CHAPTER IV: THE TRANSFORMATION PROCESS AT THE PU for CHE (1993-1999)

"Where a company is going is more important than where it is coming from. As industry boundaries get erased, corporate birth certificates won't count for much."
(Hamel & Prahalad, 1994)

4.1   Introduction

The range of changes, both social and political, contain within them a number of challenges and it is against this background that members of institutions, such as universities, technikons and colleges must discuss change. To see change as simply being change that emanates from a political process is to limit our understanding of what is going on.   Changes are not only confined to political events, they also occur in the economic, technological and information spheres. And it is here, particularly in relation to information and technology, that as we prepare for the 21st century, a major challenge will face us in catching up on the race for the development of information and technology.

At many institutions the issue of transformation is being placed squarely on the agenda. While it is clear that political events of the last seven years have created a major momentum for change, it is useful to understand that change and the challenges of change at universities have been an ongoing process. Different institutions have reacted differently to change. Perhaps the major areas of focus has been the struggle to transform the universities that were created in the apartheid framework. What must be discussed, is how the university should retain its identity as an academic institution while at the same time remaining relevant in a changing environment. This question which has been so frequently discussed, reflects what Esterhuyse (1992:25) called identity retention, in which

the university as an academic institution finds itself. It is an issue which is of particular relevance to South African universities and which incidentally has an important bearing on the emphasis on standards, which has arisen in South Africa.

The question is not whether a university participates in these changes or not, or whether a university is going to take the new realities into account. Such a choice depends outside the scope of the university – the question is rather how a university should respond to these challenges. It will be pointed out, towards the end of this chapter that there were two parallel processes that unfolded in this institution since 1993. That is, the development of a transformation process (mindset) and the process of dealing with substantial issues.

However, it shall also be realised how resistance of some of the stakeholders in this process acted as a catalyst towards the development of a transformation process.
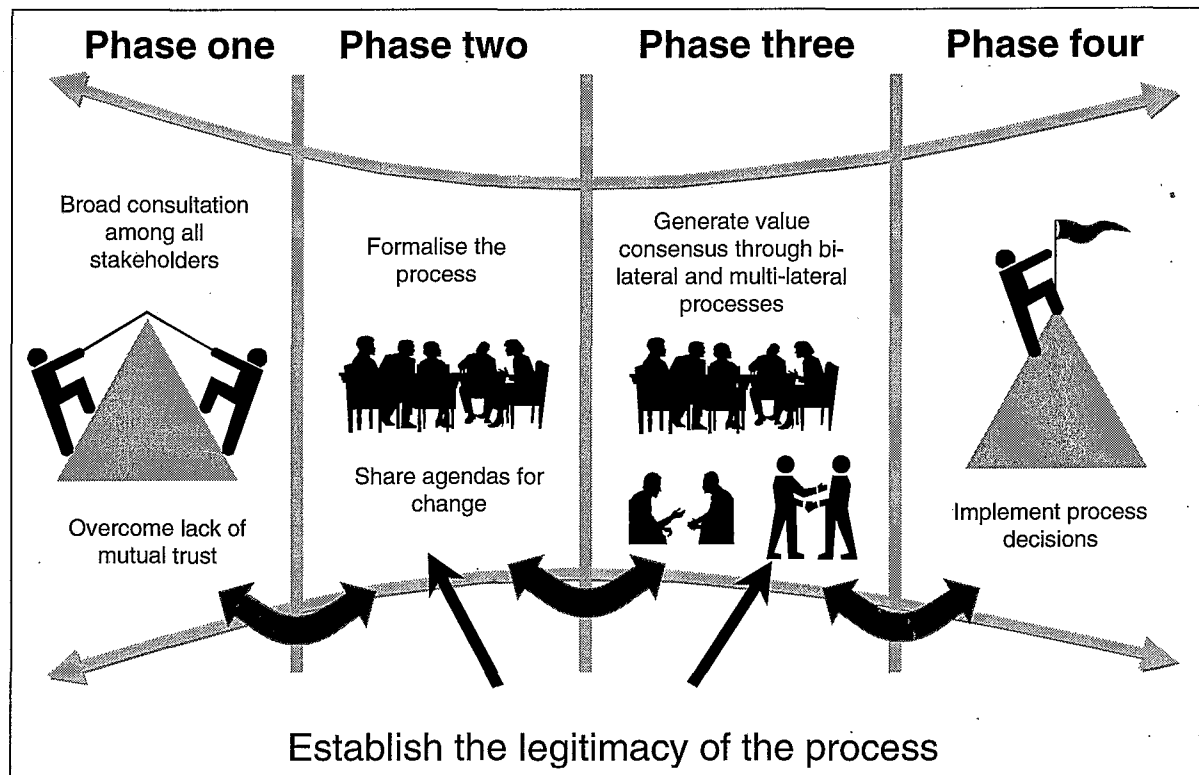
Milestones on the road of change, as they occurred in the course of the past six years and also during the first months of this year, 1999, will be discussed. Towards the end of 1994 the form of the process began to assume a final shape and the mode of approach was almost finalised. An important frame of reference was national transformation which occurred in South Africa (See figure 4).

