20-YEAR REVIEW
OVERVIEW

The higher education system in South Africa is shaped and understood according to many different narratives – the story of higher education globally, and the fundamental changes it has undergone, its own particular history and legacy told from many perspectives, and the deliberate steering of the system through the application of policy drivers to reach particular goals. Intricately interwoven with the society in which it is embedded, the higher education sector in South Africa today is as much a creature of its past as it is a creature of the sustained effort, through policy, legislation and institutional restructuring, to redirect and transform it. Just as important to the narrative of South African higher education, however, are the responses of the system and the institutions to forces of economics, social change, and changes in the substantive heart of higher education, that is, the knowledge that it preserves, produces, cherishes, disseminates and that is fundamental to its very identity.
THIS CHAPTER DISCUSSES:

• What is the university?
• International trends (including globalisation, ICT, massification, private HE)
• South African context
• Policy
• Funding
• Quality assurance and related matters
• Planning
• Mergers
• Transformation
• New post-school landscape
HEADCOUNT BY RACE

1994

- 212,030 African
- 27,476 Coloured
- 34,010 Indian
- 221,832 White
- 495,348 Total
HEADCOUNT BY RACE

2004

- **African**: 453,640
- **Coloured**: 46,090
- **Indian**: 54,315
- **White**: 188,687
- **Total**: 744,489
HEADCOUNT BY RACE

2013

- African: 689,503
- Coloured: 61,034
- Indian: 53,787
- White: 171,927
- Total: 983,698
HEADCOUNT BY GENDER

1994

Women: 224,230
Men: 271,118
Total: 495,348
HEADCOUNT BY GENDER

2004

- Women: 403,462
- Men: 341,022
- Total: 744,489
HEADCOUNT BY GENDER

2013

573,698 Women
409,988 Men
983,698 Total
PRIVATE HIGHER EDUCATION INSTITUTIONS

STUDENTS (ESTIMATED HEADCOUNT)

1995: 150,000
2013: 40,004
INSTITUTIONS

323 estimated

2000  2013

125

Council on Higher Education
THIS CHAPTER RAISES THE FOLLOWING CHALLENGES

• Growth vs throughput - how to improve throughput?
• Academic staffing
• The cost of higher education – funding for universities and students
• Governance challenges
REGULATION, QUALITY ASSURANCE AND PRIVATE HIGHER EDUCATION
THIS CHAPTER DISCUSSES

- Policy history (NCHE, White Papers, HE Act, National Plan)
- How regulations were used to restructure HE
- Private HE
- Mergers & colleges
- CHE role, NQF, QCs, and HEQSF
- Unintended consequences of policy
- ‘Negotiated self-regulation’ as way forward (e.g. enrollment planning)
MANAGEMENT AND GOVERNANCE
THIS CHAPTER DISCUSSES

• Nature of different periods of governance
• Co-operative governance
• Institutional autonomy & academic freedom
• Audit
• Assessors and Administration (institutional crises)
• Mergers
• Managerialism - state and institutional level
• A post-managerial model for HE
ASSESSORS AND ADMINISTRATORS

1994 TO 2004

Assessors
Administrators
4 institutions had assessors in both periods, 2 had administrators in both periods.
THIS CHAPTER RAISES THE FOLLOWING CHALLENGES

• Continued disadvantaged institutions
• Governance challenges
• Transformation slow
• Excessive reporting
TEACHING AND LEARNING
THIS CHAPTER DISCUSSES

• Teaching and learning within social justice agenda
• Continued disparities in participation rate by race, even more in throughout rates
• Contact and distance education
• Impact of mergers and differentiation on T&L
• NQF, HEQSF and QA
• T&L development initiatives – Institutional, extended curricula, TDG, QEP, HELTASA
• ICT
• Language
COHORT ANALYSIS

• Accumulative throughput comparison of 2006 and 2008 cohorts finishing
  • within regulation time
  • up to n+2 years
  • for 3-year diplomas, 3-year degrees, 4-year degrees
  • and weighted national rate (excluding UNISA)
THIS CHAPTER IDENTIFIES THE FOLLOWING CHALLENGES

• Throughout unacceptably low
• Need to develop TVET nationally
• Scholarship of HE teaching and learning needs to be developed
RESEARCH
THIS CHAPTER DISCUSSES

