

# CIRCoRe Committee

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Photo by Stefan Els



# The Khampepe CIRCoRe Response situated in SU's history of transformation

- SU's history of 150 years
- Transformation periodisation at SU:
  - ❖ 1990s – avoid transformation
  - ❖ 2000 to 2014 – transformation meets resistance
  - ❖ 2015 to 2023 – institutional transformation
- Commissions, Investigations, Reports from 2000 to 2023
- A Journey of Ambivalence

# The Khampepe Report's Finding and Recommendations

- Formidable Transformation apparatus; impressive theoretical strides
- Implement! Simplify! Align! (ISA!!!)
- Structural improvement to various units of the University, including the Equality Unit and the Transformation Office
- Educational and Training interventions for students and staff
- The development and adoption of a Transformation Charter
- Structural improvements to the functioning of the Transformation operations/units
- The introduction of a compulsory, core curriculum offering for all students
- Improving collaboration between key university players and bodies
- Clarifying student disciplinary procedures
- Addressing the student experience
- Improving the welcoming experience for students and staff
- Improving the University's implementation of its multilingual language policy
- Streamlining operational/matrix functioning of the institution

# The normative parameters of the Khampepe CIRCoRe process

- CIRCoRe responds to racist behaviour and exclusionary institutional culture which prevents SU from being a welcoming and inclusive campus for all its staff and students
- Informed by the values enshrined in our Constitution: dignity, healing, justice, freedom
- Generate a welcome, inclusive and co-owned institutional culture

# Conceptual underpinnings

- Dismantling the vestiges of discrimination / privilege in all the spaces, operations and practices of the institution
- Confronting the depth of exclusionary practices
- Generating new norms, structures policies, behaviour/practices
- Judith Chapman's stages organisation Reframing model:
  1. Unsettle ossified practices,
  2. Develop new information/perspectives,
  3. Develop new frames,
  4. Implement new decisions, structures, policies, practices
- The Stages are recursive and based on inclusive Persuasion
- Margaret Archer's morphogenesis: leverage
  1. Structure,
  2. Culture,
  3. Practices/Agency

# The conceptual and normative commitments of the Khampepe Response process

- The Rector and Rectorate own and lead the Khampepe Response process
- The Report's analysis, findings and recommendations about racism on campus and its links with other markers of exclusion such as class, gender, sexual orientation, differently abled are at the centre of the Response
- The Response's emphasis is on attaining a Constitutional rights and values dispensation and establishing a human rights oriented campus
- The Response is based on inviting inclusive dialogue and participation that emphasise co-ownership
- Develops proposals for implementation to establish the university as a home for all students and staff
- Unlock the university's societal public/common good role with respect to SU's Vision 2040's future-focused, Africa-centred identity.
- Knowledge, Science and Learning is at heart of the Response

# Terms of reference for a 2-year process to develop and implement SU's response to the Khampepe Report

- Based on processing the Khampepe Report's Analysis, Findings, Recommendations
- The structure of the Implementation Response process:
  - Led by Rector and Vice-Rector-SITP (secundus)
  - Coordinating Office
  - Five workstreams
  - 2 year process based on a short, medium and long-term implementation approach
  - Reporting frequently to the Rectorate, Senate, Council, IF, ITC, Faculties, Student Structures, GMM and other relevant structures
  - Organic and co-ownership dialogue and participation across campus feeding into workstream implementation development processes

# Strategic transformational approach

- Horizontal Participation via site-based dialogue, issue-based dialogue, academic dialogue on specific themes that feed into workstream processes
- Based on an on going concerted leadership thrust to advance Transformation
- CIRCoRe processes feed implementation recommendations directly to Rectorate who will operationalise them via matrix operational simplification, alignment and implementation
- Phased organisational transformational approach: immediate, short-term, medium and long term
- Dialogue with local community, stakeholders, partners, higher education community to garner buy-in
- Monitoring and evaluation
- Communications and messaging key



# Committee for the Institutional Response to the Commission's Recommendations (CIRCoRe)

- Joined-up, streamlined and phased implementation approach,
- Draw on the immediacy and effectiveness of the University's Covid response via the Institutional Committee for Business Continuity (ICBC)
- Based on transformational organisational change: aligning micro, meso and macro structures and processes,
- knowledge – informed transformation
- Inclusive co-ownership