The process of transformation design can be analysed in five distinct phases since 1992/93 up until the constituting of the Institutional Forum in July 1999. These phases were:
- .The preparatory phase.
- The PUK Forum of 25 March 1995.
- Designing the process by the Transformation Steering Committee.
- The Transformation Summit of 21 September 1996.
- Implementing the Institutional Forum.

Figure 5: Phases in the transformation process at the PU vir CHO

| Phase one | Phase two | Phase three | Phase four |

Broad consultation among all stakeholders

Formalise the process

Generate value consensus through bi-lateral and multi-lateral processes

Share agendas for change

Overcome lack of mutual trust

Implement process decisions

Establish the legitimacy of the process

(Venter, 1995)

This chapter will therefore add to the theoretical approach of transformation. It will not only outline a chronology of dates, but it will also provide an analysis of crucial events in the transformation process.

4.2 The preparatory phase

The context of the transformation process at the PU vir CHO involved a number of developments before the actual process started. In a report (Venter, 1995) that was prepared for the rector the following strategic moves were identified:

- The establishment of an informal strategic planning forum in 1978 under the leadership of the previous Rector, Professor Tjaart van der Walt. The group consisted of senior managers of academic and other sectors of the University as well as Members of Council, known as the Nooitgedacht Strategic Planning Group.

- The formulation of a long-term Development Plan (1989-2005), submitted to the Department of National Education for Universities and Technikons.
- Further refinements of the Development Plan in 1991 in the formulation of the vision and mission statement of the University.
- The first of a series of discussions (1992) between the Rector and community representatives under the leadership of Mr. Satish Roopa and facilitated by Mr. Theo Venter.
- The investigation in 1993/94 of the influence of the new constitution on the Private Act and Statutes of the PU vir CHO, resulting in the research report presented to Council, entitled: **"Die regsposisie van die PU vir CHO in 'n nuwe grondwetlike bedeling, met 'n vergelykende studie na die posisie van universiteite in enkele ander lande."**

These initiatives were mainly based on a top-down approach, although many internal members of the University gave inputs into the process. However, it did not include the broader participation that would have been desirable for the strategic thinking of the University.

4.2.1 Preparatory working groups

During 1992/93 university staff (UDUSA) members and students formed transformation discussion or preparatory groups to discuss the future of the university and used concepts such as PUK Forum and PUK Future Discussion. These groups had no formal status on campus.

4.2.2 Involvement of the local community

During the same period informal discussions between the Rector and local community ("civics") took place facilitated by Mr. Satish Roopa and Mr. Theo Venter. These meetings had no formal status, but took place to explore views, to register and to socialise. At least four such meetings took place (Venter, 1995).

4.2.3 The first PUK Forum (1993)

A Forum was organised under the auspices of the Senate Committee for Reformative Science with Professor Willie Esterhuyse (Esterhuyse, 1992) as the guest speaker on 17 March 1993 (Potgieter, 1999). This forum explored the national and international context in which the University had to operate in future. The result was that a clear awareness was created that the University must undertake an ongoing account of the manner in which it defines itself as a University and determine its place regionally, nationally and internationally. It was a resolution of this forum that the annual birthday of the University, i.e. 17 March, be used for future PUK Forums (personal interviews with Prof. PJJS Potgieter, 1999).

4.2.4 The second PUK Forum (1994)

The theme of this forum centred around "the right of existence of the PUK (Potchefstroom University) as a Christian university in a post-apartheid era. Mr. Franklin Sonn, Rector of the Peninsula Technikon, was invited as a guest speaker. It was concluded in this forum that *the 1993 Interim Constitution (section 32(c)) made provision for educational institutions to define themselves according to a religious principle without discrimination on a racial basis.*

It was also the realisation of this forum that the constitutional right that is granted in section 32 (c) should be defined accurately and comprehensively by all interested parties of the PUK in such a way that other important requirements (e.g. accessibility, affirmative action, control) are not frustrated.

