountable in the context of shifting demands and a shrinking public purse.
- iii) The emergence of an ‘evaluative state’ and the move to monitor and assess the performance of public institutions.”

The challenges brought about by this changing environment therefore require of institutions to find new ways of managing themselves that are necessarily becoming more complex and diverse. Kulati and Moja (2002:157) identified that over a period of five years institutions were confronted with many challenges, which included the need to:

- “Diversify their income streams while doing more, and different, things with increasingly less reliance on the fiscus
- Reconfigure their institutional missions and the ways in which they traditionally produced, packaged and disseminated their primary product – knowledge – in order to meet the challenges of a diversifying student population, as well as an increasingly technologically-oriented, and globalising, economy
- Forge new kinds of relationships with other knowledge producers within and outside higher education, especially in industry and the private sector”.

The White Paper (SA, 1997a) has demanded of institutions to deliver public accountability, greater efficiency and effectiveness as well as to answer to the pressure of market competition. Gibbon and Kabaki (2002:144) indicate that the policy demands: “thrust South African higher education on the same terrain as higher education in other parts of the world that are grappling with the effects of globalisation.” They further claim that the South African policy-makers were aware of the fact that in other countries the democratic phase had long since been superseded by what is termed a ‘managerial phase’.

Gibbon and Kabaki (2002) refer to the conclusion presented in the NCHE Report, which indicates that there is not enough time to move sequentially from democracy to

managerialism in South Africa. The co-operative model therefore proposed by the Commission is an attempt to combine more democracy with more modern and updated management in the South African higher education context.

Du Toit (cited in Gibbon & Kabaki, 2002:145) describes the characteristics of the transition from a collegial academic self-rule to academic managerialism as follows:

- A strategic plan must be used in the management of the institution.
- Senior management teams should be established.
- A shift to fewer decision-making levels and a flatter administrative structure.
- Budget must be decentralized and devolved to a faculty level.

The impact of the introduction of the managerialist approach in higher education does however present a negative effect on the collegial approach that existed in faculties. A gap is created between the salary packages of senior management and that of the senior teaching and research staff. Directors and executive deans have been appointed in institutions which resulted in some cases in an increase as much as seven salary bands above the level of a professor. The instatement of an executive dean's position has also created an executive position which is not compatible with the previous collegial approach. Finally, there is an indication that academic staff are often reluctant to engage in the ongoing planning and implementation of institutional strategic plans, but wish to rather focus on teaching and research. (Du Toit as cited in Gibbon & Kabaki, 2002)

2.8 STRATEGIC MANAGEMENT IN HIGHER EDUCATION

2.8.1 The role of strategic management

Johnson and Scholes (2002:15) define strategic management as: “the management of the process of strategic decision making”. The authors claim that strategic management differs from other aspects of management. They present the characteristics of strategic management in comparison to operational management in table 2.

Table 2: Characteristics of strategic management and operational management

Strategic management	Operational management
<ul style="list-style-type: none">• Ambiguous/uncertain• Complex• Organisation-wide• Fundamental• Long-term implications	<ul style="list-style-type: none">• Routinised• Operationally specific• Short-term implications

Source: Johnson & Scholes, 2002:15

The scope of strategic management is described as greater than that of any areas of operational management and therefore presents major challenges for managers on a daily basis. The background of these managers would also differ since a strategic manager needs to develop the capability to take an overview and conceive the entire situation, rather than just part of a challenge that is facing the organisation. (Johnson & Scholes, 2002)

Strategic management is characterized by its complexity and it is therefore important that decisions and judgments are based on conceptualization of difficult issues. Johnson and Scholes (2002) emphasize that strategic management is not only concerned with taking decision relating to strategic challenges, but also with ensuring that a strategy is implemented. Johnson and Scholes (2002:16) therefore state that: “Strategic management includes understanding the strategic position of an organization, strategic choices for the future and turning strategy into action.”

2.8.2 Leadership challenges for strategic management in South African higher education


The focus on managerial leadership in South African higher education institutions includes the need for strategic vision and planning within a new changing and competitive environment. Kulati and Moja (2002:162) suggest that the leadership challenge is to reconfigure the institution to become more competitive and market orientated. “This requires the vigorous adaptation of corporate management principles and techniques to the higher education setting.”

Louw and Venter (2006: 355) describe strategic leadership as the ability to understand the entire organisation and the environment within which it operates. The strategic leader will use this information and create change which aims at positioning the organisation in an environment that will be entirely beneficial. Louw and Venter (2006: 356) identify that such a strategic leader has to be able to think strategically and be emotionally intelligent. They continue to identify that the strategic leader should have a range of behavioural or leadership styles which should be used appropriately.

The increasing importance of strategic management and leadership resulted in a situation where many institutions invested in management training for their senior administrators and institutional research office managers. The leadership challenges for strategic managers are those that have to position the institution in such a way as actions become more strategic, and also convince the academics that such management is necessary. The strategic manager will also have to indicate to the academics that managing the institution on sound management principles will not threaten the traditional values of academic freedom. (Kulati & Moja, 2002:163)

2.9 STRATEGIC PLANNING

2.9.1 The role of strategy



Johnson and Scholes (2002:10) describe strategy as the direction and scope of an organisation over a long-term period. The strategy can achieve advantages for the organisation through its configuration of resources within a changing environment and could further fulfil stakeholder expectations.

Le Roux (2004) indicates that strategy planning in modern business planning has become an integral part of the management system. Le Roux (2004:8) suggests that the old model of strategic corporate management where a new strategy is decided on in the boardroom, and then executed through the organisation hierarchy by passing on the order and message, does not work anymore in the business world. In the modern business world hierarchies are outdated and changes in the market place happen rapidly. A strategy must therefore be constantly adapted during its execution to be

successful and to show results. Le Roux (*ibid*) clearly identified that everyone in the organisation that makes decisions must be linked to strategy and communicate in a strategic information feedback loop that provide results to those that have to make or change strategic decision.

2.9.2 Key elements and characteristics of strategic decisions

The characteristics and key elements of strategy are described by a number of authors. (Johnson & Scholes, 2002:4-9; Lynch 2000, 11-12; Louw & Venter, 2006:12). The following points are a combined summary of the information as presented by these authors:

- Strategic decisions could be maintained over a period of time and are therefore concerned with long-term direction and sustainable decisions.
- Strategic decisions are about trying to achieve an advantage such as a competitive advantage.
- Strategy planning matches the resources and activities of an organisation to the environment in which it operates. Strategy exploits the linkages between the internal and the external environment.
- Strategies require major resources.
- Strategy develops processes to achieve its purpose. Strategy plays a part in the development and evolvment of organisations.
- Strategies are influenced by vision. Strategy has the ability to move the organisation forward in a significant way that goes beyond its current position and environment.
- Strategies are influenced by the values and expectations of stakeholders.

2.9.3 Consequences and challenges of strategic decisions

The consequences and challenges of strategic decisions are identified by Johnson and Scholes (2002:10). These authors indicate that strategic decisions are complex in nature which requires careful co-ordination of activities over a wide geographical area. The decisions are often made in situations of uncertainty, which require of managers to take risks and predict views of the future. Strategic decisions demand an integrated approach and require of managers to reach agreements across functional divisions. This could furthermore require of managers to change relationships and networks not only inside but outside the organisation. Lastly, these authors suggest that strategic decision will very often involve change in an organisation. The changes could not only affect operational procedure but the entire culture of an organisation.



2.10 SUMMARY

This chapter presented the literature review that was conducted for the research study. The literature review presented an investigation into higher education state regulation and the role of the state as a regulator of public higher education. The focus and role of reformed higher education policy-making is determined through a brief overview of the policy-making and regulations of the apartheid government. The inadequacies, shortcomings and separation within the former higher education system is identified as a driver to the challenges and expectations that became the vision, goals and strategic objectives of post-apartheid policies.

This chapter further investigated the national debate around institutional autonomy and state governance, and compared this to international higher education reform ideologies. The state control model and state supervision models are defined, in order to identify the model that influences the concept of co-operative governance that is presented in national reformed higher education policies.

The literature review identified the role of policies and procedures and the state expectation for higher education to align with state policies. The review further investigated the manner in which the reformed policies act as drivers of change through presenting different goals and policy processes, to that of the former apartheid policies. The possible impact of this change is presented through focussing on two important state regulation documents published after 2001. They are the Transformation and Restructuring policy (SA, 2002) which indicated the restructuring of the higher education landscape in South Africa, and the publication of the first draft for a new Higher Education Qualification Framework (HEQF) in July 2004. These documents could also impact on the strategic management of programme offerings as investigated in this study.

The chapter further comprised the literature review that relates to the role of strategic management and the challenges that are presented to higher education institutions, in order to develop and implement strategic planning and alignment to state policies. Finally the literature review presented the role of strategy and its key elements and characteristics, as well as the consequences and challenges of strategic decisions.

CHAPTER 3: THE CASE STUDY AND INSTITUTIONAL CONTEXT

3.1 INTRODUCTION

This chapter provides an in depth description of the research case study which is the Faculty of Art, Design and Architecture (FADA) and the immediate institutional context which is the University of Johannesburg (UJ). This chapter also provides a brief overview of the regional and national design education environment. FADA's student numbers and programme offering in relation to UJ is presented, and followed by a description of the new institutional type, which is the comprehensive university. The original motivation for the introduction of degree programmes within the technikon environment is discussed, and the reaction of the previous Technikon Witwatersrand to the draft HEQF is presented. The chapter concludes with the reform challenges for lecturers within the post-1994 higher education environment.

3.2 THE CASE STUDY: FACULTY OF ART, DESIGN AND ARCHITECTURE

3.2.1 Faculty size

The Faculty of Art, Design and Architecture (FADA) is the smallest faculty in the University of Johannesburg (UJ). UJ statistics (Annexure A) indicates that FADA's enrolment headcount contributes 2% of the total UJ headcount. From 2005 to 2007 the average student enrolment was 854. The faculty nearest in student size to FADA is that of Law Faculty. Their headcount is however double in size with an average student

enrolment of 1540 from 2005 to 2007. It is expected of FADA to indicate a student growth of 7% by 2009.

3.2.3 Type and range of programmes offered at FADA

The Faculty of Art, Design and Architecture comprises the following eight Departments which all currently offer three year National Diplomas (N Dip), fourth year Bachelor of Technology (B Tech) qualifications:

- Architecture
- Ceramic Design and Jewellery Manufacture
- Fashion Design
- Fine Art
- Graphic Design
- Industrial Design
- Interior Design
- Multimedia



The Master Technologiae (M Tech) is offered by all the departments except for Graphic Design, Jewellery Manufacture and Multimedia. FADA is referred to as a *stand-alone* faculty within the University of Johannesburg. This term was identified during the merger proposals for faculties who motivated to remain as separate units due to the nature of their programme offerings. It was decided that FADA should remain a separate faculty,

since no duplication existed with other qualifications and programmes offered in the new merged comprehensive institution.

FADA is currently only offering previous technikon-type qualifications. The academic architecture report for FADA (Hön, 2006) identifies that FADA will continue to offer all the art and design academic programmes as reflected in the Programme Qualification Mix documents of the University. However the faculty will investigate possibilities of converting the current N Dip and B Tech to Bachelor's and Honour's degrees. The report further states that the conversion of these qualifications will enable FADA to ensure correct positioning of the art, design and architecture programmes within the proposed national qualification structures, and development of the art, design and architecture curricula. However the academic architecture report purely reflected the intentions of the faculty, and these being not based on realistic analysis of the situation.

3.3 THE INSTITUTIONAL CONTEXT: UNIVERSITY OF JOHANNESBURG

3.3.1 University size

According to the 2005 education statistics that were published by the DoE (SA, 2006b), UJ is currently the fourth largest higher education institute in South Africa with a total headcount enrolment of 45 544. The largest higher education institution is the University of South Africa (UNISA) with a total headcount enrolment of 207 931 followed by Tshwane University of Technology (TUT) with a total headcount enrolment of 60 407. See Annexure 2 for further headcounts of higher education institutions in South Africa.

3.3.3 A new institutional type: Comprehensive University

The Transformation and Restructuring Policy (SA, 2002) refers to the National Working Group (NWG) report which suggested to the Minister of Education, that both the Rand Afrikaans University (RAU) and Technikon Witwatersrand (TWR) should remain as separate institutions. The final policy however indicates that the: “The Rand Afrikaans University and Technikon Witwatersrand should be merged to form a comprehensive institution, incorporating the East Rand and Soweto campuses of Vista University.” (SA, 2002: 3.3) The result of this merger was that the University of Johannesburg became one of four newly formed comprehensive institutions in South Africa.

The term comprehensive institution is used in the Transformation and Restructuring Policy (2002) as a reference to the merger of technikon and university structures. The Transformation and Restructuring Policy (2002) was however not clear on the expectations and requirements of comprehensive institutions and the programme offering that would take place in these institutions. The concept document titled, *Creating Comprehensive Institutions in South Africa*, (Gibbon, 2004a); identified that no clear identity could be found for the comprehensive institutions and that the term comprehensive could fit many higher education institutions in South Africa. Gibbon (2004:42) however states that: “they [comprehensives] will be the only universities in the country that bring diverse kinds of learning programmes, from vocational to professional and general formative, under one roof.”

