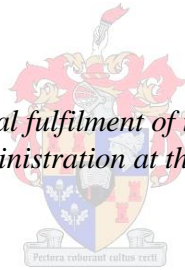


**An assessment of the recruitment, diversity strategies
and initiatives used to promote and retain
undergraduate students: The case study of Stellenbosch
University**

BY

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*Thesis presented in partial fulfilment of the requirements for the degree
Master of Public Administration at the University of Stellenbosch*



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Declaration

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Abstract

For the past five years, Stellenbosch University (hereafter SU) has worked attentively to improve the diversity profiles of its staff and students, as well as the campus climate. In this regard, as at many other institutions, SU has worked in various ways to promote diversity. To this end, SU has not only invested in a variety of strategies and initiatives to address inequalities that exist in the education system, but has implemented their strategies and initiatives to assist with the diversification of the campus environment. Supplementary to these strategies and initiatives, staff, students, faculties and departments substantially support the institutional climate for diversity by supporting the various approaches and initiatives.

In the twenty-first century, higher education institutions are obligated to make numerous changes in their recruitment, retention and study programmes to succeed in having a more diverse learning environment. This thesis discusses diversity at SU and how the institution, as a community, can work together to make the campus a more welcoming place for everyone.

The purpose of the study was to determine the success of the diversity strategies and initiatives used by SU to promote their student diversity profile as it relates to students' perceptions and experiences of the campus. The data confirms differences in opinions and perceptions in demographics such as race, culture, ethnicity and religion/beliefs. The researcher has also found a relationship between campus climate and the perceptions that students and staff may have.

The findings presented in this study enhance the body of knowledge in the areas of student recruitment and retention strategies and initiatives, as well as student participation, student progress and campus climate.

Even though the study is limited to one institution, this report provides institutions with a better understanding of student/staff involvement, their backgrounds and the campus climate as these aspects relate to the staff and students' perceptions of the institutional commitment to diversity.

Opsomming

Die Universiteit Stellenbosch (US) het vir die afgelope vyf jaar aandagtig gewerk aan die diversiteitsprofiel van beide studente en personeellede, sowel as aan die klimaat op kampus. In hierdie opsig het die US, soos ander hoërondewysinstellings, op verskeie maniere gewerk om diversiteit te bevorder. Die US het nie net belê in 'n verskeidenheid strategieë en inisiatiewe om die ongelykhede wat in die onderwysstelsel bestaan, aan te spreek nie, maar het ook hierdie strategieë en inisiatiewe geïmplementeer om diversifikasie van die kampusomgewing aan te moedig. Bykomend tot die strategieë en inisiatiewe het studente, personeellede, fakulteite en departemente ongelooflike bydraes gemaak tot die institusionele klimaat van diversiteit deur verskeie benaderings en inisiatiewe te ondersteun.

In die een-en-twintigste eeu het dit toenemend belangrik geword vir hoërondewysinstellings om veranderinge te maak in werwing, behoud en studieprogramme ten einde 'n meer diverse leeromgewing te bewerkstellig. Hierdie tesis bespreek diversiteit in die hoër onderwys en hoe die US as gemeenskap saam kan werk om die instelling 'n meer verwelkomende kampus vir almal te maak.

Die doel van hierdie studie was om die sukses van die diversiteitstrategieë en inisiatiewe wat deur die US vir die bevordering van die studente diversiteitsprofiel gebruik is ten opsigte van studente se persepsies en ervarings van die kampus te assesseer. Die resultate bevestig verskillende opinies en persepsies oor demografiese aspekte soos ras, kultuur, etnisiteit en godsdiens/geloof. Die navorser het ook 'n verhouding bepaal tussen die kampusklimaat en die persepsies van studente en personeellede.

Die bevindinge wat hierdie studie aanbied, dra by tot die geheel van kennis in die areas van strategieë en inisiatiewe om studente te werf en te behou, sowel as studentedeelname, studentevordering en kampusklimaat.

Hoewel die studie tot een instelling beperk is, voorsien hierdie verslag instellings van 'n beter begrip oor studente/personeelbetrokkenheid, hulle agtergrond en die kampusklimaat in terme van hoe hierdie aspekte verband hou met die studente en personeel se waarnemings van die institusionele verbintenis tot diversiteit.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 BACKGROUND TO THE STUDY

After the first democratic election in South Africa in 1994, the country started to move away from a society that was racially divided to a more racially integrated society, assisted by the South African Constitution, which embodied equal rights for all citizens. One of the major principles of the Bill of Rights, as contained in the Constitution, “is the right to equitable and accessible quality education for all”. In Section 29 (1) (b) of the Constitution it is stated that “everyone has a right to further education, which the state, through reasonable measures, must make progressively accessible” (RSA, 1996). This transformation, according to the Education White Paper 3: A Programme for the Transformation of Higher Education (Republic of South Africa, Department of Education, 1997:4), requires not only organisational changes within our higher education institutions, but also concerted efforts to manage cultural diversity.

This study evaluated the strategies put in place by Stellenbosch University (SU) to manage cultural diversity and improve the institution’s diversity profile in terms of its strategy and targets for 2015.

1.2 INTRODUCTION

Education in general is an area of great concern in political arenas and has been getting extensive attention by government. Due to the legacy of Apartheid, the South African government is forced to invest considerable amounts of money and resources in providing access to basic education for all citizens, aimed at reducing inequities and imbalances.

Despite considerable improvements in education with regard to regulation, strategies, syllabus restructuring and the implementation of new ways of providing education, the education sector globally is still faced with various challenges. These challenges include high learner dropout rates, a lack of adequate resources, funds and infrastructures to support learners in developing their full potential and abilities, and an inability by educators to execute their duties and functions effectively.

Irrespective of the Apartheid legacy, several universities in South Africa gained international competitive status in research and teaching capabilities. This status needs to be retained, as it is considered a national resource. A major challenge for these institutions, however, is to address existing inequities, imbalances and distortions to establish a non-racial democratic society. This sometimes makes it difficult to maintain their status and meet the needs of society.

The White Paper on Higher Education (Republic of South Africa, Department of Education, 1997:5) clearly states that “transformation in higher education is part of a bigger process of South Africa’s political, social and economic transition, which includes political democratization, economic reconstruction and development, and redistributive social policies aimed at equity”.

1.3 INSTITUTIONAL BACKGROUND

Out of the all the universities in South Africa, SU has been recognised as one of the top four research institutions and takes pride in having the highest postgraduate student numbers in the country, of which ten percent are international students.

The earliest roots of SU, which is located in the beautiful Jonkershoek Valley in the heart of the Cape Winelands, can be traced back to the 17th century, when a beginning was made with regular school instruction (Stellenbosch University, 2011c:52). The Theological Seminary was founded in 1859, and in 1866 it becomes known as the Stellenbosch Gymnasium. In 1881, the “Arts Department” of the Stellenbosch Gymnasium became the Stellenbosch College, and in 1887 it was renamed Victoria College. In 1918, Victoria College made way for an independent university and SU opened its doors for some 500 students and 39 lecturers. From there onwards, SU has developed into an internationally recognised institution of excellence, which currently host a student body of more than 24 000 students, 800 lecturers, more or less 50 researchers and several service bodies (Stellenbosch University, 2011c:53).

At the time of the establishment of SU, South Africa was under British rule and later the Apartheid era. Stellenbosch University, like many universities, played an important role in helping to create a higher level of human resources to assist the country's social, economic and political development. Christian National Education (CNE) was the official education policy of the National Party during the Apartheid regime. This policy was informed by the religious element of the mentioned party, namely Christian principles. In terms of education, the education policy founded on such principles was conservative and was implemented and promoted according to the views of Afrikaners as the dominant group (Moodie, 1994: 4).

Since the SU was predominantly a white institution, and existed in this context, education was conservative, unilingual (only Afrikaans) and heavily state controlled. It is important to highlight the historical reality that SU was instituted as an apartheid institution supporting a policy of racial discrimination and exclusivity. This racial discrimination and exclusivity was enforced by the Extension of University Education Act (Act 5 of 1959). SU thus operated with minor resistance to the government's Higher Education policy (Moodie, 1994:7). According to Bunting (2004:49), these tendencies characterised the institution until the 1990s, while it still enjoyed a substantial degree of autonomy.

SU has ten faculties, of which eight, namely AgriSciences, Arts and Social Sciences, Education, Engineering, Law, Science, Theology and the larger part of Economic and Management Sciences are located on the main campus in Stellenbosch. The Faculty of Health Sciences is situated on the Tygerberg campus, whilst the Bellville Park campus is home to the Business School and the school's Executive Development Programme, which forms part of the Economic and Management Sciences Faculty. Furthermore, the coastal town of Saldanha serves as the base for the Faculty of Military Sciences (Stellenbosch University, 2011c).

According to Stellenbosch University (2005:13), the institution is committed to diversity and commits itself, among others, "to promote and nurture a campus culture that embraces a diversity of people and ideas". Equity is listed amongst the core values of the institution and it seeks to bring about a corps of excellent students and professional and non-professional staff members who are demographically more representative of South African society. The University further states that "the value of equity must be fundamental to the actions of all

stakeholders, including those attempts to redress the inequalities of the past to reposition the University for an increasingly globalize future” (Stellenbosch University, 2005:13).

Stellenbosch University has acknowledged the inequities and inequalities of the past and therefore made it clear in its Strategic Framework that equity considerations, as well as the national policy framework, require that affirmative action be given momentum. SU focuses mainly on the demographic profile of students, personnel and designated groups whose presence they wish to increase. These designated groups are African blacks, coloureds, Indian, women and people with disabilities (Stellenbosch University, 2005:16).

Since 1994, the student diversity profile of Stellenbosch, in terms of race, has showed slight improvements. The following table indicates how the demographics have changed since 1994 (the researcher compiled the table below using data obtained from the administration systems of Stellenbosch University).

Table 1.1: Student Enrolment at SU per race from 1994-2011

Race	1994	1999	2004	2009	2011
White	10451	14206	15594	1788	19041
Black	350	2554	3122	3673	4234
Coloured	1033	2039	2881	4335	4770
Indian	67	348	438	514	549
Total	11901	19147	22035	26330	28594
Total/DG	1450	4941	6441	8522	9553

Source: (University of Stellenbosch, 2011b:26).

Although educational attainments are increasing, improvements still differ substantially across racial and ethnic lines. The information in Table 1.1 shows an improvement in student enrolment by the previously disadvantage groups, but they still fall behind the enrolment of white students within the given period. Programmes that have been designed to attain equality in higher education student enrolment, academic performance and graduation rates are essential to benefit from the country’s diversity.

The focus of this research was to assess the success of the strategies used by Stellenbosch University since 1994 to improve its student diversity profile. This assessment will seek to determine to what extent these strategies have contributed to the current trends, as reflected in the above table, and to project which aspects of the planned strategies could have a negative influence on the growth rate of students from the diverse population groups.

1.4 HISTORICAL OVERVIEW OF SOUTH AFRICA'S EDUCATIONAL LANDSCAPE

The South African education system is determined by policy through the Minister of Education and different directorates, who initiate policy formulation and also draft policy implementation. Policy is both government and donor driven and, depending on the situation, other measures are put into place to act as policy. This process has seen the education sector subjected to various reforms and policies aimed at improving the quality of education as a service commodity. Policy formulation, together with strategy alliances and implementation, is a multifaceted structure whose process requires adequate and attentive understanding to capitalise on its full potential. In this study, higher education institutions, and specifically SU, are seen as the donors who have to comply with government policies in terms of promoting diversity at their institutions.

The African National Congress's victory over Apartheid in 1994 brought about fundamental changes and transformation in South Africa's social, economic, political, cultural and educational establishments. The vision to transform the racially segregated higher education system was laid out in Education White Paper 3: A Programme for the Transformation of Higher Education (Republic of South Africa, Department of Education, 1997). One of the core mandates for the transformation process was the "establishment of a single national coordinated system that would meet the needs of individual citizens and the reconstruction and development needs of the society" (Department of Education, 2001a:15).

Formal education in South Africa is categorised into three bands, namely general education and training (GET), further education and training (FET) and higher/tertiary education (HE) (Department of Education, 2005:16). The South African higher education sector currently consists of 22 state-funded tertiary institutions, eleven conventional universities, six

comprehensive universities and five universities of technology. All the institutions are being governed by Higher Education South Africa (Council on Higher Education, 2007a:11).

1.4.1 Road to restructuring

From 2004 to 2005, the higher education sector was transformed through a series of mergers and incorporations aimed at collapsing 36 universities and *technikons* (polytechnics) into 22 institutions. As a result, there are now three types of public higher education institutions in South Africa, namely traditional universities, universities of technology and comprehensive universities. The objective of the restructuring was to establish institutions that are better capable of meeting current job market demands equalise access and sustain student growth (Department of Education, 2005).

Since 1994 there has been substantial progress in attaining the White Paper's goal of ensuring that the student profiles progressively reflect the realities of the broader society (Republic of South Africa, Department of Education, 1997:4). Table 1.1 (page 4) is an example of how the student enrolment of black and coloured students increased at SU over the period 1994 to 2011. Cloete (2006:55) states that "the increase in the registration of the designated students since 1994 has been a direct result of the increasing demand of higher education, as well as a response to policy pressure".

Although the enrolment figures presented in Table 1.1 are imposing, general participation in higher education is still characterised by ample inequalities. The information in Table 1.1 indicates that students from the designated groups have increased from 1 450 in 1994 to 9 553 in 2011, but these numbers still fall below that of white students (Stellenbosch University, 2011:48).

1.5 RATIONALE

As a previous predominantly white institution, SU needs to comply with laws and legislation to include more learners from previously disadvantaged groups in its student population. Currently, 13% of the student population comes from the diverse groups (black, Indian and coloured), and the institutional goal is to reach 24% by 2015. Various strategies have been

implemented since 1994 to achieve this goal, such as student recruitment initiatives, annual open days, maths and science weeks during school holidays, summer and winter schools, and the Schimathus programme, as well as funding opportunities. SU has also recently created opportunities for learners to experience state-of-the-art telematic education sessions, through which classes are presented via television, mainly for postgraduate students who are working on a full-time basis.

The information in Table 1.1 indicates that the institution is doing something right to attract more students from the designated groups. The opportunities and possibilities created by the institution for those students to further their tertiary education is beneficial for students and the institution, but they also support government imperatives to increase equity and inclusiveness in education for all South Africans.

Progression, however, is slow, and for this reason one needs to look at what the potential barriers to diversification are. Besides the language barrier, another aspect of concern is admission requirements. Prior to 2009, the Department of Education followed Curriculum 5, the Senior Certificate, in which learners had the option of Mathematics on either higher or standard grade level. This allowed learners access to the scarce disciplines like Science, Engineering and Business Sciences.

In 2009, the Minister of Education, Mrs Naledi Pandor, in conjunction with Higher Education South Africa (HESA), the successor to the South African University Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP), announced that a new admission requirement policy would be implemented from 2009 (Department of Education, 2005:3). This policy would attempt to narrow the gap between the majorities and minorities and redress inequities and inequalities. According to this policy, all higher education institutions had to ensure that their policies, including admissions policies, were formulated with due regard for their relationship to, and influence on, education and training in other sectors (Republic of South Africa, 1997(a):12).

Currently, the school curriculum makes it difficult for learners to gain access to traditional tertiary institutions. This is mainly because there is no alignment between secondary school

and tertiary institution policies regarding admission. This means that passing Grade 12 with exemption is not sufficient enough for entry to a university, because these institutions have their own admission policies that have not been aligned with the policies of government.

The result of this change, however, is not necessarily in the interest of learners and students, as it has actually resulted in learners obtaining a matriculation exemption, but this exemption is not compatible with the admissions criteria set by certain higher education institutions, especially universities.

This scenario does not only create difficulties for student access or admissions to higher education systems, but also create difficulties for higher education institutions to adhere to constitutional and legislative requirements and maintain their national and international status as institutions of excellence and quality education. The table below illustrates this point, illustrating the challenges that higher institutions are currently faced with:

Table 1.2: Example of a Grade 12 Learner’s Results for 2009/2010

Subjects	<i>Afrikaans</i>	<i>English</i>	<i>Maths Lit</i>	<i>Life Orientation</i>	<i>Physical/ Life Sciences</i>	<i>Geography</i>
Code	3	4	3	3	2	4

Source: Blanche, 2011

At the bottom of the senior certificate, the following words appear: “Candidate qualifies for the National Senior Certificate and fulfils the minimum requirements for admission to higher education”. Based on their certificate, learners apply to tertiary institutions, but they unfortunately do not meet the university admission requirements, as indicated below. The example used below is based on the criteria for admission to a BSc programme:

Table 1.3: SU Admission Requirements for a Degree in Bachelor of Science (BSC)

Subjects	<i>Afrikaans</i>	<i>English</i>	<i>Maths</i>	<i>Life Orientation</i>	<i>Physical Science</i>	<i>Life Science</i>
Code	4	4	5		4	4

Source: (University of Stellenbosch, 2011a).

SU has adopted and implemented a new admission policy for 2013 as a measure to limit the number of student registrations. The Draft White Paper on Higher Education (Republic of South Africa, Department of Education, 1997:17) states that institutions have the right to determine entry requirements beyond the statutory minimum, in order to protect themselves, their employees, as well as the students, but that also they also need to maintain their international status and capacity.

This decision is being misinterpreted as a strategy to keep diversity candidates out of the system, which is in contrast not only with the strategic objectives of the institution in terms of diversifying, but also with the objectives of White Paper 3: A Programme for the Transformation of Higher Education (Republic of South Africa, Department of Higher Education, 1997:3) with regard to diversifying. The question that arises from these changes is how the institution can ensure feasibility of its current strategies for diversifying whilst experiencing pressure, internally as well as externally.

1.6 AIM OF THE STUDY

The aim of this study was to examine the current strategies that SU is using to promote diversity. The purpose of this study was to describe, in detail, the strategies used by SU to promote diversity and eventually to provide some findings and recommendations on how to improve on the current strategies to ensure that the student diversity profile continues improving.

1.7 RESEARCH STATEMENT

Not only is South Africa faced with serious and difficult challenges to ensure equity and quality education for all, but it is becoming more and more difficult for higher education institutions to maintain their internationally obtained status and capacity, and to comply with national policies.

This study will be focused on those strategies used by SU to promote diversity, with specific reference to attracting more students from the designated groups. Through this study I wanted

to assess the success of the strategies in order to find ways to improve on the current strategies.

1.8 RESEARCH OBJECTIVES

To achieve the above, the following **objectives** were considered:

- To describe the strategies that were implemented by the Department of Education to improve learner accessibility to and possibilities in higher education institutions to promote diversity since 1994,
- To examine what policies and legislation exist to guide the process of promoting diversity in higher education institutions,
- To describe the current strategies that Stellenbosch University uses to promote diversity in attracting students from the designated groups,
- To identify what are the factors that prevent the current strategies used by Stellenbosch University to promote diversity from being more successful,
- To profile who applies to and gets accepted into Stellenbosch, to get an indication of the current diversity profile,
- To describe the importance of management and leadership in successful diversity management, and
- To make recommendations based on the findings on how Stellenbosch University can improve on the current strategies and ensure the feasibility of the different strategies to improve the student diversity profile and still provide quality education and training.

1.9 RESEARCH DESIGN AND METHODOLOGY

The study used a qualitative design. A distinct feature of this type of design is that the researcher attempts to understand people in terms of how they experience their world. Another focus point of this design type is the inner perspective rather than an outside one. According to Welman, Kruger and Mitchell (2005:188), “qualitative field studies can be used

successfully in the description of groups (small) communities and organizations”. Through a qualitative approach, an attempt was made to understand how students experience diversity at the institution and also how it affects their everyday lives.

The study is deemed an ethnographic study, since it focuses on individuals, institutions, roles and relationships. Mouton (2001:195) states that “the strengths of this type of research are that they study people in terms of their own definition of the world, it focuses on subjective experiences of individuals and is sensitive to the context in which people interact with each other”.

The study was mostly a non-empirical study, since much of the information was obtained through existing secondary data, literature reviews and concept analyses. The study also had a non-empirical component, since the researcher needed to collect first-hand data directly from respondents in the form of questionnaires, interviews and existing documentation.

The research took place mainly at SU. The approach was qualitative, as it included the analyses of textual data and questionnaires in which respondents would be given an opportunity to put forward their own perceptions and experience of diversity within the context of this study.

1.10 SAMPLING

A purposive sampling strategy was used, since the researcher selected the people to complete the questionnaire. These people included:

Senior managers, the Head: Student Admissions, the Head: Prospective Students Division, the Head: Bursaries, the University’s Director of Diversity, student representatives and students from the diverse groups.

All the participants in the group, except for the students, have been given an oversight function to ensure that the business and administration of the institution are being managed properly. The minimum requirement for students to be inclusive is that they have to be from the designated groups, have to be first- or second-year students, and have to apply to

Stellenbosch University as a result of one of the strategies. The following table presents a list of possible participants:

Senior Managers	Head of Departments	Student Representatives
MD Diversity Dean: Student Affairs Director: Student and Academic Support Director: Institutional Research and Planning	Admissions Bursaries & Loans Prospective Students	Chairperson: Academic Affairs Council Transformation Policy United & Dialogue

Source: Author, 2012.

Seventy five students were used for the sample.

1.11 DATA COLLECTION TECHNIQUES

The research comprised the following three phases:

1.11.1 Use of documentation

A literature review was conducted to scrutinise relevant sources that would address the first four objectives of the study. A second source for gathering information that was valuable came from the document analysis. This included official reports, policies, records and published data. The data that were gathered from all the resources were integrated and collated to conclude the data collection phase.

1.11.2 Questionnaires

Questionnaires were distributed to collect first-hand data to produce answers to objectives four and five.

Qualitative questionnaires may be used as the primary strategy for data collection, document analysis, or other techniques. Questionnaires utilise open-ended questions that allow for individual variations. Babbie (2007:101) describes three types of qualitative interviewing, namely “1) informal, conversational interviews; 2) semi-structured interviews; and 3) standardized, open-ended interviews”. Questionnaires were distributed and semi-structured

interviews were conducted. Extensive notes were taken during the interviews and the resulting texts were analysed.

1.11.3 Data analysis

The final technique, namely data analysis, was used to assess and analyse the effectiveness of the SU strategies in order to produce findings on how successful these strategies are.

Data analysis began while conducting the interviews. The preliminary analysis gave direction on how to design questions to focus on the central themes as the study progressed. After the interviews, a more detailed analysis followed from the information obtained during the interviews. The methods of analysis included mainly content analysis, where data were categorised in terms of the key themes that emerged repeatedly.

This technique was concluded with recommendations on how Stellenbosch University can improve on their current strategies to ensure that they improve their student diversity profile beyond the barriers of their control.

1.12 TIMEFRAME

Literature study	1 month
Data collection Observation Interviews (including transcription & preliminary analysis)	1-2 months
Final analysis	1 month
Integrating results and writing report	1 month
Submission	1 st November 2012

1.13. OVERVIEW OF CHAPTERS

The study comprises of five chapters.

Chapter 1 is an introduction that provides background on the organisation, as well as higher education in South Africa. The chapter also highlights the research statement and objectives and the research design and methodology that were followed to address the research statement.

Chapter 2 comprises of the review of relevant literature on diversity management, specifically diversity management in higher education institutions. Diversity management strategies are discussed in this chapter.

Chapter 3 involves a review of the legal context of regulation in higher education institutions to ensure that these institutions formulate their policies and strategies in such a way that they meet national imperatives.

Chapter 4 entails a review of SU's strategies and initiatives used to promote diversity in relation to its student profile.

Chapter 5 involves the data collection, analysis and interpretation of the obtained data.

Chapter 6 contains the conclusion and recommendations of the study.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Social inequalities in South Africa were entrenched and imitated in all spheres of social life as a systematic segregation of blacks and women under colonialism and apartheid, and higher education was no exception. This sector was formed by social, political and economic discrimination and disparities in relation to class, race and gender, and of an institutional and spatial nature. After 1994, the newly elected government committed itself to transforming higher education, in addition to the inherent social and economic disparities caused by Apartheid.

This study focuses mainly on access to higher education, diversity and the strategies used by Stellenbosch University (SU) to promote diversity and increase and maintain the number of students from the diverse population that enrol at the higher education institution.

The literature review contains two parts, commencing with a theoretical framework to define the concepts relevant to the study. The second part focuses on the important role of management and how they contribute to improving diversity through leadership and change management, and on the rise of strategic management as an aspect that helps to improve organisational and institutional performance. This section will also try to give a general overview of the challenges facing higher education institutions in managing diversity and attracting students from the diverse population without jeopardising the quality of their education and training.

2.2 DEFINITION OF CONCEPTS

For the purposes of this study, the concepts to be explained are that of access to higher education, diversity, culture, race, leadership, change management and strategic management. These concepts will be defined to give the reader a sense of perspective and understanding when reading this research.

2.2.1 Higher Education

Higher Education can be defined as “any of various types of education given in postsecondary institutions of learning and usually affording, at the end of a course of study, a named degree, diploma, or certificate of higher studies. Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology. The basic entrance requirement for most higher-educational institutions is the completion of secondary education, and the usual entrance age is about 18 years” (Higher Education, 2010).

Higher Education refers to “all learning programmes which lead to qualifications higher than grade 12 or its equivalent in terms of the National Qualifications Framework as contemplated in the South African Qualifications Authority Act (Act No. 58 of 1995), and includes tertiary education as contemplated in Schedule 4 of the Constitution” (Higher Education, 2010).