4.2.5 Protest by students (1994)

Black students on campus also contributed to the process with two memoranda to the management committee. The second of the two memoranda was handed to the then vice-rector, Prof. Stef Coetzee by African Students demanding inter alia:

- establishment of a transformation forum that will oversee the process of transforming and democratising the University structures, e.g. the Council and Senate, and

- making recommendations regarding the adoption of a bilingual policy and to facilitate the implementation of affirmative action in all departments.

In reply of the memoranda, the rector proposed that *"...we undertake to initiate a transparent negotiation process on how to address a process and to view your requests"* (Potgieter, 1999). On the Vaal Triangle campus of the University, the administration and students were already in a process of dealing with the composition of the SRC since 1994.

4.2.6 The Council's commitment to change (15 September 1994)

The broader involvement of all the stakeholders of the PU for CHE started formally when the Council of the University decided on the above-mentioned date that the University must continue the process of strategic repositioning in the light of changes on tertiary level. The decision enabled the Management Committee to embark on an inclusive and consultative process in which other stakeholders be involved to enhance the ownership of the process (PU for CHE: 1994). The decision of Council to embark on a process was actually just a reflection of a number of events that all contributed to the decision. In its outline of its strategic determination of position of the PU for CHE, the Council determined five aspects of precedence with a view to change, namely, *the tertiary system of education in South Africa; accessibility; finance; control and quality.* The Council authorised the management committee of the University to continue with the transformational process and instructed that the process be transparent and inclusive and involve all interested parties of the University.

4.2.7 Task team planning meeting (September 1994)

During September 1994 a workshop was arranged by the task team to design the parameters of a process and invited to this meeting were Prof. S.F. Coetzee,

P.J.J.S. Potgieter, L.D. Coetzee, Dr. T. Eloff and Mr. T.P. Venter. The other member of the task team, Joe Modise could not attend. The workshop was arranged following a letter of Prof. Potgieter to Council on the need to explore a process of change and transformation and the subsequent decision by Council on 15 September 1994 (Potgieter, 1999). According to both Potgieter (1999) and Venter (1999h) this was the most important planning meeting of the preparatory phase. It was during this workshop that the stakeholders were identified, the concerns of management were discussed, the demands of students were tabled and a way forward was developed.

4.2.8 Discussion with the Potchefstroom Civic Association

To put much more emphasis on the necessity of change at the PUK, a meeting of nine delegates, including the civic association, the African Nation Congress Youth League (ANCYL), African Natinal Congress (ANC), South African Democratic Teachers' Union (SADTU), deliberated with the Vice-Rector, Prof. Stef Coetzee, Prof. PJJS Potgieter (Dean of Student affairs) and Mr. Theo Venter on the following issues:

- restructuring of the governance at the University
- restructuring of academic departments/faculties
- language policy
- student admission
- Kagiso Trust/funding problems

4.2.9 The third meeting of the PUK Forum (September 1994)

The theme of the discussion was: *"The necessity of and arrangements for a transformational process".* At the end of the forum the rector called on staff and students to participate in a transparent and comprehensive process of consultation concerning the future of the University. A task group was nominated to plan an applicable transformation process, time-table and central issues.

4.2.10 Fourth meeting of the PUK Forum (October 1994)

This meeting was organised in order *to plan a design of the transformational process.* It was decided in this meeting to commence with an inclusive process aimed at the creation of a shared value foundation for addressing central issues concerning the change. It was also decided that during this process decision-making take place according to the principles of consensus. A task team was elected consisting of Prof S.F. Coetzee, Mr. Theo Venter and Mr. Joe Modise. They were mandated to arrange further meetings and to explore the design of a process (PU for CHE, 1994b).

4.2.11   Fifth meeting of the PUK Forum (November 1994)

This particular meeting was organised in order *to continue with plans for the transformational process.* It was in this meeting that the resolution was taken to change the name of the Forum and call it Forum PUK 2000. The internal and external stakeholders and the issues concerning transformation were determined. Four task groups, representative of all interested parties on the campus were nominated to formulate proposals to be discussed by the Forum PUK 2000.

A time-table up to June 1995 was agreed upon and the Co-ordinating Committee got the mandate to convene a meeting of the Forum PUK 2000 for 25 March 1995, so that the proposals of the task groups could be discussed and to do the rounding off of the first contributions of the Forum with a view to be considered by the Council meeting of 26 April 1995.

