

**A Critical Discourse Analysis of Nelson Mandela University's
Facebook Page: A case of transformational communication**

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In accordance with Rule G4.6.3, I hereby declare that the above-mentioned thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

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ABSTRACT

The South African Department of Higher Education and Training (DHET) calls for all Higher Education Institutions (HEIs) to develop, execute and establish strategies for achieving transformed racial truths - inside and outside the classroom. In HEIs, the social media platform, and most particularly, Facebook, is increasingly being used as a platform to critically and rigorously engage students and universities. The study presents Facebook as a social media platform that can contribute towards the transformation agenda. To illustrate this, the Nelson Mandela University was used as a single case study. Using a qualitative research approach, Critical Discourse Analysis (CDA) was used to analyse the Facebook posts that were shared by the university in 2015. This was done in consideration of the national Higher Education transformation themes, the university's Vision 2020 strategic goals, as well as the university's values. It was found that the institution partially uses the platform to address transformation. In addition to this, it was found that race representation for posts relating to excellence, student recruitment and protests reinforce race-based stereotypes. To address the gaps, the study recommends that the university includes posts that enhance engagement, race literacy, and race representation. The study contributes to the developing literature on the use of social media towards race transformation in South African HEIs.

Keywords: Transformation, Facebook, Higher Education, Critical Discourse Analysis

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LIST OF ACRONYMS

ANC	African National Congress
CDA	Critical Discourse Analysis
CENCE	Centre for Continuing Education
CHE	Council on Higher Education
CRT	Critical Race Theory
DHET	Department of Higher Education and Training
HBI	Historically Black Institution
HBU	Historically Black University
HEIs	Higher Education Institutions
HWI	Historically White Institution
HWU	Historically White University
NMMU	Nelson Mandela Metropolitan University
NSFAS	National Student Financial Aid Scheme
NWG	National Working Group
PET	Port Elizabeth Technikon
SRC	Student Representative Council
UCGH	University of Cape of Good Hope
UCT	University of Cape Town
UNISA	University of South Africa
UPE	University of Port Elizabeth

CHAPTER ONE: ORIENTATION TO THE STUDY

“First comes thought; then organization of that thought, into ideas and plans; then transformation of those plans into reality.” (Napoleon Hill)

Chapter	Chapter contents	Link to research objectives	Link to Research Questions
Chapter 1	Introduction		
	Background information, purpose of study, research objectives, research questions, problem statement, significance of the study, assumptions, and limitations		
Chapter 2	<p>Transformation <i>(Literature review)</i></p> <p>Overview of Higher Education pre- and post-1994</p> <p>Requirements for transformation in Higher Education</p> <p>Transformation themes</p>	<p>Objective I. To identify the elements required for transformational communication.</p>	<p>Research question 1. What are the requirements for transformational communication?</p>
Chapter 3	<p>Case Study Nelson Mandela University</p>	<p>Objective II. To identify the target audience of the Nelson Mandela University Facebook page posts.</p>	<p>Question II. Which stakeholders does Nelson Mandela University engage with on Facebook?</p>
Chapter 4	<p>Corporate Communication <i>(Literature review)</i></p>		
Chapter 5	Research Methodology		
	Introduction, research design, research instruments, data collection and analysis, limitations, ethics as well as the conclusion,		
Chapter 6	Findings and Analysis	<p>Objective III. To determine how Nelson Mandela University’s Facebook page contributes to stakeholder communication regarding the university’s Vision 2020 transformation agenda.</p>	<p>Question III. How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?</p>
Chapter 7	<p>Conclusion Summary, conclusions and recommendations, limitations and future research,</p>		

1.1 CONTEXT

The South African higher education landscape has been presented with the introduction of policies that are designed to enhance teaching, learning, and engagement (Mafofo, 2015; Msila, 2007; Toni, 2009). As part of the policies presented by the Department of Higher Education and Training, the need for interdisciplinary innovations – that can constructively and positively contribute to the national transformation agenda – has attracted more attention in recent years (Barry, 2013; Van Dijk, 2006; Wodak, 2009).