“Higher Education Institution” means any institution that provides higher education on a full-time, part-time or distance basis and which is —

- a) Established, or deemed to be established, as a public higher education institution under this Act;
- b) Declared as a public higher education institution under this Act; or
- c) Registered, or conditionally registered, as a private higher education institution under this Act (Republic of South Africa, Department of Higher Education, 1997:8).

2.2.2 Access

Webster’s New World College Dictionary (2010:1) defines access as “the right to use, communicate, or approach something or someone or the way to enter or exit a place”. Access can also be defined as “the right to enter, approach, or use; admittance, or to gain or have access to”.

According to the Draft White Paper (1997:1) on Higher Education, the purpose of access is that it aspires to attract specific groups of people who have been identified as

underrepresented in higher education. This ties to Kearney and Diamond's (1987:38) interpretation of what access was originally aimed to do, which was to attract "those groups who have been either left out or the least well-served by the educational system and who faced particular barriers to entering higher education". The goal of access is thus to provide admission into higher education for previously disadvantaged groups such as women, people of colour and people with disabilities.

According to the Council on Higher Education (1999:38), university admission or college admissions is "the process through which students enter tertiary education at universities and colleges". Systems vary widely from country to country, however, and sometimes from institution to institution.

To be able to study at SU, the following are required based on the new national curriculum for the Further Education and Training Phase:

- Having obtained a National Senior Certificate (NSC) as certified by Umalusi.
- Having achieved an aggregate of at least 4 (50 to 59%) in four subjects designated* for university study (of which at least one should be either English or Afrikaans)
- Having written Stellenbosch University's Access Tests (ATs) specified for the programme(s) you wish to apply for
- Having achieved an aggregate of at least 50% for the ATs** and NSC (excluding Life Orientation) combined in a ratio of 40:60, with the exception of the Faculties of Arts, Social Sciences and Science, which set their own higher admission requirements.
- Also meeting further requirements specific to the programme(s) of your choice as set out in the programme outlines under the various faculties (Stellenbosch University, 2011c:197).

If students have not taken the final NSC exam, their Grade 11 final marks are used as a provisional guide (Stellenbosch University, 2011c:198). A standard school-leaving South African Senior Certificate is acceptable for technical qualifications and diplomas.

South Africa has a vibrant higher education sector, with more than a million students enrolled in the country's 24 state-funded tertiary institutions, namely 11 universities, five universities of technology and six comprehensive institutions (Council on Higher Education, 2007a:11). These have recently been integrated, with the country's former 36 universities and "technikons" being merged into larger tertiary institutions. Higher education is also offered at hundreds of private institutions, which are registered with the Department of Education to confer specific degrees and diplomas.

The Council on Higher Education (2009:45) states that "many of South Africa's universities are world-class academic institutions, at the cutting edge of research in certain spheres" and, although subsidised by the state, the universities are autonomous, reporting to their own councils rather than to government.

When discussing the issue around access, many different words and concepts are used. Some refer to equality, others to social dimensions, participation and widening access. Many questions arise as to whether these concepts are synonyms or whether different words are used for different things. These concepts are defined by Bjork, J.; Brandle, H.; Gielis, I.; Green, Y.; Joensen, A.; Vulliamy B.; Oye, O (2009:11) as follows:

Equality means "parity of esteem and access to opportunity, regardless of individual differences" (Bjork *et al*, 2009:11). While equality assumes treating everyone the same, equity refers to fairness or justice and its promotion through policy requires that individuals' or groups' needs and circumstances be taken into account when planning or designing initiatives (Bjork *et al*, 2009:11).

Widening access is referred to as "an umbrella term for the efforts of higher education institutions, governments and others to increase the participation in higher education, especially underrepresented groups". Social dimension is "student body entering, participating in and completing higher education at all levels should reflect the diversity of our population" (Bjork *et al*, 2009:12).

In higher education, participative equity means that “higher education should truly reflect society. All target groups should participate in higher education to the same extent as their share in the population” (Bjork *et al*, 2009:12). It is crucial for South Africa to intensify equity and access to higher education to eradicate the imbalances of the past. Increasing access to higher education is twofold in that it intensifies the ability of the country to create imminent prosperity and it improves public health and augments sustainability. Irrespective of the fact that higher education systems in South Africa are often over-extended and under-resourced, various investments and plans have been put in place to respond to the overwhelming demand, both nationally and internationally.

2.2.3 Diversity

Definitions of diversity range from being distributive with regard to traditional categories of race, ethnicity and gender, to the immense attachment of differences in age, sexual orientation, disability, employment status, tenure, educational background, religion, values and ideas supplementary to race, ethnicity and gender.

Human (2005:58) refers to diversity as “human qualities that are different from our own and those of groups to which we belong; but that are manifested in other individuals and groups”. The different dimensions of diversity include age, ethnicity, gender, physical abilities/qualities, race, sexual orientation and educational background. Added to the list above are geographic location, marital status and income, military experience and parental status. Lastly, diversity also refers to “religious beliefs, work experience, and job classification” (Human, 2005:58).

Londen (1996:20) defines diversity as a concept that “focuses on a broader set of qualities than race and gender”. Londen (1996:20) further adds that, in terms of education, valuing diversity means “creating a campus environment that respects differences, recognizing the unique contributions that persons with many types of differences can make, and creating an institutional environment that maximizes the potential of all students”.

Diversity management has short- and long-term goals, and the most important long-term goal is that of having a campus community that reflects the population of the state it serves in

all aspects. Literature has shown that both primary and secondary dimensions of diversity affect all individuals in various respects, whether at home, school, college, university, work or in society. Each dimension adds a level of complexity to individual identity, but it is the dynamic interaction between these dimensions that instigates self-esteem, values, opportunities and expectations. Londen (1996:16) states that “together, the primary and secondary dimensions of diversity give definition and meaning to our lives by contributing to a synergistic, integrated whole – thus the diverse person”.

According to Londen (1996:13), the definition of diversity must make it obvious to employees that everyone is included and therefore everyone’s diversity is valued. One of the most influential and well-received definitions of diversity is that of Roosevelt (2006:124), namely that “diversity is any collective mixture characterized by differences, similarities, and related tensions and complexities”, which states “that diversity encompasses acceptance and respect”.

This implies that each person is unique and that individual differences are acknowledged. This could be on the grounds of the different dimensions of race, gender, age, socio-economic status, religion and beliefs, ethnicity or other principles. The challenge lies in understanding one another, and accepting that people come from different backgrounds, have different skills and attitudes and experiences, which brings new ideas and perceptions that could be beneficial not only to an organisation or institutional progression and competitiveness, but also to create improved working conditions and an improved environment for studying.

2.2.4 Managing Diversity

Managing diversity is multifaceted. Organisations are aware of the competitive advantages that diversity brings, as well as the need to address legal obligations.

The philosophy of managing diversity was developed in North America in the 1980s. Since the 1990s the concept has gained popularity as a new management approach, primarily because it creates an economic and socially prevalent environment. Today it is not a simple choice anymore, but rather a necessity as a successful organisational strategy to sustain and

improve economic performance because of organisational competitiveness and the changing expectations and aspirations of society (Allard, 2002:14-16, 19).

Roosevelt (2006:45) defines managing diversity as “the process of creating and maintaining an environment that naturally enables all participants to contribute to their full potential in focused pursuit of organizational objectives”. Havenga (1993:11) states that “diversity starts with the realization of diverse interests”. This statement relates to the fact that higher education institutions should re-examine and revise how change is managed within the institution.

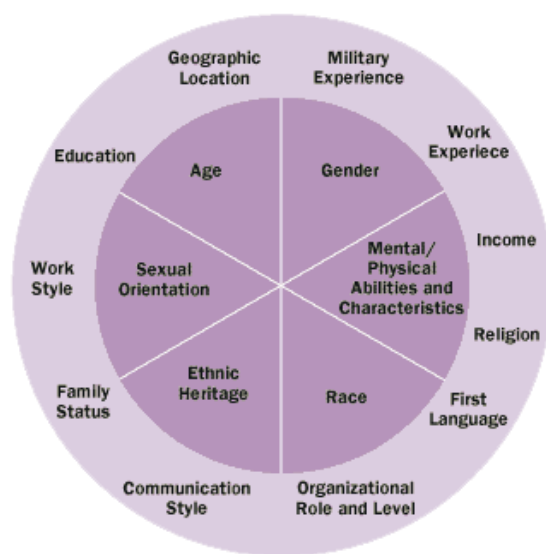


Figure 2.1: Diversity Wheel (Author, 2012)

The diversity wheel in Figure 2.1 above highlights primarily primary and secondary dimensions to diversity, while Anderson and Metcalf (2003:8) group these dimensions into three types of diversity, namely:

- Social category diversity – which relates to differences in demographic characteristics, such as age and race;
- Informational diversity – refers to the diversity of background, such as knowledge, education, experience, tenure and functional background;
- Value diversity – which includes differences in personality and attitudes.

Many definitions of diversity and diversity management exist, as demonstrated by the above discussions. The most popular one is that of Kandola and Fullerton (1998:7), which states that “the basic concepts of managing diversity accept that the workforce consists of a diverse population of people consisting of visible and non-visible differences which include factors such as age, race, background, sex, disability and different personalities and working styles which is founded on the premise that harnessing these differences will create a productive environment in which everyone feels respected, where abilities are fully utilized and organizational goals are met”. The cited authors are all at ease that a proper understanding of diversity adds to open-mindedness and contributes to sensitivity towards such differences.

2.2.5 Culture

In a broad sense, culture refers to the social legacy of a group, organisation or society. It is a blueprint of responses that is discovered, developed or invented during the history of a group of handling problems or issues that arise from interactions amongst group members and the environment (Erickson (1987), cited in Banks & Banks, 2005:32). According to Erickson, culture is in and all around us – it is personal, familial, communal, institutional, globally and societal (Banks & Banks, 2005:31). These responses are considered the correct way to feel, act or perceive, and are conceded on to new group members through certain behaviours and training. Culture establishes what behaviour and actions are acceptable and what not, what is important and less important, right and wrong, and what is working and what is not. It encompasses all learned and shared, unambiguous and inferred, assumptions, values, norms, beliefs, knowledge, behaviour and attitudes (Robbins & Barnwell, 2002:379-385).

It is in this context that leaders and managers argue or believe that the development of a good or quality organisational culture is understood and associated with certain values and ideas. There is also the assumption that there are good and bad cultures, and weaknesses and strengths and organisational performances are determined by the existence or nonexistence of good culture (Robbins & Barnwell, 2002:379).

2.2.6 Race

The term race refers to the concept of dividing people into populations or groups on the basis of various sets of physical characteristics. However, it is usually governments that decide on

the racial categories in a given country (Human, 2005:15). Racial categories presume a shared genealogy, although this often is not the case. Most races actually share multiple genealogies, with significant cross-over (Human, 2005:15-16). Race supposes shared natural or inherited qualities, whether authentic or asserted. Scientific measures of race are exceptionally problematic to verify. It is found that most racial categories are defined by governments and not by scientists (Human, 2005:15-16). Races are assumed to be distinguished by, for example, skin colour or facial type. Human (2005:17) emphasises that these scientific bases of racial distinction are poor and much of these studies demonstrate many changes in racial identity over time, and cross-over traits among races.

2.2.7 Leadership and Change Management

DuBrin's definition of leadership emphasises the ability to inspire support and confidence amongst people so as to achieve the organizational goals (DuBrin, 2010:2). Nel et al. (2001:349) refer to leadership as the exercising of influence and not of coercion. These authors' further state that leaders attempt to change action as well as attitudes that are related to specific goals. Leaders also often exercise change management, which will now be discussed further.

Change management can be defined as a systematic approach to and application of knowledge, tools and resources to deal with changes. Robbins and Barnwell (2006:395), however, describe change management as the process of aligning the people of organisations and the culture when faced with change in business strategy and organisational structure and processes. These changes result in sustained and measurable improvement in, ownership of and communication on changes, as well as improved capacity to manage future changes.

DuBrin (2010:383) refers to change management as a process to define and adapt business or organisational tactics, composition, ways of doing things and technologies to deal with change in external conditions and also in the business or organisational environment. According to DuBrin (2010:384), change management involves several components, such as:

- Defining and instilling new values, attitudes, norms and behaviours in support of new ways of doing things and overcoming resistance to change.

- Building consensus amongst all relevant parties on specific changes designed to better meet their needs.
- Planning, reviewing and implementing all aspects of the change from one organisational approach or process to another.

Change management is thus an approach that deals with change, both on an organisational level and an individual level. It systematically concentrates on adapting, controlling and effecting change (DuBrin, 2010:385).

2.2.8 Strategic Management

Erasmus et al. (2005:92) refer to strategic management as the process of examining present and also future environments, formulating the institution's objectives, as well as making, implementing and controlling decisions that are focused on achieving these objectives in both the present and the future. This, therefore, implies that strategic management is a systematic analysis of the problems related to the external environment, namely customers and participants, and the internal environment, such as the organisation itself, in providing the basis for sustaining the best potential management practices. According to Joyce (1999:5-10), the main objective of strategic management is "to achieve better alignment between organizational policies and strategic priorities".

David (1997:4) defines strategic management as the art and science of the formulation, implementation and evaluation of cross-functional decisions that enable an organisation to achieve its set objectives. Therefore, the core focus of strategic management is on integrating management, marketing, finances, research and development to attain institutional objectives.

According to Joyce (1999:2), strategic management arises from ideas. Joyce describes six factors that play a vital role in the strategic management process, which are all considered equally important for managing diversity effectively. These factors are organisational culture, change, total quality management, participative management, resource development and strategic planning. Managers and leaders use strategies as ideas to engage their own managers and staff and other organisations.

Large and complex institutions, like SU, employ professionals and highly educated people who might be able to help with changes in the organisation. These professionals are used because they adapt easily to change if they are involved in the planning and decision-making processes of their institutions or organisations. Organisations tend to benefit from these professionals because, in many instances, they belong to other organisations, which expand the network to other organisations. Strategic management can thus be viewed as a way of engaging people, gaining commitment and steering the organisation into a desired future for greater efficiency and quality, whilst also forming partners with other organisations.

According to Levitz (2010:2), strategic management and planning foster long-term student enrolment and fiscal health by providing realistic, quantifiable goals for student recruitment, student success, and the market position of the campus. They also help to deliver clearly defined, cost-effective results by using a return-on-investment and action-item approach. Lastly, they aid in aligning the institution's mission, its current state, and the changing market environment.

Strategic enrolment planning further provides a finely tuned, data-informed, four- to ten-year strategic enrolment plan that addresses higher education's most pressing challenges, including:

- Adapting recruitment and retention strategies to rapid demographic changes
- Increasing access to under-represented student populations
- Preparing graduates for the changing demands of the modern economy and workforce
- Increasing campus operating efficiency to cope with rising fiscal pressures
- Responding to calls for increased accountability
- Managing student and campus revenue needs as costs outpace federal and state support for higher education
- Controlling tuition discounting
- Staying ahead of the cultural changes affecting higher education (Holm-Nielsen, 2001:11).

Strategic management and planning ensure the achievement of long-term management stability in a volatile education environment and ensure that the student and institutional needs are met in terms of education, finances and material needs (Levitz, 2010:4). According to Havenga (1993:9), the process of strategic management is essential for managing diversity effectively, but requires collaboration with all six factors to be successful. If one of these factors were to change or be absent, it will have an effect on the other factors, which might have a negative effect on the entire process of strategic management.

Based on the above definitions it is clear that diversity and the process of diversity management have specific goals and objectives that are above and beyond legal compliance based on certain plans. These specific plans, programmes or strategies can thus be monitored and evaluated to establish whether such activities are in line with organisational goals and objectives.

2.3 THEORETICAL FRAMEWORK

The theoretical framework underpinning this study is the Diversity Management approach; Banks and Banks (2005) and Ibarra's (2001) Multicultural Education approach to managing diversity in higher education institutions. These approaches are useful in explaining the interrelatedness of the different dimensions of diversity and how beneficial it can be for higher education institutions to be managed effectively. Both these approaches are also very comprehensive, as they include elements of strategic management, leadership and change management, as well as of the wider society, organisations and individuals and the relationships that exist amongst them.

2.3.1 Diversity Management Framework

Diversity awareness has captured every aspect of the society. Educational reform in South Africa has inspired commitment to a single, inclusive education system for all. The challenges related to the changing nature of education in South Africa, and the relationship of these challenges to the past, especially Apartheid, have forced educational institutions to reconsider their scope of practice to be responsive to environmental needs.

Diversity, and the management of diversity, has been defined in the previous section. The following section will focus on the diversity management framework, specifically on the important aspects of diversity, as well as the importance, advantages and challenges facing higher education institutions.

2.3.2 Important Aspects of Diversity Management

Various aspects are considered to be important for effective diversity management, but the following are described by Norris as the most essential aspects, namely organisational culture, organisational environment/change, total quality management, participative management/decision making, resource development and strategic planning (Norris, 1996:26). These aspects will now be discussed.

i. Organizational Culture

Many different definitions exist for organisational culture, and almost all of the broadly accepted ones are comparable and enfold many of the similar aspects. In general, organisational culture refers to as the “values and behaviours that contribute to the unique social and psychological environment of an organization” (Robbins & Barnwell, 2006:400). Norris (1996:26) gives a more simplified definition by referring to organisational culture as the set of values, norms and beliefs, which together with symbols like personalities and dramatized events, presents the unique character of an organisation, as well as provides the context of action in and by it.

Schein (1983, in Robbins & Barnwell, 2006:405) defines organisational culture as follows:

The pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems through external adaptation and internal integration. These have been found to have worked well enough so as to be considered valid and therefore also to be taught to new members as the way to perceive, feel and think in relation to these problems. It is, therefore, based on shared attitudes, beliefs, customs, written and unwritten rules that has developed over the years and that have worked well enough to be considered valid.

Organisational culture is noticeable in various aspects of an organisation, such as the way in which its affairs are conducted, and how it treats its staff members, clients and the wider community. It is visible in the decision-making process and the extent to which the organisation is autonomous and open. It also gives an indication of the hierarchy and how information and power are distributed throughout the organisation. Finally, it is visible in employee commitment towards achieving organisational goals and objectives (Norris, 2001:219).

Whether the organisational culture is weak or strong, it affects certain aspects of the organisation, namely its performance and productivity, and it also provides guidelines for customer service, product quality and safety, attendance and reliability.

In essence, many definitions focus on the same points, such as communal experiences, customs, beliefs, values, goals, norms and system. These are learned and re-learned, passed on from one person to another and continue to grow as an integral part of the organisation's core identity.

ii. Organisational/Environmental Change

Higher education institutions are facing various challenges with regard to diversity management that were created by affirmative action. Havenga (1993:11) highlights that, through acceptances of these changes, diversity implies changing organisational culture; redefining suitable leadership styles; restructuring organisations; reformulating what constitutes good teaching; and developing staff and students to work and learn in an organisation in ways that are very different from what it used to be.

Organisational change is also being referred to as organisational transformation (Norris, 2001:216). Often this term refers to an essential and fundamental re-orientation in the way that the organisation functions. This brings us to the concept of organisational culture, which is described as “a system of shared meaning within an organization” (Robbins & Barnwell, 2006:393).

The major concern, however, is how institutions of higher education manage the change process to ensure an all-inclusive diversity management framework. Von Hirshfeld and Downs (1992:37) emphasise the need for a paradigm shift in attitude and behaviour that underlies most of the changes that organisations are faced with. It is evident that if one can manage or enhance an individual's understanding and perception of a situation, and if the environment is supportive of such changes, attitudes and behaviour will change accordingly (Norris, 1996:25).

Crucial to managing diversity is directing the institution in such a manner that it will accommodate the diversity of all its important participants who, in the context of higher education institutions, consist of academic and administrative employees and students. To accomplish such a mission the institution should become a learning institution where the institutional culture is in a position to adapt on a constant basis as the needs of the stakeholders evolve (Robbins & Barnwell, 2006:399).

iii. Total Quality Management

Norris (1996:27) states that total quality management (TQM) is important for effective diversity management. TQM is described as a philosophy of management that is integrated to continuously improve the quality of processes and products (Ahire: 1997:91).

Ahire (1997:92) emphasises that TQM is a comprehensive and structured approach to organisational management that seeks to improve the quality of products and services through on-going refinements in response to continuous feedback. According to Ahire (1997:91-93), the TQM process can be divided into four chronological categories, namely:

- Planning – during this phase, people define the problems that need to be addressed and relevant data is collected to ascertain the cause of the problem;
- Doing – this is where people develop and implement a solution and decide upon a measurement to gauge its effectiveness;
- Checking – during this period results are confirmed through before-and-after data comparison;

- Acting – the last phase is where the results are documented, everybody who needs to be informed about process changes is informed, and recommendations are made for the problems to be addressed in the next phase.

According to this definition it is important that the principle of TQM is uncalculated in the system of higher education, since it is an expected reciprocal factor that profiles the tactics of higher education institutions in their efforts to fulfil the needs of their important role-players, for example students, parents, the institution and the entire society. Murad and Rajesh (2010:9) therefore state that TQM is an important aspect that deals with quality in higher education and moves on to identifying variables that might have an influence on the quality of higher education.

iv. Participative Management/Decision Making

According to Lawler (1996:1), the theory behind participative management originated in the 1930s as a result of a business study conducted by Elton Mayo, who explored Frederick W. Taylor's scientific management principles. His findings challenged the views of Taylor, which emphasised the importance of social norms, such as communication, participation and leadership.

Havenga (1993:15) views participative management/decision making as an open form of management where employees other than management have a strong influence or decision-making role. It is a form of management that is developed by managers who actively seek a strong co-operative relationship with their employees, or in the case of higher education institutions, with their staff and students. This kind of management is still critical in a changing environment and leads to increased productivity, improved quality and reduced cost.

Another important aspect is that of communication; leaders or managers need to communicate with their staff and clients about possible changes in their environment and the impact such changes might have, to avoid creating a hostile environment and fear. Such conditions may cause unwanted panic, stress, reduced work output and quality, and could also be a cost issue.

Simmons (1990:57) refers to participative management as consultative management, as all the relevant participants, on all levels, are encouraged to contribute to ideas towards identifying and setting organisational goals, problem solving and other decisions that might affect them directly.

v. *Resource Development*

Resource development is described by Norris as being key to the provision of a well-educated and trained workforce in the new South Africa (Norris, 1996:25). In the context of higher education, such resources refer to students, staff and other support systems like bureaus of staff development, departments of public relations, human resources divisions and all other services that contribute to the development of human resources (Norris, 1996:25).

vi. *Strategic Planning*

Strategic planning is at the centre of any successful institutional effectiveness initiatives. Strategic planning could be defined as “a systematic process of envisioning a desired future and translating this vision into broadly defined goals and objectives and a sequence of steps to achieve them” (Norris, 1996:26). The strategic plan needs to define the vision and the way forward, but the vision requires implementation and management (Erasmus *et al.*, 2005:93).

Strategic planning forms part of the strategic management process, which involves identifying the long-term institutional direction. It is a continuous process with three main phases, namely, firstly, the planning phase, which involves researching and analysing the strategy and plans, generating ideas and choices. The second phase entails documentation, where which is planned, is kept on record, and the third phase is the implementation and monitoring phase. This phase includes taking action to achieve the set goals and monitoring the progress or non-progress to be able to adapt any future strategies (Joyce, 1999:2-5).

Strategic planning in higher education is considered important, as many higher education institutions understand that they have to clearly define their goals, objectives, vision and mission statements, what their priorities are and where they lie, what their targets are for improvement and how they plan to achieve their targets (Norris, 1996:27).

2.3.3 Importance of Managing Diversity

Leaders, managers and staff members of organisations and institutions are beginning to realise the importance of managing diversity effectively, since it helps the organisation to promote inclusivity and prevent discrimination. Effective diversity management enhances organisational responsiveness to an increasingly diverse environment and improved relationships with the wider community and society. Managing diversity effectively also increases the ability of the organisation to cope with change and expand on organisational creativity.

Furthermore, diversity also has the ability to contribute to goal attainment, which is unique in terms of higher educational institutions. Diversity management will result in increased accessibility by and accountability to all citizens of the country (Stellenbosch University, 2005:15).

2.3.4. Benefits of Managing Diversity

Effective diversity management in higher education institutions enhances the institution's capability to nurture in a progressively multifaceted and diverse environment, and simultaneously increases productivity. DuBrin (2010:330) adds to this view by stating that increased diversity leads to increased perspectives and viewpoints. Therefore it is understandable that people from different cultures, racial backgrounds, origins and religions have diverse experiences that afford them with unique perspectives on problem solving, interacting with colleagues and creating a centre of attention for attaining clients and service delivery techniques. These new ideas and perspectives have the ability to help the organisation or institution to grow and develop, even steering it in new directions (DuBrin, 2010:335).

Extensive research (Austin, 1993; Chang *et al.*, 2004; Gurin, 2002; Hurtado, 2007; Thompson & Cuseo, 2009) exists with regard to the benefits of diversity in relation to students, and this can be summarised as follows:

Diversity increases worldliness, since universities or colleges might be the first place where an individual has the chance to have real contact with people from diverse groups. Such an environment is comparable to opening the door globally without going anywhere else.

Diversity enhances social development, as research has indicated that, when interacting with people from diverse groups, one's social circle is widened. Consideration can be given to how one-sided conversations can be between individuals if they are in a group where everyone has everything in common. Diversity has the potential to set students up for career success. The ability to be sensitive to human differences and to relate to people from different cultures and background is essential to ensure effective performance in a diverse society (Austin, 1993:45).