The curriculum offered by comprehensive institutions therefore has the opportunity to combine technikon-type and university-type qualifications and could create new

programme structures with improved teaching and learning strategies. The importance and challenges of revisiting the curriculum in the newly merged institution is emphasized by Blunt (2005: 1021) who states that: “the merger between different sorts, one technical and the other academic presents an opportunity for overhauling outmoded curricula.”

In an interview conducted with the Pro-Vice Chancellor of UJ, Prof Derrick van der Merwe in July 2006, suggestions were made that future qualification structures offered in the University of Johannesburg could investigate the opportunities of offering both previous technikon-type and university-type qualifications in one institution. Prof van der Merwe further suggested that offering diploma-stream and degree-stream qualifications simultaneously in faculties could be explored.

The need for institutions to be dynamic and diverse within higher education was also expressed by the Council of Technikon Principals report on comprehensive institutions (Council of Technikon Principals, 2002:1) which states that: “Successful and innovative higher education institutions with the ability to offer a range of experience and choice to learners, employers and other stakeholders are seen as the most essential components of South Africa’s future higher education system. Such institutions will have the strength and resilience to face a climate of continuing change and development and will also have the ability to bring a broader range of people into higher education, both as learners and educators.”

3.4 DESIGN PROGRAMME OFFERING WITHIN THE NATIONAL CONTEXT

The design profession is a highly competitive industry and professions such as Interior Design, Graphic Design and Multi Media have developed rapidly over the past 15 years

in South Africa. Programmes in design are offered by a number of both public and private providers. In the past 15 years the influx of private providers in the higher education sector increased the number of institutions offering a range of design programmes. Until 2004, three year design diplomas have been offered by both technikons and private providers. Since 2003 private providers applied to the Department of Education (DoE) and Council of Higher Education (CHE) for conversions from the National Diplomas (N Dip) to Bachelor in Arts (BA) degrees. (South African Qualifications Authority, S.a)

A Generic Design Bachelors degree was successfully registered with the South African Qualification Authority (SAQA) in 2006. The proposal and drafting of this degree was executed by a national working team with representation from public and private higher education institutions, and related professional association and stakeholders. Representative from both Technikons and Universities assisted in drafting the purpose, specific outcomes, and assessment criteria for this qualification. The drafting and registration of the Design Bachelors degree indicates the national need for programme development and expansion of programme offering within the Design disciplines.

However the name and type of programme impacts on the marketing and the student profile that a faculty attracts, especially in highly competitive programme offering environments such as art, design and architecture. The researcher was verbally informed during the research interviews that new applicants indicated a preference to study for a three year degree programme, rather than a three year diploma programme. One subject expressed the opinion that: "South Africans are snobs. Give them the choice of a degree from a Technikon or a degree from a university, South Africans will

generally choose the university degree, whether it is a better degree or not.” Mehl (2004:22) states that “The way in which society recognises, rewards and measures learning achievement is through qualifications. It is society that provides the ultimate validation of qualifications and accords respect to the bearer. Society awards status and also opportunity and privilege.”

3.5 INTRODUCTION OF DEGREE PROGRAMMES IN TECHNIKONS

3.5.1 Committee of Technikon Principals introduces degree programmes at Technikons.

The offering and implementation of B Tech programmes was developed in line with the strategy of the Committee of Technikon Principals (CTP) to introduce degree programmes at Technikons. The offering of degree programmes was introduced in January 1995. (Committee of Technikon Principals, S.a.) The degrees were introduced in terms of the Technikon Act 125 of 1993. A range of degree programmes were introduced in various fields and offered as the Bachelor's Degree in Technology (B Tech), Master's (M Tech) and Doctorate (D Tech) degree levels. It is stated by the Committee of Technikons (*ibid*), that the minimum study period for the B Tech is four years and that this qualification is equivalent to an Honours or Postgraduate Diploma as offered by traditional universities.

The Committee of Technikon Principals presented the motivation for offering Technikon degrees as follow:

- “Give appropriate recognition to the tertiary nature of Technikon/University of Technology education.
- Correct the misperception that the career-focused diploma courses of Technikons/Universities of Technology are less acceptable than career-focused degree courses at traditional universities.
- Satisfy professional bodies which demand a degree for registration purposes.
- Clarify the range of Technikon/University of Technology qualifications.
- Address the need for equivalence between Technikon/University of Technology and traditional University qualifications with a view to enhancing student mobility and achieving a more appropriate focus on career education and technology.”
(Committee of Technikon Principals, S.a.)

Ironically, the Committee of Technikon Principles (CTP) aimed to address this misperception that remains in place presently, with the introduction of the offering of degree programmes in Technikons in January 1995. The introduction of the B Tech programme in FADA replaced the offering of the National Higher Diploma. In January 1998 the first intake of B Tech students were registered.

3.5.3 Institutional and academic drift after 1994

Cloete and Fehnel (2002:247) indicate that the clear distinctions between universities and technikons and the hard boundaries between academic versus vocational offering started to blur in the post-1994 period. They identify that the result was the emergence of programme drift, where universities started to offer vocationally orientated programmes and technikons started to offer bachelor degrees (B Techs) and

postgraduate degrees such as the Masters in Business Administration in order to attract students. This resulted in programme differentiation in curricula and a wider variety of programme options for educational customers.

A number of possible reasons for the rearticulation process that took place in the country are provided by Cloete and Fehnel (2002:264). Firstly they suggest that market pressure to attract students, and the notion of what the educational customers and the employers expected, particularly within the context of globalization. Secondly the interpretation or misinterpretation of the new state policies could have contributed to the academic drift that took place across the binary divide. The National Plan for Higher Education (SA, 2001: 4.3.2) states that “the programme distinction between technikons and universities has been eroded in line with the White Paper’s suggestion of a ‘loosening of boundaries’ between the different institutional types”. In response to the academic drift the National Plan for Higher Education (*ibid*) declared that for the five years that followed 2001, the boundaries would not be loosened and that this would be maintained by the Ministry of Education.

3.6 TECHNIKON WITWATERSRAND RESPONSE TO THE DRAFT HEQF

Directly after the release of the draft HEQF, higher education providers were requested to provide feedback to the Ministry relating to the draft framework. The Technikon Witwatersrand’s (TWR) comments relating to the draft HEQF made the observation that the draft HEQF indicated a shift away from technikon-type degrees (Bachelors of Technology, Masters of Technology and Doctorate of Technology) since these programmes are no longer used as qualification-types on the HEQF. In particular, the

Bachelors of Technology (B.Tech) seemed to be discouraged as a degree. (Technikon Witwatersrand, 2004).

The draft HEQF (SA, 2004) clearly distinguishes between the entrance requirements for the degree and diploma, and also the nature of the programmes that are offered in a degree stream as to that of the diploma stream. The diploma is considered as: “primarily vocational, occupational or industry specific.” (SA, 2004:22). The degree is defined to be: “specific and limited to broad and generic areas of study, disciplines or professions.” (HEQF 2004:24). Progression from a diploma to a bachelor’s degree can only be attained once the diploma is completed which will provide a mid-term entry into the bachelor’s degree. A diploma and degree therefore have distinctive differences and can not be equated or presented as similar-type qualifications with different names in future qualification-structures. The programme design of the diploma should have an inherent difference to that of the degree.

The TWR (Technikon Witwatersrand, 2004) also raised a concern relating to the progression and articulation possibilities of the Diploma and the Advanced Diploma. The progression possibilities of the Diploma and Advanced Diploma appear to be limited, unless universities of technology or previous technikon programmes can offer three or four-year bachelor’s degrees (that is degrees with entry level at first year). It would not be possible for these institutions to offer post-graduate qualifications, because, neither the Diploma, nor the Advanced Diploma allows access to post-graduate degrees or diplomas. Both diplomas merely serve as access to a bachelor’s degree and do not provide access to post-graduate levels. In the absence of such a three or four-year degree, it does not make sense for a university of technology to offer post-graduate

diplomas or post-graduate degrees since there would be no logical or meaningful continuation. The TWR identified in the comments report (Technikon Witwatersrand, 2004), that this problem can only be solved if the Advanced Diploma is regarded as equal to a bachelor's degree and if it allows entry into a post-graduate qualification. The document further suggests that the B. Tech would therefore also require equal status to an Honours level.

The draft HEQF (SA, 2004) explains that admission into a bachelor's degree at Level 7 from the diploma can only be attained through a mid-term entry. Clarification relating to the requirements of the mid-term entry is not provided in the framework, but it is evident that a clear distinction is made between the diploma stream and the degree stream. The draft HEQF (SA, 2004) identifies that admission to a degree will require a Senior Certificate with a matriculation endorsement, a certificate of complete or conditional matriculation exemption or a prior degree. An applicant must have a Senior Certificate for entry into a diploma or non-degree undergraduate programme. Additional admission requirements may be added in relation to the particular requirements of the programme.

The change from a qualification framework which clearly separated institutional type and qualification type to a single qualification framework requires careful thinking and restructuring. It is also important that the new framework does not result in further discrimination against the qualifications issued by previous Technikons and Colleges. The draft HEQF published in 2006 however indicated very little change from the 2004 draft and it was evident that institutional interpretation, rearticulation and alignment to the draft HEQF could be required.

3.7 REFORM CHALLENGES FOR LECTURERS IN HIGHER EDUCATION

This study attempts to identify the challenges and expectations that reformed state regulations presents to higher education. The study will comprise interviews with fulltime academic staff employed by FADA in order to identify their perceptions, experiences and the challenges that they experience in relation to the research topic and objectives. Le Grange (2005: 6-10) identifies four challenges for lecturers in higher education that relate to the implementation of the new national policies with a focus on transformation and redress of the South African education landscape. These challenges are:

3.8.1 Contribution to new structures in the development of curricula

Transformation in education necessitated for new curricula. In order for lectures to contribute effectively to the development of new curricula, they have to be equipped with the necessary skills to deliver quality products to students. It would also be essential to meet the strategic goals of the institution within the guidelines of national and official structures. (Le Grange, 2005:6)

3.7.2 The role of Higher Education in reconstruction and development

The transformation of higher education forms part of the broader process of South Africa's transition, which includes political democratization, economic reconstruction and development, and social policies aimed at equity. (Le Grange 2005:7) In 1994 South Africa rejoined a globalised world economy and thus became subject to the rapid changes associated with the knowledge based economy. The Education White Paper

(SA, 1997a:2.3) identifies that due to the economic and technological changes the role of higher education in contributing to national reconstruction and development could be to focus on the following three areas.

- Human resource development
- High-level skills training
- Production, acquisition and application of new knowledge

The New Academic Policy discussion document (2002) indicates that higher education has a particularly important role in providing society with individuals trained in such a way that they can respond to the demands of knowledge-based occupations. (CHE, 2002)

3.7.3 Transformation of teaching skills



Biggs (cited in Le Grange, 2005) identified the worldwide changes that took place in education during the last decade, and highlights the following changes as far as teaching is concerned:

- A greater proportion of school leavers are now engaged in higher education. This impacts on the range of ability within groups.
- The cost of studies increase.
- More diverse groups, with regard to age, experience, socio-economic status and cultural background.
- Bigger groups that result in fewer staff teaching more students.
- More courses that are vocationally orientated than before.

The above mentioned problems impact directly on the pressure that lectures experience in relation to teaching methods and skills. Lectures have to attend to the needs of paying clients on the one hand and on the other contribute to research outputs. The transformation of the higher education environment does not only lead to transformation of teaching systems but also to the introduction of new practices. (Le Grange, 2005:9)

Outcomes Based Education (OBE) is used as an example of transformation in teaching practices and as an introduction of a “new language” into the education system. (Le Grange, 2005: 9). Teachers who were unfamiliar with this new approach have largely been alienated and disempowered. It also identified that transformational leadership style and collegial management strategies must be employed in order to create a climate for shared participation.



3.7.4 Continuing development of lecturers.

Learning and development for employees can be viewed as a strategic tool, because of the potential to increase the quality of performance. Higher education should commit itself to staff development and training within the context of strategic organisational objectives. It is important to ensure that continuous growth and development takes place within a true learning environment. (Le Grange, 2005)

3.9 SUMMARY

This chapter presented an in depth description of the research case study, and its immediate institutional context as well as a brief overview of the regional and national

design education environment. It was identified that FADA is the smallest faculty in UJ, currently offering art programmes, a range of design programmes as well as architecture programmes. It is expected that the faculty will grow its student numbers with 9% by 2009. This chapter presented a brief description of the merged institutional context which is defined as a comprehensive university, and identify the concerns that relate to the national interpretation and understanding of this new type of university. The original motivation for the introduction of degree programmes within the technikon environment is discussed, as well as the concerns relating to the exclusion of technikon type degrees in the draft HEQF. Finally, the chapter is concluded with the reform challenges that the post-1994 higher education present to lecturers. One of these challenges identified that further learning and professional development for employees can be viewed as a strategic tool, thus committing higher education to staff development.



CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.3. INTRODUCTION

This chapter presents the research design and methodology and discuss the qualitative research process as well as the qualities and strengths of qualitative design. The research study will study a single unit or case study, which is the Faculty of Art, Design and Architecture (FADA), as described in chapter 3. This chapter describes the interaction with the case study and identify the sample group and size that is identified within the unit. The chapter presents the data sources that are used for the collection of the secondary and primary data and discuss in-depth the manner in which the interviews were conducted and transferred into text format. The research qualitative content analysis method is thoroughly explained in order to clarify the method that is used for delivering research findings in the following chapter. Lastly, the four criteria proposed by Lincoln and Guba (1985) that are considered as more appropriate for qualitative studies than the conventional construct of validity and reliability, are discussed.

4.4. THE STANDARD LOGIC OF EMPIRICAL FORMULATION

This chapter was constructed with the use of the ProDEC framework. This framework provides a guideline to the research design and research methodology process. Mouton (2001:46) argues that all empirical social research conforms to a standard logic. The author refers to the logic as the ProDEC framework. The ProDEC framework refers to

four elements that are considered to be standard in all forms of empirical research. The four elements are:

- Pro = Research *Problem*
- D = Research *Design*
- E = Empirical *Evidence*
- C = Conclusion

Mouton (2001:46) continues to explain that the research commences with a research problem which can be presented in the form of a research question or a research hypotheses. In this study the research problem in conjunction with the research questions are formulated and presented in Chapter 1.

An appropriate research design is identified after the design problem and questions have been formulated. The research design communicates the type of study that will be undertaken to answer the research questions. The research design is followed by the research methodology, or research process which identifies the manner in which the research is connected. Babbie (1989:92) suggests that the research process needs to be seen in its totality in order to create a research design.

Chapter 4 will focus on both the research design and research process or methodology that were employed to plan and conduct this study. The type of study that is undertaken is qualitative research which focuses on a real-life case study. The research process will refer to the following issues: literature study, selection of the case study, size of the sample, measurement instrument, data collection and data analysis. Findings and interpretations will be presented in Chapter 5 and conclusions in Chapter 6.

4.3 RESEARCH DESIGN

4.3.2 Qualitative research design: Case study

Empirical social research is organized around two important activities, observation and interpretation. Social researchers therefore observe aspects in social reality and thereafter draw conclusions about the meaning of what they have observed. (Babbie & Mouton, 2004:xxii)

Babbie and Mouton (2004: 270) identify that qualitative research attempts always to study human action. The study attempts to observe the action from the perspective of the social actors themselves. The authors further state that the primary goal of the qualitative study is to describe and understand rather than to explain the human behaviour.

The three main areas of qualitative research design types are described by Babbie and Mouton (2004:278) these are; ethnographic studies, case studies and life histories. Various authors as quoted in Babbie and Mouton (2004:281) describe the case study as an intensive investigation of a single unit. They continue to explain that a case study is interested in the examination of multiple variables and the interaction of the particular unit within its context. The study of organisations and institutions are identified to be typical of case studies that are conducted for business and management studies, where the focus could be on various aspects within the unit of analysis. (Babbie & Mouton, 2004:281)

This research study will focus on one single unit, which is the Faculty of Art, Design and Architecture (FADA), as described in chapter 3. Miles and Huberman (1994:25) describe the unit of analysis as the heart of the study. This study attempts to describe and understand the strategic management actions that will be required for strategic alignment to state regulations. In order to describe the expected actions, the faculty's current interpretation and response to state regulations will have to be understood. This will take place through interviewing senior academics and managers in the unit.

The faculty operates within an institutional context or setting which is the University of Johannesburg (UJ) and furthermore within a national higher education context which is regulated by the Ministry of Education through the presentation of state policies. Chapter 2 describes the boundaries of the context, which is defined by the state policies. The perspective of the policy makers and the described policy actions that impacts on the institute and the faculty will be investigated and presented in this study. The institutional context and case study is described in chapter 3.

4.3.2 The qualities and strengths of qualitative research

The following are key qualities of qualitative research as defined by Babbie and Mouton (2004: 270) and are applicable to this study:

- **The research is conducted in the natural setting or environment of the social actors.** The research study is conducted in the permanent work environment of the senior and middle managers and senior lecturers of the Faculty of Art, Design and Architecture.

- **The actor's perspective is emphasized.** The questions presented in the research questionnaire place emphasis on personal opinion and interpretation.
- **The primary aim is in-depth or thick description and understanding of the actions that relates to this study.** The actions that are described in the study relate to identification and the presence of strategic management within the faculty. Strategic management is described in relation to the realisation of state expectation as expressed in state higher education policies.
- **The main concern is to understand social action in terms of its specific context.** The study attempts to understand the perception of strategic management from both a faculty manager's and senior academic's point of view.

Miles and Huberman (1994:10) identified a number of strengths of qualitative data. They agree with Babbie and Mouton (2004) that the data provides a thick or rich description that can reveal complexities within the context in which it is nested. The authors further identify that the data is typically collected over a sustained period of time. This is seen as a strength in that the data does not present a snapshot of the situation but events and actions that were sustained over an identified time period. Finally, the qualitative data is useful when a researcher needs to supplement, validate, explain or reinterpret quantitative data gathered from the same setting.

4.3.3 The case study and personal involvement with the case study

Miles and Huberman (1994:10) claim that the major feature of qualitative data is that it focuses on natural occurrences, ordinary events in natural settings, which assist in ensuring that the researcher has a firm grip on the situation and a good understanding

of the real life experience. The authors further argue that confidence in the qualitative data is supported by local groundedness, which refers to the fact that the data was collected in close proximity to a specific situation.

Babbie and Mouton (2004:271) suggest that the qualitative researcher should attempt to become more than just a participant observer. The researcher should attempt to position him/herself in the shoes of the people within the natural setting that is being investigated, and strive to understand their actions, decisions and behaviour from their particular perspective.

This recommendation was not difficult for the researcher who conducted this research study, as a matter of fact the natural setting was a familiar and well understood environment. The involvement of the researcher with the research study can be explained as follows:

- The researcher has been an employee of the former Technikon Witwatersrand (TWR) since 1996. The original appointment was for a lecturing position and later promotions followed to the level of senior lecturer in 1998, acting head of department (HoD) in 1999 and later contract HoD in 2000. The researcher remained in the HoD position until the merger with Rand Afrikaans University (RAU).
- The researcher has been an employee of UJ since the merger took place on 1 January 2005. A contract position for both HoD and Deputy Dean of FADA was accepted in January 2005 and the researcher occupied this position during the time period that the research was conducted for this study.
- As FADA Deputy Dean and HoD the researcher has been involved in strategic management and decision making within the faculty for nearly eight years. Since

1999 the researcher formed part of the faculty management team and was a member of the TWR Institutional Forum from 2000 to 2004. In 2004 the researcher was invited to form part of the Quality Assurance Merger Task Team. Since the merger the researcher remained a member of FADA faculty management and is also a member of the UJ Strategic Task Team.

- Since 2004 the researcher has performed programme evaluations for the Higher Education Quality Committee which is a permanent committee of the Council of Higher Education. Involvement with this committee has opened-up the researcher's awareness to the way in which state control impacts on the higher education environment.
- The involvement as described above identifies the researcher's position as an insider to the research setting. Babbie and Mouton (2004: 271) raise a concern that great differences between the researcher and the research participants can introduce potential barriers when collecting data. In this study the researcher did not experience any barriers or conflict between herself and the research subjects.

4.4 THE SAMPLE DESIGN AND SAMPLE SIZE

4.4.2 Sample design

Strategic management is firstly, a function that is associated with management and it was therefore important to focus on the inclusion of faculty managers within the research sample. Chapter 3 identifies that FADA is the smallest faculty in UJ and a relatively small group of middle managers. The size of the management team impacted on the size of the sample group for the research studies. It was therefore decided to obtain not

only the perspective of FADA managers but include a number of senior academics in the data collection process. It was envisaged that the perspectives of the two groups could present a balanced point of view of the strategic management within the faculty. It was therefore decided that the sample design would specify a fifty-fifty percent sample count from faculty management versus senior academics. Nine faculty managers agreed to be interviewed and a further nine senior academic staff members were approached for inclusion in the research sample. In total the samples size comprised eighteen FADA academic members.

4.4.4 Faculty managers

The research subjects were required to meet the following criteria for inclusion in the study:

- Must be a full-time employee of UJ at the time of the study. Part-time lecturers and consultants are not involved in the day-to-day operation and strategic management of the faculty.
- Must be in a management position, which is formally acknowledged by UJ, within FADA. The functions that are performed by the managers could address the core of the research objectives as presented in this study. It was therefore important to interview all the managers to ensure a comprehensive understanding of the current situation within the faculty.

Nine managers that form part of FADA senior management and middle management were identified and included in the study

4.4.5 Faculty senior academics

- Must be a full-time employee of UJ at the time of the study. Part-time lecturers and consultants are not involved in the day-to-day operation of the faculty.
- Must have occupied a senior academic position for at least five years. Senior academic staff are required to assist in the programme planning and development of programme on a departmental level, and should therefore be appropriate in providing meaningful answers to the questions presented in the questionnaire.
- Preference was given to academic staff that were previously in FADA management positions. These academics are in a position from which they can reflect on their previous management and strategic management experiences.

Four senior academics that were previously in management positions in FADA were interviewed and five senior academics. In total, nine senior academics were included in the study.

4.5 DATA COLLECTION SOURCES

4.5.1 Collecting secondary data

Secondary data refers to the literature review that was conducted prior to the collection of the primary data. In this research study the collection of secondary data is therefore presented prior to the collection of primary data. Mouton (2001:86) suggests that one of the first aims that a research study should have, is to establish what has been done in

the field of study. The literature review examines existing scholarship or the available body of knowledge that relates to the research study.

Various data resource locations were used for the collection of secondary data sources namely; libraries, the internet, information published by the media, conference proceedings and unpublished reports circulated in at UJ. The type of resources that were used ranged from books and journal articles to theses and dissertations. The internet was an important source for the collection of the state policies and documents as well as critical discussion and implementation strategies relating to the policies within the South African higher education environment.

The literature study attempted to identify the challenges and expectations that are presented in reformed higher education policies. The literature study further focused on the perceived need to develop strategic management in higher education in order to deliver state expectations and societal needs. Through the review of secondary data, an attempt was made to establish the challenges that the faculty has to address to ensure alignment with the state policies in the strategic management of programme offerings.

4.5.2 Criteria for good literature review

Mouton's (2001:90-91) criteria for good literature review were used to guide and compile the literature review process. The criteria are presented below and follow with an evaluation of the literature review as conducted in this research study:

- **An exhaustive literature review should be conducted to ensure that the main aspects of the study are covered.** The supervisor assisted in monitoring the literature review process enabling exhaustive coverage of its main aspects.
- **A good review should be fair in its treatment of authors.** In the research study the literature review aimed to do justice to the author's argument and reasoning, before the article was criticised, judged or evaluated.
- **The review should be topical and not dated.** Journal articles and internet information provided recent and topical information to assist the research study. Policies such as the Education White Paper (SA, 1997a) have been in existence for ten years, and it was therefore possible to find dissertations and doctoral theses that critically evaluated the requirements and the expectations of this policy. More recent policies, especially the Higher Education Qualification Framework (HEQF) which is currently in second draft format, provided very little scholarly debate and thus required gathering of information through the use of primary data sources.
- **Ensure that the literature review is not confined to Internet sources.** The bulk of the literature review for this research study was either published in books or in scientific journals.
- **A good literature review should be well organised.** The key concepts in the research problem statement, the research questions and the research objectives guided the bibliographical search which resulted in an interactive, cyclical process.

The interactive process refers to the process of gathering information and gaining clarity resulting in revisiting the research questions.

4.5.3 Collecting primary data

The data gathering methods used in this study for the collection of primary data was a questionnaire compiled by the researcher. The term questionnaire is used in this study to refer to the set of questions that were presented during an interview. The questionnaire was based on the research questions, which are presented in chapter 1, and main themes that were researched in the literature review. See Annexure C for a copy of the questionnaire.

Primary data was collected through using a face to face interview for the following reasons:

- A small sample group was chosen which made it possible to conduct interviews with all participants within the sample group. The researcher could therefore personally conduct all the interviews and did not require the services of a research organisation. The researcher is also of the opinion that richer data could be obtained, based on the researchers understanding and familiarity with the topic.
- Leedy and Ormond (2001:196) claim that the most commonly used method of data collection for qualitative research is through conducting interviews. In terms of content analysis, the transcriptions of interviews provide the raw data, which can then be interpreted and analysed in order to produce research findings, recommendations and conclusions.

4.5.4 Designing the data collection method

Dillon, Madden and Firtle (1993:303) suggest that the research questionnaire should relate to the research questions that are presented in relation to the research problem. In this research study the questionnaire was compiled against the framework of information as identified in the literature review which in term was guided by the research questions.

The questionnaire focused on the use of open-ended questions. Dillon., *et al.* (1993:309) define the open-ended question as a question which allows the respondent to choose any response deemed appropriate, within the limits implied by the question. The primary purpose of this form of question is to obtain the respondent's own verbalization of or comprehension of a reaction to stimuli.