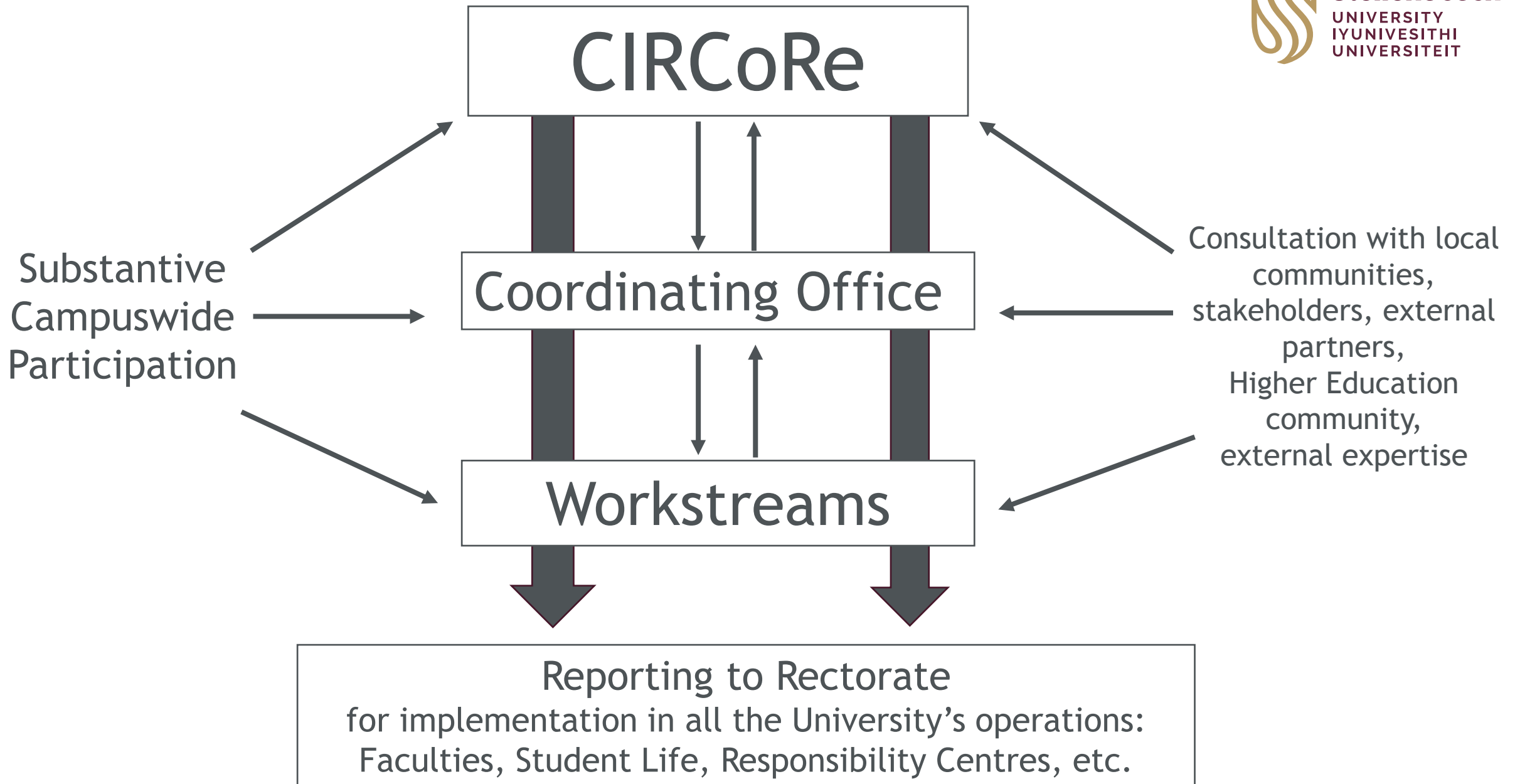
## CIRCoRe

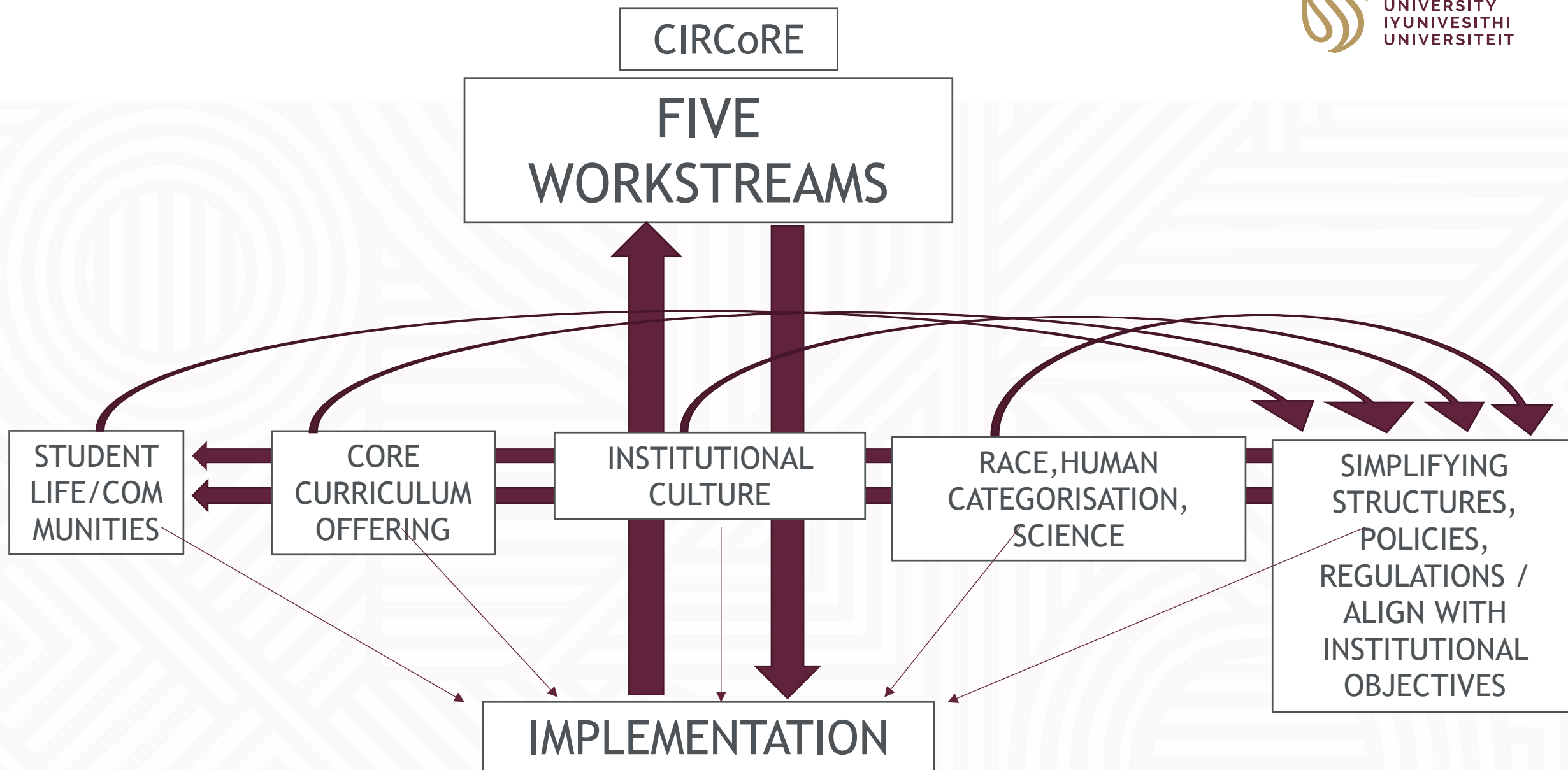
- Led by Rector and Rectorate
- 15 person committee, plus chairs of the workstreams
- Lead, Coordinate, Monitor, Implement
- Report – back to Rectorate, Senate, IF, Council, etc
- Infrastructure and Budget

## Five Workstreams – produce proposals for implementation

- 1) Student Life/Communities
- 2) Compulsory core curriculum offering embedded in processes of Curriculum, Teaching and Learning Renewal
- 3) Institutional Culture
- 4) Race, Human Categorisation, and Science
- 5) Simplifying and Aligning University Structures, Policies and Regulations with Transformation

Rectorate Committee  
Process







Thank you  
Enkosi  
Dankie



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