People who engage in a diverse working or study environment are better prepared for any profession, whether nationally or internationally, as they will find themselves working with employers, employees, co-workers, customers and clients from diverse backgrounds (Chang *et al.*, 2004:9). Chang *et al.* (2004:11) state that, by experiencing diversity in an educational context, the foundation is laid to be contented when working and interacting with people of different racial groups.

Interacting with people who are different than oneself increases one's knowledge base. Research consistently reveals that we learn more from people who are different from us than we do from people who are similar to us. Just as you "think harder" when you encounter new material in a college course, you will do the same when you interact with a diverse group of people (Austin, 1993:46; Chang *et al.*, 2004:11).

Various scholars (Austin, 1993; Chang *et al.*, 2004; Gurin, 2002; Hurtado, 2007) support diversity by stating that diversity promotes innovative thinking, as it expands people's capabilities for viewing issues or problems from multiple perspectives, approaches and vantage points. These diverse vantage points work to their advantage when they encounter new problems in different settings and circumstances. Instead of viewing the world through a single-focused lens, a diverse mind-set helps to expand one's views and multiple options are considered when making decisions and assessing diverse issues such as morality and ethics.

Diversity enhances self-awareness, as learning from people whose backgrounds and experiences differ from your own, improves your self-knowledge and self-insight by allowing you to relate and diverge your life experiences with others whose life experiences differ from your own. Self-awareness contributes to being more capable of making informed decisions about your academic and professional future (Thompson & Cuseo, 2009:1).

In addition, Robbins and Barnwell (2006:290-350) add the following list of benefits from an organisational perspective:

- Diversity will ensure increased adaptability. Organisations employing a diverse workforce can supply a greater variety of solutions to problems in service, sourcing and allocation of resources. Employees from diverse backgrounds bring individual talents and experiences in suggesting ideas that are flexible in adapting to fluctuating markets and customer demands.
- Broader service range is another benefit, as a diverse collection of skills and experiences, for example languages and cultural understanding, allows a company to provide service to customers on a global basis. It also provides a variety of viewpoints. A diverse workforce that feels comfortable communicating from various points of view provides a larger pool of ideas and experiences. The organisation can draw from that pool to meet business strategy needs and the needs of customers more effectively.
- Companies that encourage diversity in the workplace inspire all of their employees to perform to their greatest ability, which leads to more effective work execution. Company-wide strategies can then be executed, which results in higher productivity, increased profit and return on investment. Although the managing of diversity has various benefits, there are challenges to this management as well. These challenges will now be discussed.

2.3.5 Challenges of Diversity

Various challenges exist when managing a diverse work population. DuBrin (2010:384) states that managing diversity is more than simply acknowledging differences in people. It involves recognising the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work

productivity due to prejudice and discrimination, and complaints and legal action against the organisation (DuBrin, 2010:384).

Destructive attitudes and performances are considered obstacles to effective organisational diversity management, since this kind of behaviour is harmful to working relationships and work productivity and damages work morality. Robbins and Barnwell (2006:402) highlight that negative attitudes and behaviours in the workplace include prejudice, stereotyping and discrimination, which should never be used by management for hiring, retention and termination practices. Challenges to diversity management include communication, resistance to change and the implementation of diversity in organisational policies.

A further challenge is that of communication, which refers to the perceptual, cultural and language barriers that need to be overcome for diversity programmes to succeed (DuBrin, 2010:317). DuBrin claims that the ineffective communication of key objectives results in confusion, lack of teamwork, and low morale. Resistance to change further refers to those “employees who refuse to accept the changes in the social and cultural makeup of the workplace” (DuBrin, 2010:317). The “we’ve always done it this way” mentality that is often adopted silences new ideas and inhibits progress (DuBrin, 2010:318).

Lastly, the implementation of diversity in organisational policies is considered as the overriding challenge to all diversity advocates (Londen, 1996:70). Londen emphasises that, with the results obtained from student and staff assessments and research data, organisations must build and implement a customised strategy to maximise the effects of diversity in the environment for their particular organisation (Londen, 1996:71).

2.4 ACCESS THEORY

It is relevant and important to be aware of the qualitative paradigm that informed this research. An ethnography study was conducted, meaning that the research is not based on statistical or numerical analysis, but seeks to describe cultural changes. It sets a framework for identifying, explaining and solving problems and is also a way of understanding and interpreting the world one lives in and experiences.

A core challenge facing higher education during the twentieth century was finding ways to meet the growing demand for education from historically deprived groups that had been denied the opportunity to pursue a tertiary qualification in the past. Since 1994, institutions were pressured by legislation and affirmative action movements to include educational justness for the greater good of the society.

The International Association of Universities (2008:1) has emphasised the importance of a well-educated population to form the basis of social equity, cohesion and successful participation in the global knowledge environment. Therefore, many countries have set goals to increase the share of the population with higher education and/or broaden access to higher education for individuals who are underrepresented because of socio-economic status, race, ethnicity, religion, age and gender (International Association of Universities, 2008:1).

South Africa, which is an ethnically diverse nation, is engaged in a great social trial period in generating equality of access and equal opportunities for educational success. Challenged by the ending of Apartheid, higher education in South Africa, including SU, has undertaken various steps to find possible solutions for preserving a comprehensive educational environment. In terms of SU, where participation in higher education by underrepresented groups is low, there is a need to focus on two issues, namely intensifying access by increasing the number of available opportunities, and broadening access by including more individuals from the underrepresented groups to maintain the significant level of participation already achieved.

Widening participation is a priority for the university. Students from all walks of life are recruited if they demonstrate the ability, motivation and potential to succeed. This will ensure that the university remains a diverse and exciting place to study and, in time, become more representative of the society that it serves.

Given the fact that South Africa is a diverse country, universities cannot disregard any part of the available talent pool, which means that everyone must be integrated into the educational system, and acknowledging the issues of equity and the deficiency of educated non-white

people at all levels. Diversity is therefore a great opportunity for organisations or institutions to be successful in the future.

South Africa is one of only a few industrialised countries that offer free access to basic education, as well as providing opportunities to gain access to higher education. The South African government considers it mandatory that all South Africans are equipped with the necessary skills and knowledge to be successful and contribute to the country's socio-economic well-being. This calls for urgency in activities and actions to achieve this goal and to expand access to higher education institutions, as well as the opportunities they offer. The demand for improved skills and lifelong learning requires greater efforts, especially by those individuals who have been left behind and do not share in the current prosperity.

Student enrolment at the national level is increasing, but improvements still vary significantly across racial and ethnic lines. According to Higher Education South Africa (HESA, 2009:5), a total of 761 090 students were enrolled in public higher education institutions in 2008. One year later, the student enrolment mounted to 783 900 and was expected to grow to 836 800 by 2011. The South African National Plan for higher education indicated that they seek to expand student enrolment to a 20 percent participation rate by 2015 (HESA, 2007:5).

The above information and Table 1.1 (p. 4) indicate slight improvement with regard to student enrolment by previously disadvantaged groups. HESA (2007:7) states that 63 percent of the students who are enrolled in the public higher education system are black Africans. However, inequalities of outcome persist, with the average success rate of black African undergraduate students standing at only 73.6 percent (HESA, 2007:7).

As with the national trends, student enrolment at SU is increasing, as indicated in Table 1.1 (p. 4), but with noticeable differences along racial groups. Despite the fact that more students from all racial groups are attending SU, black African students at SU are still behind in attendance compared to national trends.

Access to higher education, or the widening of access, is an important political issue in South Africa. South African higher education institutions have expanded and the rate of

participation has increased, but there are still major concerns around quality, funding and efficiency. Another reason why access to higher education in South Africa is under review relates to the significance of re-unification of the South African higher education system – eighteen years into democracy. The Department of Higher Education (1997:3) highlights that the South African higher education system was one of limited access and firmly synchronised admissions. Following the fall of Apartheid in 1994, this distinctiveness departed as the system was transformed and integrated into the higher education system of the democratic Republic of South Africa (Department of Education, 1997:3).

Academically and politically, access to higher education has drawn significant attention. According to Kaiser and De Weert (1994:165), “everything flows back to access as the demand for, and access to higher education is a fundamental issue in shaping higher education policy”. Access to higher education in South Africa has been widened and improved by quite a few structural and institutional changes in higher education, such as to expand the capacities of higher education by converting the 36 universities into universities of technology and comprehensive universities. Scott (2009:2) states that these changes implied that existing universities had to be inflated, whilst adding new fields of studies to their programmes. Traditional universities, such as SU, have five to ten times more students than they had when they began.

HESA (2007:8) states very clearly that widening access to higher education is a core government objective, with the main aim of promoting social justice through improving educational opportunities for formerly educationally disadvantaged social groups. As indicated previously, the rising participation rates by all social groups in higher education surely justify improved educational opportunities. De Rudder (1999:577), however, states that even though more and higher may not always be the same as better, a higher level of education stimulates curiosity and reflection, conveys insights, contributes to understanding and broadens one’s life chances.

The theoretical underpinning for describing access to higher education is Banks’s and Banks (2005) Multicultural Education Framework and Schultz’s Interpersonal Needs Framework (1958) which can be associated with the diversity paradigm.

2.5 MULTICULTURALISM

Globalisation requires that people from diverse cultures, beliefs and backgrounds interact with each other (T.W.Bennett, 1995:69). People can no longer live and work in silos, as they realise that they are becoming part of a universal, competitive economy. This is the reason why many companies and organisations need to diversify in order to be creative and open to change. The managing of diversity is becoming an increasingly essential issue and challenges managers in their capacity to equip themselves with managerial skills for managing a multicultural working environment (T.W.Bennett, 1995:70).

Cultural diversity assumes that there more is needed than only to recruit and retain individuals of diverse backgrounds, races, genders, customs or ability to achieve equity in higher education institutions. Transformation started in 1994 with affirmative action, which was used to create equitable access for those previously denied access to or admissions into our institutions. Banks and Banks (2005:85) refer to this concept as structural diversity, which is associated with compliance-oriented and recruitment-driven steps and is measured by the increase in the number of underrepresented groups of students and staff. Ibarra (2001:60) states that the resolution for increasing diversity was to develop special programmes for recruiting, retaining and remediation of underrepresented groups, to help and support them in trying to overcome obstacles to access and success. Therefore it is important that managers must be in a position and be willing to learn and teach themselves and others within their organisation to value multicultural differences to prevent people from being disrespectful and to ensure that everyone is treated with dignity (C. Bennett, 1995:70).

Multiculturalism is a dimension of diversity that was introduced in the 1970s and 1980s to infuse cultural gender issues in higher institutions. According to Ward (2006:52), underrepresented populations are valued for their potential to recruit and retain others and to contribute towards making institutions more aware of multicultural issues.

2.5.1 Defining Multiculturalism

Multiculturalism can be defined as the reaching out to both native-born and newcomers, and to develop relationship among religious and ethnic communities that are lasting (Banks & Banks, 2005:44). According to Banks and Banks, multiculturalism encourages communities

to take part fully in society by enhancing their level of economic, social and cultural integration into the host culture (Banks & Banks, 2005:45).

Heywood (2007:313) distinguishes between two forms of multiculturalism, namely:

- Normative multiculturalism, which is a positive endorsement or even a celebration of communal diversity, based on either the right of different groups to respect and recognition, or the alleged benefits to the larger society of moral and cultural diversity.
- Descriptive multiculturalism, which refers to cultural diversity.

Multiculturalism has various focal points. From a liberalism point of view, the focus is on diversity, embracing ethnic variety and educating acceptance, whilst critical multiculturalism focus on majorities and minorities in an equal fashion, thus concentrating on the institutions and practices forming the entire society (Banks & Banks, 2005:48-50).

Londen (1996:66) states that the concept of multiculturalism is often contrasted with terms such as assimilation and social integration, and that it has been described as a cultural mosaic rather than a melting pot. The different understandings of the concept are twofold. Firstly, it focuses on interaction and communication between various cultures and, secondly, the focal point is on diversity and cultural uniqueness.

Bennett (2001: 202) claims that these strategies are not always so distinct from each other, but that they sometimes complement each other in generating a new cultural occurrence that embodies the beliefs of the different cultures and the interaction amongst them.

Multiculturalism thus refers to the fact that all people have needs and desires, likes and dislikes. People are different and there is nothing wrong in being different. All people are just seeking for better living conditions for themselves and future generations, which relates to the Brundtland Report's definition of sustainable development as "development that meets the needs of the present without comprising the ability of future generations to meet their own needs" (Brundtland, 1987:45).

According to Banks and Banks (2005:85), multiculturalism broadly refers to an organisation that is in the process of becoming, or has become, diverse in a visionary sense so that it reflects the contributions and interests of the diverse cultural and social groups in the organisation's mission, operations, products and services.

An institution, in which multiculturalism is used as an approach to diversity management, emphasises the importance of the leadership perspective. This includes the ethical and competitive advantages of managing diversity, the cultural factors influencing leadership practices, and how cultural sensitivity and global leadership skills contribute to leadership effectiveness (DuBrin, 2010: 382).

2.5.2 Principles of Multiculturalism

Multiculturalism is becoming a popular concept, since it does not use race to define differentness, but rather the way in which people are raised and what they believe as being what makes them different. Multiculturalism reflects education and instructions that are designed and developed for the cultures of the different races in an educational setting. Banks and Banks (2005, 90-110), in their analysis of multiculturalism, state that multiculturalism is founded on the following principles:

- People are of different racial and ethnic backgrounds and religions, and individually or in their distinct community with other members of their groups are free to practice and maintain their own religion, racial and ethnic background.
- Irrespective of the abovementioned differences, people should demonstrate a unified commitment to their country, its interests and future, and should recognise the importance of shared values governed by the rule of law.
- All people should have the opportunity to contribute to and participate in all aspects of public life, in which they may take part legally.
- All institutions and individuals should respect and make provision for the culture, language and religion of others within their environment's legal and institutional framework, and also recognise the linguistic and cultural assets of the population.

- All individuals should have equal opportunities to make use of and participate in relevant activities and programmes administered by governing bodies.

2.5.3 Multiculturalism in Higher Education

As indicated in the definition, multicultural education refers to education and instructions designed for the cultures of different races in an educational system. This approach is based on teaching and learning that is built upon respect, consensus building and the promotion of cultural pluralism within racial societies (Banks and Banks, 2005:7). This approach recognises and integrates positive irregularity into the educational environment.

The major variables and categories of multiculturalism, such as race, gender, class and sexual orientation, are more or less the same as the dimensions of diversity described in Chapter 1. The diversity management process, together with the idea of multicultural education, says that, irrespective of which group you belong to, quality education should be available for everybody. Banks and Banks (2005:7) claims that students from some groups, because of their particular characteristics, have a better chance of succeeding in an educational setting as it is currently structured than students from other groups. Because of the transformational process currently under way in South Africa, multicultural education is considered a reform movement that is developed to bring about transformation in all sectors, especially in higher education, so that students from diverse cultures, genders and races will have an equal chance to be successful in their educational paths.

Higher education institutions can be viewed as social systems that consist of various interrelated parts. In order for transformation to be a success, these parts are required to change substantially and to bring about equality in higher education. According to Banks and Banks (2005:90), if the focus is more on one variable than the other, the implementation of multicultural education will not be successful.

South Africa is made up of a mix of races, cultures and ethnicities, also termed “the melting pot”. The population of South Africa has grown significantly due to immigrants searching for better living and work opportunities. This raises many questions and concerns about multiculturalism, specifically as to who benefits from the education, and how the courses and programmes are to be structured and presented.

Education is a key factor in social and economic development globally. Educators and researchers stipulate that learning is the key to life and success, but life experiences are also important factors. The inequalities in the educational systems in the past have given rich people an advantage in terms of education, since they had opportunities for higher education that the poor did not. Academics say that school and other formal education institutions do not only teach terminology and formulas, but also teach humanities. For example, in school one learns about different cultures and others.

According to Bennett (1995:99) education also has other benefits, such as having insight and knowledge about many different facets, like cultures and societies being compatible and employable. This compatibility can, in turn, lead to a decrease in a country's crime rate, racism and discrimination against each other, more people can contribute to the economy and employment rates would decrease. This is an indication of how important it is that a country provides opportunities for all citizens to get a good education.

2.6 MULTICONTEXTUALITY

Ibarra (2001:70) describes context diversity as an emerging transformative paradigm that emphasises framing rather than reforming academic cultures to address the needs of all populations, especially underrepresented groups. The concept of context diversity strives to create a learning community through various techniques to attract more people from diverse populations and by helping them to be more successful in an academic or working environment (Ibarra, 2001:71).

However, major problems that surface in higher education are underperformance and rivalry over the ethnic context in which institutions operate. Finding creative solutions to these problems involves finding ways to change the campus climate and organisational culture, thus emphasising systematic change. Ibarra (2001:75) found that the following strategies could be used to address these issues:

- Reframing pedagogy and curriculum without giving up good educational practice.
- Shifting diversity initiatives from current concepts about recruitment and retention to concepts that emphasise attracting and thriving.

- Instead of focusing on structural models for increasing diversity, rather focus on ways to study, apply and eventually build diversity into the context of higher education systems, our learning communities and beyond.

Ibarra (2001:75) also highlights that multicontextuality is a critical theory for the changing academic culture that is associated with the new diversity paradigm. Accordingly, the concept is based on a set of principles of cultural context and cognition that can be incorporated into an institution. The concept is a mix of individualised characteristics that describe one's cultural context. It is further stated that these learned cultural qualities have an influence on how one interacts and associates with others, processes information, responds to various teaching and learning styles, performs academically or in the workplace, and many other cognitive factors that we grew up with as children (Ibarra, 2001:77). These continue to help shape how one sees or views the world.

Multicontextuality thus explains how people's experiences throughout their lives affect future experiences and performance, irrespective of the environment they find themselves in.

Another useful framework with which to conclude this chapter is Schultz's (1958) interpersonal approach to explain why it is important to focus on the various aspects of diversity to be able to achieve set organisational goals and targets and adhere to government policies. The research focus on diversity and gaining access to higher education institutions actually refers to including underrepresented groups in the higher educational systems. A better understanding of this inclusivity can be gained from a brief look at Schultz's interpersonal needs theory.

2.7 SCHULTZ'S INTERPERSONAL NEEDS THEORY

This framework is relevant and useful in understanding inclusiveness, which forms the foundation for managing diversity in higher education settings. The fundamental interpersonal relations orientation (FIRO) was introduced in 1958 by William Schultz. With this theory he tries to explain the interpersonal world of certain groups. Schultz's theory is based on the belief that, when people get together in a group, there are three main interpersonal needs that they are looking to fulfil, namely inclusion, control and affection or openness (Schultz, 1958:14).

Since diversity is an attempt to combat discrimination, inclusion refers to “feelings of being important and the need to matter so people will care about you” (Schultz, 1958:15). Schultz identifies various qualities of inclusion. These qualities manifest themselves in people wanting their presence to be acknowledged, drawing attention and interacting with others. People also want to be viewed as being a distinct person with a particular identity. Schultz (1958:19) emphasises that this happens early in the group-formation process and that a person seeking inclusion wants to be one of the participants in a group.

The control phase refers to feelings of competence and being competent to cope with whatever one is confronted with, whilst affection refers to the feeling of being loved and accepted in the most simplistic way (Schultz, 1858:19). Above all, affection usually refers to an individual who is not pretending to be someone he/she is not; you will be able to like what you see.

To conclude, inclusion is thus about prominence, control over winning and affection, which refers to interpersonal relationships. During the inclusion phase, people interact with one another and, upon this interaction, decide whether or not to continue with the interaction. In the control, phase people tend to confront each other and later work out ways to manage their differences. Affection is the continuation phase, where relationships are built with the aim of building long-term partnerships.

2.8 CONCLUSION

The theory and literature give guidance on how policies are formulated, strategic development is undertaken and how the required measuring instruments can be found that could yield meaningful results. The literature also states that diversity is about change and that organisations need to transform and adapt to be effective and competent. There are various forces that initiate change, but the most important is the individual or person in an authoritative position who makes structural changes. A choice has to be made between structural, technological or organisation-process intervention strategies. The implementation of change thus requires initiating the change process, monitoring progress and assessing the results.

The relevance of the diversity management framework presented here confirms that all the aspects of the diversity management processes within South African higher education institutions are addressed. Also clear from the theory is how important commitment from senior management is to valuing diversity, and it is even more inspiring when the valuing of diversity is entrenched in the organisation's strategic framework.

Every facet of society, whether in schools, universities or organizations, has many levels of functioning and, if functioning in one area is disruptive or absent, it has an effect on others. Important to managing diversity in higher education is understanding this interaction. The following chapter will focus on the legislative framework in which higher education is governed.

CHAPTER 3

LEGISLATIVE FRAMEWORK FOR HIGHER EDUCATION: POLICY CONTEXT AND ADMINISTRATION

3.1 INTRODUCTION

The Bill of Rights, in Chapter 2 of the Constitution of the Republic of South Africa, (Act No. 108 of 1996), stipulates that “everyone has the right to a basic education, including adult basic education and further education, which further states that, through reasonable measures, must progressively make available and accessible” (Republic of South Africa, 1996b:14).

The Department of Higher Education and Training (DHET) highlights an increase in equity and access to higher education as critically important to South Africa. Increased access to quality higher education increases the capacity of society to create future prosperity, improve public health, and advance sustainability. The Council on Higher Education (2009:58, 60) states clearly that higher education systems in South Africa are often over-extended and under-resourced, and are trying to respond to massive demand in the country..

This chapter focuses on South Africa’s higher education structure, providing a historical overview, as well as the purpose, role, importance and transformation of higher education in South Africa. Included in this chapter is a discussion of the regulatory framework in which higher education operates, with specific reference to the policy and legislative framework.

3.2 SOUTH AFRICA’S EDUCATIONAL STRUCTURE

3.2.1 Overview: National Level

Formal education in South Africa is categorised according to three bands of education: General, Further and Higher Education and Training, which are framed within the National Qualifications Framework (NQF) and the Higher Education Qualifications Framework (HEQF) (South African Qualifications Authority, 2000:5).

The reason for highlighting the above is to emphasise the importance of successfully completing general education, since the decision to admit students to higher education institutions is dependent on this outcome. The main objective of HEQF is to determine the

qualification types, characteristics and purpose of all higher education qualifications in South Africa. Sarua (2009:25) states that this framework forms an integral part of the NQF and defines how higher education qualifications fit into the NQF and allocates responsibility for standards generation and setting for higher education qualifications to the Council on Higher Education.

The Council on Higher Education (2009:12) indicates clearly that further education and training (FET) takes place from grades 10 to 12, and includes career-oriented education and training offered in other further education and training institutions, such as technical colleges, community colleges and private colleges. Diplomas and certificates are qualifications recognised at this level (Council on Higher Education, 2009:12).

Higher education and training, includes degrees, certificates and diplomas (normally one to two years of study), Bachelor's degrees (from three to six years, depending on the programme or course), Honours degrees (additional year, requiring a thesis), Master's degrees (usually two years of postgraduate studies), and Doctorates (variable in duration, with a minimum of two years after a Master's degree) (Council on Higher Education, 2007:11; Sarua, 2009:5).

As mentioned in Chapter 1, South Africa's higher education system consists of twenty-three publicly funded universities – six comprehensive universities, eleven conventional universities and six universities of technology. At these types of institutions, all the qualifications listed under higher education and training can be obtained. The National Qualifications Framework Bill (Republic of South Africa, 2008:14) states that all higher education institutions are under the authority of the national government, whereas FET colleges are the responsibility of provincial government.

According to Section 3 of the Higher Education Act (Act No. 101 of 1997), the qualification structures for universities and technikons were separated and parallel before the founding of the HEQF. In 2009, the HEQF was set to take effect, forming a crucial part of the NQF by providing a single qualifications framework for higher education, in order to guide public and private institutions in developing their programmes and qualifications (Department of

Education, 2007:5). According to the Department of Education (2007:6), “it establishes common parameters and criteria for the design of qualifications and facilitates the comparability of qualifications across the Higher Education spectrum”.

3.2.2 Overview: Higher Education at an Institutional Level

According to Byrnes (1996:153-155), University-level education suffered under Apartheid. Even though segregation in South African higher education preceded 1948, scholars like Cooper and Subotzky (2001:1) and Pampallis (1991:184) explain that the National Party leadership solidified through law that which had already been established by the white minority.

According to Cooper and Subotzky (2001:1), the above gave rise to the *homelands* system, which had a huge influence on higher education and led to the Extension of University Act (Act No 45 of 1959). This provided for the establishment of separate higher education for the black, coloured and Indian groups. Byrnes (1996:154) indicated that, under the leadership of the National Party, there were ten government-subsidised higher learning institutions – four which taught classes only in English and four in Afrikaans, one bilingual correspondence college and the South African Native College at Fort Hare, which taught classes in English, but where other languages were allowed or permitted.

At the four Afrikaans universities (Potchefstroom, Pretoria, Orange Free State and Stellenbosch) and at Rhodes University, which was an English-medium university, only white students were admitted. Byrnes (1996:154) and Lapping (1987:184) declare that, although the universities of Cape Town, the Witwatersrand and Natal accepted all races, it did occur that some classes at the institutions experienced segregation.

As indicated in Byrnes (1996:155), by 1959 the central government also had control over the South African Native College at Fort Hare (now Fort Hare University) and instituted a new policy of only admitting Xhosa students at the institution. Byrnes specified that the 1959 legislation reduced the opportunities for university education for blacks and, by 1978, only 20% of all university students were black. It was only in the 1980s that various university

administrators, anticipating the dismal impact of the long-term racial biases in education, began admitting students from all races (Byrnes, 1996:156).