The drawback to using open-ended questions is firstly that open-ended questions may be more of an indication of the respondent's ability to articulate a response than a measure of the respondent's knowledge about the issue that is investigated. Secondly, interviewer's bias can be a problem. Lastly, open-ended questions must be coded or categorised for analysis, which can be a tedious task which presents many ambiguities.

The questionnaire further made use of the funnel sequence technique. Dillon., *et al.* (1993:313) describe the funnel sequence as the procedure of asking the most general (or unrestricted) question about the topic first, followed by successively more restricted questions. A funnel sequence is used to first determine what the respondent thinks about a concept in general, followed by his or her reaction to specific end-benefit claims.

The questionnaire was divided into sections to ensure that the discussion that relates to a specific area is completed before the researcher moves to the presentation of a new topic. The demographic information was placed at the end of the questionnaire to ensure that most important information was placed in the first half of the questionnaire.

4.5.5 Conducting the interviews

The researcher paid attention to the following points during the first interview:

- That the questions were clear and could not be misinterpreted.
- Compared the time that it took to conduct the interview in comparison to the estimated time slot of 30 minutes.

It was important to identify the estimated length of an interview, in order to ensure that a 30 minute appointment with each subject would be sufficient.

The time that it took to complete each interview was carefully documented and the following observations were made:

- The longest interview took 43 minutes and the shortest interview was completed in 14 minutes 41 seconds, the average interview lasted 24 minutes 48 seconds.
- Longer interviews were sometimes experienced, especially were the respondent showed interest in the topic.
- The shorter interviews reflected brief answers and replies such as: “I am not sure.” or “I do not know”. The majority of the senior academic staff indicated a lack of interest in higher education policy or institutional policies and indicated that they consider it to be the responsibility of the managers to engage with educational policies.

4.5.6 Recording and transcribing the interviews.

Each interview was recorded with a digital recorder and was transcribed personally by the researcher. It was necessary to convert the verbal data in text format in order to conduct a thorough data analysis. Dillon., *et al.* (1993:309) warn researchers that open-ended questions must be coded or categorised for analysis, which can be a tedious task. The transcription was a time consuming activity, and impacted on the time planning of the research study. A 30 minute interview took between 45 minutes to 90 minutes to transcribe.

4.5.7 Ethical considerations

Mouton (2001:243) indicates that researchers that conduct social research should be aware of the general agreement among researchers about what is proper and improper when scientific inquiries are conducted. The following four basic rights of a subject are presented by this author:

- The right not to be harmed in any manner.
- The right to privacy (Include the right to refuse to participate in research)
- The right to anonymity and confidentiality
- The right to full disclosure about the research.

The interviews that were conducted did not present any harm to respondents. The interviews were conducted in various offices of managers and staff within their work

environment. The researcher was fortunate in that all the identified research subjects agreed to be interviewed. The research study was carefully explained before the interviews commenced. Questions and answers relating to the study were addressed before the interview in order to ensure full disclosure of the research study.

An aspect that did require careful explanation and reassurance was anonymity and confidentiality. The researcher did not request the subject to sign an ethical clearance form. A verbal promise was presented at the beginning of each interview, that the information would remain confidential and that the subject's name will not be used in the research study. A number of the subjects were visibly relieved when they were informed that the information would not be presented with their names or job titles in the research study.

4.6 DATA ANALYSIS



4.6.2 Approach to the data analysis process

Taylor and Bogdan (1989:140) argue that all researchers develop their own ways of analysing qualitative data. They further identify that data analysis is properly the most difficult aspect of qualitative research to communicate. The greatest concern expressed by Taylor and Bogdan (1989) is that researchers who are new to the methodology are normally capable of managing the qualitative research process with ease, until they reach the point where they have to analyse the data. The authors claim that the reason why many people find qualitative data analysis difficult, is that it is not fundamentally a technical process. The process involves inductive reasoning, thinking, theorizing and an ability to have sensitive insight.

Taylor and Bogdan (1989:141) describe qualitative data analysis as an intuitive and inductive process, also as a dynamic and creative process. The researcher has taken these descriptions of qualitative data as a guideline to identify a process that will be suitable for the content analysis of this study. It was further the aim of the researcher to find a simple and clear-cut data analysis process for the interpretation of the collected data. The data analysis activities and processes as presented by Miles and Huberman (2004) met the aim presented by the researcher, and their processes were used to guide the analysis of data that were collected during the interviews.

Write something about the qualitative content analysis method.

Miles and Huberman (1994:10) define qualitative data analysis as a process that consists of three concurrent flows of activity namely; data reduction, data display and conclusion drawing/verification. The authors further explain that the activity of data analysis is an interactive and cyclical process. This point of view presents qualitative data analysis as a continuous process that enables the researcher to move between data reduction, data display and conclusion as required. For example, entering data could require further data reduction and requires of the researcher to revisit the data reduction activity.

Lastly, it is important to identify that the term *data* is used in qualitative research by authors such as Miles and Huberman (1994) and Taylor and Bogdan (1989). In this research study transcribed text as obtained from interviews will be analysed. It is therefore considered more appropriate to refer to qualitative *content* analysis than data analysis in this research study. However the word data will also be used in reference to the qualitative research sources that were consulted during the study.

4.6.2 Data reduction

According to Miles and Huberman (1994:10) data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data. This data can be either written-up field notes or transcriptions. In this study the interviews were transcribed which enabled the researcher to use written text for content analysis purposes. From here the content reduction processes that were used comprised coding, identification of patterns and themes and finally the writing of summaries.

Coding and identification of patterns and themes as presented by Miles and Huberman (1994:55-69) were used as guide to formulate a content reduction process for this study. A list of keywords was identified that were considered essential to the research study. Codes were formulated for these keywords. For example, the keyword *merger* was coded as **MER** and the keywords *state expectation* were coded **ST.EX**. This enabled the researcher to scan through the text and identify repetition in information and patterns or themes. The coding was done by hand on the printed text sheets and the patterns and themes were underlined or highlighted by using the digital format. Repetition as well as overlap in patterns and themes were consolidated and presented in brief summaries per question as presented to the subjects. These summaries were done with the use of a computer.

Once the content reduction per question was completed the process was repeated to identify themes and trends in the overall summarised data. The purpose of this process was to search for relationships in the content and find any emphases or gaps in the

gathered information. The research questions were continuously used as reference in order to guide the search.

4.6.3 Data display

The data display is described by Miles and Huberman (1994:10), as an organised, compressed assembly of information that permits conclusion drawing and action. The researcher has come to the conclusion that the content reduction and the content display processes has comfortably ran parallel throughout the content analysis process. The researcher has combined the interview text data directly after the transcriptions in a combined content sheet. (See Annexure D: Question 1 Combined content sheet) The content was displayed in a combined format which assisted in effective and quick reduction. Codes and patterns were therefore easily identified for the overall data. Questions that required the respondents to indicate for example, if they agree or disagree, had a separate column in which the respondent's response was documented separately from the motivation. This combined content sheet grouped and organised content in a compact format. This enabled the researcher to draw and justify conclusions.

4.6.4 Conclusion drawing and verification

According to the data analysis process of Miles and Huberman (1994:11) the third stream of analysis is; conclusion drawing and verification. The authors indicate that a researcher engage with the interpretation of data from the first day of the data collection process. However an experienced researcher will beware of arriving at an early

conclusion in order to remain open and prevent premature conclusions. They continue to argue that conclusions can be vague at first, but become explicit and grounded as the data collection continues. The final conclusions may not appear until the data collection is completed. In this study headings or themes that relate to the research questions were used to group the content for final drawing up of conclusions.

Miles and Huberman (1994:11) indicate that the interpretations and conclusions that emerge from the data have to be verified to ensure plausibility, confirmability and validity. In this study the theories and assumptions that are presented in the literature review will be the main vehicle through which verification and therefore validity and reliability will be tested.

4.7 VALIDITY AND RELIABILITY FOR QUALITATIVE RESEARCH

Lincoln and Guba (1985:20) propose that the conventional constructs of validity and reliability do not apply to qualitative research. These authors propose four criteria that are considered as more appropriate for qualitative studies namely; credibility, transferability, dependability and conformability.

4.7.2 Credibility

Credibility refers to attempts made to demonstrate that the study was conducted in such a manner as to ensure that the subject was accurately identified and described. A qualitative study aims to explore a problem or describe a setting or process. This study is set against the higher education policy environment and aims to identify the

challenges and expectations that relate to the faculty environment to ensure alignment and implementation. To establish credibility the parameters have been adequately stated in the research questions and the objectives of the study.

4.7.3 Transferability

Transferability refers to the applicability of one set of findings to another context. This study has a small sample, which only reflects the feedback from one faculty. However, it is the opinion of the researcher that the findings of this study could be generalised to accommodate similar institutions and faculties within higher education.

4.7.4 Dependability



Dependability refers to the attempt by the researcher to account for changing conditions in the design, created by an increasingly refined understanding of the setting and topic. (Lincoln & Guba, 1985:21) In the study a refined understanding was gained through the analysis of the questionnaire, and new insight was made in relation to the original description of the problem.

4.7.5 Confirmability

Confirmability corresponds to the traditional concepts of objectivity. Lincoln and Guba (1985:22) stress the need to question whether an external party can confirm the findings of the study. The findings can be compared to those similar to the literature study to ensure a measure of confirmability.

4.8 SUMMARY

This chapter presented the research design and methodology identified for this research study. The appropriateness of qualitative research and the use of a case study are motivated and the qualities as well as strengths of qualitative design are presented. The data sources for the collection of the secondary and primary data are described and reference is made to the criteria that define a good literature review. The research sample design and sample size is motivated followed by an explanation of the questionnaire that is used during face-to-face interviews with subjects. The manner in which the interviews were conducted and transferred in text format is described. The research content data analysis method is thoroughly explained in this chapter in order to clarify the method that is used for delivering research findings in the following chapter. Lastly, the four criteria proposed by Lincoln and Guba (1985) that are considered as more appropriate for qualitative studies than the conventional construct of validity and reliability, are discussed.

CHAPTER 5: RESEARCH FINDINGS

5.4 INTRODUCTION

The previous chapter discussed the research design, research methodology and presented an in-depth discussion of the data analysis process. This chapter presents the main research findings that were obtained from the qualitative content analysis process. The findings are grouped under headings that relate to the themes that were identified during the analysis. The findings are presented in the form of a narrative that attempts to provide a rich description and a deep understanding of the context and opinions of academic within the context.

5.5 WRITING THE QUALITATIVE RESEARCH FINDINGS

Richardson (as cited in Taylor and Bogdan, 1989:168) identifies that researchers do not merely report research findings, but they transform their field notes, documents, interview transcripts, and other data into a form of narrative text. Taylor and Bogdan (1989: 168) encourage researchers that engage with qualitative research to experiment with new forms of writing qualitative research. These authors further motivate researchers to increase their sensitivity when conducting the study and producing the final narrative product. This research study will however attempt to maintain an objective reflection of the research findings.

The narrative production of the research findings will aim to present a thick or rich description as suggested by Babbie and Mouton (2004), Miles and Huberman (1994)

and Bogdan and Taylor (1989). This rich description should aim to reveal the complexities within the context in which it is nested. Bogdan and Taylor (1989: 174) further suggest that illustrative quotations and descriptions should be included to convey a deep understanding of what the context and the people involved are like, and to provide support for the researcher's interpretations. These authors state that quotes and descriptions help readers to understand how the researcher has reached conclusions and interpretations. In contrast to quantitative research, qualitative research focuses on findings, not results and on rich descriptions rather than graphs, tables and frequencies of events.

5.6 PRESENTATION OF THE RESEARCH FINDINGS

The research findings as presented in this study have been grouped under headings that represent the main themes and patterns identified in the text of the transcribed interviews. In chapter 4 it is stated that the interview questionnaire was compiled against the framework of theories and facts as identified in the literature review which in turn was guided by the research questions. The research findings therefore directly relate to the framework that was used for the interview questionnaire.

5.4 RESEARCH FINDINGS THAT RELATE TO HIGHER EDUCATION STATE REGULATION

5.4.1 The reformed higher education system as experienced by the subjects

The reformed higher education system is described as being extremely rigid with an increase in constraints. The majority of subjects mentioned that there is an increase in bureaucracy, which relates to the increase in the number of higher education policies and procedures. A subject stated that: “The expectations are far more bureaucratic. It seems to be tied up with many more rules and regulations and restrictions and this is very inhibiting for art education. It actually gets in the way and they do not enhance the performance of the educator.” Another subject observed that: “It has become much more bureaucratic and is much more driven by policy and procedure.”

The subjects claimed that there is an increase in administrative workload, also described as paperwork, which impacts on the teaching contact time and interaction with students. One person referred to the increase in workload as follows: “The workload has increased. There is more paperwork, more administration work, less time with the students, less teaching time. Much more work... much, much more.” The impression is created that the increase in paperwork and administrative procedures formed part of processes that were inherent within the previous Rand Afrikaans University (RAU). This impression is expressed as follows: “I do get the sense that RAU is a bureaucratic machine that can generate paperwork like nothing else on earth. It feels like that has happened to us now, and we have been sucked into this bureaucratic paperwork whirlwind.”