4.2.12 PUK Forum (17 March 1995)

The focus this meeting was: *"Re-orientation of universities: the role of the PU for CHE in the development of the country.* This topic was divided into three sections:

i.   *International view:* Drs. Harry Brinkman, Chairman of the Management Committee of the Vrije University, Amsterdam.

ii.   Conclusion drawn from this item was that on the one hand universities still enjoy the status of independent institutions and should do everything in their ability to retain this.   On the other hand they are also responsible towards the government and the community. *Re-orientation of university structures* is essential with regard to the addressing of new relationships of universities towards government and society.

iii.   *The requirements of technological development and competitiveness:* Dr. Chris Garbers, former president of the HSRC and member of the National Commission on Higher Education.

iv.   The realisation was made that Universities are facing enormous international challenges as a result of the eradication of boundaries and the *information technology.* Universities which do not comply with the requirements of the new technological era run the risk to become increasingly irrelevant concerning all the functions typically belonging to universities.

v.   *Universities within the framework of the Reconstruction and Development programme:* Prof. Jakes Gerwel, Office of the State President.

vi.   A conclusion was also drawn that in the new South Africa universities can make a key contribution to the Reconstruction and Development Programme.   Involvement with *development issues* of the country is essential. High level expertise should be applied to especially research and education, so as contribution can be made to the solution of the basic problems of poverty and illiteracy which constricts so many South Africans.

The broader involvement of all stakeholders of the university started formally when the Council of the University decided on 15 September 1994 that the University must continue the process of strategic repositioning in the light of changes on tertiary level. The decision enabled the Management Committee to

embark on an inclusive and consultative process in which other stakeholders could be involved to enhance the ownership of the process.

4.3   The foundation of the process

For the sake of progress and to show commitment to the process, four working groups at the Potchefstroom Campus and two (which later integrated to one) at the Vaal Triangle Campus of the PU for CHE, were mandated to explore issues of concern to be tabled for discussions at the 25 March 1995 PUK 2000 Forum. These issues were prioritised by the working groups as discussion documents for the PUK 2000 Forum. The following table summarises the issues discussed by the different working groups.

Potchefstroom campus	Vaal Triangle campus
Character and vision	Vision, mission and character
Governance	The composition of the University Council
Language policy	Language policy
Accessibility	Governance at the Vaal Triangle Campus
Financial policy	Financial policy

4.3.1 The Watuni[2] Working Group

The Watuni Forum, as with the PUK 2000 Forum, was an outcome of the different PUK Forums which took place since 1993 at the PU vir CHO. As a

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[2] The Watuni Forum got its name from the "**Water University**" since the Vaal Triangle campus is situated on the banks of the Vaal River.

result of the unique character and structure of the Vaal Triangle Campus of the PU for CHE, the necessity arose to create a forum for discussion. During December 1994, the Rector Prof CJ Reinecke and Mr. Theo Venter (process facilitator) visited the Vaal Triangle Campus and explained in general the proposed process. During this assembly, it was decided that Mr. Venter would be the facilitator/chairperson for the meetings planned for 1995 (personal interviews with Mr. T.P. Venter, 1999h).

The PUK Forum as mentioned before, was used since 1993 by the process structure on a regular basis, but also provided for the Watuni Forum at the Vaal Triangle Campus as an independent contribution to the PUK 2000 process. Representatives of both the Watuni Forum and the PUK Forum formed a Co-ordinating Committee to co-ordinate discussions of the two campuses. Final decision-making of the process was up to the Watuni Forum, and that is why it was open to all stakeholders like the local community, provincial government, other forums and donors.

Two working groups were assigned out of 15 – 20 members which represented a cross section of the campus and being guided by the facilitator. Both these working groups in the Vaal Triangle discussed the same issues, evaluate them and try to develop consensus around them. The results of these discussions by the working groups were submitted to the Co-ordinating Committee, who after approval were submitted to the Watuni Forum for acceptance. The recommendations of the Forum were submitted to University Council for their approval, implementation and/or introspection.