The Extension of University Education Act (Act No. 45 of 1959) prohibited established universities from accepting black students, except with the special permission of a cabinet minister (Byrnes, 1996:157). According to Lapping (1987:184), several new universities and colleges were opened by the government for blacks, coloureds and Indians, although these were located in specific areas, such as:

- The University College of the North (Xhosa and South Sotho);
- Northern Transvaal (Sotho, Venda and Tsonga);
- The University College of Zululand (Zulu and Swazi);
- University College of Cape (coloureds); and
- University College, Durban (Indians).

The Policy Framework for Education and Training (African National Congress, 1994:20) highlights that a racially and ethnically based system of governance was at the heart of apartheid education and was constructed as follows:

- 19 operational education departments under 14 different cabinets implementing own regulations in terms of at least 12 Education Acts.
- 17 different education authorities employing educators.
- A high degree of centralisation and authoritarianism in all the parallel subsystems.
- A non-consultative, opaque and top-down style of bureaucracy.

There were 21 universities, 15 technikons and over 100 private providers of education in South Africa prior to 1994. All these colleges later became fully-fledged universities, and others were added to their number to form the 21 universities in South Africa (Aluko, 2007: 6).

3.3 THE PURPOSE OF HIGHER EDUCATION

The purpose of education in almost every part of the world is valuable to a person's future. There are various purposes for getting a higher education qualification and people have

different reasons for engaging in higher education. The main reason, however, is to enable oneself to become efficient and achieve set goals in life. In addition to the above, which are also very significant, is the exposure one gets to different values and beliefs around the world.

It is stipulated in the White Paper on Higher Education Transformation (Republic of South Africa, Department of Education, 1997:7) that higher education has several related purposes in the South African society that defines the transformation agenda for this type of education. These purposes include meeting the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes. Higher education further provides the labour market, in a knowledge-driven and dependant society, with the high-level competencies and expertise necessary for the growth and prosperity of a modern economy. It is further responsible for the socialisation of and enlightened, responsible and constructively critical citizens. Higher education is, lastly, directly engaged in the creation, transmission and evaluation of knowledge (Republic of South Africa, Department of Education, 1997:9).

According to Badat (2009:4), “the meaning of higher education and universities cannot be found in the context of their teaching and research, how they undertake these or admission policies, but rather that the core purposes of higher education and universities reside elsewhere”. Badat (2009:5-6) refers to the purposes of higher education as:

- Providing the production of knowledge, which advances understanding of the natural and social worlds and enriches humanity’s accumulated scientific and cultural inheritance and heritage.
- Dissemination of knowledge and the information and cultivation of the cognitive character of students – which aim at producing graduates who can think effectively and critically and also undertake community engagement.

The purpose of higher education as indicated by the Department of Education (1997a:3) is thus to ensure the continued pursuit of academic scholarship and intellectual inquiry in all fields of human understanding, through research and teaching.

3.4 THE ROLE OF HIGHER EDUCATION

Badat (2009:7) argues that the role of higher education must intersect, and also effectively engage, with the economic and social challenges of the local, national and global context. Some of these challenges include job creation and economic growth and development, achieving reduced unemployment, and also poverty reduction. The challenges further encompass imperatives like equity and redress, the building of a human rights culture, social justice, and the promotion of a culture with critical, vigorous intellectual public discourse. Higher education, in fulfilling its role, must therefore also be guided by the values and principles that include, for example, equity and redress, academic freedom, quality, development, public accountability and institutional autonomy (Badat, 2009:7).

Badat (2009:7-10) highlights the following as key roles for higher education: The first role includes the cultivation of highly educated people. Badat states that “universities must provide creative, thoughtful, and thorough ideas and implement teaching and learning programmes and qualifications with two focal points”. Firstly, they must focus on the kind of knowledge, competencies, skills and attitudes that graduates acquire. Secondly, they must focus on the social and educational experiences of those students who come from increasingly diverse social backgrounds because of the inequalities in the educational systems.

A second key role is democracy and democratic citizenship. Higher education has both social and political value. Nussbaum (in Badat, 2009:8), states that education is intimately connected to the idea of democratic citizenship and the cultivation of humanity. Badat identifies a third key role, which is that higher education should fulfil the role of development needs and challenges. Through teaching and learning, higher education institutions help to broaden awareness of numerous economic, educational, health and environmental issues and, through research, find some kind of comfort or solution to these issues (Badat, 2009:9-10).

Engagement with the intellectual and cultural life of society is a fourth role of higher education (Badat, 2009:10). Accordingly, this role involves proactive engagement with society on an intellectual and cultural level, and to contribute to the intellectual and cultural development of a critical citizenry. Lastly, higher education must undertake research and

scholarship. Badat (2009:11) recommends, however, that higher education institutions should undertake different kinds of rigorous scholarship that involve discovery, integration, application and teaching, and which also have different purposes, aims and objectives.

The role of higher education in South Africa has been complicated because of Apartheid and this has led to numerous transformation processes being implemented, and which are still continuing. In November 2004, the CHE released a report on higher education in South Africa during the first decade of democracy which provided a clear and comprehensive review of past and present issues within higher education (Council on Higher Education, 2004). According to this, “higher education transformation in South Africa is best characterized as highly complex, consisting of a set of still unfolding discourses of policy formulation, adoption and implementation that are replete with paradoxes and tensions, contestations, and political and social dilemmas” (Council on Higher Education, 2004:234).

3.5 TRANSFORMATION IN HIGHER EDUCATION

Clearly, Apartheid in South Africa necessitated one of the most difficult social engineering movements ever; therefore transformation needs a major change in the social structure of society. The idea of ‘transformation’ in the context of education appeared as a compromise between ‘revolution’ and ‘reform’ and came about in 1994 (Roberts, 2005:1). This came about through the agreement reached between the National Party (NP) and the liberation movement led by the African National Congress (ANC). This agreement stated that higher education needed to be transformed. Revolution was claimed by the liberation movement, while reform was an outcome that many people expected to occur with a regime change (Roberts, 2005:1).

Transformation is portrayed by a new system of higher education, with augmented contributions by all sectors of society, greater institutional responsiveness to policy imperatives and new supportive associations and corporation between higher education and the broader society. The 2001 National Plan for Higher Education (Department of Education, 2001a:3) identified five policy goals and strategic objectives that were crucial for the transformation and reconstruction of the Higher Education system. These goals included the following:

- Increased access and to produce graduates with the skills and competencies necessary to meet the human resource needs of the country.
- To promote equity of access and outcome and to redress past inequalities by ensuring that students and staff profiles reflected the demographic composition of the South African society.
- Ensuring diversity in the institutional landscape of the higher education system through mission and programme differentiation to meet national and regional skills and knowledge needs.
- Building of high-level research capacity, including sustaining current research strengths, as well as to promote research linked to development needs.
- Building of new institutional identities and organisational forms through restructuring the institutional landscape of higher education systems, 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.

Against this background the South African higher education landscape can be illustrated as follows:

Table 3.1: South Africa's Higher Education Institutions

Type of Higher Education Institutions	Number of Institutions
Publicly funded universities	17
Publicly funded universities of technology	6
Privately funded, accredited higher education providers	80
TOTAL	103

Source: Council on Higher Education, 2007a:6; International Education Association of South Africa, 2004:14.

3.6 POLICY CONTEXT FOR HIGHER EDUCATION IN SOUTH AFRICA

Higher education in South Africa is currently undergoing a fundamental process of reform. The reform movement started in 1994 when the new government took office and set out to institute reforms designed to give South Africa a unified and coherent educational system and

redress the inequities of the past (Department of Education, 1997:5). In 1997 the country adopted the Higher Education Act, which instituted a set of fundamental educational reforms.

The major challenges to higher education institutions are to transform the higher education system to address past inequities and to assist with a new social order by meeting the pressing desires of its society, as well as to respond to new opportunities and realities. The transformation process is articulated in the Education White Paper 3: A Programme for the Transformation of Higher Education (Republic of South Africa, Department of Education, 1997), followed by the National Plan for Higher Education (Department of Education, 2001) which further focuses on the development of and addressing the current needs of the South African population and working environment.

The mandate of the Department of Higher Education and Training (DHET) derives from the Constitution of the Republic of South Africa (Act No 108 of 1996), which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism (DHET, 2010:15,36). According to Jansen (2001:46), the making of education policy in South Africa can be described as a struggle for the achievement of a broad political symbolism that would mark the shift from apartheid to a post-apartheid society.

3.6.1 Overview of Policy Development in Education

Much attention was dedicated to higher education and these efforts were organised by the National Education Crisis Committee (NECC) at its conferences in Johannesburg (1985) and Durban (1986). Muller (1987:85) highlights that, in 1987, the NECC held regional and national conferences with the theme “Preparing to Govern” and one of the key objectives emanating from these conferences was to identify the difference between actual transformation and mere reform.

According to Cloete *et al.* (2002:92), the National Education Policy Initiative (NEPI) developed the post-secondary education report, which formed the basis for the development of much of the policy on higher education in the 1990s. Cloete *et al.* (2002:94) state that “this people’s education project pulls together education activists and trainee policy experts in a

participatory, consultative and argumentative process”. NEPI further also reported in 1993 on topics related to transformation in South African education (Cloete, 2002:96).

The Policy Framework for Education and Training (African National Congress, 1994) set out proposals for ANC policy and training. The goal of this document reads as follows: “The challenge that we face as the dawn of democratic society is to create an education and training system that will ensure that the human resources and potential in our society are developed to the full” (African National Congress, 1994: 2).

3.6.2 National Commission on Higher Education

In 1995, the National Commission on Higher Education (NCHE) was established with the broad mandate to advise the Minister of Education on restructuring higher education to contribute towards reconstruction and development. The NCHE was published in 1996 and its major recommendations informed the Green Paper on Higher Education (Republic of South Africa, 1996c), the Draft White Paper on Higher Education (1997); the White Paper on Higher Education (Republic of South Africa, Department of Higher Education, 1997), and the National Plan (Department of Education, 2001a). The cornerstone of the NCHE was that higher education should be massified as an attempt to resolve the equity-development tension. The following is a list of principles released by the final report of the NCHE in 1997:

- equity in the allocation of resources and opportunities;
- redress of historical inequities;
- democratic, representative and participatory governance;
- balanced development of material and human resources;
- high standards of quality;
- academic freedom;
- institutional autonomy; and
- increased efficiency and productivity (Republic of South Africa, 1997a:10-14).

Furthermore, the proposals of the NCHE revolved around three areas, namely participation, responsiveness and partnerships/co-operative governance. Participation deals with the problem of increasing access to higher education and changing it from an elitist to a mass

system – also known as massification. Responsiveness, in contrast, involves the need for higher education institutions to engage with problems in the broader society. Therefore it refers to “that of a developing and modernizing African country in a period of transition from racial discrimination and oppression towards a democratic order with constitutional provisions for justice and equal opportunity” (National Commission on Higher Education, 1996:28). Lastly, partnerships and co-operative governance include forming relations between the government, higher education institutions and various other stakeholders. The National Commission on Higher Education (1996:29) therefore indicates that government plays a steering and co-ordinating role, while institutional autonomy is exercised within the limits of accountability.

Moja and Hayward (2000:347) highlight that this plan calls for expanded access within the limits of public funding, the development of a single coordinated system of higher education, including universities, colleges, technikons and private institutions, and an expanded role of distance education. It further included three-year national and institutional higher education plans, the Development of a National Qualification Framework (NQF) and enhanced research efforts.

According to Moja and Hayward (2003:349-352), this plan also requires for capacity development in new structures at national level within the Ministry of Education, and a new funding formula with both a revised equitable funding formula and earmarked funding programmes that meet vital national objectives, such as redress, staff development, research and critical subject focus.

3.6.3 Green Paper on Higher Education

The Green Paper on Higher Education focused on transformation to overcome the inequities of the past, as well as developing a higher education system that would make a better contribution to the social, economic and political development of South Africa (Republic of South Africa, 1996c:1). This document endorsed the NCHE’s recommendation to establish a single, coordinated higher education system. Moreover, an added focus point of the Green Paper is restructuring higher education to promote economic development.

According to Moja and Hayward (2000:347), the most contested change to the NCHE's recommendations involves governance. The report differed on the necessity of the Higher Education Forum (HEF) and the Higher Education Council (HEC). Therefore the HEC was limited to advisory roles, which led to the joining of the HEC and the HEF to form a new body called the CHE (Moja & Hayward, 2000:348).

3.6.4 The Draft White Paper on Higher Education

The Draft White Paper (Act No. 101 of 1997), which was prepared by the Department of Education, was different from the major proposals contained in both the Green Paper and the NCHE's report. The main focus of the draft was the role of higher education in national development and little attention was given to the values and goals which were recommended by the Green Paper and the NCHE report (Department of Education, 1997a:3).

According to the Republic of South Africa (1997a:13-14), the above resulted in the White Paper and Higher Education Act of 1997 being amended in 2000 and 2001, and the major policy changes for transforming the higher education system were the redressing of the inequities of Apartheid, and meeting the needs of a new South Africa with fundamental change, economic, social and political structures.

The Department of Education (1997a:1) stressed that these changes had to be facilitated by establishing a new, single coordinated system instead of the 15 autonomous structures that were established under the Apartheid system. Moja and Hayward (2000:349) viewed this single, coordinated structure as "an essential condition for the role that higher education plays in providing for a better quality of life for the country and all its citizens". According to the Department of Education (1997a:7), this was also a vital aspect to establishing effective democracy at both the national and institutional level.

3.6.5 The National Plan for Higher Education

The National Plan for Higher Education was released by the Ministry of Education in 2001. It was the Ministry's reaction to the report of the Council on Higher Education released in 2000 and titled "Towards a New Higher Education Landscape: Meeting the Equity, Quality and Social Development Imperatives of South Africa in the 21st Century". The Minister of

Education at that time stated the objective as the National Plan, outlining the mechanisms and framework to implement and realise the White Paper's policy goals. The Minister realised that it was far reaching and visionary in its attempt to deal with the transformation of the higher education system as a whole (Department of Education, 2001a:4)

In their study, Naidoo and Singh (2005:13) emphasise that the state, in all its key policy proclamations, is faced with an immense and resource-intensive task of restructuring and transforming all areas of social provision and have clearly indicated its necessities and prospects of higher education. According to the Department of Education (2001b:12) indicative targets for several aspects have been established, which include the size and shape of the higher education system; overall growth and participation rates; institutional and programme mixes; and equity and efficiency goals.

The National Plan for Higher Education provides a framework and outlines the processes and mechanisms for restructuring the institutional landscape of the higher education system, and the development of three-year institutional plans (Department of Education, 2001b:68). It is clear from this recitation that higher education in South Africa has undergone a comprehensive process of transformation and regulation. The intention of the transformation process is to improve the social, educational and economic needs of an increasingly democratic South Africa.

3.7 LEGISLATIVE MANDATE FOR REGULATION IN HIGHER EDUCATION

In 1994, the Minister of Education introduced several policies, legislation and programmes aimed at transforming the national system of education and training. The vision as specified in the policy framework was that "all South Africans should have equal access to lifelong education and training opportunities"(Draft White Paper on Higher Education,1997:4). This will contribute towards improving their quality of life and building a prosperous, peaceful and democratic society (Department of Education, 2005:5).

In Schedule 4 of the Constitution, specific provision is made for tertiary education – an exclusive national competence. The Education White Paper 3 (Republic of South Africa, Department of Education, 1997) describes a phase that incorporates colleges into the Higher

Education sector under the Ministry of Education, while the Higher Education Act of 1997 (Republic of South Africa, 1997a) provides the legislative basis for the incorporation. It also proposes a single qualifications framework for higher education.

The Higher Education Act (Republic of South Africa, 1997a:5-9) describes transformation as a new system of higher education, with increased participation by all sectors of society, greater institutional responsiveness to policy imperatives, and new cooperative relations and partnerships between higher education and the broader society.

3.7.1 The Higher Education Act (Act No. 101 of 1997)

Even though the Higher Education Act (Act No. 101 of 1997) (Republic of South Africa, 1997a) has been amended several times since 1997, it still fundamentally provides for the regulation of higher education and includes the establishment of a CHE. It also gives directive principles for policy and serves as a consultative process that the Minister of Education must observe in determining policy or legislation.

3.7.2 The General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001)

The General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001) provides for the establishment of the Council for Quality Assurance in general and for further education and training (Umalusi), which in 2002 replaced the South African Certification Council (South African Qualification framework, 2000).

In June 2009, the Minister of Education, Ms Naledi Pandor, signed into effect the Higher Education Qualification Framework (HEQF), which aims to determine qualification types, and the characteristics and purpose of all higher education qualifications in South Africa (Department of Education, 1997b:3). This framework replaced all higher education legislation and governs the entire education sector in South Africa (RSA, 1997a:5). The Constitution assigns responsibility to different sectors, but national and provincial government is still obliged to support and strengthen the capacity of their counterparts via regulation.

3.8 STATUTORY BODIES OF THE HIGHER EDUCATION SYSTEM

The CHE was established as an independent statutory body in May 1998, with the following responsibilities:

- Advising the Minister of Education on all aspects relating to the transformation and development of higher education in South Africa;
- Taking responsibility for accreditation, quality assurance and quality promotion through a permanent sub-committee called the higher Education Quality Committee (HEQC) (Council on Higher Education, 1998/1999:48).

The Minister of Education and Labour appointed another body, namely the South African Qualifications Authority (SAQA), which is mainly responsible for the development and implementation of the NQF (SAQA, 2000:2). In May 1995, Higher Education South Africa (HESA) was established as the successor to the two statutory representative organisations for universities and technikons, namely the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP) (Department of Education, 2005:4).

HESA is the governing body for South Africa's higher education institutions and is the voice of South Africa's university leadership, representing 23 vice-chancellors of public universities (Higher Education South Africa, 2010:1). Since 2005, they have provided strong and effective representation for their members in South Africa. Their mandate is to facilitate the development of informed public policy on higher education and to encourage cooperation among universities and government, industry and other sectors of society in South Africa (Higher Education South Africa, 2009:5).

Various services in five main areas are provided to member universities by HESA. These areas are strategic research, policy advocacy, stakeholder engagement, sector support, and providing university leaders and their institutions with a supportive network as well as opportunities for collective action (Higher Education South Africa, 2010:4). HESA emphasises that the last two areas are special programmes to strengthen the capacity of the institutions and to provide value-adding services, including scholarships and international programmes (Higher Education South Africa: 2010:5).

3.9 GOVERNANCE AND MANAGEMENT

Vital to South African higher education's transformational process following Apartheid is a change in government and management approaches, nationally and institutionally. According to the Council on Higher Education (2004:175), various policy changing processes occurred between 1994 and 2001, focusing on government issues such as creating a single, national coordinated higher education system. The initial proposal as specified in various government publications was that "South Africa adapts a cooperative government system embedded in the Constitution of South Africa" (Council on Higher Education, 2005:175). This soon became very challenging to implement, and the 2001 National Plan has been noted to mark a shift towards greater central regulation of higher education (Council on Higher Education, 2004:176). According to the CHE, discussions around this issue are still continuing, and are still present in debates concerning the values of accountability, institutional autonomy and academic freedom. There has been an increase in government involvement in higher education, particularly in relation to funding, development, reform (mergers and incorporations) and accreditation of academic programmes (Council on Higher Education, 2004:179).

According to Byrnes (1996:157), each university administration is headed by a government-appointed chancellor, the institution's senior authority, a vice-chancellor and a university council. Byrnes (1996:157) argues that the core function of the Chancellor is "to represent the university to its community". The University Council, which consists of members of the institution and the community, select the Vice-Chancellor, or Rector, who controls the institutional administration (Byrnes, 1996:158).

The University Senate is responsible for managing the academic and faculty affairs under the authority of the Vice-Chancellor. Each university lays down its own admission requirements and tuition costs and receives government funding on the grounds of student faculty ratios and tuition receipts (Byrnes, 1996:157). Higher education governance at the national and institutional levels is governed by the Higher Education Act (Act No. 101 of 1997) and its various amendments (Republic of South Africa, 1997a, 1997b). The steering of higher

education by the South African government revolves around three core areas, namely quality, planning and funding, and is illustrated in the following figure:

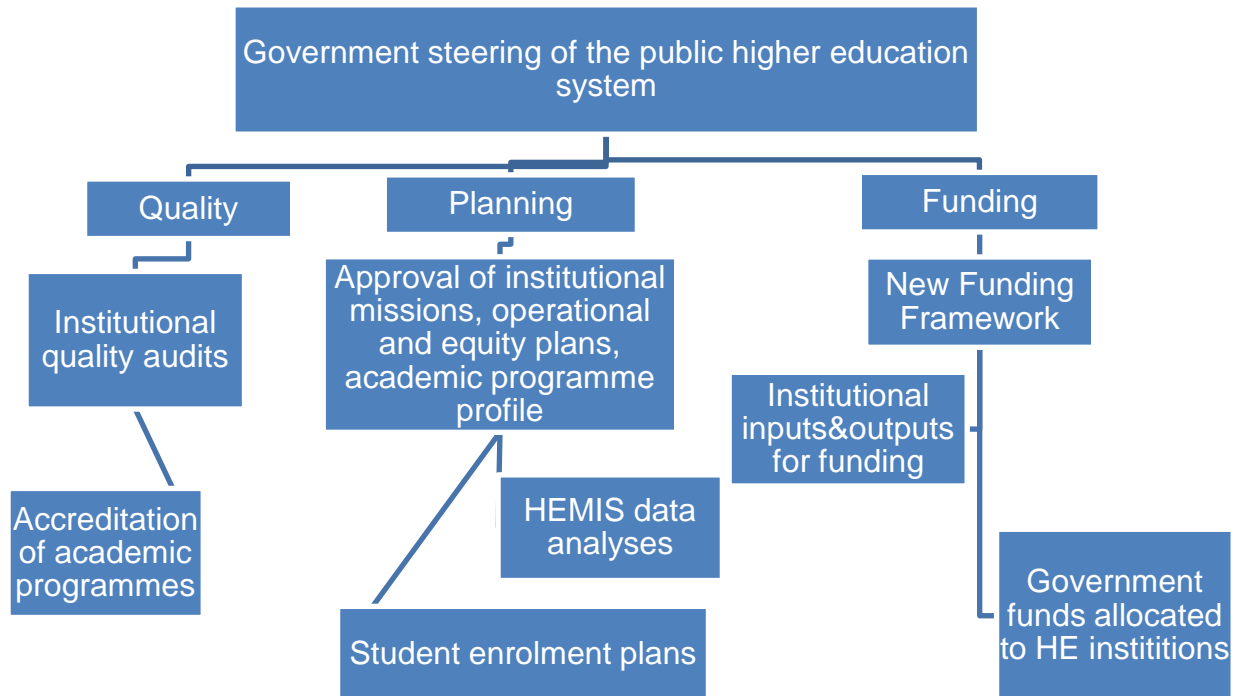


Figure 3. 1: Government Steering of the Public Higher Education System

Source: Sarua, 2009:11.

Firstly, quality encompasses institutional audits, which means that the accreditation of academic programmes is maintained. Secondly, planning aims at the approval of institutional missions, operational and equality plans and the academic programme profile. It also includes the Higher Education Information Management System (HEMIS) and plans for student enrolment. The final issue is funding, which demands an innovative funding framework. Institutional inputs and outputs for funding form a central part of funding. Government funds for higher education institutions are considered essential for directing a public higher education system.

3.10 CONCLUSION

The above policies and authorities are designed to monitor, evaluate and regulate higher education. However, it is still the responsibility of national government to support and strengthen the capacity of these authorities to ensure effective performance and regulation.

The above structures and administrations have several core functions, namely to form a unified vote for interested members; to form common policy for its members on matters of national importance; and to offer service provision to its members. This chapter has indicated the important role of regulation and regulatory bodies in meeting the challenges and addressing core issues. This information also shows the necessity of rules and regulations, as it distinguishes between what is right and what not, and is needed to ensure that the issues in and around the country are managed in an orderly and fair manner. The next chapter will focus on Stellenbosch University as a case study to assess whether the institution is aligned with the theory discussed in Chapter 2.

CHAPTER 4

STUDENT ACCESS AND DIVERSITY STRATEGIES USED TO IMPROVE THE STUDENT DIVERSITY PROFILE: USING STELLENBOSCH UNIVERSITY AS A CASE STUDY

4.1 INTRODUCTION

In this chapter, Stellenbosch University will be used as a case study to assess the diversity strategies used to promote student diversity. The aspects that will be discussed in this chapter are:

- Teaching and learning at SU: an overview;
- Student recruitment and admissions;
- Academic support and resources; and
- Student guidance and learner support.

These aspects have been discussed in Chapter 2 as important essentials to promote and enhance student diversity. Firstly, a historical background will be given about SU before and after the democratic dispensation, with special reference to black, coloured and Indian (BCI), students and challenges they might experience, as well as what the current situation is. Secondly, there will be a discussion of the progress made by SU in terms of the mentioned aspects and how it relates to the theory and legislation discussed in Chapter 2 and Chapter 3.

4.1.1 Stellenbosch University prior to 1994

Stellenbosch is one of the country's oldest towns and has played a significant role in the history of education since the 1600s, when the Dutch Reformed Church founded its parish and a beginning was made with regular school instructions (Stellenbosch University, 2012:53). According to the University (Stellenbosch University, 2012:54), by the 1840s the Cape Colony was operating a system of centrally controlled public schools along the lines advocated by Sir John Herschel.