The increase in workload is evidently not a continuation of the processes and systems that were adhered to by the pre-1994 higher education system. The changes within the reformed higher education system require of academics to approach, present and deliver education in a new, different and transformed manner. This observation is

presented by a subject who stated that: “The fairly massive sets of paperwork also reflect the paradigm shift in the minds of staff and the workshops and programmes that they have to attend in order to familiarize themselves with the concept and the processes that are associated with the paperwork.”

5.4.2 Aspects that have changed in post-apartheid higher education state governance

Four main occurrences that resulted in major changes in higher education governance since 1994 are recalled by a number of the respondents. These aspects are:

- The merger of the higher education landscape
- Introduction of Outcomes Based Education
- Change in the government’s approach to higher education
- Introduction of new higher education policies

The occurrences presented above were not presented in any order of importance or preference during the interviews. However the first point, the merger, was mentioned or referred to by all the respondents. It is also noted that the change that took place in higher education post-1994 are perceived as interrelated events, as one person stated: “The government’s approach to tertiary education has changed. The mergers took place, and everything that flows from that.” Another subject presents the change as follows: “Huge change, dramatic change has taken place since 1994 within the rationalizing of higher education, refocusing of targets and initiatives. The biggest one is the rationalizing of the higher education landscape from 36 to 21 institutions. That

impacts on where we are now. This is ongoing you can not quantify this, there has been no end to this.”

The respondents concern that relates to an increase in workload is a reflection of the demand on academics to be more accountable. This is identified by one person as follows: “It [the education system] is trying to be more accountable.” Accountability is described as a positive and essential requirement, however accountability requires of academics to present reports, forms and documented procedures as evidence. A number of subjects referred to Outcomes Based Education (OBE) as an example of a post-1994 process that has increased the academics accountability and workload. “Art education has always been outcomes based in terms of the essence. But what is most detrimental about it is that it involves far too much administrative work, which then eclipses on what you do.” The positive aspect that relates to OBE is that it ensures equality, transparency and a democratic approach towards teaching and learning. The following observations were made by subjects: “Everybody gets measured against the same requirements” and “OBE is a form of democratic and humanistic education”

5.4.3 Expectations and challenges that are presented by higher education state regulation.

The respondents presented a wide variety of expectations and challenges that are presented by higher education state regulation. The expectations that are addressed by most of the subjects are the need to address and include transformation, equity and accessibility in higher education. One person summarised these expectations as follows: “Transformation, redress, addresses, equity, those are the main issues.” These

expectations were repeated by another subject who stated that: “Transparencies, accountability, and democratizing and redress of education is the bottom line. Equity to all. Access to all and the standards of education have to be the same for all.” International and national benchmarking of higher education have been identified by some respondents as an expectation that presents challenges to higher education. One person observed that: “They [the state] want to change the state of the affairs of higher education. They want it to speak to national and international standards. One of the key things in the National Plan for Higher Education was benchmarking against national standards. The government wants us to be on par with international institutions”.

However the expectations and challenges presented by the state in higher education policies are described as being idealistic and unrealistic. A subject commented that: “There are so many expectations. Many of them are quite unrealistic”. Another subject raised the following concern: “Policies bring change and one should not forget about the culture that you want to create in this new merged environment. The biggest concern for me is that there are huge contradictions in these policies”.

5.4.4. The subjects’ knowledge of higher education state policies

During the interviews a number of subjects indicated that they were not familiar with the state policies and one respondent clearly indicated: “I can not answer this question.” General statements were made during the interviews in relation to the policies; such as: “All of them [policies] impacts in us.” and; “So any of the policies that were written to be in line with the democratic government, stands out if you relate this to what was written before.”

The majority of the subjects had a vague and unclear understanding of higher education policies. One respondent identified that: “I am not familiar with the particulars of every document. I leave it to my manager to study the documents and implement them.”

The respondents that are familiar with titles of state policies and to a lesser degree the content of the higher education state policies, identified the following state policies as drivers of change in post-apartheid higher education state regulation:

- Higher Education White Paper
- Restructuring and Transformation referred to by most as the Merger Policy
- Science and Technology Policy
- National Plan for Higher Education (NPHE).
- Student Enrolment Policy
- Research Policy
- Draft Higher Education Qualification Framework (HEQF)

5.5 RESEARCH FINDINGS THAT RELATE TO THE ALIGNMENT OF THE FACULTY TO HIGHER EDUCATION STATE REGULATION

5.5.1 Strategic alignment of the faculty to higher education state regulation

The subjects had divergent opinions regarding the current alignment of the Faculty of Art, Design and Architecture (FADA) to higher education state regulations. Their opinions ranged from a very convincing; “O ja, I think it is very aligned” to a doubtful; “I

do not think so” and finally; “I have no idea. I know that there is an intention to be aligned”.

The subjects that consider the faculty to be aligned base their opinion on the fact that the faculty forms part of an institution that is forced to be aligned to state regulation. This opinion is expressed as follows: “We have been forced to be aligned to the policies”. The faculty conducted a peer review in 2006, which provided the departments the opportunity to be evaluated against national programme criteria. This exercise was considered as a benchmark to determine the alignment of the faculty to state requirements. This opinion was motivated as follows: “All the things we have done in programme review, are in line with the expectations. This ensures and verifies that we are aligned with the expectations.”



A number of subjects were unsure and hesitant to respond to the question. It appeared as if the subjects had difficulty in matching state requirements to the current position of the faculty. One subject stated: “I can not answer the question. It is not clear to me, because various interpretations are presented by government. Are we aligned, I do not know.” This opinion was repeated by another subject who observed that: “The technikon always had a very schizophrenic relationship, even the government had different points of views on what these outcomes should be and it has been a difficult road.” Another comment that is in line with the previous observations: “But it is really difficult to measure if we are aligned. There is some form of alignment, but I am not sure that the policies had really an effect.” Finally one subject identified that slow implementation and alignment took place because: “Institutional Management [TWR] was slow to implement the plans.”

5.6 RESEARCH FINDINGS THAT RELATE TO THE MERGED INSTITUTION AND THE POSITION OF THE FACULTY IN RELATION TO THE INSTITUTION

5.6.2 Aspects that have changed due to the merger.

The change that took place on a national level in the post-apartheid higher education environment has filtered down into restructured and transformed higher education institutions. A respondent identifies the change as follow: “At institution level certainly there were major changes because one had to align with what the department of education was demanding.”

The focus within the University of Johannesburg is on scholarship and research output. In the technikon environment the focus was moving towards research but, due to academic staff experience and qualifications in this area, research was in a developmental phase. One subject provided the following motivation for the research focus in the restructured higher education landscape: “ The National Plan for Higher Education, that policy positioned the universities, they were not only going to teach but also present the research aspect, which was as late as 1997. The research aspect was emphasized. They started to rework the research subsidy formulas so that at Masters and Doctoral levels there were more subsidies associated with that. That was a key policy for the government.”

It is evident that the state established a funding mechanism, in order to ensure that the incentives to develop postgraduate output and related research output would be pursued by higher education institutions. The same subject continued to state that:

“Internationally the trend is to write about what you do and what you make and how to write critically about that. The university is going to help us to move in that direction and help us to produce more textual output. Government at the moment only supports textual output.”

A number of subjects however indicated that focus on research and not on teaching, put their future at the institution at risk. They prefer to focus on teaching and not on research. A respondent expressed this concern as follow: “The approach that the university is making is to move towards more research and less teaching. I am a teacher not a researcher and I feel that my future with the university is seriously jeopardized.” The qualities of the education environment that were previously enjoyed by educators are slowly being replaced by a new focus and outlook on higher education.

Greater focus is placed on management in the restructured higher education environment. This observation is made by a subject that stated: “There is an increasing new move to a management paradigm which was quite foreign to the institutional environment, quite difficult in that people did not really think in those terms. Resistance, because it seems to be something that was against the ethos of what an academic institution was all about.” This subject argued that academics choose an academic environment because this is what they enjoy and find challenging. The academic environment also provides qualities that are not available in the corporate sector. The subject further stated that: “They [academics] were prepared to choose that way to earn their living even if it did not offer them comparable rewards to a private environment. But those types of qualities are slowly being eroded and you find that you have to more and

more answer to management paradigms and forms of measurement and accountability and outcomes and outputs.”

5.6.2 The benefits and disadvantage of the merged institution for FADA

The merger between RAU and the Technikon Witwatersrand (TWR) presented both benefits and disadvantages for the subjects that form part of FADA. Some of the main benefits that were identified by the subjects are that the facilities and the educational environment have improved. The accessibility to resources has also increased as one subject speculates: “We got more money, our building was made possible.” FADA relocated to the Auckland Park Bunting road campus and to a new building in 2006. The relocation to the new building was made possible partly due to institutional funds that were made available to the faculty.

A number of subjects refer to the increase in status that was experienced by changing from a technikon to a university. This observation is expressed by a subject as follows: “South Africans are snobs. Give them the choice from a degree from a technikon or a degree from a university, South Africans will generally choose the university degree, whether it is a better degree or not. “The increase in status is also aligned to an increase in credibility and the perception that the faculty will be taken more seriously within the new configuration.

The institution has increased in size and is the third largest higher education institution in South Africa. The increase in size and the wide range of programme offerings is perceived as a benefit. The larger university offers a broader range of programmes and

could provide students access to a broader range of modules within other faculties. A respondent describes the potential access to other faculties as follow: “What is an advantage of this merger of that there is for instance a Faculty of Humanities, which our students should have access to. Students should have a wider range of modules that they can attach themselves to.”

The disadvantages that were expressed by the subjects, range from concerns that relate to institutional management to programme offering. The merger is firstly not perceived as a merger between equals but a take-over. A respondent expressed this concern: “It has not been a merger per say, it has been Rau’s policies that have seen to been upper most in the implementation. Most of the people from our Rectorate resigned, now it becomes very much geared to what they see. It seems to be much more of a take over than a merger“.



A challenge that has been presented by a number of respondents relates to the changes that faculty will have to address. The subjects referred to a need to rethink and reposition the faculty and programme offering within the new higher education landscape. The change is expressed as follow by a respondent: “We are expected to change dramatically in our whole approach towards education”.

The following challenges were identified by the subjects:

- The shift in focus from a technikon to a comprehensive institution.
- Engagement in research and increased research outputs.
- The perceived removal of vocational programmes in the future.

- Focus on academic programmes and activities
- Staff will have to become academics in the true sense of the word.

5.7 RESEARCH FINDINGS THAT RELATE TO PROGRAMME OFFERING

5.7.1 Perceptions relating to the draft Higher Education Qualification Framework

The general opinion among the respondents was that that they supported the proposed single qualification that is presented in the draft Higher Education Qualification Framework (HEQF). One subject provided the following opinion: “I think the new framework is looking at best practice. It also ensures that when a student leaves, they can rest assure that they have achieved what is required of the qualification”.



The single qualification framework does not only provide a simplified structure for programme offering, but will assist in providing mobility between programmes and institutions. This observation was presented as follows: “In a country there should be a vehicle for mobility between institutions and there should be some kind of relationship and conduit that people can experience the facilitation of mobility. In SA we always have to go and do a catch-up if we go to a new institution”.

However concerns were raised that relates to the oversimplified structure that is presented in the draft HEQF. One person commented that: “I think it is like most ideologies. It is great on paper but is it really fair to everyone and is it applicable to everyone?” Another respondent is far more critical of the framework and stated that: “It will never work because it drums down to the most basic common denominator. The

criteria that is given to identify a programme is so generalised that it actually becomes antagonistic towards to programmes that you offer. It has to land up as a one size fits all which will always be phrased in a sciences format”.

5.7.2 Proposals to restructure and rearticulate faculty programme offering

It is evident that the faculty is already using the draft document as a guideline for future programme planning. It appears as if the faculty is standing at crossroads. The absence of previous technikon programmes in the draft HEQF requires of the faculty to reposition and redirect programme offering within the faculty. This is stated as follows: “Obviously the taking away of the National Diplomas and the B Techs means that we have to move one way or the other.” One person presents the fact that the HEQF exists in draft format as a frustration and a challenge: “The challenges are that it has not been approved yet. We are all working very hard towards new proposals which we hope will be based on that. If we want to reconfigure to degrees we have to use the guidelines that are presented in this document.”

A number of subjects describe the faculty’s current position within the comprehensive institution as an opportunity to align with the degree stream as presented in the HEQF. The position within the comprehensive institution will enable the faculty to restructure the diploma to degree programmes. The opportunity is identified as follows by a respondent: “We have the opportunity to develop into a degree programme.” Another respondent describe the current situation as follows: “We have an opportunity to realign our programmes into a single qualification framework or standardized qualification, which is also internationally aligned.”

The proposed conversion from diplomas to degrees is seen as the preferred and best option for the faculty. However the following concern is expressed by a subject: “One has to be strategic about what one wants to emphasize. The problem which occurs is the fact that people might think that the university route is the best route. They might discard the previous programme offerings.” The increase in degree entrance requirements will also impact on the intake of previously disadvantaged students. The selection requirements will have to be increased to higher levels for acceptance. This concern is expressed as follows by a subject: “The selection requirements are shifting. It means that the previously disadvantage students will be eliminated in the process. The faculty has to evaluate, what did we offer in the past and what are we going to offer in the future. How are we going to cater for the learners who do not make the cut off point?”



