‘Why mouth all the pieties?’: Black and women academic’s revelations about discourses of ‘transformation’ at an historically white South African institution

‘WHY MOUTH ALL THE PIETIES?’:
BLACK AND WOMEN ACADEMIC’S
REVELATIONS ABOUT
DISCOURSES OF ‘TRANSFORMATION’
AT AN HISTORICALLY WHITE
SOUTH AFRICAN INSTITUTION

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Paper presented at ‘The changing shape of higher education: Can excellence and inclusion cohabit?’,
Society for Research in Higher Education International Conference, 5-7 Dec 2018, Newport, Wales, UK.
Cutting across the notions of transformation prevalent in South African HEIs is an Enlightenment narrative aimed at

the development of an inclusive narrative of progress and equality in mind: one that can facilitate the fundamental reconstitution and re-expression of the role of the university in wider society; as well as contributing to the reconfiguration of an economy based on the goals of social justice, democracy and human solidarity

TRANSFORMATION IN
SOUTH AFRICAN UNIVERSITIES

reparation  compliance  relevance
evolution  psychological  context
social  review  mission

From a comprehensive review of
the Integrated Transformation Plans (ITPs) of South African HEIs
Study participants:
Black and/or women academics who were positioned in nationalist discourses as contributing
to the intellectual and academic decolonisation, de-racialisation and de-gendering of the inherited intellectual spaces of South Africa’s universities, and more generally, to re-orienting universities to serve, in accordance with their social purposes, new constitutional, economic and social needs and development challenges (Higher Education of South Africa 2011, p. 11).
Figure 1. The notions of transformation most prevalently espoused and those most experienced in practice.
Figure 2. Relation between participants’ experiences of transformation in a historically white institution.
A process of making amendments. It is about bringing about radical changes in ourselves and advocating change to structural defects and dehumanising systems for the betterment of higher education whereby it is possible to build a culture of mutual respect, trust, co-operation, tolerance and humaneness.
To provide opportunities for an excellent teaching and learning experience that is contextually responsive to the challenges of globalisation and of a society in transition.
Transformation as a change that takes place between individuals and where historical power relations are fundamentally altered and equalised.
A process of meeting set objectives. Transformation is fundamental and purposeful advancement towards specified goals - individual, collective, cultural and institutional.
Transformation as a process of becoming useful in and to society at large. It is a multifaceted and integrated process by which the university continuously renews itself in an ongoing effort to complement national development and societal goals.
An inevitable (involuntary) process of change. It is an ongoing process and not an event or an end in itself. It is a journey that requires courage, tolerance, fairness, and equity and the willingness and courage to ask the difficult questions.
‘PSYCHOLOGICAL’

Change that takes place in individuals. It refers to the change process that takes place in people. It involves the promotion of moral, ethical and social values as well as the enhancement of moral regeneration.

reparation context social mission relevance evolution psychological review compliance

espoused practiced both

not practiced
'REVIEW'

Evaluating existing conditions

practiced

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both

not practiced
‘COMPLIANCE’

Transformation as a response to constitutional and legal requirements.
Functionalism

Conflict Theory
REFERENCES