In a study done by Cooper and Subotzky (2001: 35), race played a crucial role in higher education with the establishment of the South African College in Cape Town, which was modelled on the University of London in the eighteenth century. In 1916, the University Act (Act No 12 of 1916) was passed and Victoria College became SU in 1918.

Under the National Party regime, SU was one of the universities that were only for white students. The Afrikaans-medium universities during this time were uncompromising in their adherence to apartheid and dictated as the intellectual ideologues of the Apartheid system (Pityana, 2004:4). The cornerstone that formulated the education policy during Apartheid was the Christian National Education (CNE) Policy, which promoted racial, ethnic, tribal and cultural diversity at the expense of unity. According to the CNE policy, multiculturalism was used as a core strategy to achieve the desired separatist outcome because it emphasised racial, cultural and ethnicity differences (Ntshoe, 1999:66). Garcia (1991:45) highlights that this phenomenon promoted fragmentation by emphasising the importance of racial and ethnic differences and fostering the need for autonomy.

The concept of CNE was based on Afrikaner exclusivity and focused on single-medium institutions for Afrikaners (Pityana, 2004:3). According to Dube (1985:87), education was the only sector in which a strict distinction was made between Afrikaans- and English-speaking students during Apartheid. Dube (1985:88) also highlights the fact that CNE required that schools educate their students about, and in line with, Christian values. Beckman (1995:97) stated that the apartheid policy gave a Christian character to state schools and targeted state funding to preferably private schools that had the required characteristics. Under this system, Stellenbosch was recognised as a divisional centre for education. Another of the town's notable older educational institutions started in November 1859, namely the Theological Seminary of the Dutch Reformed Church (Stellenbosch University, 2012:53).

One of the core characteristics of higher education under successive white governments was that white people were privileged and white consciousness was considered the rational and instructive norm (Dube, 1985:89). In the South African context, the policy was called segregation or Apartheid (Henrad, 2002:18-19). Bennett (1995:7) stated that Apartheid was characterised “by its central policy of divide and rule, which was aimed at ensuring white survival and hegemony by dividing the non-white population along racial and even ethnic lines”. Another element of concern during this time was the closed systems these universities represented. By the late 1980s, all public educational systems were divided into English- and Afrikaans-medium institutions with separate morals and customs.

4.1.2 Major barriers to inclusion in Stellenbosch University

In a study done by Letseka and Breier (2008:87) on barriers to inclusion in higher education, SU was shown to have a student dropout rate of 11% (1 825 head count) and the main reasons were financial and academic issues. These issues, together with the racially segregated structure of South Africa's educational sector, and the differences in the curriculum along racial lines, were significant to the Apartheid era. Currently these issues still present as sensitive in the post-apartheid era.

Pityana (1999:4) described two factors that affected educator and student ratios, the educators' level of qualifications and other qualifying features in South Africa. These two factors were:

- The racially segregated structure of education in South Africa, which was parallel with state funding;
- The curriculum, which was differentiated along racial lines so that the distinctive groups were better, prepared for higher education institutions and the jobs they were meant to take up.

Dube (1985:96) described "Bantu Education" as the system for the African population, preparing them for subordinated working positions due to inferior education or experiences.

The language policy regarding education continues to be sensitive issue in South Africa, as well as at SU. Carrim (1996:50) argued that the policy under Apartheid regarding the African population was constructed to promote ethnic identity while hampering proficiency in the official languages in order to limit access to higher education institutions. Heugh (1995:42) highlighted that the principle of mother tongue education was conveniently applied to further the political interests of divisions amongst all communities. Heugh further emphasised that the change from mother tongue instruction to double medium instructions since 1994 has contributed a great deal too educational backlogs amongst African students, causing serious turmoil (Heugh, 1995:44).

Mascher (1991:5) indicated that black learners who spoke an African language had English as a second language as a medium of instruction from Grade and onwards. According to Mascher, the major difference between these two languages or cultures is academic failure, a problem that can be rectified through teaching in multicultural settings.

Secondly, the lack of financial support was and still is a major constraint to previously disadvantaged students to attend a tertiary institution of their choice (Stewart, Russell & Wright, 1997:6). To eliminate the historical imbalances left by the Apartheid legacy, government invested a huge amount of money in the forms of grants, scholarships and loans to give previously advantaged students an opportunity to study at an institution of their choice.

Since 1994 there has been substantial growth in these bursaries and loans, which has had a positive effect on minority enrolment in tertiary institutions. According to a HESA economic impact study published in 2007, government subsidy levels range between 32% and 57% of an institution's income, depending on the institution's alternative sources of income (Council on Higher Education, 2009:21). In a performance indicator summary report by Bunting *et al.* (2010) and the Centre for Higher Education Transformation, student enrolment was as follows:

Table 4.1: National Student Enrolment per Race (Percentage)

National	2004	2008
Africans	61%	65%
Coloured & Indian	14%	13%

Source: (Bunting *et al.*, 2010:15).

In terms of Stellenbosch University, the student enrolment by race was as follows:

Table 4.2: Stellenbosch Student Enrolments by Race Group (Percentage)

Stellenbosch	2004	2008
Africans	12%	13%
Coloured & Indian	15%	18%

Source: Council on Higher Education, 2009:18

Despite many efforts, it is clear from Tables 4.1 and 4.2 that many students from previously disadvantaged communities and backgrounds are still finding it difficult to attend higher education institutions. Stellenbosch University is committed to increase their student diversity profile and is clearly finding ways to provide for the financially needy in their decision-making processes.

Currently, many previously disadvantaged students are underprepared for university or college education because of the legacy of Apartheid. According to Haycock (2001:6-8), a major contributing factor was the fact that numerous previously disadvantaged students were concentrated in high-poverty schools with little to no academic and financial resources, as well as educators that were not adequately prepared.

This occurrence is intensified by a tendency in public schools for previously disadvantaged learners to be placed in less academically challenged institutions where the academic expectations are not high. In this regard, educators, including school counsellors and administrators, draw back on adequate university or college preparation that could provide learners with the opportunity to gain access to a tertiary institution. According to Ntiri (2001:5), such obstacles contribute to lower educational aspirations for racially and ethnically previously disadvantaged learners, as well as lower academic and career aspirations.

4.1.3 Stellenbosch University after 1994

Since democracy in 1994, much effort has been spent on overcoming the institutionalised racism that characterised Apartheid. Apartheid could no longer be supported and the institution needed to undergo some fundamental changes – from being conservative and unilingual to a bilingual, multicultural and transformed institution that adheres to the promotion of transformation as stated in Education White Paper 3 (Republic of South Africa, Department of Education, 1997b:1.4-1.6).

SU is considered an institution of academic excellence and is recognised nationally and internationally for higher standards of competence, efficiency and innovation (Stellenbosch University, 2000:9). In a study done by the CHET in 1998 and in 2010-2011, SU was rated amongst the top five South African universities in terms of efficiency and innovation. The

indicators used to measure efficiency and innovation in their study was the graduate success rate, undergraduate throughput rate, cost effectiveness and research output (Centre for Higher Education and Training, 1998:4). The results were as follows:

Table 4.3: SU in Terms of Excellence in Core Functions

Stellenbosch University (Percentage and Ratio)			
Indicator	1998	2004	2009
Undergraduate Success Rate	84%	76%	84%
Throughput Rate	24%	2.4	3.1
Cost Effectiveness	-		
Research Output	86	2.17	2.28

Source: Centre for Higher Education and Training, 1998:6-8; Council on Higher Education and Training, 2009.

From the above statistics it can be argued that SU is successful in almost every aspect. The undergraduate success rate could be a result of good academic teaching and learning, as well as sufficient student support. According to the latest CHET report, the national average rate in terms of throughput rate was 20% and SU is performing above the national average. In terms of cost effectiveness, SU was not listed amongst the top five or ten universities, which is an indication that cost at the institution was higher than other institutions in the study.

With regard to research output, SU was ranked fifth out of the ten institutions, which could be an indication of why the student intake at the institution has increased to such an extent, and that other mechanisms should be put in place to control student intake (Centre for Higher Education and Training, 1998:7). According to the information above, SU is efficient and effective in reaching two of their core functions, namely teaching and research. It could be argued that SU in the Apartheid era contributed to the country's social, economic and political development, and is still doing that in the new democratic era. The institution's overall performance in terms of policy and legislation, as mentioned in Chapter 3, indicates that transformation is important and is gaining much attention. Another successful indicator

is provided in Table 1.1 (p. 4) in Chapter 1, which indicates that the number of previously disadvantaged students applying to and studying at SU has indeed increased.

4.2 TEACHING AND LEARNING AT SU

Table: 4.4: SU's Institutional Focus

Teaching
Research
Community

Source: Stellenbosch University, 2000:11

4.2.1 SU Strategic Framework

SU, as a previously white institution, must adhere to government and societal needs in terms of transformation and improve access by previously disadvantaged students. In an attempt to address the inequalities of the past, SU adopted the following mission and vision statements:

Mission

“The *raison d'être* of the University of Stellenbosch is to create and sustain, in commitment to the universitarian ideal of excellent scholarly and scientific practice, an environment in which knowledge can be discovered; can be shared; and can be applied to the benefit of the community” (Stellenbosch University, 2000:9).

Vision

“In a spirit of academic freedom and of the universal quest for truth and knowledge, the University as an academic institution sets itself the aim, through critical and rational thought, of pursuing excellence and remaining at the forefront of its chosen focal areas”. SU's vision further includes: the gaining of both national and international standing through its research outputs; as well as its production of graduates which are sought-after for their well-roundedness and creative, critical thinking. Stellenbosch University also envisions “being relevant to the needs of the community, taking into consideration the needs of South Africa in particular and of Africa and the world in general”, and to also be “enterprising, innovative and self-renewing” (Stellenbosch University, 2000:9).

With its vision 2012 statement the University committed itself, among others, to promote and nurture a campus culture that embraces a diversity of people and ideas. One of the core values in the university's Strategic Framework is equity, which seeks to bring about a corps of excellent students and academic and administrative staff members who are demographically more representative of South African society. This value of equity must be fundamental to the actions of all stakeholders, including those attempts to redress the inequalities of the past to reposition the university for an increasingly globalised future (Stellenbosch University, 2011:1).

The foundation for institutional plans, projects and development initiatives is steered by the institutional values relating to how business is conducted at the institution. According to SU (Stellenbosch University, 2000:10), these values are as follows:

- Equity
- Participation
- Transparency
- Readiness to Serve
- Tolerance and Mutual Respect
- Dedication
- Scholarship
- Responsibility
- Academic Freedom

4.2.2 Diversity

A part of the strategic priorities of SU, as reflected in the institutional strategic framework, is the development of diversity. Stellenbosch University (2000:3) states it is committed to:

- Bringing about of a corps of excellent students and academic and administrative staff members who are demographically more representative of South African society and that this must be fundamental to all its actions.
- Making a concerted effort to utilise the rich diversity of the country as an asset.
- Continuously subjecting the accessibility of the University to critical evaluation.

The SU Diversity Framework provides for four categories, namely students, staff, institutional culture and external relations. The focus of this research is on the students, and this will also be the focus for the rest of this chapter. SU plays a crucial role in higher education and aims to lead the development of education and research across the country. By continuously enhancing the quality of all its activities, it strives to become a world class university.

4.2.3 Ascendancy and academic structure of SU

The Senate is responsible for the regulation and superintendence of the teaching and discipline of the university, and promoting research (Stellenbosch University, 2000:25). The senate is also responsible for the conferment of all degrees and awards. Appendix C gives a thorough outline of SU's governance and academic structures. The composition of these structures is of the utmost importance for any diversity strategy or initiative to be successful.

The Vice-Chancellor is the most senior academic and administrative officer of the institution. He is supported by the vice-chancellors, who have specific university-wide remit, the Heads of Departments and the Secretariat of the institution, who is the head of the University Office (Stellenbosch University, 2000:8). This group constitutes the University management group, which has general meetings on a regular basis with relevant stakeholders and is responsible for making recommendations to the Senate and other university committees as necessary. Added to this group's responsibilities is the coordination of the university's response to various national and international bodies regarding higher education issues (Stellenbosch University, 2004c: 8-10).

4.3 STUDENT RECRUITMENT AND ADMISSIONS

SU uses several strategies and projects to recruit students from the previously disadvantaged groups to give all these students an opportunity to apply to and study at SU. What follows is a broad overview of the strategies and projects, the marketing strategies used to promote them, and the admission process.

4.3.1 Recruitment strategies

i. The HOPE Project

This is currently the most important project in operation and is aimed at the creation of “sustainable solutions to some of South Africa, and Africa’s, most pressing challenges” and is rooted in the core functions of the institution. This project includes many aspects, but the one of interest is that of student access. The main goal of this project is stated as follows: “The primary goal for strengthening student success is a simple one: to generate more skilled persons” (Stellenbosch University, 2011c). The HOPE Project is the foundation on which all activities around transformation are planned and organised. It contributes to successful student recruitment by helping to inform and prepare prospective students to make the right choices and helps to improve retention and streamline administration.

ii. Rachel’s Angels

The programme coordinator for this project is Professor Rachel Jafta at SU. It is a mentorship programme that has operated in the Western Cape since 2007. The aim of the programme is to “improve grade 11 and 12 learner’s academic abilities and to enrich their life skills by involving senior students from the institution as mentors”.

The programme includes “regular campus visits, attending lectures and exposure to the world of business in the form of an entrepreneurial day where learners are required to develop business plans and run of a small business”. According to their newsletter the programme is aimed at teaching students and learners skills that will adequately equip them to play a meaningful role in society”.

iii. Schimathus

The Institute for Mathematics and Science Teaching (IMSTUS) was established in 1977 and is part of the Faculty of Education at SU. It is a not-for-profit organisation, subsidised mainly by the private sector. The core purpose is “to enrich and transform Mathematics and Science education by empowering educators and learners from historically disadvantaged communities through partnerships” (Stellenbosch University, 2010b:1). The programme attempts to makes a tangible contribution, as it adopts a long-term, sustainable approach in a country that is in desperate need of skills in the Mathematics and Natural Sciences disciplines.

According to the Institute's Annual Report (Stellenbosch University, 2010b:1), they strive to be a distinctive component of SU's HOPE Project by advancing equal participation and improved performance in Mathematics and Science in disadvantaged communities through effective teaching and learning. They are committed to the following principles:

- Providing in-service programmes in Mathematics and the Natural Sciences to teachers in disadvantaged communities;
- Introducing historically disadvantaged students to higher education in Mathematics- and Science-related fields;
- Ensuring relevance and sustainability in a changing education environment;
- Integrating research, community interaction, teaching and learning; and
- Building meaningful partnerships with funders and other stakeholders (Stellenbosch University, 2010b:1).

iv. A Day in the Life of a Matie Campus Visits

This programme is coordinated by Ms Beverley Fanella, a student advisor at the Centre for Prospective Students (CPS). The aim of this project "is to give prospective students a first-hand experience of the University's social and academic culture and challenge the prevailing negative perceptions" (Stellenbosch University, 2010a:8). According to the Centre's annual report, the programme is specially designed to reach top learners and to inspire them to enter higher education and to make SU their preferred higher education institution (Stellenbosch University, 2010a:8).

v. Recruitment Bursary Project

The Recruitment Bursary Project (RBP) is coordinated by Dr Celeste Nel from the CPS. This is an institutional project that is coordinated by the CSP and the undergraduate bursary office. The aim of this project is mainly to recruit black students with the best potential to be successful so that the institution can increase its student diversity profile (Stellenbosch University, 2010a:9).

In 2005, as well as in 2007, the institution set aside R10 million for the RBP. The purpose, in 2010, was to give 500 candidates a bursary to the value of R30 000 each to be able to

register. A target was set for 360 candidates for the 2011 registration – currently 381 recruitment bursary candidates are registered. According to the CPS annual report, approximately 111 candidates (23%) did not register. In 2009, 420 bursaries were offered, 368 were accepted, but only 297 registered in 2010 (Stellenbosch University, 2010a:9).

vi. Mathematics and Science Week

This project is coordinated by Mrs Lorna Bartlett from the CPS in conjunction with various faculties, including Engineering, Science, Health Sciences and AgriSciences. The sponsors involved in this project are TRAC, SUNSTEP, iThemba Labs, MTN Science Learning Centre and Cape Universities Brain Imaging Centre (Stellenbosch University, 2010a:9). This programme is aimed at recruiting learners who take Mathematics, Physical Science and Life Science at school level to attend a variety of workshops being offered throughout the academic year.

During this week, the learners obtain practical work experience, participate in interactive demonstrations and shows, and sometimes experience some practical application of science and technology. Learners also get the chance to be assessed, go on a campus tour and obtain programme advice (Stellenbosch University, 2010a:9). In 2011 the programme focused primarily on historically disadvantaged schools, but was not exclusive.

It is clear from the aforementioned that SU is serious about improving and managing its student diversity profile, and that the institutional HOPE Project forms the basis on which all its initiatives and projects are based.

4.3.2 Marketing strategies used for student recruitment

It needs to be highlighted that the CPS refers to white and black students in their annual report, and the researcher assumes that blacks include coloured and Indian students, therefore the other group in this study will be referred to as non-white students.

The table below illustrates that, irrespective of the marketing strategy or the population group, all prospective students are reached in an appropriate fashion. On the basis of the descriptions and explanations of multiculturalism and multicontextuality given by Banks and

Banks (2005:85) and Ibarra (2001:55), SU's strategies are aligned with the principle of creating a learning environment with various ways of attracting diverse learners, and having them thrive in an academic environment.

Table 4.5: Marketing Strategies Used to Recruit Prospective Students

Strategy	White Students	Non-White Students
Internet	76%	60%
Parents	45%	30%
School Visits		23%
Open Day	22%	19%
Campus Visits	21%	
Pamphlets/Prospectus	30%	33%
School/Educators	25%	36%
Former Students	27%	
Careers Exhibition		21%

Source: Stellenbosch University, 2010a:5.

These strategies and initiatives are successful and contribute to students gaining access to SU for the following reasons:

- The institutional commitment to educational development;
- Being presented by well-educated and well-trained staff members, being student-orientated and having a holistic approach; and
- The goals and objectives of a strong developmental education are consistent with the institutional goals and objectives.

4.3.3 Application process at SU

Applying to SU for all courses is an easy process, and can be done either by completing a hard copy application form, or an electronic application. While staff and project members undertake the various tours, information packages are distributed, while the contact centre is responsible for posting information packages on requests. Unlike other tertiary institutions where applications are submitted through a central admission system, all applications to SU

go directly to the SU admissions offices. In terms of hard copies, all supporting documents must be submitted with the application form, while students who apply electronically send supporting documents via fax or e-mail. All the staff and project managers communicate very clearly with the prospective students as to when to apply (deadlines) to prevent students from not being considered for a desired programme or course (Stellenbosch University, 2011a:187-190).

The application processes at SU for all applicants are standard, irrespective of which group (whether advantaged or disadvantaged) one belongs to. However, there are special arrangements during the selection process for certain programmes and for accommodation.

4.3.4 Profile of a prospective student

The profile of a prospective student is compiled on the basis of the following:

- Communication preferences;
- Student's perception of their financial circumstances;
- First-generation status; and
- Student's perception of their school's socio-economic status (Stellenbosch University, 2010a:5).

This student profile brings together students/people with different aptitudes and experiences. As mentioned in Chapter 2, the various dimensions of diversity includes age, learning styles, skill levels, cultural background, race, ethnicity, gender, physical abilities and sexual orientation. In the learning or working environment not all these dimensions are important, but it is of relevance to be aware of the ways in which diversity is acknowledged that might affect students' experiences. According to Ntiri (2001:130), adopting diversity in an education setting means that the teaching must include a variety of learning activities to accommodate students with different learning styles to be successful.

Included in these activities are well-managed courses and classroom set-ups to ensure that all students are welcomed and supported throughout their years of study. Lee (1991:75) and Ntiri (2001:138) highlight another important aspect, which is very debatable, and that is that diversity does not mean lowering standards and expectations for student performance, but

rather than some students may need additional help and support to meet the high institutional expectations.

Carnevale (1999:1) states that “by putting together the student profile the institutional goal is to promote cultural diversity within the classroom since this helps students to learn from, and appreciate other cultures”. This will enrich their own beliefs in their culture and make them more open to and accepting of diversity. Carnevale and Fry (2001:5) claim that a well-maintained and balanced student profile results in fellow students being less prejudiced.

It is not only a necessity to increase the recruitment and retention of previously disadvantaged students in higher education institutions to meet government imperatives, but a diverse group of students brings with it its own benefits to the classroom, which increases the quality of learning. Sayed (2004:257) states that “diversity in university/college classrooms fosters intellectual development, lessens student’s level of racial prejudice, increases tolerance towards racial differences and facilitates student’s exploitations of diverse perspectives”.

4.4 ACADEMIC SUPPORT SERVICES AND RESOURCES

4.4.1 Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is the centre responsible for the institution in taking an active role in staff development to ensure that staff at the institution performs at the highest levels of professionalism and is dedicated to the specialised development of the people who work there. Secondly, it is also responsible for providing a high quality learning experience for its students. The core activities of the CTL involve:

- Developing, managing and delivering programmes to enhance the teaching and learning expertise of staff members;
- Co-ordinating educational development support and implementing institutional quality assurance;
- Coordinating support for academic departments and faculties in the introduction of enhanced approaches to teaching and learning, including eLearning (Stellenbosch University, 2012:313).

4.4.2 Information Systems and Services

Information systems and services include computing, library and other related academic support services. Information technology involves web management and IT training in addition to service provision. It is also responsible for the management, operation and support of SU wired and wireless networks, telecommunications, emails, soft and hardware and related web resources.

Stellenbosch University has libraries spread across its campus, as well as on the satellite campuses, containing collections of information and resources in various formats. The library is primarily linked to other libraries, documentation centres and information services, as well as paper-based books, journals and electronic book and journal databases (Stellenbosch University, 2012:309).

4.4.3 Language Centre

The main function of the Language Centre is to support the academic study of its student corps. It often runs courses, workshops and tutorials on academic writing and communication skills to help students who find it difficult in these particular areas (Stellenbosch University, 2012:316)

4.5 STUDENT GUIDANCE AND LEARNER SUPPORT

Stellenbosch University (2012:317) recognises that a well-developed system of student support is vital if students want to get the best from their studies. Various support services are spread across campus, which include student counselling, student housing, chaplaincies, student health facilities and financial support services. Most of these service centres provide students with advice and support with regard to financial assistance and other issues. The following table gives a broad overview of guidance and learner support available at SU:

Table 4.6: SU's Student Support Services

Types of Student Services	Example	Department/Centre
Academic/Non-Academic Issues	Policy, processes and guidelines	Registrar

Exams and Second Opportunities	Exam timetables; Late applications	Registrar
Financial	Tuition fees, bursaries and loans	Registrar
Transcripts	Issuing records	Registrar
Student Orientation Programme	Induction programme	Centre for Prospective Students
Accommodation		Student Affairs
Financial Assistance/Advice	Sources of financial support, student employment	Centre for Prospective Students/Student Affairs
Career Guidance/Planning	Practical help, further studies	Centre for Prospective Students/Career Services
Counselling Services	Financial, personal and emotional help	Centre for Prospective Students/Student Health
Library and Computer Facilities	Printed and electronic study materials	Relevant Department/ Centres/ Labs
Sport Facilities	Rugby, soccer etc.	Sport Bureau
Language Centre	Translation, help with assignments etc.	Academic Support
Social and Cultural Activities		Support Services Offices
Chaplaincy		Support services Offices
Disability Services	Lecture and exam arrangements	Support Services Offices
Personal/Professional Assistance	Mental illness, death of family, study skills	Support Services Offices

Source: Stellenbosch University, 2011b:300-304).

This table illustrates the different types of support (physical, physiological, emotional and professional) SU is offering its students in order to help them reach their full potential during their studies.

4.6 LINKING STELLENBOSCH UNIVERSITY STUDENT DIVERSITY STRATEGIES TO THEORY AND LEGISLATION

The White Paper No. 6, on Building an Inclusive Education and Training System (Department of Education of South Africa, 2001) sets out a view of “inclusion as embracing all forms of exclusion, by implication including those based on race, gender, class and other social identities, and called for such an understanding to be included with teacher education”. SU recognises the need to develop an anti-racist teaching practice in the context of increasing student diversity at the university by investing in and giving special attention to the recruitment strategies and projects preceding this chapter.

4.6.1 Managing and Teaching with a Diversity Mind-set

It is clear from the given institutional overview on teaching and learning practices at Stellenbosch University that SU is teaching with diversity in perspective. The student profile is changing, the various dimensions of diversity are acknowledged and students’ experiences are taken into consideration. SU is managing its courses and classrooms to ensure that its students feel accepted and supported throughout their student lifespan. The varied academic and personal support services are also an indication that academic standards have not been lowered, but rather increased to improve student performance under high pressure and expectations. Through this medium of teaching and learning, all students are given the opportunity to succeed.

4.6.2 Institutional-level Implication

SU, through its HOPE Project, strives to nurture a culture in which the quality of a student’s learning and engagement is the central point around which institutional decision-making and activities are initiated. These efforts are very rewarding, such as the low dropout rate, as indicated in the study done by Letseka and Breier, enhanced student retention and the results of the CHET report from 1998. The SU success rates are not only because of strategic planning and prioritising across the institution, but entail commitment to monitoring the

students' experiences and performances to inform responsive policy making and direct decisions regarding the curriculum and assessment issues.

