



# Our universities in turmoil & reflections from school

Rector Connect - 9 November 2016

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ST STITHIANS  
COLLEGE

# Opening Comments from the Rector

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- The language we use:
  - our universities,
  - our lecturers,
  - our students
- The quality and reputation of our schools are currently closely tied to quality and reputation of our universities
- The university conflict is at one level a microcosm of South African society, at another about access to the elite



# Opening Comments from the Rector

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- Understanding the funding crisis
- Where does decision-making responsibility lie for new university funding models?
- The role and scope of the Commission on University Funding?
- What are the major sources of funding for universities?  
What percentages?



## Opening Comments from the Rector (cont.)

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- Trends in university enrolment: rationale and implications; future plans and projections
- The life stories of students and the costs of university education
- Structures and practices that exclude rather than include



## Opening Comments from the Rector (cont.)

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- University as a place of rational discourse and not as a place of physical violence.
- Decolonising SA universities in a global world – implications and trade-offs
- The assumptions and world-views of curricula are not value-neutral
- What does the post-colonial curriculum look like?





## Opening Comments from the Rector (cont.)

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- To what extent will wealthy families export their children to overseas universities?
- To what extent will top academics emigrate?



## Opening Comments from the Rector (cont.)

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- Are the universities going to complete the 2016 academic year?
- What is at stake for students enrolling as first years in 2017?





# Welcome

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**Professor Andrew Crouch**  
*(Deputy Vice Chancellor – Academic)*  
**University of the Witwatersrand**

UNIVERSITY OF THE  
WITWATERSRAND,  
JOHANNESBURG



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# Holding up a mirror to St Stithians

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- Inspiring Excellence as a transforming South African school
- Reflecting on and changing assumptions and practices that exclude, oppress
- Transformation and diversity questions, dialogues, tensions, resolutions



# Holding up a mirror to St Stithians

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- Scrutinising our curriculum, rules and traditions through a decolonisation lens
- Appreciating that knowledge and assumptions are not value-neutral



# Discussion

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