The following five issues were discussed during the period February – March 1995 and made available to the Council meeting of April 1995:
- Vision, mission and character
- Language policy
- Financial policy
- Structure of management at the Vaal Triangle

- Structuring of the Council of the University

4.3.2 The PUK 2000 Forum[3]

Arrangements for the PUK 2000 Forum started late in 1994 and continued early in 1995. Following the inputs from the different working groups, an agenda was compiled for the Forum as a plenary session of the process. The chairman of the PUK 2000 Forum was an independent facilitator, Dr. Theuns Eloff, (Manager from the Business Foundation). The PUK 2000 Forum proceeded on 25 March 1995, with participation of all internal stakeholders of the University, except NEHAWU due to the wage dispute with the University. The following external groups attended the forum:

- Provincial government: Mr. Satish Roopa (then MEC for Safety and Security, North West) as observer.
- Local government and local community: Dr. Ebrahim Sooliman.
- Alumni.
- Members of the University Council
- Business Community

4.3.3 Proceedings at the PUK 2000 Forum

The agenda for the forum was compiled from the priorities and viewpoints developed by the 4 working groups (as indicated earlier) at the Potchefstroom campus and the working group from the Vaal Triangle campus. These were:

After wide and intense discussion, it was agreed that the issue of governance and legitimacy of the process were the most burning issues and it was thus agreed that:

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[3] It was decided that the annual discussion forum under the auspices of the Senate Committee for Reformative Science would be referred to as the "PUK Forum" and that the transformation process be referred to as the PUK 2000 Forum.

- a task team on governance would meet independent of the forum to discuss the governance issue
- the Forum would proceed, discussing the agenda mentioned above. The status of this discussion would be to be informative, in anticipation of the advice of the task team (PU for CHE, 1995a).

4.3.4 The task team on Governance

After long deliberation by the task team, the following proposals were presented to the Forum and were accepted as a consensus decision (PUK 2000, 1995a):

Proposal 1: It was recommended to Council that it should expand its membership within the framework of the current legislation in order to afford communities that have been excluded, access to the governance of the University.

Proposal 2: That a Steering Committee be appointed by this Forum and instructed to ensure continuation of the inclusive process of discussion and to provide the Council with legitimate advice regarding the restructuring of the governance of the University before the end of May 1995. Communities were to be given the opportunity to submit names of candidates, with motivation and with their CV's, for appointment in Council to the steering committee. At least one of the candidates must be from the Vaal Triangle.

The PUK 2000 Forum furthermore agreed to (PUK 2000, 1995a):

- The establishment of a Steering Committee with a task as outlined in proposal 2.
- PUK 2000 will be the final decision-making body which will forward proposals, developed by the Steering Committee, to the Council of the University

4.4 Designing the process by the Transformation Steering Committee

The PUK 2000 Forum also decided to appoint a Steering Committee of approximately 30 representatives, representing academic staff, students, support staff, external stakeholders and management. Prof. PJJS Potgieter was appointed convenor and Mr. Theo Venter requested to act as facilitator/process consultant to the Steering Committee (PUK 2000, 1995a).

The Steering Committee were given the following tasks:
- To constitute itself and to elect its own chairperson.
- To provide for the continuation of the process and to arrange future forums.
- To engage in setting up structures to ensure the execution of the proposal on the University Council.
- To review the documentation that served on the Forum during its sessions and to re-submit at a later stage.
- To ensure that the Forum remains inclusive.

4.4.1 The Transformation Steering Committee

On the 5 April 1995, a letter was sent to Nehawu by the Steering Committee after their first committee meeting of 30 March 1995 inviting them to join the Steering Committee. It was during this period that an evaluation process (review of the process) was undertaken through a form of a questionnaire in order to test the acceptance level of this process. The results of this questionnaire reflected a high level of acceptance as well as a need to continue the process. It was decided then that the process was legitimate and acceptable, inclusive and that the PUK 2000 must endeavour to reflect other communities.

4.4.2 The Declaration of Intent: 30 May 1995

The Transformation Steering Committee accepted the following declaration of intent (PUK 2000, 1995d):

We, participants in the Forum PUK 2000, commit ourselves to address the changes at the University in a consultative and urgent way and in compliance with the nature and character of the University. PUK 2000 can be described as a consultative and value-generating process which has to reinvestigate, on the most profound level, the role, function and structures of the University, with the changing local and international environment in mind; and on the basis of representativeness, inclusivity, accessibility and transparency. This process must enable decision-making at the University to meet the future pro-actively and strategically prepared, but it has to, where necessary, facilitate basic changes at the University.

We acknowledge the Forum PUK 2000 as a lawful forum to address the adjustments/changes at the University, and we commit ourselves to the promotion of the inclusivity and legitimacy of the Forum.

We also commit ourselves to approach the process of planned change in an inclusive way, and to keep this process transparent. We acknowledge the right of each individual to state his or her viewpoint and to differ from each other but to respect differences and work constructively and with tolerance. In view of the above-mentioned, decision-making will occur on the basis of consensus.

We acknowledge that this process is a PUK process in which all stakeholders may participate; and where necessary, external stakeholders should also be granted a share.