The academic and personal support structures that SU provides indicate that the student as a whole is very important within the learning environment, in and out of class, face to face or virtual. This helps the curriculum to develop supporting programmes that could meet the specific needs of a diverse demographic group. This will ensure that a holistic and integrated approach to students' experiences is accomplished. Coates and Krause (2005:40) state this would only be realised if “academic and support staff work together with administrators, institutional researchers and policy-makers, rather than working in traditional silos to segment the institution instead of promoting seamlessness in the student's university experiences”.

4.6.3 National and Community Level Implications

SU, like all institutions of higher education, does not operate on an island. Nationally, in terms of policies and funding, the promotion of priority areas and local communities play a significant role in the quality of student experiences. James (2004:29) includes institutional consultation with industry stakeholders to ensure that the curriculum underpinning student learning is representative of the real-world setting and authentic learning experiences.

Even though this research does not include community engagement and involvement, one of SU's core functional areas is community involvement. This is an important key to support and enhance student diversity in countless ways. SU is working closely with the local communities in the area, since they represent, to a large extent, the under-represented in higher education. SU works with both primary and high school learners to advance ambitions with regard to higher education from a very early life stage.

There are two reasons why students from the under-represented communities have to gain access to higher education and successfully complete their studies. Firstly, they should have the opportunity to give back to the community “through civic engagement and service learning opportunities to ensure a circle of success and raised aspirations are replaced by cycles of failure” (James, 2004:33). Secondly, students from these communities lack

motivation to attend higher education institutions. According to James (2004:35), “these opportunities should be integrated into the curriculum and valued as part of the institutional culture that celebrates diversity and recognizes the rewards for all involved”.

4.7 CONCLUSION

Improving diversity and recruiting students from previously disadvantaged groups should be a comprehensive process with a long-term institutional commitment to diversity. This commitment must arise from all levels of the institution on a philosophical and financial basis, and should be the base for student access and diversity initiatives and strategies.

It is clear from this discussion that SU is investing a lot of time, effort and money in creating a stable study environment for all its students. Research has also indicated that SU is really reaching out to previously disadvantaged students and communities and trying to ensure that everyone has an equal opportunity to apply to and study at the institution. It is also clear from the marketing and communication strategies that student access is broad and accessible.

From this institutional overview, SU cannot emphasise enough that diversity is not just a corporate strategy, but a reality that receives enormous attention. The implementation of the HOPE Project is a leading example, actively supported and fully driven by the institutional management team. SU is using effective approaches to dealing with diversity and is clearly taking crucial steps to increase student diversity. To be able to measure SU’s progress in terms of the abovementioned indicators, the next chapter provides information from institutional documents and from the distribution of semi-structured questionnaires to the management team and students from the diverse population groups.

CHAPTER 5. RESEARCH FINDINGS AND ANALYSES

5.1 INTRODUCTION

This chapter explains and analyses the research findings in relation to the literature review in Chapter 2 and the legislative framework in Chapter 3. The first part contains statistical and numerical data relating to the status of staff members and students. The second part provides an analysis of the qualitative research findings based on questionnaires completed by staff and students. Finally, this chapter concludes with a summary of the main findings.

5.2 METHODOLOGY

The questionnaire was self-administered and took approximately 15 minutes to complete. Twenty-five questionnaires were sent to staff respondents via electronic mail and could be returned in the same format or delivered by hand. Fifteen completed questionnaires were returned, providing a response rate of 68.57%.

The staff questionnaire focused on their knowledge and personal experience of diversity within their specific environments. The reason for focusing on these aspects is related to the policy goals and strategic objectives that are crucial for transformation in higher education, as reflected in the 2001 National Plan for Higher Education (Department of Education, 2001a:5).

Another reason for focusing on these aspects is based on the theory of managing by objectives, where people working in an organisation, such as Stellenbosch University, have various objectives, whether individually or within a specific department. The main objective is to get these objectives to correspond with the institutional goals and objectives and this can only be done with the right attitude, mind-set and intentions. This theory states that employees by nature are prepared to execute their duties if there is an exchange of ideas on goals and objectives between staff members and management on a foundation of fairness and transparency. The literature shows that a leader who has a diverse mind-set and who is willing to adapt to change is more successful in managing diversity effectively than a leader without these traits (DuBrin, 2010:386). The literature clearly states that, if staff members thoroughly understand these differences, they will be open to meet the diverse learning needs of all their students.

One hundred and fifty questionnaires were distributed to students. The majority of student respondents were surveyed at University residences and via electronic mail. Seventy-five completed questionnaires were returned, providing a response rate of 50% for the student sample.

The student survey examined four sections, namely reasons/factors for choosing Stellenbosch University; diversity issues; Stellenbosch University's support structures; and demographic questions. The students had to indicate how they were recruited and what informed their choice to study at Stellenbosch University. Diversity issues assessed students' knowledge about policies and procedures and assessed the campus climate at SU. This included questions on multicultural diversity in and out of the classroom environment, available programmes and services, mentorship for different backgrounds, beliefs about campus climate and opinions on diversity and multiculturalism in general; intergroup contact and comfort level with various multicultural groups.

The questions on support structures and services asked students how they perceived and absorbed the available services and opportunities that make Stellenbosch University attractive, their expectations and other related issues. The demographic questions were used to describe the characteristics of the sample and, where possible, to assess potential differences in diversity factors by race or ethnicity, socio-economic status and culture.

Banks and Banks (2005:85) state that cultural diversity assumes that more is needed than only to recruit and retain people of different races, genders, heritage or ability to achieve equity in higher education institutions. Bennett (2001:199) claims that some of these diversity dimensions are not so distinct from each other, but that they sometimes rather complement each other in generating new cultural occurrences that embody the beliefs of the different cultures and the interaction amongst them.

The focus is on the above aspects, since the campus environment is becoming more diverse and increasing emphasis is being put on all students reaching the same academic goals and standards, irrespective of these differences. The focus increasingly also is on integrating all

students with differences in and out of the classrooms. Diversity has become a “buzz” word that appears to emphasise only aspects such as race, culture and ethnicity, while other aspects, such as religion, sexual orientation and beliefs, are overlooked.

Much of the available literature regarding diversity also applies to the above aspects, while different people have different needs – meaning that which is important to one is not necessarily important to another. James (2004:134) states that these aspects need to be considered, because students have different motivations and attitudes towards teaching and learning and respond differently to certain in- and out-of-classroom environments and instruction practices.

5.3 QUANTITATIVE RESEARCH FINDINGS

5.3.1 Overview of Comparative Staff Trends at Stellenbosch University

This section describes and analyses diversity in relation to staff and students and whether it has improved at the institution over a period of seven years. The staff categories distinguish broadly between management and support staff, focusing mainly on the administrative and support staff categories since they are often referred to as “the well-oiled machinery” on which Stellenbosch University thrives. They are mainly responsible for the recruitment and selection of the undergraduate students.

Table 5.1: Staff at Stellenbosch University by Population Group and Year

Personnel Category	Year	Population Group in 2004 and 2011				
		Non-White Group				Total
		White	Coloured	Black	Indian	
Professional staff:/Instruction/Research /Management	2004	699	61	17	8	787
Professional Staff:/Instruction/Research /Management	2011	753	110	15	37	915

Non-Professional Staff/ Tech/ Admin/ Support	2004	934	340	14	5	1 293
Non-Professional Staff/ Tech/ Admin/ Support	2011	969	668	13	66	1 716

Source: Stellenbosch University, 2004b; 2011d

The general comparison of staff representivity between 2004 and 2011 indicates slight to moderate improvement in representation by population group. As indicated in Table 5.1 there was a visible improvement in the non-white staff population group in the non-professional category, taking into account that these are the people who are in contact and interact with students on a regular basis. What Table 5.1 also states is that there has been very little improvement in the professional category with regard to the non-white staff population group. The number of white staff members in both categories remains dominant at Stellenbosch University.

Figures 5.1 and 5.2 indicate that only coloured staff member numbers have accelerated in both categories because, in 2004, only 61 members represented the professional category and 340 the non-professional category, compared to the 110 members in the professional category and 668 in the non-professional category in 2011. Black staff members in both categories showed a decline from 2004 to 2011. Indian staff members have also increased, but not as significantly as coloured staff members. White staff members also showed an increase between 2004 and 2011.

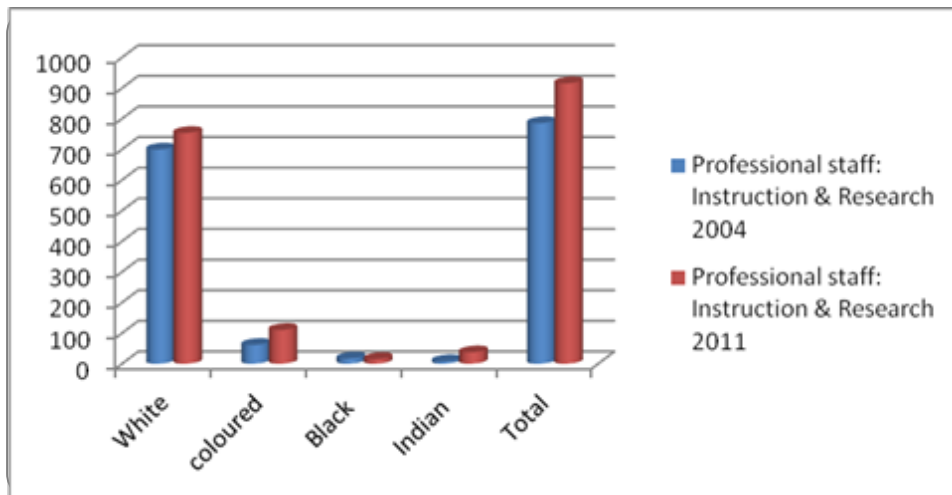


Figure 5.1: Professional Staff Improvement Rate at Stellenbosch University Between 2004 and 2011

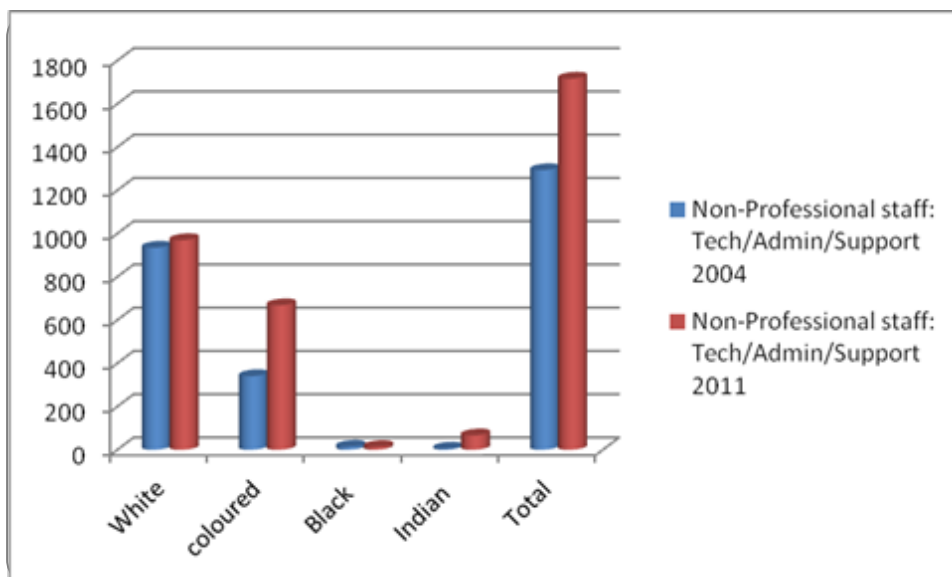


Figure 5.2: Non-professional Staff Improvement Rate at Stellenbosch University between 2004 and 2011

Londen (1995:13) states that “commitment to the value and significance of campus diversity is key in that this commitment must pervade the institution from senior administration through faculty and staff and the positive outcomes results when students perceive their campus to be strongly committed to diversity”. Despite the progress that is seen from Table 5.1 and Figures 5.1 and 5.2, Stellenbosch University still has a long way to go to achieving a more representative and diverse workforce.

5.3.2 Comparative Trends in Student Population at Stellenbosch University

The institutional strategic management plan in Chapter 4 indicates that Stellenbosch University has put measures in place to improve the student population through redress and equal opportunities. The quantitative finding in the table below illustrates the extent to which this is being planned for and achieved.

Table 5.2: Total Undergraduate Applications Received by Stellenbosch University per race and year.

Year	Number of Applications Received	White	Black	Coloured	Indian
2004	14 283	9 211	14 55	2 823	794
2011	13 140	8 404	1 837	2 423	473
Change		800	382	-400	-318

Source: Stellenbosch University, 2004a; 2011a

The information in Table 5.2 indicates that, from all the applications received for the period between 2004 and 2011 and in terms of the different racial groups, the number of applications by black students increased, while there was a decrease in the number of applications from white, coloured and Indian students. One of the five goals that were identified by the 2001 National Plan for Higher Education as critical for transformation and reconstruction was “to promote equity of access and outcomes and to redress inequalities by ensuring that students and staff profiles reflect the demographic composition of South Africa” (Department of Education, 2001a:5).

Whilst much of the research and literature states that change is good for enhancing diversity, Lilburne (2012:1) argues that “the new South Africa does not judge on merit, but on race, so the more things change, the more they stay the same”, implying that not all change is good and beneficial.

This occurrence could also be because of the extensive pressure that government puts on higher education institutions to accommodate more African students. Another reason for these phenomena is that the institutions(s) do intensive recruitment in rural areas and is given greater amounts and attention to those areas as to urban areas.

Table 5.3: Undergraduate Enrolled Students at Stellenbosch University According to Race and Year

Year	Total Enrolled Undergraduate Students	White	Black	Coloured	Indian
2011	17 051	12 690	1 297	2 790	274
2004	13 446	10 909	471	1 890	176
Increase		1 781	826	900	98

Source: Stellenbosch University, 2011d

The information in Table 5.3 illustrates that the number of enrolled students at Stellenbosch University has improved irrespective of race and level of study. It needs to be stated that a student only formally applies to Stellenbosch University once, therefore the number of applications received will be different from the number of registered students, since second-, third- and final-year students do not apply again, but just register every year. De Rudder (1999:576) claims that the “rising of participation rates of all social groups in higher education are surely an indication of improved educational opportunities and accessibility of the institution to previously disadvantaged groups”.

Table 5.4: Undergraduate Student Enrolment Per Race and Level at Stellenbosch University for 2011

Total Enrolled Undergraduate Students	Race	Applications Received Per Race	First-year Students	2nd, 3rd and Final-Year Students	Total Enrolled Undergraduate Students Per Race
17051	White	8 404	3 719	8 971	12 690
	Black	1 837	426	871	1 297
	Coloured	2 423	864	1 926	2 790
	Indian	476	42	232	274

Source: (Stellenbosch University Institutional Research & Planning, 2011³)

The information in Table 5.4 explains why the number of applications received for 2011 is different from the number of registered students at the University for 2011. Out of the 13 140 applications received for 2011, as indicated in Table 5.2, only 5 051 new students registered, whilst 8 089 undergraduate students were already in the system. Table 5.4 indicates that black and Indian students have the lowest registration rates. Heugh (1995:42) confirms that the change from mother tongue instruction to double medium instructions contributes a great deal to educational backlogs amongst African and Indian students and causes serious turmoil.

Although the information in Table 5.2 shows a decline in the number of applications received from white, coloured and Indian students, the number of enrolled students in these population groups increased between 2004 and 2011, as shown in Table 5.3. The information in Table 5.4 clearly indicates that the white and coloured first-year student enrolment for 2011 was substantially higher than that of black and Indian students.

There are several factors that could have contributed to the decline in undergraduate student applications from the various groups. For white students it could be due to the transformation process that is taking place and the assumption that non-white students will get preference in terms of being admitted. It could also be due to the language policy, where lectures are now

being taught in English and Afrikaans, and it appears as if Afrikaans is losing its place as a medium of instruction at SU. For coloured and Indian students, the reasons include the fact that the applicants do not meet the necessary institutional admission requirements, as discussed in Chapter 1. Secondly, it could be because of the limited institutional capacity. SU recently changed its admission and accommodation requirements to limit its student numbers. Finances are a major reason why students do not enrol in higher education institutions, as highlighted in Chapter 4. Another factor is the fact that certain faculties and departments have different admission and selection criteria for how many students are accepted into their specific programmes.

Table 5.5: Comparative Trends in Stellenbosch University Undergraduate Student Population 2004 and 2011

Year	White Students Enrolled at Stellenbosch University	Non-White Student Enrolled at Stellenbosch University
2004	10 909	2 537
2011	12 690	4 361

Source: Stellenbosch University, 2004a, 2011a

The data in Table 5.5 indicates that the demographic profile of students at Stellenbosch University is changing. Since 1994, educational reforms in South Africa, including the National Plan for Higher Education, have challenged institutions “to provide a system of education that builds on democracy, human, dignity, equality and social justice” (Department of Education, 2001a:4). Characteristic of these reforms is a conscious effort to broaden participation in higher education as a way to reduce the highly stratified race and class formation of the country.

However, individually the number of enrolled black, Indian and coloured students is still considerably lower than that of white students. This occurrence could be the result of the enduring legacy of Apartheid, as discussed in Chapter 3, whereby the level of instruction, resources and performances of previously disadvantaged groups still persists in falling behind those of the advantaged groups. It could also be because of the inequality that still exists

specifically in public high schools, where learners from the previously disadvantaged groups continue to experience difficulties in gaining access to Stellenbosch University.

The information presented above is an indication of the institutional commitment to enhancing student diversity. The results in Table 5.5 present a commitment to diversity not only in terms of numbers, but also as a strategy that is used by the institution to meet its mission, vision, goals and objectives.

5.4 QUALITATIVE RESEARCH FINDINGS (STAFF)

The staff presented qualitative information by completing the survey. Twenty-five questionnaires were sent to staff members and 15 completed questionnaires were returned. Three of the forms were completed by the professional staff category and twelve by staff from the non-professional staff category. An open-ended section was included at the end of the questionnaire to allow staff members the opportunity to present their own views regarding diversity in practice. The questions focused on the staff members' knowledge and perceptions of managing diversity within their specific departments. The questions also focused on the climate at the institution in the light of transformation and change.

5.4.1 Staff Knowledge and Perceptions of Change and Diversity at Stellenbosch University

The questionnaires that were distributed to staff members reveal how they perceive and understand diversity and how they interact with and respond to diversity issues on a daily basis in their association with students and fellow staff members.

5.4.1.1 Demographic Information of Staff Participants

The data in Table 5.6 indicates that diversity in terms of this staff sample is not positive in that there are no black people in the professional categories and only two in the non-professional category. Coloured people had only one member in the professional category, but are very well represented in the non-professional category, whilst white people are well represented in both categories.

Table 5.6: Race, Gender and Employment Status of Staff Respondents

Personnel Category	Gender		Race		
	Male	Female	White	Black	Coloured
Professional Staff	1	2	2		1
Non-professional Staff	2	10	3	2	7

Robbins and Barnwell, (2006:399) state that “managing cultural diversity is changing the institution to accommodate the diversity of all its important stakeholders, which in context of higher education institutions includes students, academic and administrative employees”. According to Brown (2004:18), a positive response to demographic changes and equity promotion in the workforce enhances institutional performance and reputation. Actions that promote diversity by both academic and administrative staff are those that lead to a work environment that maximises the potential of all employees whilst also acknowledging their unique contributions and differences.

5.4.1.2 Diversity Issues

Diversity is a sensitive issue that makes an assessment of diversity attitudes problematic. Staff members were asked to rate the various statements regarding diversity at Stellenbosch University on a Lickert scale of 1 (strongly agree), 2 (agree), 3 (disagree), 4 (strongly disagree) and no relevance. This scale is used to get an overall measurement of a particular topic, opinion or experience and to collect specific data on contributing factors. It allows the respondents to choose one of several degrees of feeling about a statement from strong approval to strong disapproval. The questions take on the form of a statement that seems either definitely favourable or definitely unfavourable towards the issue under consideration. The staff were asked to rate their level of agreement with certain diversity statements regarding race, culture, socio-economic status and language.

5.4.1.3 Diversity

Table 5.7: Staff Responses on the Diversity Statements about Stellenbosch University

Statement	Agree	Disagree	No Relevance
Identify and address my own diversity prejudice	15		
Take diversity into consideration when planning and implementing strategies or initiatives in your division	15		
Be fully contended when addressing students, staff on diversity issues	12	2	1

The information in Table 5.7 states that the majority of staff respondents had a proper understanding and knowledge of diversity. It is clear from the responses that diversity is not only about people, but also about the environment they work in and everyone reaching the same goals and objectives. The responses also show that diversity is valued and appreciated by the majority of the respondents, that it is regarded as acceptable, that the respondents are open to those who are not like themselves and that diversity is critical to the survival of the institution.

These responses are an indication that Stellenbosch University is working in various ways to promote diversity. Within a diverse society there are many different cultures and the staff, administrators and departments have been working hard to implement strategies that will assist in diversifying the institution. Brown (2004:24) highlights that a crucial element in promoting diversity is institutional commitment to all things related to diversifying, with the support and understanding of the entire university community.

One of the major obstacles identified is that specifically white respondents are associated with resistance to change. Research indicates that white people believe that for things to be made equitable for people of colour would mean that they would have to lose something. For people of colour, these changes are considered positive in that they are provided with the opportunity to progress to a next level.

Research demonstrates that leadership; from senior and lower level staff members are important for moving diversity forward and make appreciable progress on it. The different cultural and demographic groups in the workplace want leaders and staff to treat each other with respect, fairness, dignity and sensitivity (DuBrin, 2010:381). People need to work together irrespective of race or culture to ensure that company objectives are met.

In the researcher's view, administrators and support staff can also share in the promotion of diversity amongst staff by including individuals from different ethnic backgrounds and cultures. Payne (2005:2-3) argues that a diverse faculty brings with it more ideas from the background of their particular cultures. People from different backgrounds are usually more prepared to share information about their cultures and can serve as advisers to students that are from their particular background. If institutions promote diversity, they allow their staff and students to gain better insight into and understanding of others' backgrounds.

5.4.1.4 Culture

The information in Table 5.8 indicates that the majority of the respondents are aware of cultural differences and include them in their discussions and decisions regarding diversity issues. Two respondents disagreed with both statements on cultural inclusion in discussions and decision making, as well as relating objectively to students of various cultures, while one respondent indicated no relevance to the statement regarding including culture in decision making and discussions.

Table 5.8: Staff Responses Regarding Culture at Stellenbosch University

Statement	Agree	Disagree	No Relevance
Consider culture in developing instructions	13	2	
Include various cultural groups/ discussions and decisions regarding diversity issues	12	2	1
Relate to students of various cultures by using an objective approach	13	2	

Norris (2001:3) argues that, for management, “culture” remains the most mysterious of all forces operating within an organisation. According to Havenga (1993:13) the fundamental aspect to achieving and managing diversity is the process of leading the organisation through a change in organisational culture.

5.4.1.5 Race

The data in Table 5.9 shows that all the staff respondents agreed that racial diversity should be an integral part of the educational system. The fact that people perceive certain issues differently is reflected in the fact that only eleven staff members indicated that they understand that race has an influence on decision making and planning, while four disagree with the statement.

Table 5.9: Staff Responses Regarding Race/Ethnicity at Stellenbosch University

Statement	Agree	Disagree	No relevance
See racial diversity as an integral part of the educational system	15		
Understand how the culture of race affects planning and decision making	11	4	
Treat students equally irrespective of race	11	4	

Furthermore, the data in Table 5.9 also indicates how perceptions vary from one person to another. For example, four respondents indicated that race is not considered in decision making and planning and also that all students are treated differently because of race. Research indicates that racial diversity is essential for long-term institutional survival. Hurtado (2007:188-189) lists numerous ways in which racial diversity benefits institutions, namely creating more novel ways of thinking since students are forced to navigate through unfamiliar territory. Additionally, Hurtado contends that universities and colleges not only produce educated students, but also citizens (Hurtado, 2007:190).

5.4.1.6 Socio-Economic Status

The information in Table 5.10 shows that the majority of staff respondents take socio-economic status into consideration and understand that different students have different needs. Taking the sample of the respondents into consideration it is understandable that the majority of the respondents agreed that they have a sound knowledge and understanding of how poverty can affect a student's learning experience, since they are from more or less the same backgrounds.

Table 5.10: Staff Responses Regarding Considering Socio-economic Status at Stellenbosch University

Statement	Agree	Disagree	No Relevance
Consider socio-economic status when giving directives	15		
Understand the underlying assumption of students from wealthy, middle-class and generational poverty groups	15		
Understand the needs of the needy students	15		
Have a sound knowledge of how poverty can affect students' learning experiences	11	4	

Consideration of socio-economic status in university and college admissions has been receiving much attention in recent years. Carnevale (2003:11) found that economic disparities in educational opportunity today far exceeds racial and ethnic disparities and recommend a policy of socio-economic preferences in admissions, in combination with racial/ethnic affirmative action and more effective financial aid policies.

5.4.1.7 Language and Academic Preparedness

The data in Table 5.11 indicates that language as a medium of instruction is a sensitive issue at Stellenbosch University. In terms of language, staff acknowledged a multilingual society and a multilingual campus environment as a reality. The majority of coloured and black respondents indicated there is a need to adjust the medium of instruction to accommodate

students from previously disadvantaged groups, while the white respondents indicated that adjusting the language used as medium of instruction will negatively impact on the quality of applicants and teaching and learning.