5.7.3 Challenges and expectations that are presented in re-curriculation of faculty programme offering

The research subjects from FADA identified a wide variety of challenges and expectations that have to be addressed by the faculty in order to re-curriculate. The main aim for FADA, as identified in point 5.7.4, is to re-curriculate from current diploma to degree programmes. The impact of the decision demands changes at various levels. One subject summarised the challenges as follows: “The challenges start to kick in at various levels. It poses a challenge to staff qualifications; there is no doubt about that. It poses a challenge to the curriculum, the academic architecture and content of the curriculum. It poses challenges to the student profile. It poses a challenge to the support structures in the faculty. It poses a challenge in the way that we envision ourselves and

how we are going to portray ourselves outside and inside the institution. It is a whole reconfiguration of the faculty”. This description presented an overview of the challenges and expectations that were presented by the remaining subjects.

A number of respondents raised concerns about the transformation from a technikon to that of a university context, and from a previous technikon offering to a university offering. This shift is identified as follow: “The challenges are enormous. The notion of the framework’s academic potential is very different to what everybody was used to in the old Technikon situation. How possible is it for people to suddenly go into a new head set, in term of understanding what academics are all about as laid down by the expectations of a university which is a highly academic institution which we are now part of?” Another subject expressed concerns about the transformation by indicating that: “We were technicians and then we were technologist at a stage, now we become academics.”

Challenges that relate to staff qualifications were identified by most of the subjects. The greatest impact of the change will be on the staff as observed by one subject: “Restructuring and rearticulation will impact on the staff.” The majority of staff have technikon qualifications, and although a number of staff have increased their qualifications to a Masters level, it is required that they increase their qualifications further to even Doctoral levels. This requirement is motivated as follows: “People will have to improve their qualifications. The Department of Education indicates that we have to have a certain level of qualification in order to offer a qualification at certain levels.” However upgrading staff qualifications addresses only one dimension of the challenge, the faculty is required to rethink and revisit their entire programme offering.

One subject observed that: “Qualifications have to be upgraded and we have to rethink the way in which we conduct our business.”

Members of the faculty will finally have to reconsider the way in which they will market or present themselves to both a student body and to industry. Traditionally the faculty has presented vocationally orientated programmes; the intention is to restructure to an academic focus, which will require a different student profile. Matric exemptions will be required for entry into degree programmes. A subject described the new challenges as follow: “We have to build a new reputation. The challenge is to change and build a new reputation.” This observation was also expressed by another subject who stated that: “There is a lot of rethinking and realigning existing approaches to design and art. We have been very vocationally orientated. We have now realized we have to attract a different type of student”



5.8 RESEARCH FINDINGS THAT RELATE TO STRATEGIC MANAGEMENT

5.8.1 Perceptions relating to strategic management within the institution and the faculty

An aspect that has been identified by a large number of the subjects is that the focus in education has moved towards including business strategies and business models in educational operations. This aspect is presented as follows by one person: “Education has become much more of a business. The faculty is now operating as a business” Another subject stated that: “There has been a move from aligning academic institutions to corporate models.”

The majority of the subjects observed that the notion of strategic management has increased in higher education since 1994. The shift to a management paradigm was described as follows: “There is an increasingly new move to a management paradigm which was quite foreign to the institutional environment, quite difficult in that people did not really think in those terms. Resistance, because it seems to be something that was against the ethos of what an academic institution was all about.” (This observation was also presented in point 5.6.1) The description was supported by another subject who observed that: “I think there has been a move from academic management to strategic management.”

It was further observed from the interviews that the focus on strategic management is increasing daily. One subject made the assumption that the new FADA dean contributed to the increase in strategic management within the faculty. This assumption is stated as follow: “There are pressures on the new dean to facilitate strategic management decisions and methodologies into the faculty. My view is that strategic management is a hobby horse of the new dean. There is pressure on us to comply.” Another subject considers strategic management as an important component of large institutions. This subject stated that: “It has become such a big thing now, that management becomes even more important, especially strategic management. The bigger the institution is the bigger the demand is for good strategic management.”

Strategic management is not only a function that is associated with university executive management or faculty management, but it is required of all academics to include strategic thinking in their programme planning and projections. A subject commented as follows: “In the faculty there is much more thinking about where we are going and why we

are doing specific things.” This observation was repeated by another subject who stated that: “The new management has themselves made statements that strategic management will be part of the highest levels down to management at the various different levels below.”

It is therefore considered to be essential for strategic management and strategic thinking to take place on the various levels of programme planning and offering. The following observation was presented by a subject: “Strategic management has increased in faculties and at department and programme level. It has been driven right down into the institution where one would have to think very carefully in terms of strategic objectives, whether something was viable at any level of a module. Why would you keep a module even if you only had 9 students in the module? It would not be financially viable from that strategic point of point. So certainly there was a far more penetrating look at what was being done in the institution.”

5.8.2 Experience and training within the faculty in relation to strategic management

The focus on strategic management within the institution has placed a demand on academics and faculty managers to identify strategic directions and present strategic plans for the faculty and its departments. It became evident during the interviews that strategic projections and presentation are delivered in most cases, by subjects who have very little or no experience or training in strategic management. More than 50% of the subjects that were interviewed have experience or training in management but a very small group within the faculty has strategic management experience or training.

The training that was received in strategic management was mostly through short courses or workshops.

A number of subjects expressed the opinion that strategic management should be a function of the head of department and the dean. This opinion was expressed by one subject as follows: "If I understand where the institution is going, they are going to drive it [strategic management] down and they will look at the department as a unit. If you look at the department as a unit then certainly the person who stands at the head of that unit should have the capacity to think strategically at that level."

The majority of the subjects agreed that it would be important for faculty managers to receive training in strategic management in order to fulfil the requirements that are associated with this form of management. The following observation was presented by a subject: "Now with the strategic shift in our responsibilities you need a strategic background. I often think people that are recruited now as head of departments are very different to before."

One subject raised the concern that the current faculty managers are not focusing enough on strategic management but on operational management. This person stated that: "With our background we have knowledge of a specific discipline. I find it quite problematic that managers are not skilled in strategic management because that is what they should be doing rather than what they are doing on the operational or intermediate level." This subject further stated that: "If managers are involved in only the operational level, they are definitely doing something wrong. Managers need time to reflect, and to

plan and to think ahead and that is what strategy is all about. What I see from the current managers are that they are purely messengers”

5.9 SUMMARY

This chapter presented the main research findings that were obtained from the qualitative content data analysis process. The findings were presented in narrative form which attempted to provide a rich description and a deep understanding of the context and opinions of academics within the context. The research findings were grouped under headings which related to the pattern and themes that were identified during the content data analysis process.

The first group of findings presented the observation as well as challenges and expectations identified by the subjects that relate to higher education state regulation. This was followed with the assessment of the subjects of the possible alignment of the case study to state regulation. The third group of findings presented aspects as identified by the subjects, which have changed due to the merger as well as benefits and disadvantages of the institutional merger for FADA. The fourth group of findings reflect observations that relate to programme offering and the final group of findings present perceptions that relate to strategic management within the institution and the faculty.

CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.3 INTRODUCTION

This chapter presents the research summary and conclusions in relation to the aim and objectives of the research study. The research conclusions follow with recommendations that relate to the study.

6.2 SUMMARY OF RESEARCH STUDY

This study aims to determine the challenges and expectations presented in reformed state regulation, that should be considered in the strategic management of faculty programme offering in order to ensure strategic alignment to state regulation. Chapter 1 presented the research problem, questions, aim and objectives of the research study. It also presented the scope of the study, identified the boundaries and limitations and the perceived contributions.

Chapter 2 presented the literature review which documented the investigation in higher education state regulation, and the role of the state as a regulator of public higher education. This chapter further investigated the national debate around institutional autonomy and state governance and compared this to international higher education reform ideologies. The literature review identified the role of policies and procedures and the state higher education expectations. The review further investigated the manner in

which the reformed policies act as drivers of change through presenting reformed goals and policy processes to those of former apartheid policies.

The literature review focused on two state regulation documents published after 2001. Namely the Transformation and Restructuring Policy (SA, 2002) which indicated the restructuring of the higher education landscape in South Africa, and the the first draft of the Higher Education Qualification Framework (HEQF) in July 2004. The chapter further comprised a literature review that related to the role of strategic management and the challenges that are presented to higher education institutions, in order to develop and implement strategic planning and alignment to state policies. Finally the literature review presented the role of strategy, key elements and characteristics of strategy, as well as the consequences and challenges of strategic decisions.



Chapter 3 presented an in depth description of the research case study and its immediate institutional context, as well as a brief overview of the regional and national design education environment. This chapter presented a brief description of the merged institutional context which is defined as a comprehensive university, and identified the concerns that relate to the national interpretation and understanding of this new type of university. Finally, the chapter concluded with the reform challenges that post-1994 higher education presents to lecturers.

Chapter 4 presented the research design and methodology identified for this research study. The research design follows a qualitative research approach in order to observe and document the perspective of academics within public higher education. A case study approach was adopted in examining FADA as a single higher education faculty.

The gathering of the secondary and primary data is described in this chapter and the research sample design and sample size is motivated. The manner in which the interviews were conducted and transferred to text format is described. The research content data analysis method is thoroughly explained in order to clarify the method used for delivering research findings.

Chapter 5 presented the main research findings that were obtained from the qualitative content data analysis process. The findings were presented in narrative form which attempted to provide a rich description and a deep understanding of the context and opinions of academics within the faculty. The most important findings revealed that an increasing move towards a management paradigm is evident in the restructured higher education environment. Greater focus is placed specifically on strategic management in higher education. Furthermore, the reformed higher education system is described as being extremely rigid with an increase in bureaucracy, and is a result of the increase in the number of reformed higher education policies and procedures. The increase in policy requirements results in an increase in administrative workload which impacts on teaching contact time and interaction with students and therefore the programme offering as a whole.

6.3 CONCLUSIONS RELATING TO THE FIRST RESEARCH OBJECTIVE

The first research objective aimed to determine the role and impact of reformed state regulation and state policies on strategic management in higher education.

6.3.1 The role and impact of reformed state regulation and state policies

It was determined in the literature review that the role of state regulation is to regulate, and that public higher education institutions in South Africa are in the position of being regulated by state governance. Jackson (1997b:166) identified that the regulated party has to operate within the rules established by the regulator which also require of this party to align their practices in accordance with specific codes of practice that are constructed by the regulator. The changes and transformation that took place in state regulation after 1994 has impacted directly in higher education.

It was determined in the study that the higher education state regulations have been completely transformed and reformed by the post-apartheid government. The literature review has identified that the apartheid education system was as described by Coetzee (2004), as an extremely fragmented system with management typically operating from the top-down. Policy-making was criticised as an exclusive, non-transparent and bureaucratic process. Cloete (2002) identified that the system lacked coordination, a common vision and uniformity in norms, standards and the distribution of resources. The direct consequence was that higher education institutions were designated as being for the exclusive use of one of the four races: African, coloured, Indian and white. Furthermore a rigid division and separation in function was made in the 1980's between technikon and university qualifications and programme offerings.

It was necessary that the entire post-apartheid education system be democratised and transformed. The vision for the transformation of the higher education system was communicated in the Education White Paper (1997a) which stated that a single, national

co-ordinated education system should be established to meet the learning needs of South African citizens, to assist in the reconstruction and development of South Africa's society and economy. The National Plan for Higher Education (SA, 2001) was published in 2001 and provided a strategic framework for the re-engineering of a higher education system. In July 2004 the Ministry of Education circulated the first draft Higher Education Qualification Framework (HEQF) which proposed a new qualification framework for South Africa. The aim of the draft HEQF is to develop a single qualification framework for higher education.

The change in state regulation did however raise serious concerns with some authors. Waghid *et al.* (2005), and Hall (2006), state that the increase in the number of state education policies indicated an increase in state authority in South Africa. The reformed higher education policies therefore did not only focus on changing the education system but also on increasing authority and control within the system. The increase in state regulation has resulted in an apprehension among higher education institutions, who maintain the right to academic freedom and the ability to practice institutional autonomy. However the Norwegian political scientist Johan Olsen (as cited in Maassen and Cloete, 2002), claimed that internationally the traditional pact between society and higher education had become problematic and resulted in a decline in support for education. The traditional emphasis on academic freedom and self-steering of academics is replaced by the interpretation that higher education should be a service-company with society as its marketplace.

This observation as presented by Johan Olsen, exposes the underlying ideas and assumptions of international higher education reform thinking. Maassen and Cloete

(2002) identified that international reform thinking suggests that universities should be steered by market forces and not by governmental or state mechanisms, and should be managed by professional leaders and managers. It is ironic to note that although the Education White Paper (SA, 1997a) embraces the notion of co-operative governance, the institutions would be required to be steered via a regulatory framework with financial incentives as well as a quality system that address programme approval. These steering or control mechanisms are currently in place, and pressurise institutions to align to state regulation in order to gain access to state funding.

6.3.2 The impact of reformed state regulation on lecturers

The respondents identified that the increase in the number of higher education policies has resulted in an increase of bureaucracy within higher education. The reformed higher education system is described as being rigid with an increase in constraints. The subjects claimed a substantial increase in the administrative workload, which impact on teaching contact time and interaction with students.