4.4.3 Deadlock in the process

Two issues contributed to the first serious deadlock in the PUK 2000 process. The first was a failed bosberaad held at Nooitgedacht from 11-13 May 1995 as an effort to concretise the PUK 2000 Forum mandate. It was also agreed that the bosberaad be ended due to a lack of inclusivity, that the process to nominate a member of Council for internal instances be continued, and that the executive committee be asked to get the process going again, not making compromise without the knowledge of the Steering Committee. Black students and non-statutory bodies accused the Steering Committee and University management of not taking the transformation process serious.

The second was a protest procession was organised by SASCO and PASO on the 1 June 1995. The procession complied with the requirements of the local authority and took place peacefully. A memorandum of requests/demands was delivered to the then vice-rector, Prof. Stef Coetzee, who agreed as a matter of urgency to attend to it. He emphasised, however, that negotiation was the only way to solve problems and that a transformational process was by then under way to address the exact issues that underpinned the students' demands.

The demands cited by students were:

- Bilingual medium of instruction
- An end to the institutionalisation of Christianity
- A review of the orientation programme
- The provision for rechecking and remarking of exam scripts
- The Central Student Council give way to the transitional SRC
- University adopt affirmative action policy in its employment and admission policies
- PUK 2000 Forum and the University Council be restructured that there be racial balance
- Fundamental human rights be protected
- Student organisations have access to University facilities
- A moratorium on merit bursaries until there is a bilingual medium of instruction

- Recruitment procedures be reviewed
- Safety of students be guaranteed

4.4.4 Intervention by the North West MEC for Education

A meeting between the former MEC for Education, Ms. Mamokoena Gaoretelelwe, senior members of her department, Prof. CJ Reinecke (rector and vice-chancellor), Prof. PJJS Potgieter (student dean), Prof. Annette L. Combrink (Deputy Dean, Faculty of Arts) and student representatives was arranged. This was motivated by lack of confidence in university management by the students and the failure of the Nooitgedacht bosberaad (Potgieter, 1999).

The main part of the discussion revolved around the position of the University and the process of transformation. The most important conclusions were as follows:

i.   Universities are acknowledged as national assets, but their regional involvement is considered as exceptionally important. A spirit of co-operation between the PU vir CHO and the province should thus be cultivated. The Rector invited the MEC and members of the Department of Education to visit the University on 5 July 1995, with a view to be better acquainted with the University and the respective programmes which are offered at the University, and also especially with regard to support of development in the region.

ii.   While the statutory character of the University is articulated, particular sensitivity must be exercised with regard to possible discriminating aspects of this character. The University has to pay particular attention to issues like the language policy, so that the service which it supplies to its respective communities not be compromised, and that non-Afrikaans speaking individuals not be wronged in the process.

iii. There was a desire among all parties that the transformation process should continue. The use of a neutral facilitator in the process of negotiation and discussion was recommended.

iv. The request of the MEC with regard to mediate between the dissatisfied group (students and other) and the University was accepted.

It was also agreed that there should be a discussion on the status, structures as well as the rules that should be applied. The issue of the Student Council's new Constitution should be prioritised. This meeting concluded that the transformation process should be so inclusive and reflective of the North West Province.

4.5 Restructuring the process: The Transformation Summit

The purpose of the Summit meeting was to identify problems and stumbling blocks preventing certain stakeholders to participate in the transformation process in the existing transformation structures. Those stumbling blocks had to be removed and a framework of principles established in which the transformation process could move forward. Contributions made in advance by the stakeholders revealed four problems areas:

- structure, representation and powers of the transformation process
- principles of and commitment of role players to the process
- burning issues
- capacity building and empowerment

These four problem areas were referred to four sub-committees during the Summit meeting. The full meeting deliberated their proposals.

4.5.1 Resolutions of the Summit Meeting: The BTF

The existing Transformation Steering Committee will be transformed into the Broad Transformation Forum (BTF). This entails that, apart from the management and co-ordination of the process, the BTF will also serve a substantial negotiation function. Recommendations of the Transformation Working Groups must be evaluated by the BTF, and if necessary, be modified before they are presented to Council or Senate as the advice of the transformation process. However, the BTF would not reject or change a proposal of a transformation working group without first discussing the matter with the working group concerned.

