



# Higher Education Transformation Network

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For Immediate Release

## PRESS RELEASE: HETN WELCOMES MINISTERIAL TASK TEAM REPORT BY MOSOMA ET AL ON RECRUITMENT, RETENTION & PROGRESSION OF BLACK SA ACADEMIA

The Higher Education Transformation Network (HETN) hereby welcomes the findings by the “**Ministerial Task Team Report on the Recruitment, Retention and Progression of Black South African Academics**” appointed by Minister Ndzimande.

We welcome the findings of the Ministerial Task Team Report led by **Prof David Mosoma; Dr Bulumko Msengana; Dr Thandi Mgwebi; Prof.Sarah Mosoetsa and Prof Ahmed Bawaby.**

We welcome the following recommendations by the Ministerial Task Team that:-

1. Achievable targets should be set for equitable proportionate enrolment of black South Africans in postgraduate programmes with State steering mechanisms towards attainment of enrolment targets.
2. Postgraduate student funding to be enhanced to attract high-achieving black & female South African students with financial packages to respond to challenges that constrain black & female students from progressing to Doctoral / Post-Doctoral programmes & into academia.
3. Sustained attention to be paid to improving Undergraduate & Postgraduate student success to create a bigger pool of Postgraduates & Postgraduates who can be considered for academic positions.
4. Universities should ensure greater numbers of African & Female South African Masters & Doctoral graduates.
5. Universities must develop & implement staff transformation plans that have specific time-bound targets regarding recruitment & progression of black SA academics to be consolidated into a National Staff Transformation Plan for SA Universities to be overseen by Transformation Oversight Committee.

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Directors: SR. Legoabe; S. Kopung; ML. Seolonyane (Executive); L. Tlou; T. Phendla; DT. Molea; S. Malinga; R.Ramatshosa

6. National strategies to prioritise support for Doctoral studies for female, African & coloured academics to achieve National Development Plan (NDP) 2030 goal of 75% academic staff at universities holding doctoral degrees with a focus on HDI's & Universities of Technology
7. Support programmes to be made available to address specific needs of new & first-generation SA academics through formal mentoring & career advancement plans.
8. Concerted effort to be made to identify new & early-career SA academics to be assisted to complete Doctoral studies in an agreed period.
9. Workload models that enable early-career academics to develop as Teachers & Researchers must be implemented to ensure early-career academics are able to participate in Research teams.
10. Universities should ensure that performance appraisal systems & promotion criteria are understood & implemented in a consistent & transparent manner with differentiated performance across range of academic functions.
11. Universities to tackle institutional & individual workplace racism & sexism & adverse institutional cultures in direct & visible ways including penalising perpetrators to build institutional cultures that embrace diversity, anti-racism & anti-sexism. University leadership & management to lead & receive training where needed.
12. A system-wide appraisal of the conditions of service of Lecturers and Junior Lecturers, including levels of remuneration across the university system, must be undertaken, with a view to improving conditions of service where necessary so that the best young South African graduates can be attracted to an academic career.
13. Qualitative & Quantitative transformation Indicators to be developed for application across HE sector with national & institutional strategies towards attainment of Indicators with consistent monitoring & evaluation by Transformation Oversight Committee.
14. Universities to critically review existing policies to ensure that recruitment, retention & progression of black SA academics are explicitly addressed in primary policies & implemented consistently by institutions with progress towards attainment of equity targets built into performance agreements of senior management.
15. DHET & DoL to jointly review extent of employment equity compliance by universities & DHET to address non-compliance.
16. Mandate of Transformation Oversight Committee (TOC) to be expanded & resourced to deliver on mandate & implement above recommendations
17. National Research Foundation (NRF)'s rating system & funding model to be reviewed in line with national priorities & transformation agenda of South Africa to build capacity by HBU's & black SA academia in science, technology & innovation & be monitored by Transformation Oversight Committee
18. Sufficient human and financial resources should be allocated to support initiatives designed to strengthen and transform the postgraduate pipeline and the academic staffing profile at universities.
19. DHET to closely with universities to align academic staff capacity development initiatives & enable funding for continuous support of postgraduate students & Academics across academic career pipeline. Strong monitoring & evaluation by DHET to evaluate impact of existing capacity development programmes at national and institutional levels.

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## 20. DHET to work closely with Department of Labour (DoL), Employment Equity Commission (EEC) & Commission for Gender Equity (CGE) to ensure that universities implement transformation plans.

It is clear from the findings of the Ministerial Task Team report that more needs to be done by Vice-Chancellors, University Councils, Council for Higher Education (CHE) and Universities SA to prioritize transformation in the sector.

We welcome the new powers to be allocated to the Transformation Oversight Committee (TOC) & are emboldened by the findings of the report to continue our campaign of strong Employment Equity Act (EEA) compliance litigation to enforce sector compliance.

We call on all roleplayers to prioritize the interests of the Republic of South Africa first. Ends

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### About the Higher Education Transformation Network (HETN):-

The Higher Education Transformation Network (HETN) is an independent network of alumni and graduates from various higher education and further educational institutions across South Africa committed to the process of transformation of higher education to increase equitable and access to education, skills and learning to eliminate of socio-economic disparities.

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