• The knowledge economy, NSI and relationships with industry and civil society
• Investments by DHET & DST
• Research productivity
• Impact of mergers and differentiation
• Research ethics
• Collaboration
• Open access & digital library
• Rankings
• Humanities
• Doctoral graduates & different forms of doctoral study
RESEARCH OUTPUT

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
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<tbody>
<tr>
<td>2004</td>
<td>6,660.24</td>
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<tr>
<td>2008</td>
<td>8,353.36</td>
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<tr>
<td>2012</td>
<td>12,363.81</td>
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</table>
PHD GRADUATES

1994: 737
2004: 1103
2013: 2051
NRF CENTRES OF EXCELLENCE
NRF RATED RESEARCHERS
THIS CHAPTER IDENTIFIES THE FOLLOWING CHALLENGES

- Access to scholarly literature & cyber research
- Transformation
- Academics need to be developed as researchers and teacher
- Competition vs cooperation
- Number of postgraduates
- Quality research vs quantity
COMMUNITY ENGAGEMENT
THIS CHAPTER DISCUSSES

- The engaged university
- The value of community engagement
- Policy environment
- Changing understanding of CE in 2 phases
SURVEYS OF HEIs (2013/14)

• 26% consider commitment to, and experience with, community engagement in hiring academic staff;
• 57% have integrated criteria related to community engagement into performance review systems for academic staff;
• 42% and 47% institutions provide awards to recognise outstanding contributions to community engagement for staff and students respectively;
• 31% have established initiatives aimed at building the capacity of staff in relation to community engagement; and
• 47% institutions periodically organise institutional colloquia to promote awareness about community engagement within the institution.
THIS CHAPTER IDENTIFIES THE FOLLOWING CHALLENGES

• Assessing quality of CE
• Funding for CE
• Policy environment for CE
• Incentives for CE
ACADEMIC STAFFING
THIS CHAPTER DISCUSSES

• The changing nature of the profession
• What makes academia attractive?
• Salaries
• Transformation
• Growth in enrolments (30%) vs permanent academic staff (13%)
STUDENTS TO PERMANENT ACADEMICS
STUDENTS TO PERMANENT ACADEMICS

2004

744,489

15,448

Students
Permanent Academics
STUDENTS TO PERMANENT ACADEMICS

2013

983,698

17,858

- Students
- Permanent Academics
PERMANENT ACADEMICS BY RACE

1994

- African
- Coloured
- Indian
- White
PERMANENT ACADEMICS BY RACE

2013

- African
- Coloured
- Indian
- White
PERMANENT ACADEMICS BY GENDER

1994

- Women: 4,105
- Men: 8,747
- Total: 12,852
PERMANENT ACADEMICS BY GENDER

2004

Women: 6,344
Men: 9,104
Total: 15,448
PERMANENT ACADEMICS BY GENDER

2013

8,056 Women
9,782 Men
17,838 Total
THIS CHAPTER IDENTIFIES THE FOLLOWING CHALLENGES

• Low number of graduating PhDs
• Need for supervisors
• Transformation of the sector
• Myth of infinite elasticity
• Developing capacity in both research & teaching
FUNDING
THIS CHAPTER DISCUSSES

• Key factors affecting current funding including massification, new funding formula and mergers
• NSFAS & size of grants
• Funding amounts – earmarked, block, NSFAS
• Scenarios looking forward over the next 10 years:
SCENARIOS

1. Assumes constant share of GDP & increased enrolment based on secondary school leavers (unsustainable);
2. Within funding envelope but only 0.98% growth in enrolments;
3. Increase % of GDP & increase GER & cost saving measures (possible 3% growth)
UNIVERSITY FUNDING: REAL & NOMINAL TERMS

Chart showing the increase in university funding from 2008/09 to 2013/14 in both nominal and real terms. The graph indicates a steady increase in both categories, with the real term line starting lower and consistently growing at a faster rate compared to the nominal term line.
AVERAGE FULL COST OF STUDY

- 2007: 35,806
- 2010: 47,101
- 2013: 60,710
THIS CHAPTER IDENTIFIES THE FOLLOWING CHALLENGES

• NSFAS allocations
• Overall funding too low to grow system as per NDP
• 3 scenarios