The following stakeholders were to be represented in the BTF by the number of representatives indicated:

- Management 1
- Academic Staff 5
- Students 5
- Supporting Staff 3 (one each from PUPV, Nehawu & Meshawu)
- Alumni 2
- Local Community 2 (appointed by City Council)

It was agreed that the designation by the role players of representatives in the BTF will have to take place in the spirit of a search for a better balance with regard to race and gender (greater representation for historically disadvantaged communities).

The BTF may make resolutions that will be presented to Council or Senate as transformation advice. The BTF is aware that Council and Senate are not bound by the advice of the BTF, but present it in the expectation that Council and Senate will not reject the advice before consultation with the BTF.

With this in mind the BTF will develop a code of conduct in which the basic principles for participation in the process will be determined as well as a method for dealing with deadlocks.

The BTF will make resolutions on the grounds of "maximum consensus in the light of a spirit of creative solutions". Should consensus not be reached, procedures for the handling of deadlocks will be followed.

The BTF must develop a Framework Agreement (not a Declaration of Intent) in which the principles and basic rules of the process are defined and which is signed by all role-players to confirm their commitment to the process

The principles that have to be incorporated into the Agreement were listed but were not discussed or approved by the Summit. Although these principles do not have the status of resolutions, they were listed for record:
- openness and inclusivity
- transparency
- financial and administrative empowerment of the process
- decision-making by consensus
- continuity of representation and participation in the process
- a code of conduct to which all role-players are committed

Role-players who don't act in accordance with the Framework Agreement and who do not attend scheduled meetings, have to be disciplined. Arrangements in this regard have to be incorporated in the code of conduct. This should also include a deadlock-breaking mechanism.

The Transformation Working Group for management must appoint a task group to give attention to affirmative appointments in the executive committee. The Working Group for Management should also give immediate attention to student governance. The possibility of affecting a joint decision-making body to manage

student matters until a new constitution for organised student life is accepted should be looked into.

It was also decided to establish a transformation office independent of the Dean of Student Affairs' office. The function of this office should be to make information available to interested parties on the transformation process and to support the transformation process administratively:

- For further planning and execution this matter was referred to the BTF
- Role-players should be empowered by:
    - having access to all information and documentation which might be necessary to take part in the transformation process;
    - having access to the infrastructure of the University, and
    - providing training in negotiation skills.

4.5.2 The structure of the BTF

One of the major breakthroughs of the Summit was the adoption of a structure for the BTF (also adopted by the Watuni Transformation Committee). The Summit resolved the matter that Council be accepted as the final word on governance at higher institutions, but did so on the understanding that advise coming from the BTF would be handled with utmost sensitivity. (Venter, 1999h). The structure of the BTF was structured in four important tiers (See figure 6):

- The highest level would be Council through the interaction of the management committee;
- The Broad Transformation Forum as a plenary session, sitting once or twice per year;
- The Transformation Committee as the executive committee of the BTF, sitting regularly; and
- The working groups as technical, but well represented working groups of the transformation committee.

Figure 6: The structure of the BTF

Transformasiewerkgroepe / *Transformation Working Groups*
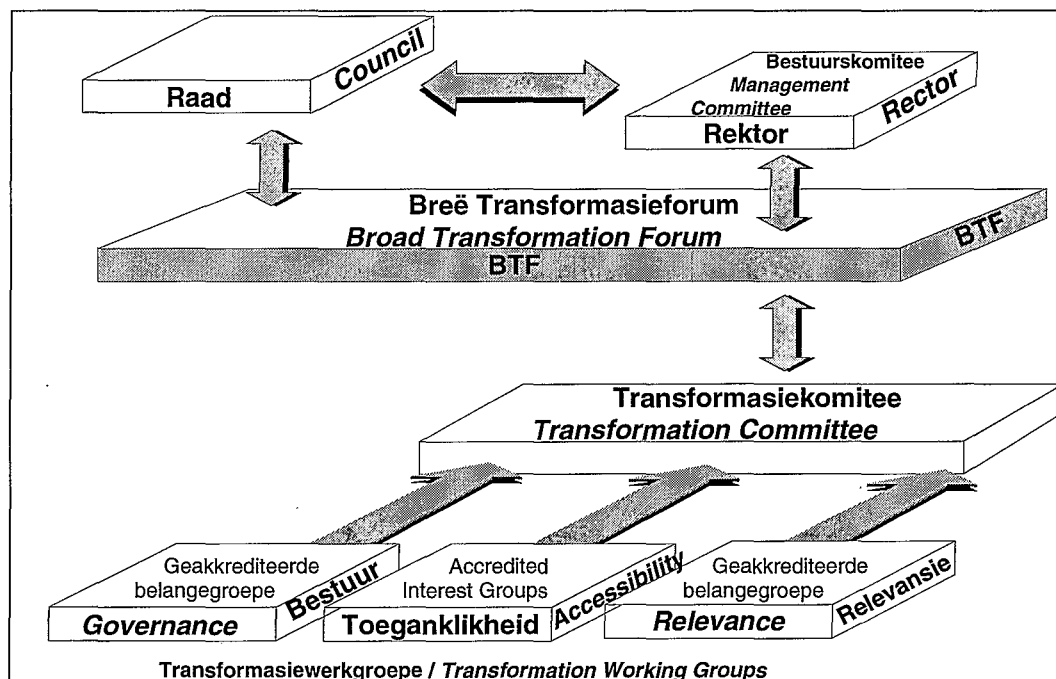
4.6   The constituting of the Institutional Forum