Table 5.11: Staff Responses Regarding Language as a Medium of Instruction at Stellenbosch University and Students' Level of Academic Preparation

Statement	Agree	Disagree	No Relevance
Acknowledge linguistic diversity as an integral part of the educational system	13	2	
Recognise the exceptional needs of linguistically diverse students	11	4	
Change the medium of instruction to meet the needs of linguistically diverse students	9	6	
Non-white students are just as well academically prepared as white students	3	12	
SU students are accepted and respected regardless of their culture, race and ethnicity	8	7	

The Draft White Paper (1997:18) states “that higher education institutions will be empowered, in terms of the Higher Education Act, to determine their institutional language policies, subject to the Constitution. Through their institutional plans they will have the opportunity to demonstrate how their institutional language policies will contribute to the achievement of the goals of the national higher education language policy framework”. Mandew (2000: 9) states “the under preparedness of students from historically disadvantaged communities constitute an important element of the diversity of inequality”.

5.5 CLIMATE AT STELLENBOSCH UNIVERSITY

Staff members were also asked to rates a statement regarding the climate on campus by indicating yes or no, sometimes or do not know as an additional option.

Table 5.12: Staff Perception of Institutional Climate at Stellenbosch University

Climate	Yes	No	Sometimes	I do not know
Friendly	5	4	5	1
Competitive	5	4	6	
Respectful	5	2	7	1
Racist		3	9	3
Hostile	1	3	11	
Passive	2	3	6	4
Impertinent		2	11	2
Anti-racist	1	4	8	2

The campus climate is a complex social system defined by the relationships between staff, students, institutional missions, visions and core values. According to Stellenbosch University's institutional strategic plan (2000:10), fostering a positive climate is crucial to nurture the missions with the understanding that the institutional climate has a profound effect on the academic community's ability to do well in teaching and research.

Stellenbosch University strives to create and promote a strong inclusive climate across the campus, where staff and students feel hailed, supported, involved and appreciated. Hurtado (2007:187) describes campus climate as "a measure – real or perceived – of the campus environment as it relates to interpersonal, academic and professional interactions". A healthy climate is grounded in respect for others, nurtured by communication between those of differing perspectives and is characterised by a pattern of interaction amongst community members (Hurtado, 2007:188).

The information in Table 5.12 clearly indicates an unhealthy rather than a healthy campus climate at Stellenbosch University. In all of the indicators, five or more respondents indicated that they have sometimes experienced, heard or witnessed negativity towards race, cultures and ethnicity. Table 5.7 shows the different perceptions people have with regard to friendliness, hostility and acceptance at Stellenbosch University. For the most part, coloured

and black staff members perceived the campus as more hostile, impertinent and racist, whilst white respondents perceived the campus as less hostile, less impertinent and anti-racist.

The literature states that campus climate is informed by five dimensions, namely institutional actions, research and teaching, structural diversity, intergroup interaction and the campus socio-historical context. Research (Brown, 2004:26; Gurin, 2002:5) shows that even if the first three foundational dimensions are in place, the true benefits of diversity will not be fully realised without intergroup interaction.

Addressing campus climate is beneficial not just for previously disadvantaged groups, but also for the entire campus community. Brown (2004:27) argues that “a hostile campus climate directly impacts on staff’s abilities to perform”. Since 11 respondents indicated the campus climate to be hostile and impertinent, an unhealthy climate is depicted, which means that staff perceptions are less likely to adjust and they are less likely to develop a sense of belonging on campus. Throughout the qualitative responses it was found that the white respondents were more likely to describe the campus climate as positive and acceptance, while the majority of the non-white respondents reported experiencing a different climate that was more biased and homogenous.

5.6 QUALITATIVE RESEARCH FINDINGS (STUDENTS)

A number of students provided qualitative information by completing the questionnaire. An open-ended section was included to provide students the opportunity to present their own views of diversity issues at Stellenbosch University. In the first section, the respondents were required to answer questions in terms of their demographic information. The results are shown in Figure 5.3.

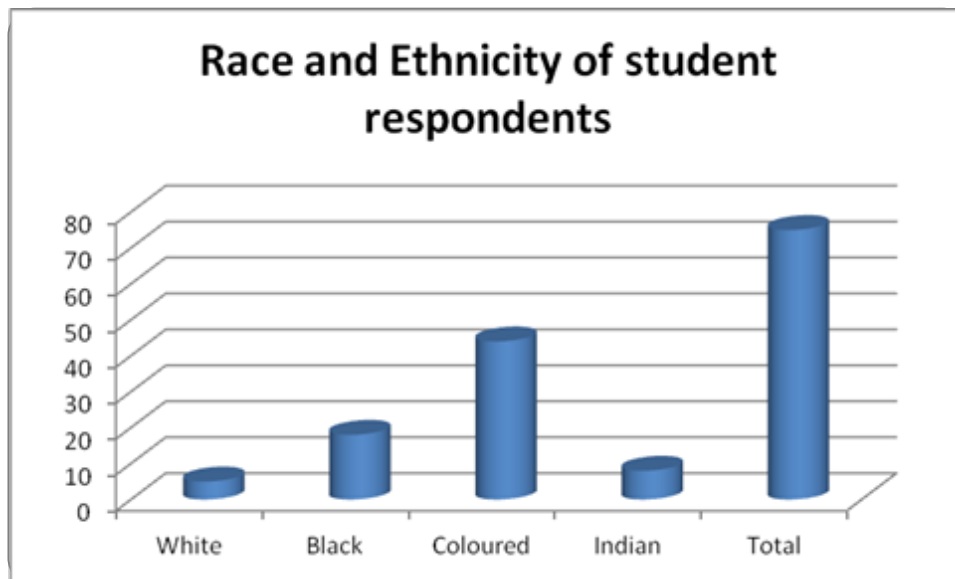


Figure 5.3: Race and ethnicity of student respondents

The information in Figure 5.3 shows that, of the 75 students who completed the questionnaire, 44 indicated that they were coloured, 18 were black, eight were Indian and five were white. Since white students make up only 1% of the study, it will not have an effect on the reliability of the results.

The information in Table 5.13 gives an indication of where the students originate from. The majority were from the Western Cape and the main reason for studying at SU, as indicated by the students, was that it is close to home.

Table 5.13: Number of Student Respondents per Province

Gauteng	KwaZulu-Natal	Eastern Cape	Western Cape
8	9	13	45

The students were asked to provide reasons why they attended Stellenbosch University and how they were recruited. This was to assess whether learners actually make use of the recruitment strategies and initiatives and if the strategies and initiatives are still feasible under the country's current socio-economic climate.

Table 5.14: Reason for Decision to Attend Stellenbosch University

Reasons	Number of Students
Stellenbosch University is close to home	35
Finance	20
Student advisors from Stellenbosch University	15
Stellenbosch University's reputation	5

Students could select from a variety of reasons why they chose to study at Stellenbosch University. The information in Table 5.14 indicates that 35 students indicated location as a reason for their decision. Finance was reported as the second reason, while student advisors from Stellenbosch University were rated third. Kallio (1995:111) identified several factors affecting students' decision in their selection of an undergraduate university, namely reputation of the institution; programme quality and size; price/cost, financial aid; geographic location; contact with faculty; and a student's individual characteristics, for example academic ability and achievement.

The information in Table 5.15 reflects how students were recruited to study at Stellenbosch University. Thirty-six students reported having been recruited through Stellenbosch University's outreach programmes.

Table 5.15: Methods of recruitment to Stellenbosch University

Method	Number of Students
Outreaches by the University	36
A prospectus or pamphlet of the University	24
Parents/family	15

The students were further asked about their knowledge of diversity and related issues and whether they knew where to find information on it and report it if confronted with such issues. They were also asked about what they considered as potential barriers to gain access to SU.

Table 5.16: Student Knowledge and Awareness of Diversity Issues and Policy at

Stellenbosch University

Statement	Yes	No	Not Sure
Are you aware that the University has policies on equality and diversity?	50	15	10
Are you aware that the University has policies on cultural and racial harassment and bullying?	50	10	15
Are guidelines on racial or cultural discrimination widely available and accessible?	35	10	30
Do the activities and facilities being offered at the university appeal to a wide range of students?	50	12	13
Do students of different cultures and races mix freely in and out of classes?	35	30	10
Do you think staff members who deal with diversity issues are easily accessible?	34	26	15
Do you experience a general feeling of cohesion and respect at the university?	40	25	10
Do you feel comfortable bringing up issues of diversity in and out of classes?	22	48	5

The information in Table 5.16 indicates that 50 of the 75 respondents indicated that they were aware that Stellenbosch University has policies in place regarding diversity issues and access, as well as harassment policies and procedures. These findings indicate there is a need for policies to be followed, communicated and published. Several respondents indicated “no” to the last four statements; 48 in particular indicated that they did not feel comfortable bringing up issues of diversity. This indicates a lack of confidence in the policies and procedures.

Astin (2004:35) states that awareness creates critical thinking and an investment by students. However, Antonio, A.L., Chang, M.J., Hakuta, K., Kenny, D.A., Levin, S. & Milem, J.F (2004:66) found that even though a high percentage of students are involved in interracial groups, they continue to view the campus as segregated.

Table 5.17: Respondents' Experiences with Regard to any Form of Harassment Due to Race, Culture and Religion

Dimensions	Yes	No
Culture	10	65
Race/Ethnicity	20	55
Religion/Belief	45	30

The information in Table 5.17 indicates that 10 respondents stated that they had experienced unfavourable treatment related to culture, 20 in relation to race/ethnicity and 45 to religion/beliefs. This highlights discrimination across all equality strands, but most on the basis of religion/beliefs and race. Rosado (1997:4) highlights that one of the dangers that must be avoided in gaining a proper understanding of multicultural is “bashism”, which refers to the tendency to verbally/or physically attack another person based on biological, cultural or socio-economic differences, such as race/ethnicity, age, gender and religion, without regard for the individual. He describes the motivation for bashism as being fear arising out of ignorance of the other.

Table 5.18 shows that seven respondents reported witnessing unfavourable treatment of students and staff on the basis of culture, 12 on the basis of race/ethnicity and 18 on the basis of religion/belief. Norris (2001:3) states “that multiculturalism can only be brought about by the acceptance of a diverse nation and the eradication of all forms of discrimination”.

Table 5.18: Respondents Witnessing Any Form of Racial and Cultural Harassment

Dimensions	Yes	No
Culture	7	12
Race/Ethnicity	12	65
Religion/Belief	18	57

The information in Table 5.19 states that 15 respondents indicated barriers to gain access on the basis of race/ethnicity, followed by five on the basis on culture and religion/beliefs.

Table 5.19: Respondents' Perceptions of Potential Barriers to Gain Access to Stellenbosch University

Dimensions	Yes	No
Culture	5	70
Race/Ethnicity	15	60
Religion/Belief	5	70

The International Association of Universities report (2008:1) emphasised that access to higher learning should be made possible to all, regardless of race, ethnicity, gender, age, economic or social class, age, language, religion, location and abilities or disabilities. One of the visions listed in the Draft White Paper (1997:4) is “the promotion of access and fair chances of success to all who seek to realize their potential through higher education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities”.

The student respondents were asked to rate their experiences and perceptions of the campus climate with regard to teaching and learning. They were also asked to rate the support levels of staff and students relating to diversity issues.

Table 5.20: Respondents' Experiences Regarding Learning, Teaching, Assessment Practices and Support Mechanisms at Stellenbosch University

Content	Very Good	Very Poor	Average	No Experience
Course content	70	5		
Delivery of classes	60	14	1	
Accessibility of learning materials	55	15	5	
Online resources	58	12	3	2
Group work	10	21	32	7

Learning environment in lectures	45	26	4	
Learning environment in seminars/workshops	31	30	4	15
Learning environment in practical's	28	26	11	10
Timetabling	30	25	15	
Field trips/placements	20	12		33
Assessment/exams	20	20	35	
Special exam/assessment arrangements	40	15	5	15
Support from learning development unit (study skills support)	48	18	5	7
Support from personal academic advisers (PAAs)	38	22	6	9
Changes to course times and dates	33	27	4	11
Web Learn	37	22	3	13
Envision	15	11		49
Other				

The information in Table 5.20 states that the overall rating of the contents was very good, except for group work, timetables and exams and assessments, which were rated poorly. This rating points out there is a need to address barriers relating to group work, timetables and exams/assessments. Gurin (2002:339) defines student involvement as “the amount of physical and psychological energy that a student devotes to an academic experience”. She views a highly involved student as one who devotes considerable energy to studying, spending time on campus, participating actively in student organisations and interacting frequently with faculty members and other students (Gurin, 2002:340).

Table 5.21: Respondents' Perceptions and Experiences on Equality and Diversity

Support Structures and Services	Very Aware	Aware	Unaware	Very Unaware	No Opinion
Teaching staff	50	14	3	2	6
Undergraduate Office staff	51	9	6	4	5

Library staff/IT staff	65	7		3	
Building reception/security	60	5	4	1	5
Career, development and counselling services	68	3			4
Advice, information and funding services	68	2	3		2
Chaplaincy	25	35			15
Other student services staff (SRC)	58	6	4	2	5
Fellow and other students	40	25			10

As shown in Table 5.21 above, the majority of the respondents indicated that people in the support structures and services departments are very much aware of student's diversity and equality needs. The top three student/staff categories that the respondents felt were in need of attention in terms of the equality and diversity needs of students were chaplaincy, followed by fellow and other students and teaching staff. The top three departments that are beneficial to SU and the diversity needs of students are Advice, Information and funding services, Career development and Counselling and library services.

Haight (2010:22) states that as demographics change, illustrating an increasingly diverse populace across postsecondary learning institutions, higher education administrators must find ways to support students via academic and student affairs services. The absence of support services can adversely affect retention and student success.

Researchers have shown that classroom climate affects the perception of commitment to diversity. Hurtado (2007:190) found that classroom experiences and interactions outside of the classroom greatly affect the perception of diversity and ultimately the climate of the campus. In addition, Gurin (2002:339) found that a positive interaction in the classroom greatly affects overall campus climate.

The information in Table 5.22 illustrates that 60 or more respondents reported that staff and fellow students are supportive with regard to the equality and diversity needs of fellow

students. Between five and 15 respondents indicated that staff and fellow students were unsupportive with regard to these needs.

Table 5.22: Support Level of Staff and Students Regarding Equality and Diversity Needs of Fellow Students

Category	Very Supportive	Very Unsupportive	No Opinion
Staff	62	5	8
Students	60	15	

*Very Supportive; Very Unsupportive;; NO = No Opinion

Hurtado (2007:335-336) identified support services such as offices of multicultural affairs, the integration of diversity into academic coursework, student social groups, and faculty interaction as ways to promote an inclusive climate. Organisational/structural systems must be in place for racially/ethnically diverse students to be supported, accepted and involved.

Table 5.23: Respondents Experiences Regarding University Services and Facilities

Rate Stellenbosch University Services and Facilities	Very Good	Very Poor	Average	No Experience
Application process	45	25		
Enrolment and induction	50	15		
Academic undergrad office	60	10		
Career, development, counselling and wellbeing services	58	12		
Advice, information and funding service	48	15		
Library/general IT facilities	55	14		
Social events at the University	30	25		
Students' Union/societies	25	20		
Sports clubs and facilities	43	17		

Cafes, canteens and bars	70	5		
Access into and around buildings	30	15		
General communication with the student population	58	8		
Student access to services and facilities after office hours (i.e. 08h00-16h30)	40	15		
Student Office (student services)	28	25		

In rating Stellenbosch University's services and facilities, the barriers identified by the respondents were access to and around buildings, student access to services and facilities after office hours, and social events on campus. They point out there is a need to address the barriers relating to accessibility issues of buildings, offices and services. The students also highlighted that they would like to gain access to services and facilities outside normal office hours.

Gurin *et al.* (2002:18) highlight that the structural features of institutions (for example size, control) generally have only an indirect influence on students, their effects being mediated through the experiences students have in the institution's general environment. It is further stated that, if the increasing number of minority students on a campus by itself is sufficient for achieving the desired educational outcomes, then having good buildings and good libraries would all but be sufficient to ensure a good education (Gurin *et al.*, 2002:20).

The top rated services that the respondents highlighted in Table 5.23 were the academic undergraduate office, career development and counselling, and cafes, canteens and bars. These findings indicate that there are several aspects of services and facilities that are beneficial to students.

Gurin (2002:351-353) identified four components to student success, namely high expectations, support (academic, social and financial), feedback, involvement and engagement in and out of the classroom. It is further stated that frequent contact with faculty, staff and peers in and out of class is essential for student persistence. Extracurricular activities are a value-added formal institutional experience. Gurin and Nagda (2006:23) state

that cross-racial interactions, such as living, dining and working on campus, enhance cognitive, social and public development.

The respondents were also asked to indicate their level of agreement with specific diversity statements about Stellenbosch University. The results are shown in Table 5.24.

Table 5.24: Respondents' Level of Agreement with Specific Diversity Statements about Stellenbosch University

	Agreement Strongly agree/ Agree	Do Not Know	Disagreement Strongly disagree/ Disagree
All students are equal and have the same rights	70	5	
I think judging people by race and culture is OK	73	1	2
I respect other students with different races and cultures	75		
I can learn important things from people with different races and cultures	74	1	
I think it is important to learn about different ways of life	68	1	6
I think it is important to speak up when other students make fun of people who are different	73	2	
I am comfortable being friends with students from	65	7	3

other races and cultures			
I think a group or team of students from various races and cultures can be successful	73	2	

*Strongly Agree; Agree; Strongly Disagree; Disagree; No not know

The information in Table 5.24 indicates that more than 70 of the students acknowledged that all students, irrespective of race, culture or religion, have equal rights and that no one has the right to be judgmental of another. Interestingly, more than 70 of the students indicated that it is beneficial to learn from other cultures. Hurtado (1998:285) states that students who attend desegregated institutions have fewer stereotypes and are less fearful about interracial and ethnic issues and are more likely to socialise across race and discuss racial and ethnic issues. Hurtado further noted that such students are also more likely to express greater satisfaction with the university or college settings and feel better about them.

5.7 SUMMARY

In summary, the findings described in this paper are largely consistent with those of other studies on the importance of managing diversity in higher education settings. The results from these studies indicate that, from a staff and student perspective, diversity is not just about accepting diversity, but learning to understand it. The above are imperative for the emphasis that higher education institutions must put on diversity. It is important that the institution is committed to diversity, and it is the responsibility of the entire university community to promote a campus climate that matches its culture.

The findings presented here describe many attributes that contribute to a student or staff member's perception of institutional commitment. Perceptions are affected by demographic factors such as race/ethnicity, culture, socio-economic status, geographic location and religion and beliefs. Intercultural and interracial experiences seem to have a significant effect on students and staff perceptions about institutional commitment to diversity.

Student involvement in institutional multicultural activities, in and out of the classroom, also has a significant effect on the students' perceptions and experiences. The literature has indicated that all these factors are important and must be understood to retain a diverse student and staff population. Positive classroom experiences and participation, and informal interactions in and out of classrooms, have a positive effect on overall perceptions, but if a student or staff member has a negative experience in this regard, it could be damaging for their perceptions.

These findings have indicated that the racial diversity of a campus operates through its staff and students' experiences and perceptions. Various researchers support the significant effect that interactions with diverse peers have on diversity. Students' university experiences are highlighted by many as critically important to their personal development. For many students, higher education institutions are the first place where they are exposed to other races and cultures.

Research has also shown that students tend to study at universities where there is greater racial and ethnic diversity in the student population and more representation in the staff divisions. Gurin (2002:6) states that "structural diversity is good, but without frequency and quality intergroup reactions, the real meaning of diversity will not realize", and that the majority of these informal interactions with racially diverse peers occur outside the classroom in many different campus contexts.

The findings presented in this study thus found that the creation of an all-inclusive learning environment is the responsibility of the entire university community to ensure that all staff and students are welcomed, have positive learning and working experiences and are successful throughout their university lifespan. Based on the information obtained, it is evident that diversity at Stellenbosch University has improved, but that it still faces many challenges, despite the adoption of diversity policies and the implementation of several diversity strategies. Chapter 6 focuses on the concluding remarks and recommendations for Stellenbosch University to sustain and further improve its student diversity profile.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

Stellenbosch University has demonstrated its commitment to improving student diversity through the development and implementation of several diversity initiatives that ensure that every South African learner who has the ability and required motivation can enrol at the institution.

As discussed in the previous chapters, the literature, legislation and university officials recognise that students benefit from a diverse learning environment, even though the means for achieving that objective remain challenging. Evident of this commitment are the time and resources devoted to finding alternatives to improve diversity through the diversity initiatives and strategies pointed out in Chapter 4.

Under the Apartheid system, race and ethnicity were amongst the aspects taken into consideration for admission to a programme or institution in the case where there were more qualified applicants than places available. It appears that the elimination of that decisive factor(s) has had a notable effect on admissions to SU, since the majority of applicants who apply and met the minimum admission requirements are admitted. The statistical analysis indicates that the number of registered undergraduate students at SU is more diverse than in the past.

This report indicates that SU has an extensive application pool, yet many students from the designated groups are denied admission to SU because the institution is committed to enrolling all those students who meet the minimum admission requirements. Students attending SU thus undertake their studies in a very diverse and academically rich environment. While Apartheid is considered the main cause for the detrimental effects, it is certainly not the only one. A further problem originates from schools and societies where learners who emerge from high school are not equally equipped and prepared for university education.

Many of the staff respondents shared a deep concern that Apartheid has sent, and continues to send, a message to those learners from previously disadvantaged groups and communities that they are not “good enough” to undertake their studies at Stellenbosch University. Staff respondents feared it would cause a self-perpetuating sequence in which reduced attendance by particular ethnic groups will deter others from submitting their applications.

For the past few years, SU has been working attentively to improve its diversity strategies, initiatives and recruitment efforts. In partnership with secondary schools, the academic administration and student support services are also working on expanding existing efforts to prepare more learners for university, especially among the groups whose record for doing so has been deprived. For this purpose, SU has invested in a variety of initiatives and programmes, as mentioned in Chapter 4, especially to recruit more diverse and underrepresented students. Despite these efforts, eligibility rates for coloured, black and Indian students remain relatively low, indicating that these programmes and initiatives alone are not sufficient to increase the number of underrepresented groups on campus.

6.2 KEY FINDINGS

6.2.1 Support for Diversity

It is clear from the overall responses to the questionnaires that there is substantial support for the different dimensions of diversity at SU. The respondents agreed that SU should aggressively diversify its staff and student bodies by hiring and recruiting more people of colour. With respect to different groups on campus, there is more support for specific groups than for others. On the other hand, the respondents suggested more dialogue and social activities between the different groups to understand each other’s cultures and beliefs better.

Although gender was not a core dimension in this study, interesting comments were made. First of all, women tend to be more supportive of diversity initiatives and groups than men. Compared to men, women agreed more with the fact that white people tend to lack an understanding of the issues people of colour are faced with. Female respondents mentioned the low participation rate of males in diversity training and workshops. This is an indication that there is a need to recruit more men to educational programmes related to diversity.

In terms of race and ethnicity, people of colour differed from white people in relation to respect, acceptance and a sense of belonging. Compared to white respondents, non-white respondents were more likely to agree that students at SU have more respect for white staff members than for people of colour. Non-white respondents were also likely to agree that the work and classroom environment is less accepting of them and they are less likely to report a sense of belonging.

Research has indicated that it is not easy to detangle the interactions between race and socio-economic status and the effect these have on opportunities. Data from the Centre for Prospective Students has shown that students from previously disadvantaged communities and groups are more likely to need and receive financial aid than white students. It is thus clear that race, ethnicity and socio-economic status interact with each other and affect the level of available opportunities for students and also determine which schools learners will be able to attend.

It is obvious that the experiences and perceptions of non-white staff and student respondents of the campus climate differ from those of the white respondents. Chapter 4 indicates various initiatives that SU is offering to address the campus climate, with the main objective being to create a welcoming environment for the entire campus community. Since diversity is increasing at SU, non-white respondents are more supportive of the recruitment of personnel and students of colour.

6.2.2 Diversity within Institutions of Higher Education

The findings of studies conducted on diversity in higher education reveal that a higher education institution that is racially and ethnically diverse has far more significant benefits for all its students, whether white or non-white. Students learn better in a diverse educational environment and are better prepared to become involved in campus activities, as well as in a democratic society. Students attend university at a significant stage of their development, defining themselves in relation to others and experimenting with different social roles before entering the working environment and other personal relationships. Based on the responses to the questionnaires, the university is the first place where some students are exposed to cultures other than their own. The setting at higher education institutions tends to be more

influential to students who come from social surroundings that are different. Intellectual stimulation will thus be encouraged if the setting for learning is more complex and diverse.

The study indicates that the pattern of racial segregation and separation, which are deeply rooted in our country's past, can be broken down through experiences of diversity. SU acknowledges this opportunity and is responding positively to the challenge.

A racially and ethnically diverse student population is also beneficial because education plays a foundational role in a democracy by preparing students for participation in a meaningful way. Students from a diverse educational background are more motivated and have the ability to participate in a progressively heterogeneous and complex environment. These students have a better understanding of multiple ideas and viewpoints. They have the ability to better handle the conflict created by such differences and are more appreciative of collective principles that connect these differences in seeking a common good.

The results presented here indicate that staff and students from previously disadvantaged groups continue to face more challenges in higher education than their white counterparts. Furthermore, the responses from the respondents suggest that different groups of non-white students might have different experiences, which make it ineffective to categorise all students of colour into one category when describing their experiences on campus. Because of the racial and cultural difficulties in South African higher education, it is difficult for undergraduate students at any institution to cope with the sacrifices they have to make to obtain their qualifications; those people administering such programmes should make themselves aware of the studies being done in that area and attempt to gather information about the experiences of students in their own programmes.