Thompson et al, (cited in Louw and Venter, 2006:427) identified that too many policies and procedures can create a bureaucratic dilemma, since it has the potential to block activity and stifle ingenuity. The authors highlight that policies should rather create a sense of clear boundaries and an emphasis on decision-making to guide and facilitate effective and efficient behaviour. It is therefore of concern that the reformed state policies as well as reformed institutional policies, are at the stage where they impact negatively on the performance and work environment of lecturers.

The subjects also identified that the changes within the reformed higher education system require academics to approach, present and deliver education in a new, different and transformed manner. It was expected that the reformed educational environment would require a new approach, but according to staff the bureaucratic approach to the copious amount of paperwork required a complete paradigm shift for staff.

Le Grange (2005: 6-10) identified four challenges for lecturers in higher education that relate to the implementation of new national policies, with a focus on transformation and redress of the South African education landscape. The author firstly identified that the new structure necessitated a call for new curricula. The second challenge is that higher education has an important role to play in the reconstruction and development of society and the economy, and lecturers have to ensure that these aspects are addressed in the curriculum. The third challenge identifies that the transformation of the higher education environment does not only affect teaching systems but also necessitates the introduction of new practices. Finally the author identifies that higher education should commit itself to staff development and training within the context of strategic organisational objectives. It is important to ensure that continuous growth and development takes place within a true learning environment.

6.3.3 The impact of reformed state regulation on strategic management within higher education.

It was required of higher education to institute rapid change through the introduction of a vast number of reformed state policies and procedures. The literature review indicated that expectations to change resulted in a situation where the capacity and ability for

managerial evolvement became crucial. However the need to evolve managerially is not unique to South Africa. Kulati and Moja (2002:156) identified that there is a growing need internally for leadership in higher education institutional change. The challenges brought about by the changing environment therefore require of institutions to find new ways of approaching their management as they become more complex and diverse.

The literature review identified that a paradigm shift took place within higher education which Gibbon and Kabaki (2002:144) refer to as the managerial phase. These authors further indicate that the co-operative model proposed by the government is an attempt to combine more democracy with an updated approach to management in the South African higher education context. The paradigm shift moves therefore from collegial academic self-rule to academic managerialism.



Kulati and Moja (2002:162) suggest that the leadership challenge is to reconfigure institutions to become more competitive and market orientated. The focus on managerial leadership in higher education therefore includes the need for strategic vision and planning within a changing and competitive environment. Strategic leadership and management are required to inform and create strategic changes which would aim to position the institution, the faculties and the programmes offered by a particular faculty in the marketplace and within a competitive environment.

The increasing importance of strategic management and leadership would require training for senior academics and institutional research office managers. It is indicated in the literature review that the leadership challenges for strategic managers would be to get the institution in a position where they act more strategically, and also convince

academics that they accept management positively. The strategic manager should convince academics that managing the institution based on sound management principles will not threaten the traditional values associated with academic freedom. (Kulati & Moja, 2002:163)

The impact of the introduction of the managerialist approach in higher education does however present a negative effect on the collegial approach that previously existed. A gap is created between the salary packages of senior management, and those of senior teaching and research staff. The instatement of an executive dean's position has also created a position which is not compatible with the previous collegial approach. It is expected of the executive dean to focus on the strategic management of the faculty, which in turn has to be aligned to the institutional strategic vision.



Finally, it is indicated that academic staff are often reluctant to engage in the ongoing planning and implementation of institutional strategic plans, but wish to only focus on teaching and research. (Du Toit as cited in Gibbon & Kabaki, 2002). This aspect became evident during the interviews. A number of respondents considered it the responsibility of their managers to study and implement state and institutional policies.

6.4 CONCLUSIONS RELATING TO THE SECOND RESEARCH OBJECTIVE

To establish the challenges and expectations that the faculty face in order to strategically manage programme offering in line with relevant state policy expectations.

6.4.1 The challenges and the expectations that will impact on programme offering

The transformation expectations that are presented in state regulation are well defined. The National Plan identified five policy goals and strategic objectives, which are critical for the transformation and reconstruction of the higher education system. These policies require that the following aspects be included in the strategic management of programme offerings:

- i) Increase access and produce graduates with skills and competencies necessary to meet the human resource needs of the country.
- ii) Promote equity of access and outcomes and redress past inequalities
- iii) Ensure diversity in the institutional landscape of the higher education system through mission and programme differentiation
- iv) Build high-level research capacity
- v) Build new institutional identities and organisational forms through restructuring of the institutional landscape of the higher education system

In essence it is required to transcend the fragmentation, inequalities and inefficiencies of the apartheid past in order to enable the establishment of South African institutions that are consistent with the vision and values of a non-racial, non-sexist and democratic society. The White Paper (SA, 1997a) places a demand on institutions to deliver public accountability, greater efficiency and effectiveness as well as to answer to the pressure of market competition. The White Paper focuses on the demands and effects of globalization and the impact and requirements of the knowledge economy.

6.5 CONCLUSIONS RELATING TO THE THIRD RESEARCH OBJECTIVE

To identify the concerns and expectations expressed by FADA academic staff that will impact on the strategic management of faculty programme offering.

6.5.1 Concerns and expectations expressed by FADA academic staff that relate to strategic management.

Greater focus is placed on management in the restructured higher education environment. There is a move towards a management paradigm which was foreign to the previous institutional environment. Some respondents identified that they had chosen an academic environment as a result of professional satisfaction and challenge. The academic environment provides qualities of working experience that are not available in the corporate sector. However these qualities are slowly being eroded, as there is an increased expectation of them to answer to management paradigms and forms of measurement and accountability.

The strategic focus within the University of Johannesburg is on scholarship and research output. In the former technikon environment the focus had begun to move towards research but, due to the experience and qualifications of academic staff in this area, research was only in a developmental phase. A number of subjects however indicated that focus on research rather than on teaching, put their future at the institution at risk, because they felt more confident with the actual activity of teaching.

6.5.2 Concerns and expectations expressed by FADA academic staff that relate to programme offering.

The general opinion among the respondents was that that they supported the proposed single qualification that is currently presented in the draft Higher Education Qualification Framework (HEQF). It was evident that the faculty was already using the draft document as a guideline for future programme planning. The faculty appears to be standing at a crossroad. The absence of previous technikon programmes in the draft HEQF requires a repositioning and redirecting of programme offerings within the faculty.

The main aim for FADA, is to restructure from current diploma to degree programmes. A number of subjects describe the faculty's current position within the comprehensive institution as an opportunity to align with the degree stream as presented in the HEQF. The position within the comprehensive institution will enable the faculty to restructure their programmes from diplomas to degrees. This proposed conversion is seen as the preferred and best option for the faculty.

The research subjects from FADA identified a wide variety of challenges and expectations that have to be addressed by the faculty in order to restructure. The impact of this decision would demand changes at various levels. Challenges that relate to staff qualifications were identified by most of the subjects. The notion of the framework's academic potential is very different to what existed in the previous Technikon situation. The majority of staff have technikon qualifications, and although a number of staff have subsequently increased their qualification to that of a Masters degree, it is now required that they consider furthering to Doctoral level.

However upgrading staff qualifications addresses only one dimension of the challenge, the faculty is required to rethink and revisit their entire programme offering. Members of the faculty will have to reconsider the way in which they will market or present themselves to both a student body and to industry. Traditionally the faculty has presented vocationally orientated programmes; the intention is to restructure to an academic focus, which will require a different student profile. Matric exemptions will be required for entry into degree programmes.

6.6 RECOMMENDATIONS

6.6.1 Ensure that the faculty management team is experienced and trained in strategic management



In the literature review, Du Toit (as cited in Gibbon & Kabaki, 2002:145) identified that one of the characteristics of the transition from collegial academic self-rule to academic managerialism is that senior management teams should be established in an institution. The literature review also indicated that the increasing importance of strategic management and leadership would require strategic management training for senior academics. The University of Johannesburg (UJ) has an executive team, also referred to as the 'top thirty', who debate and present the strategic vision and objectives for the institution.

It is recommended that the management team within the faculty should have the strategic ability to align the faculty vision and objectives to institutional and national plans. The research findings indicated that focus on strategic management within the

institution has placed a demand on academics and faculty managers to identify strategic directions, resulting in the presentation of strategic plans for the faculty and its departments. It became evident during the interviews that strategic projections and presentation are currently being delivered in most cases, by subjects who have little or no experience or training in strategic management. More than 50% of the subjects that were interviewed had experience or training in management but only a very small group within the faculty has strategic management experience or training. It would therefore be essential to provide relevant strategic management training in the faculty.

6.6.2 Inclusion of a market orientated approach in the strategic planning

The aim of the research is to determine the strategic alignment of the faculty programme offering with the state regulations. Maasen and Cloete (2002) did however identify that international reform thinking suggests that universities should be steered by market forces and not by governmental or state mechanisms. Kulati and Moja (2002:162) suggest that the leadership challenge is to reconfigure the institution to become more competitive and market orientated.

In South Africa state education regulation has funding mechanisms and quality assurance audits in place to ensure alignment with the national goals and strategic objectives. It is recommended that state alignment would not be the only focus of the faculty strategy management team. FADA management should include strategic vision and planning within a new changing and competitive environment. International trends suggest that higher education is a service-company with society as its marketplace.

6.6.3 Avoiding a top-down strategic management approach

Du Toit (as cited in Gibbon & Kabaki, 2002) identified that academics indicated a reluctance to engage with the ongoing planning and implementation of institutional strategic plans, and prefer to remain focused within teaching and research areas. During the research interviews a number of respondents indicated that they consider it to be the responsibility of their managers to study and implement state and institutional policies.

Johnson and Scholes (2002:10) indicated that strategic decisions are complex in nature which requires careful co-ordination of activities over a wide geographical area. These authors further indicated that strategic decisions demand an integrated approach and require of managers to reach agreements across functional divisions, and that the changes could not only affect operational procedure but the entire culture of an organisation.

Le Roux (2004:8) suggested that the old model of strategic corporate management where a new strategy is decided on in the boardroom, and then executed through the organisation hierarchy, does not work anymore in the business world. In the modern business world hierarchies are outdated and changes in the market place happen rapidly.

This study recommends that FADA should avoid a strategic management structure that is top-down in which decision making resides with faculty management, and excludes concerns and expectations of the academic staff. The faculty should also ensure that everyone in the faculty that is linked to a programme strategy must be included in a

strategic information feedback loop. This information feedback loop can provide results to those that have to make or change strategic decisions.

6.6.4 Reduction of the negative impact of state regulation on lecturers

The majority of the respondents indicated that the increase in the number of higher education policies has introduced a high level of bureaucracy within higher education. This results in an increase in administrative workload, and impact on the teaching contact time and individual interaction with students. Thompson et al, (cited in Louw and Venter, 2006:427) identified that this type of bureaucratic dilemma has the potential to block activity and stifle ingenuity.

Louw and Venter (2006) suggest that policies should define boundaries and allow decision making to guide and facilitate effective and efficient behaviour. It is recommended that faculty management should place greater emphasis on the expected direction and defining of boundaries that are presented within state regulations. Faculty strategies that are aligned with state regulation will have strategic direction and boundaries that would thus correlate with national expectations. This would enable lecturers to use national policies as a guide to facilitate effective and efficient behavioural responses rather than perpetuating a bureaucratic paper-producing machine.

It became evident during the interviews that a number of subjects were not familiar with state policies. The majority of the subjects had a vague and unclear understanding of higher education policies. One respondent identified that: "I leave it to my manager to

study the documents and implement them.” It would not be able for the lecturers to use national policies as a guide, if individuals within the faculty are not familiar with these policies. The faculty would need to identify and circulate any national policies that could guide and facilitate processes in order to provide assistance to the lecturers in focusing on issues relevant to the policies.

6.6.5 Ensuring that continuous growth and development takes place in the faculty

The research findings indicated that the subjects could identify that the changes within the reformed higher education system require of them to approach, present and deliver information and skills in a new, different and transformed manner. Le Grange (2005: 6-10) identified that that the transformation of the higher education environment does not only lead to transformation of teaching systems but also to the introduction of new practices.

Le Grange (2005) further indicates that higher education should commit itself to staff development and training within the context of strategic organisational objectives. The author states that it is important to ensure that continuous growth and development takes place within a true learning environment. The study therefore recommends that the faculty should identify training needs required to deliver programme offering which are in line with state regulations as well as the strategic direction identified by the institutional and faculty management.

Training in new teaching practices is however not the only area of development identified during the research. The research findings indicated that the strategic focus within the University of Johannesburg is on scholarship and research output. The findings also identified that the main aim for FADA, is to restructure from current diploma to degree programmes. The institutional and faculty strategic direction will therefore require of lecturers to increase their qualifications. The majority of the faculty staff have technician qualifications, it would therefore be necessary to assist staff in upgrading their qualifications in order to meet the degree programme offering requirements.