Following the inputs of both the BTF and the WTC to the new Statute of the PU for CHE, different stakeholders were invited to nominate candidates for the Institutional Forum (IF). The first meeting of the IF in terms of the new Statute of the PU for CHE was held on 28 July 1999. It was chaired by the registrar until Mr. TP Venter was elected the first chairperson of the Forum (IF, 1999a). In terms of the Statute he was also nominated to represent the IF on the Council of the PU for CHE (IF, 1999c).

Focusing on the progress made thus far at the Potchefstroom University for CHE, certain judgements can be made pertaining the process: By forming the Broad Transformation Forum and the Watuni Forum, the objectives in this institution was to consider whatever concerns members of the University community, to put forward and consider how the University can facilitate its further and ongoing

transformation so as to achieve its established goals of providing tertiary education and of using its resources in order to meet the needs of all South Africans in a post-apartheid society. The relevance of this judgement will be realised in Chapter V when addressing substantive matters that were dealt with by these forums.

While the Working Groups did not see the BTF and Watuni Forum as executive structures replacing Senate and Council, they believed that as the most representative structures of the University, embodying both the University community and outside structures, BTF and Watuni should have the following powers:

i.   Agreements within BTF and Watuni should be reached through a process of negotiation, consultation and consensus. When and if differences arise within BTF and Watuni, members of BTF and Watuni who represent constituencies shall take this differences back to their constituencies to obtain a mandate

ii.   Once decisions have been reached in BTF and Watuni with which all members and constituencies agree, these decision shall be binding on all members and constituencies.

iii.   Once decisions have been reached in BTF and Watuni with which all members and constituencies agree, the responsibility for their implementation within an agreed time-frame rests with the Council in consultation with the BTF and Watuni.

The following principles underlined the composition of the mentioned forums:

- inclusivity and representivity.
- representation of all major constituencies in the University community.
- the inclusion of the historically disadvantaged groups.
- the provision of the representation of University staff who are not members of any organisation.
- the right of all members of the University community to be heard, so that where certain constituencies, groups or organisations have not been given

representation (and have direct interest in the future of the University), they nevertheless may make representations.

These were the bases on which the two forums operated taking into consideration that one also cannot rule out the fact that there might have been manipulation of a sort during this process. Nevertheless, it shows that there was commitment in these University to transform.

4.7 Conclusion

"Transformation-guided planning requires looking around the curvature of the earth to foresee futures that we cannot foretell with precision. Institutions need not begin a revolution, but rather adjust existing processes and initiatives toward transformation." Dolence & Norris (1995:3)

The development of transformation processes at this University can be described as a reaction to external forces. Although persons in universities often attribute change to relatively local and personal events, transformation in universities usually comes from the impact of external forces. In their failure to institute changes prior to such impact, and in their slowness in responding to external pressures, universities reflect the phenomenon of resistance to change (which was explained broadly in Chapter II and III) by individuals and organisations.

To describe this resistance to change on individuals, Watson (1972) cited by Nordvall (1982:5) lists sources that contribute to stability in personality: *homeostasis* (reverting to complacency as a basic psychological characteristic), habit (responding in the accustomed way), *primacy* (persevering in a response that was initially successful), *selective perception and retention, dependence* (incorporating attitudes and values of those upon whom we were originally

dependent), *superego* (serving tradition as an agent in the personality structure), *self-distrust, and insecurity and regression*. This elements are also having an impact in most, if not all, South African universities including the PU for CHE.

This shows that resistance is likely if the change is a threat to basic security, not understood, or imposed upon those affected. That is why in this University there was a problem of, at a certain stage, getting participation of all stakeholders. It was a painful, time consuming and sometimes a frustrating situation to some of participants.