The main themes that surfaced from this study with regard to enhancing diversity at SU are:

1. Diversity is fundamental to SU's mission, vision, quality and services to students and staff members. The importance of diversity is expressed in the Mission and Vision statement, namely that it "must seek to achieve diversity amongst its students and staff".

2. Change is needed to seek more effective support for diversity. Even though the institution has many successful and innovative strategies and initiatives, it needs to stay focused on these strategies and initiatives whilst sustaining its diversity attempts.
3. Lastly, there is a need for clear, consistent and publicised data and information. In doing so, the institutional support for enhancing and promoting diversity comes to light. This will ensure that institutional leaders are being held accountable for progress in this area.

6.3 RECOMMENDATIONS

After analysing the qualitative and quantitative data, the researcher has concluded that, if Stellenbosch University wants to fully institutionalise its commitment to diversity, it must make a sustained and substantial commitment towards proactive diversity initiatives. To accomplish the aforementioned a shift is needed to move away from legal and ethnic considerations of diversity and rather focus on fully recognising the enrichment that diversity can bring to the academic environment. This would mean developing a systematic approach by promoting and sustaining diversity at the individual level, while developing and implementing strategies and initiatives to recruit and retain a more diverse student population at the various levels of study.

In the light of employing or recruiting more staff from the underrepresented population groups, there are a few activities that SU can consider to promote and recruit people from previously disadvantaged groups.

SU has already developed and implemented a clear diversity mission and strategic plan that are committed to diversity by creating a more welcoming climate. Through this commitment, the institution sends a message to students and staffs that employing and recruiting more people of colour is a necessity for institutional success.

6.3.1 Diversity Climate

The researcher recommends:

- Organising workshops during which diversity experts can present managers and administrators with findings about the benefits of being a diverse workforce;

- Facilitate group discussions between students, staff and faculty members on diversity issues to build some kind of alliance and determine the effect it has on student/staff success;
- Where possible, promote and reward departments that have made considerable efforts to increase diversity in their specific environment.

6.3.2 Selection Committee

A further recommendation in relation to staff is to educate selection committees about the institutional diversity mission statement and establish procedures through collective bargaining to search for and hire suitable candidates. This could be done through:

- Training in sound employment practices, which would include the creation of procedures to ensure fairness, consistency and adhering to legal requirements in the employment process;
- Encouraging a more diverse selection committee;
- Promoting recruitment through publications and lists that focus on underrepresented groups whilst considering other ways to coordinate recruitment between various campus departments.

6.3.3 Orientation or Induction

A last recommendation would be to focus on assisting staff members from the underrepresented groups to be successful on a personal and professional level. In support of this gesture it is recommended to:

- Develop formal induction and mentoring programmes for new employees to eradicate the culture of isolation that is faced by many of these people;
- Engage administration and fellow colleagues on the issues of excessive workloads for people from the underrepresented groups;
- Support people from the underrepresented groups in steering the promotion process. The lack of promotion is sometimes the main reason why people from the underrepresented groups decide to leave the institution.

6.3.4 Student Diversity

Based on the qualitative results from the student diversity questionnaire it is evident that SU has done much that is pleasing and workable for students. In order to retain and maintain the positive perceptions, the following are recommended to achieve increased enrolments of diverse and underrepresented undergraduate students:

- Implement pilot initiatives that have the potential to make Stellenbosch University the choice for the best-achieving high school learners from diverse and underrepresented groups. An example of such an initiative is the Registrar's mentorship programme, which aims to recruit learners with potential as early as grade 10. These learners are then coached and mentored up until Grade 12 and will eventually register as first-year students.
- Reduce the drop-out rates of admitted undergraduate students from the diverse and underrepresented groups through increased financial aid packages, and get these students involved to engage and interact in formal and informal university activities. Assess specific diversity initiatives and act on the more successful ones.

To increase the academic success of undergraduate students from the diverse and underrepresented groups:

- Identify potential barriers to the academic progress and achievement of diverse and underrepresented students, such as the lack of group work, and act on it.
- Advance the academic, social and cultural needs of diverse and underrepresented students, with special reference to first-generation and previously disadvantaged students, by using first-year experiences as platforms for continuous development and improvements.
- Enhance the advice and support systems for all students, especially for first-students and those from previously disadvantaged groups.
- Ensure broad involvement of the abovementioned students by including them in undergraduate research and other experimental learning opportunities.
- Regularly assess the effectiveness of some of the undergraduate support programmes to ensure that efforts and outcomes are aligned with goals and objectives, and create opportunities for continuous improvement.

To increase diversity and universal inclusion in the undergraduate student population:

- Continue to recruit a more diverse undergraduate student population with the goal of making SU the destination of choice for students from previously disadvantaged groups to undertake their tertiary education.
- Continue to expand transformative undergraduate educational programmes by offering more academic courses that directly address diversity and universal inclusion.
- Create a benchmark to assess how effective key student recruitment and retention initiatives are to ensure that the efforts and outcomes are aligned with goals to identify opportunities for continuous improvement.

6.3.5 Campus Diversity

Recommendations with regard to creating a more supportive and respectful campus climate that values different experiences and expectations:

- Regularly use questionnaires or focus group discussions to access students and staff feedback on the campus climate with regard to diversity.
- Create meaningful conversation and communication platforms between, and amongst, various groups to increase the understanding of varied perspectives and to learn and hear from others how they view social and economic inequities.
- Arrange more social events for staff and students that recognise the value of multiculturalism, honour diversity and promote inclusion.
- Educate and encourage the campus community to attend harassment and prejudice prevention programmes and courses to find meaningful ways to resolve conflict created by being different.

6.3.6 Institutional Infrastructure

One of the institutional goals is to create and sustain an institutional infrastructure that effectively supports progress in achieving goals, as stated in the strategic plan. In order for the institution to realise this achievement, the following are recommended:

- Encourage institutional leaders to continue to strengthen their commitment to advance the goals outlined in this plan by rewarding faculties and departments that succeed in diversifying their staff and student populations.

- Seek support from surrounding businesses and other stakeholders to support pilot and academic support initiatives and programmes.
- Continuously seek and secure government funds (such as NSFAS) that include commitment to the academic advancement of diverse and underrepresented students.

6.4 CONCLUSION

This report ends with its beginning statement, namely that diversity and inclusion are essential quality attributes of South African universities, as they are responsible for preparing students for work and citizenship in a multicultural South Africa and internationally. Ensuring equitable access to and broadening participation in higher education are essential in societies all over the world, as this empowers people, especially those who has been excluded in the past.

SU, like many other universities or colleges, is faced with significant challenges to achieving the critical goal of providing a fully diverse and inclusive campus. This report calls for Stellenbosch University to be aggressive in its thrust towards diversifying its student and staff population whilst creating a campus climate that supports such diversification.

This report also highlights potential barriers that slow down progress, yet these barriers can be overcome. The predictability of institutions becoming more diverse should motivate academic administration and support services to aggressively pursue strategies and initiatives that would assist the process for a shift in critical thinking and attitudes of entire campus community.

6.5 LIMITATIONS OF THE STUDY

This study has a few limitations. The first limitation was the low participation and response rate. The limited response rate could result in some of the findings being suspect and also limit the generalizability of the results. The low participation rate was perhaps the biggest limitation to the study.

A second limitation to this study was the time frame for data collection. The questionnaire was administered during the months of June and July – in the middle of the test and

examination schedule. If the questionnaire had been administered earlier, the respondents might have had a different opinion of the factors that influenced their everyday functioning in or out of the classroom environment. Their opinions could have been influenced by the amount of time they had between preparing for tests and exams and completing the questionnaire.

For staff participants it was also a busy period in that some were out of office doing recruitment in parts of the country. For others it was application deadlines, making it difficult for them to complete the questionnaire in time. Some of the responses from staff respondents were received after the information had been processed.

A further limitation is that this study only assessed the influence of diversity experiences on first- and second-year students. Although the first year of university tends to exert a substantial amount of influence on student outcome, if senior students had been included, a comparison could have been drawn between their responses and those of first-year students.

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Appendix A



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Appendix A: Questionnaire: Management & Project Coordinators

Thank you for taking the time to complete this questionnaire.

The Stellenbosch University needs a diverse student population to:

- Meet the diverse needs of the society and community that we serve; and
- To give effect to its mission and vision statement regarding diversity and student access.

This questionnaire will help the researcher to establish whether SU is effective in managing and implementing the current diversity strategies to achieve their desired outcomes of improving their student diversity profile.

Confidentiality

Maintaining the confidentiality of your personal information is of utmost concern. The obtained information will be held in confidence and will only be used for the purpose of fulfilling a Master's Thesis, titled: **Assessing the diversity strategies used by SU to improve their student diversity profile.**

Gathered information will not be used to identify individuals and will not be placed on your personal profile.

Should you have any questions, please contact, Ms Ubenicia Siebritz on (021) 808 9304 or via e-mail at usbritz@sun.ac.za.

Instructions

The questionnaire will take approximately five to ten minutes to complete.

All information is regarded as important and needs to be completed. Please try to answer all questions and returned the form to:

Ms Ubenicia Siebritz @ usbritz@sun.ac.za, alternatively leaves at the enquiries desk in Administration Block A, for attention Ms U. Siebritz

This questionnaire should be returned by the 10th of May 2012.

A. Personal Information

Name of participant: -----

Gender: -----Male Female

Period of employment:

Employment status:

Management	
Academic staff	
Support Staff	

Institutional Division:

Academic and student affairs	
Administration and student support services	

Which racial or ethnicity group do you primarily identify with:

B. Diversity Questionnaire relating to respondent

1. Diversity is defined as “differences amongst groups of people based on ethnicity, race, socio-economic status, gender, language, religion, sexual orientation and geographical area” (Fullerton (1998:7).

Please indicate, using the following guidelines that best describes your beliefs about each of the following statement: I have the knowledge and necessary skills to:

	Agree	Strongly agree	Disagree	Strongly disagree
Identify and address my own diversity prejudice				
Takes diversity in consideration when planning and implementing strategies or initiatives in your division				
Be fully contended when addressing students, staff on diversity issues				

2. Culture is defined by Bullivant (1993) in Banks and Banks (2005: 8) as “a group’s program for survival in and adaptation to its environment. A programme which consists of knowledge, concepts and values shared by group members though systems of communication. Culture also consists of shared beliefs, symbols and interpretations within a human group.

On the ground of this definition, please select the option that best describes your beliefs for the following statement: I possess the knowledge and necessary skills to:

	Agree	Strongly agree	Disagree	Strongly disagree
Consider culture in developing instructions				
Includes various cultural groups is discussions and decisions regarding diversity issues				
Relate to students of various cultures by using an objective approach				

3. Race is defined as “a group of people related by common descent “included in these groups is Black, Coloured, Indian and White (Human, 2005:15-16). Reading this definition, please describe your beliefs towards the following statement: I have the necessary skills and knowledge to:

	Agree	Strongly agree	Disagree	Strongly disagree
See racial diversity as an integral part of the educational system				
Understand how the culture of race affects planning and decisions making				
Treat students equally irrespective of				

race				
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4. According to *the American Heritage, New Dictionary of Cultural Literacy*, socio-economic status refers to an “individual’s or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior. Poverty, according to Encyclopedia Britannica is” the state of having little or no money, no goods and no support structures (Higher Education, 2011). How would you describe your knowledge and skills in terms of the following?

	Agree	Strongly agree	Disagree	Strongly disagree
Consider socio-economic status when giving directives				
Understand the underlying assumption of students from wealthy, middle class and generational poverty groups				
Understand the needs of the needy students				
Have a sound knowledge of how poverty can affects students learning experiences				

5. SU used to be only an Afrikaans medium institution and with the focus on English speaking students, who neither speaks Afrikaans or English has been identified as students that have limited proficiency in terms of speaking, reading, writing or listening in English, must be accommodated. Do you believe you have the necessary skills and knowledge to?

	Agree	Strongly agree	Disagree	Strongly disagree
Acknowledge linguistic diversity as an integral part of the educational system				
Recognize the exceptional needs of linguistically diverse students				
Change the medium of instruction to meet the needs of linguistically diverse students				

C. Statements about the climate on campus.

Please indicate how strongly you agree or disagree with the following statement.

Statement	Strongly agree	Fairly agree	Strongly disagree	Fairly disagree	No comment

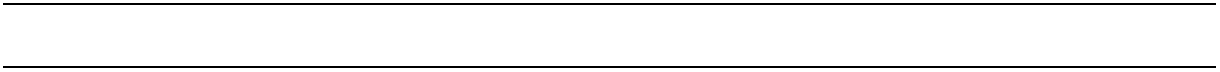
Non -white students are just as well academically prepared as white students					
SU students are accepted and respected regardless of their culture, race and ethnicity					

How would you describe the overall diversity climate on campus?

Climate	Yes	No	Sometimes	I do not know
Friendly				
Competitive				
Respectful				
Racist				
Hostile				
Passive				
impertinent				
Anti-racist				

7. What do you consider as obstacles to diversity on campus?

8. Do you have any other comments on diversity and equity?



Appendix B



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Appendix B: Student Diversity Questionnaire

Thank you for taking the time to complete this questionnaire.

The Stellenbosch University needs a diverse student population to:

- Meet the diverse needs of the society and community that we serve; and
- To give effect to its mission and vision statement regarding diversity and student access.

This questionnaire will help the researcher to establish whether SU is effective in managing and implementing the current diversity strategies to achieve their desired outcomes of improving their student diversity profile.

Confidentiality

Maintaining the confidentiality of your personal information is of utmost concern. The obtained information will be held in confidence and will only be used for the purpose of fulfilling a Master's Thesis, titled: **Assessing the diversity strategies used by SU to improve their student diversity profile.**

Gathered information will not be used to identify individuals and will not be placed on your personal profile.

Should you have any questions, please contact, Ms Ubenicia Siebritz on (021) 808 9304 or via e-mail at usbritz@sun.ac.za.

Instructions

The questionnaire will take approximately five to ten minutes to complete.

All information is regarded as important and needs to be completed. Please try to answer all questions and returned the form to:

Ms Ubenicia Siebritz @ usbritz@sun.ac.za, alternatively leaves at the enquiries desk in Administration Block A, for attention Ms U. Siebritz

This questionnaire should be returned by May 25, 2012.

Section A. Personal information

Student number: -----

Age: -----

Nationality: -----

Ethnicity group:

	Mark with an X
--	----------------

White	
Black	
Coloured	
Indian	
Other:	

Please select your province:

	Mark with an X
Free State	
Gauteng	
Limpopo	
KwaZulu-Natal	
Northern Cape	
North West	
Mpumalanga	
Eastern Cape	
Western Cape	

Which of the following factors played an important role in choosing Stellenbosch University as your place of studies?

Please number them 1-3 in order of importance:

The student life offered by Stellenbosch	
The University's academic reputation	
Influence from my parents/family	
Influence from my teachers/school	
Stellenbosch offers a specific programme that I would like to study	
Stellenbosch is close to my home	
The residence life	
The financial support (bursaries) that I have received	
The sport opportunities offered by Stellenbosch	
A representative of the University	

Where did you get the information about Stellenbosch University?

(Please number them 1 - 3 in order of importance)

Internet (University's web site)	
Electronic newsletter	
Social networks (e.g. Face book, Twitter, etc.)	
A prospectus or pamphlet of the University	
Parents/family	
Current Matie students	
Former students (Alumni)	
Teachers/school	
A representative of the University	
A schools visit by SU	
A careers exhibition	
The SU Open Day	
A visit to the campus	
A careers assessment or consultation by a psychologist	
Outreaches by the University (e.g. the Woordfees, Engineering Week, Mathematics and Science Week, information evening)	
The media (newspaper, radio or television)	

Source: SU Application form: 2012

Section B. Student understanding of diversity and access

1. Are you aware that the University has policies on equality and diversity?

Yes	
No	
Not sure	

2. Are you aware that the University has policies on cultural and racial harassment and bullying?

Yes	
No	
Not sure	

3. If your answer is yes to the above questions, are the policy easily accessible and is it user friendly:

Yes	
No	
Not Sure	

4. Are guidelines on racial or cultural discrimination widely available and accessible?

Yes	
No	
Not Sure	

5. Does the activities and facilities being offered at the university appeal to a wide range of students?

Yes	
No	
Not Sure	

6. Do students of different cultures and races mix freely in and out of classes?

Yes	
No	
Not Sure	

7. Do you think staff members who deals with diversity issues are easily accessible?

Yes	
No	
Not Sure	

8. Do you experience a general feeling of cohesion and respect at the university?

Yes	
No	
Not Sure	

9. Do you feel comfortable bringing up issues of diversity in and out of classes?

Yes	
No	
Not Sure	

Section C. Student's experiences of the institution and the services provided

1. In your experience, how would you rate the University in terms of its learning, teaching and assessment practices and support mechanisms taking into account your individual diversity needs as a student.

VG – Very Good G – Good A – Adequate P – Poor VP – Very Poor
 NE – No Experience

	VG / G	A	P / VP	NE
Course content				
Delivery of classes				
Accessibility of learning materials				
Online resources				
Group work				
Learning environment in lectures				
Learning environment in seminars/workshops				
Learning environment in practical's				
Timetabling				
Field trips/ placements				
Assessment/ exams				
Special exam/ assessment arrangements				
Support from Learning Development Unit (study skills support)				
Support from Personal Academic Advisers (PAAs)				
Changes to course times and dates				
Web learn				
Envision				
Other				

2. Should you feel that any of the learning, teaching or assessment practices listed in Question 1 creates a BARRIER to the participation of students based on culture, race/ethnicity, and religion/belief, please provide details (how and why).

3. Should you feel that any of the learning, teaching or assessment practices listed in Question 1 is a BENEFIT to the participation of students based on age, race/ethnicity, and religion/belief, please provide details (how and why).

4. Do you think that staff and students are aware of the equality and diversity needs of students?

VA – Very Aware A – Aware U – Unaware VU – Very Unaware
 DNK / NO - Do not know / no opinion

	VA / A	U / VU	DNK	NO
Teaching staff				
Undergraduate Office staff				
Library staff / IT staff				
Building reception / security				
Career, Development and Counselling Services				
Advice, Information and Funding Services				
Chaplaincy				
Other Student Services staff (SRC)				
Fellow and other students				

5. How supportive do you think staff and students listed in Question 4 are of the equality and diversity needs of students?

VS – Very Supportive S – Supportive U – Unsupportive

VU – Very Unsupportive DNK – Do Not Know NO- No opinion

	VS	S	VU	S	DNK	NO
Staff						
Students						

6. Have you ever experienced racial or cultural harassment or bullying during your time at university (including classroom/lecture times, using university services, socializing on campus) relating to your:

	Yes	No	Not Applicable
Culture			
Race/Ethnicity			
Religion/Belief			

If yes, please provide details of your experience (what happened, where, if you reported what happened and if you did not report it why).

7. Have you witnessed any racial or cultural harassment or bullying of students relating to their:

	Yes	No
Culture		
Race/Ethnicity		
Religion/Belief		

If yes, please provide details of your experience (what happened, where, if you reported what happened and if you did not report it why).

8. In your opinion, do you see the listed aspects as potential barriers to access University services or courses?

	Yes	No
Culture		
Race/Ethnicity		
Religion/Belief		

If yes, please provide detail

9. In your experience, how well do the following University services and facilities meet your individual diversity needs as a student?

VG – Very Good G – Good A- Adequate P – Poor VP – Very Poor
NE – No Experience

	VG / G	A	P / VP	NE
Application process				
Enrolment and induction				
Academic Undergrad Office				
Career, Development, Counselling and Wellbeing Services				
Advice, Information and Funding Service				
Library / General IT facilities				
Social events at the university				
Students' union / societies				
Sports clubs and facilities				
Cafes, canteens and bars				
Access into and around buildings				
General communication with the student population				
Student access to services and facilities after office hours (i.e. 08h00-16h30)				
Student Office (Student Services)				

10. Are there any BARRIERS to access the services or facilities mentioned in Question 9 based on age, race/ethnicity, and religion/belief? Next question: If yes, please provide details.

11. How much do you agree or disagree with the following statements:

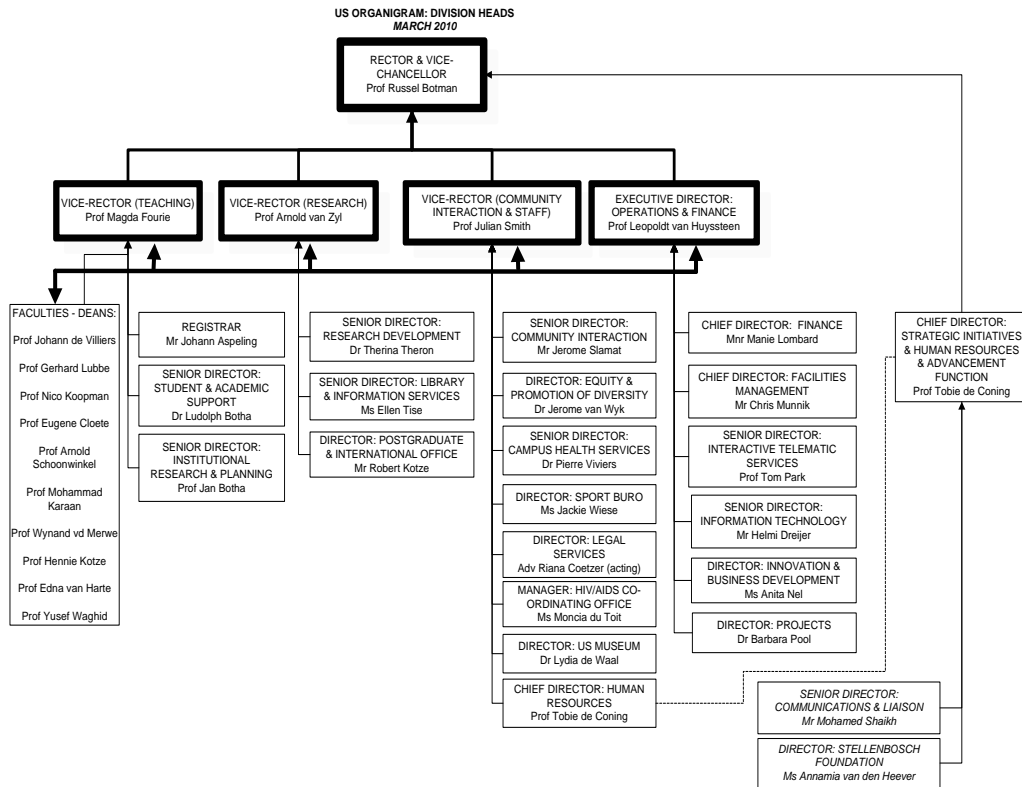
	Strongly Agree	Agree	Do not know	Disagree	Strongly disagree
A All students are equal and has the same rights					
I think judging people by race and culture is OK					
I respect other students with different races and cultures					
I can learn important things from people with different races and cultures					
I think it is important to learn about different ways of life					
I think it is important to speak up when other students makes fun of people who are different					
I am comfortable being friends with students from other races and cultures					
I think a group or team of students from various races and cultures can be					

successful					
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12. Is there anything else that you would like to add with regard to diversity at SU?

APPENDIX C

Appendix C: SU Organogram, 2010



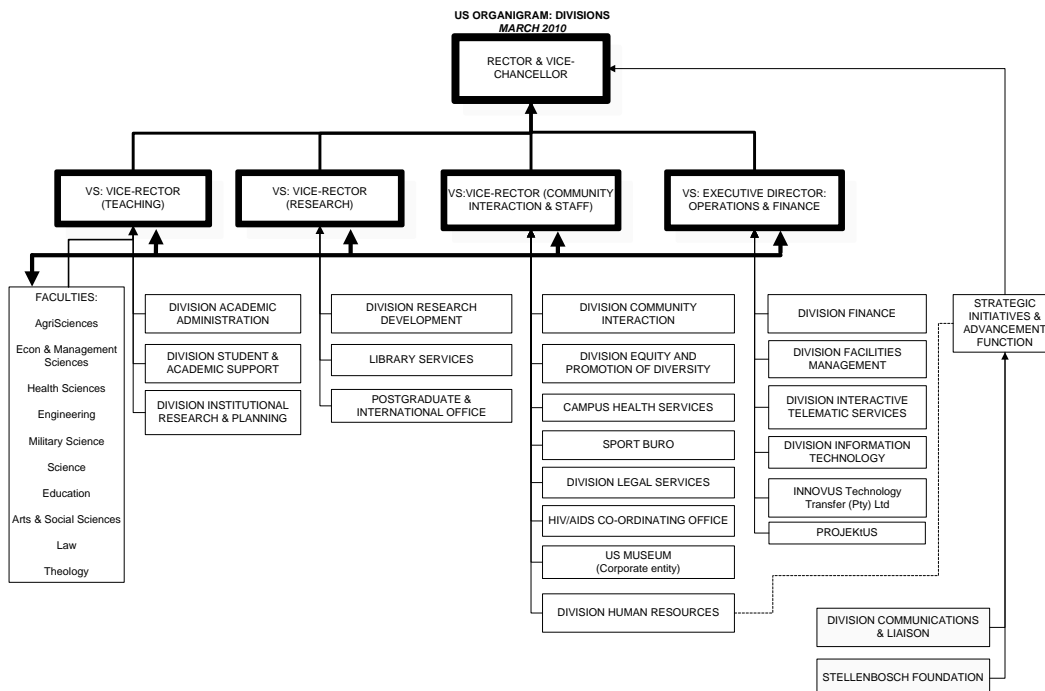


Figure 1: SU Organogram

Source: (Stellenbosch University 2011²)