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UJ FACTS

Curricular headcount of enrolment per faculty and population group, 2005

Source: OFFICE FOR INSTITUTIONAL EFFECTIVENESS: Planning Unit. 2005. *UJ*

Facts. 1(1) Nov: 2-3 [Online] Available from:

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HEADCOUNT ENROLMENTS

Overview of South African public higher education institutions in 2005

Source: SOUTH AFRICA. Department of Education. 2005. *Educational Statistic in South Africa at a Glance*. Government Printing Works: Pretoria.





RESEARCH QUESTIONNAIRE



RESEARCH QUESTIONNAIRE:

This questionnaire forms part of a study that is conducted for a Masters in Business Administration (MBA), offered at the Faculty of Management at the University of Johannesburg.

INTRODUCTION TO THE INTERVIEW:

The following information will be explained to the respondent before the interview is conducted:

- Purpose of the questionnaire
- The following ethical rights relating to study will be confirmed:
 - The right to privacy (Include the right to refuse to participate in research)
 - The right to anonymity and confidentiality
 - The right to full disclosure about the research.
- Attain the respondent's permission to record the interview

Indicate date and time of the interview:

Indicate time it took to complete the interview:

Section A	Government policies: Drivers of change
Section B	Impact of the higher education restructuring
Section C	Impact of the draft HEQF
Section D	Strategic and/or Managerial Experience in Higher Education
Section E	Demographic Details

SECTION A: GOVERNMENT POLICIES

- QA1. Have you experienced major change in the higher education environment since 1994? Motivate your answer
- QA2. In your opinion, which government policies that were formulated after 1994 have impacted mostly on the current higher education environment?
- QA3. In your opinion, what are the expectations for public higher education as identified in state regulation?
- QA4. In your opinion, is FADA strategically aligned to current state regulation and expectations?

SECTION B: IMPACT OF THE NEW HIGHER EDUCATION LANDSCAPE



- QB1 Were there any benefits for Faculty of Art, Design and Architecture from the merger?
- QB2 Did the merger present any challenges for FADA?
- QB3 Did the restructure/merger of the institution impact on the programme offering that you are involved with?

SECTION C: IMPACT OF THE DRAFT HIGHER EDUCATION QUALIFICATION FRAMEWORK

- QC1. Are you familiar with the draft HEQF?
- QC2. Do you agree with the aim of the new HEQF to create a single qualification framework in SA?

QC3 Does the draft HEQF impact on the current programme offering and structure of the programmes that you are involved with?

QC4 Does the implementation of the HEQF present any challenges to FADA?

QC5. Does the implementation of the HEQF present any challenges for academic staff?

SECTION D: STRATEGIC AND MANAGERIAL EXPERIENCE

QD1a Do you have managerial experience in higher education?

QD1b If you answered yes, identify the number of year's managerial experience in Higher Education.

QD2 Have you been involved in strategic management in higher education?

QD3a Have you received any training in the following areas?

(Researcher reads the area and document the response)

AREA	YES	NO
Management		
Strategic management		
Strategy development or planning		

QD3b Please provide the details relating to the type of training you received if you did receive training any of the areas listed.

QD4 Do you agree or disagree that the emphasis on strategic management has increased in the management of the institution? Motivate your opinion.

QD5 Do you agree or disagree that the emphasis on strategic management has increased in the strategic management of the faculty? Motivate your opinion.

QD6 In your opinion, do you think a programme manager/HoD should have strategic management experience and training for the day-to-day delivery of the programme? Motivate your answer.

SECTION E: DEMOGRAPHIC DETAILS AND ACADEMIC EXPERIENCE

Personal information below will not be disclosed in the research study.

QE1	Name	
QE2	Permanent or part-time staff	<i>Has to meet requirements</i>
QE3	Job Title	
QE4	Faculty	<i>Has to meet requirements</i>
QE5	Institution	<i>Has to meet requirements</i>

HIGHER EDUCATION ACADEMIC EXPERIENCE

QE6 Identify the number of year's academic experience in higher education and the discipline or field in which you are/were involved.

Discipline or field of experience	Designation	Years experience

CONCLUDE THE INTERVIEW AND THANK THE RESPONDENT FOR HIS/HER PARTICIPATION.

RESEARCH QUESTIONNAIRE

Combined content sheet for question 1



SECTION A: GOVERNMENT POLICIES

Combined content relating to question 1.

QA1. Have you experienced major change in the higher education environment since 1994?

Subject 1	Yes	Very yes. I comment within the art kind of environment, with <u>more constraints</u> or guidance or have to do's. In the 70's there were have to do's but there were more trust. The <u>system is extremely rigid</u> in my opinion.
Subject 2	Yes	Yes. It has become much <u>more bureaucratic</u> and a much <u>more driven by policy and procedure</u> .
Subject 2	Yes	Yes. <i>Researcher: What type of change did you experience? Oooh. Be specific. It is very difficult to answer to what has changed. Well, if you think of the amount of work or the your student profile as an example.</i> Well, the same amount of students but different a <u>students profile</u> form part of the intake. The <u>workload has increased</u> . There is <u>more paperwork</u> , <u>more administration work</u> , less teaching, <u>less time with the students</u> , less teaching time. Much, much more work.
Subject 4	Yes	Yes. There appear to be a move <u>towards restructuring</u> and <u>particularly towards OBE</u> and make sure that we follow it to the letter. In terms of our teaching, we have always taught OBE anyway it has just become formalized.
Subject 5	Yes	Mmmh, Yes, things like the mergers and an <u>attempt to reorganize</u> at especially at higher organisation.
Subject 6	Yes	Yes obviously. The <u>governments approach to tertiary education</u> has changed. The mergers took place, and everything that flows from that. The approach that the university is making to <u>move towards more research</u> and less teaching. I am a teacher not a researcher and I feel that my future with the university is seriously jeopardized.
Subject 7	Yes	I do have experience from predominantly tertiary education on that level. Experience is connected with past technikons. In the <u>technikon radical changes</u> took place. The change from <u>offering diplomas to degree</u> . I was part of Pretoria technikon which is now called TUT. I was part of the <u>restructuring of that process</u> , so I am very well aware of those changes.
Subject 8	Yes	Huge change in education. We changed to OBE and from a lecturing and managerial point education is far <u>more bureaucratic</u> . It is trying to be <u>more accountable</u> . It is therefore not negative, but has to be <u>more accountable</u> .
Subject 9	Yes	We have had some of the <u>radical change</u> especially the <u>technikons programmes</u> and the programme qualification mix. The <u>mergers policies or directives</u> have caused major change and the change to a comprehensive institution. Then,... in specific also the funding, I do not think Technikons have embraced research under the window period in

		the way they could have.
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Subject 10	Yes	<p>I would imagine yes. Major, major changes, I suppose their where changes to the state structures, how they saw education and how they wanted to go forward and their vision for the country. At institution level certainly there were <u>major changes</u> because <u>one had to align</u> with what the department of education was demanding. But at the same time with that came a <u>broader vision</u> for South Africa in term of its <u>international and global sort of environment</u>, and having to <u>meet the requirements</u> of that environment. Off course that <u>demand a lot of introspection</u> and a lot of <u>benchmarking</u> and a lot of looking of how we compare and what do we have to do to be acknowledged <u>to be of international standard</u>? I think that with that went an increasing new move to a management paradigm which was quite foreign to the institutional environment, quite difficult in that people did not really think in those terms. <u>Resistance</u> because it seems to be something that was <u>against the ethos</u> of what an academic institution was all about. I think that that debate is still going on. It was trying to get academic that were at academic institutions, because they <u>enjoyed being academic</u> and it offered them certain qualities that was not available in the corporate or private sector. They were prepared to choose that way to earn their living even if it did not offer them comparable rewards to a private environment. But those types of <u>qualities are slowly being eroded</u> and you find that you have to more and more that you have to <u>answer to management paradigms</u> and <u>forms of measurement</u> and accountability and outcomes and outputs.</p>
Subject 11	Yes.	<p>One of the key changes was the OBE and the mergers in higher education. Some institutions were effected in the first stage; we were though we were of scot-free but then were also part of a merger. Then also one of the major changes were the fact that <u>student from previous disadvantage communities</u> got <u>access to funding</u> and even got admitted to higher education.</p>
Subject 12	Yes	<p>In two areas. I use to run the teachers training programme. The course had to take in account the fairly <u>radical changes</u> in <u>state policies</u> from the original White Paper for secondary education and its implication for teachers and schooling. That methodology had an <u>interesting mapping on top</u> of the way in which we in tertiary education re-conceptualized <u>the nature of our teaching</u> and learning practices towards outcomes and <u>towards a more transparent education process</u>. So in term of the way I have experienced change it has been at <u>many level at fundamental levels</u> the way in which we had to <u>acknowledge our teaching practices methodologies</u> and teaching and learning, assessment criteria ext.</p> <p>So that and the way in which it pans out in the term of paperwork and practice in the studio and assessment strategies and criteria has been the most obvious way in which I have seen broad base policies impose on education. Paper work has increased massively. Once you have done the paperwork everything becomes easier, but in order to concretize policy through the obvious paperwork, through learning guides, through OBE assessment. The fairly <u>massive sets of paperwork</u></p>

		also reflects the paradigm shift in the minds of staff and the workshops and programmes that they have to attend in order to <u>familiarize themselves with the concept</u> and the processes that is associated paperwork.
Subject 13	Yes	Yes. <i>Can you explain what type of change?</i> Well firstly I started my teaching career around 1994. I would say it was a <u>continual process of change</u> . I was comparing my own education in university to my experiences as a lecturer. My early career the bulk of it was spent in private institutions and I felt there very particularly the <u>impact of the change</u> . The driver then was to teach Outcomes Based Education and training and assessment in quality and all off those issues. The <u>terminology was then foreign</u> to all the people, they did not always understand it or had all the support. They but pressure on people to align themselves with national guidelines so they did what they have to do.
Subject 14	Yes, positive change	Its <u>equalized and normalized education</u> across the board. Its OBE is also a form of <u>democratic and humanistic</u> . It is something that we have practices before 1994 in the Fine Art department. To have the DoE supporting it is highly positive. Lately the amount of bureaucracy that has come into the system is a problem. I understand why the bureaucracy is there. It is there to <u>equalize all education</u> , smaller or previously disadvantage system can have a system that works.
Subject 15	Yes	I do think that a lot more questions have been asked in higher education. Such as at what level are we. It has become far <u>more open in the discussion</u> . Everybody gets measured <u>against the same requirements</u> . I think it is moving in a far more positive direction.
Subject 16	Yes	<u>Huge change, dramatic change</u> . Since 1994 within the <u>rationalizing of higher education</u> refocusing of targets and initiatives. The biggest one is the rationalizing of the higher education landscape from 36 to 21 institutions. <u>That impacts on where we are now</u> . This is ongoing you can not quantify this, there has been no end to this.
Subject 17	Yes	Well, the greatest change is the merger . I suppose that is the <u>biggest change</u> . I am not sure about the changes from 1994 to 1997, since I have only started my career then. I only started my lecturer career since 1996 and to me the merger was therefore the greatest change.
Subject 18	Yes	The merger took place in our institution. <u>Qualifications have to be integrated</u> with the rest of the system country wide. Qualifications now have to have some sort of relation side ways with other qualifications.

Data reduction: Summary per questions	All the subjects answer YES	<u>The education system as experienced by the subjects:</u> The education system is described as being extremely rigid with more constraints. The majority of subjects mention that there is an increase in bureaucracy, which relates to the increase in policy and procedure. The increase in administration or also referred to as paperwork impact on the contact time and interaction with students. The system requires of academics to be more accountable, which is described as a positive requirement. Everybody gets measured against the same
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		<p>requirements.</p> <p><u>Specific aspects that changed in relation to Government:</u></p> <ul style="list-style-type: none"> • Introduction of Outcomes based Education. Acknowledge teaching practices methodologies and teaching and learning, assessment criteria ext. OBE is a democratic and humanistic approach. • The merger of the higher education landscape and creating a comprehensive university. • Government approach to higher education. Policies have caused major change • The student profile changed, students from disadvantaged communities were permitted access to higher education and had access to funding for their studies. • Requires a more transparent approach to teaching • Equalization of education system • Qualifications have to be integrated with the rest of the system and the country. <p><u>Specific aspects that changed in relation to Institution:</u></p> <ul style="list-style-type: none"> • Align with the demands of state regulation • Focus on research has increased. • Expectation to benchmark with international and global environment. • Introspection within the institution had to take place. • Increasing new move to the management paradigm, this was explained as being quite foreign to the academic environment. There was a resistance against this paradigm because it was against the ethos of the academic environment. • Put in place forms of measurement in order to determine the accountability. <p><u>Responses that indicate the subject's feelings in relation to the change:</u></p> <p>A number of subjects indicated that the focus on research and not on teaching, does not relate to their interest and focus. They prefer to focus on teaching and not on research. This relates to the radical change that took place in the technikon environment, and is receiving renewed focus in the University. The qualities of the education environment that were previously enjoyed by academic, is slowly being eroded due to the managerial paradigm that has been introduced.</p> <p>Enormous increase in the amounts of paperwork has required a mind shift for academic staff. They have to attend workshops or receive extra training in order to familiarize themselves with the concepts and the processes that is associated with the paperwork. Use new terminology and but pressure on people to align.</p>
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