According to the Merriam Webster Dictionary (2016), transformation refers to - “an act, process, or instance of transforming or being transformed”. Gass (2011) refers to transformation as “an approach and a methodology for individual, organisational and social change that is profound, deep, radical, and sustainable.” From the two definitions, it is clear that transformation requires time and effort. For effective transformation efforts, the participants in the process need to expand their existing frame-of-reference, in order to adapt new perspectives and to embrace new ways of thinking and acting (Mezirow, 2001).

Transformation in the South African context refers to changes that address issues of idiosyncratic, historical and race-based imbalances that can be attributed to the apartheid era (Govinder, Zondo & Makgoba, 2013). Under apartheid, societal divisions were enforced through race-based divisions in the schooling system (Mafofo, 2015; Msila, 2007; Tlebere, 2016; Toni, 2009).

While apartheid education preserved the master-servant relations between black and white students (Msila, 2007; Nkoane & Lavia, 2012), Bantu Education restricted the development of the learner; and it did so, by distorting school knowledge.

To address the imbalances caused by apartheid, demographic and systemic changes are required (Mafofo, 2015). The transformation agenda in South African Higher Education Institutions (HEIs) began with the introduction of policies and discussion documents, such as the Policy Framework for Higher Education Transformation (1996); the White Paper 3 (1997), Higher Education Act 101 (1997), and the NPHE (2001) (Toni, 2009).

Although these documents are specific in what is envisaged for the higher education system, the pace of transformation has been painfully slow (Soudien et al, 2008; Toni, 2009); and students voiced their frustration in 2015 through the #RhodesMustFall and #FeesMustFall physical protests on campuses and online social movement (Moloi, Makgoba & Miruka, 2017).

To contribute to addressing transformation, the collaboration of creative ideas must be communicated to the relevant stakeholders (Akoojee & Nkomo, 2007; Costandius, Rosochacki & Le Roux, 2014; McLoughlin & Lee, 2008). The public relations discipline highlights the need for communication to be strategic in nature, which refers to using the most appropriate channels and procedures to communicate effectively with the key stakeholders (Kent & Taylor, 2002). Social media can be used as a platform for collaboration and information exchange (Van Dijck, 2013); and HEIs have shown interest in utilising social media tools to communicate with their stakeholders (Mergel, Hall & Hall, 2012; Selwyn, 2009; Tess, 2013; Visser, 2012).

In contextualising social media as a tool within the communication space, Gika and Grant (2013) explain the social aspect of the term, as an indicator for its use in social spaces for entertainment and professional reasons. Tlebere (2016) further explains the media aspect as an indicator for the method and space where the interaction that takes place. He explains it as interactions that occur in social and digital networks, as well as digital devices. Meredith (2012), as well as Michaelidou, Siamagka, and Christodoulides (2011), have proposed that organisations can use social media to engage with their stakeholders.

Kaplan and Haenlein (2010) and Katajisto (2010) explain the use of social media by the various organisations through categorising social media platforms. While they agree on all the categories; an additional category of add-ons has been added by Katajisto (2010) in Table 1.1.

Table 1.1. Social Media Categories

Kaplan and Haenlein (2010)	Katajisto (2010)	Applications
-	Add-ons	-
Blogs	Content creation and publishing	Blogs, wikis, and podcasts
Collaborative projects	Collaborative producing	Wikipedia, Social bookmarking, and Delicious
Content communities	Content sharing	YouTube, Flickr, Wikipedia, and Slideshare
Virtual-game world/ virtual-social worlds	Virtual Worlds	Second life, World of Warcraft, Aion, Eve Online, and Habbo Hotel

Source: Tlebere (2016)

According to Monnonen and Runonen (2008), social media tools are suitable for social and professional communication purposes as the tools provide flexible design, creative reuse, and user-centred content; a rich user interface; collaborative content-creation possibilities; social networks of people with common interests; and a method to gather collective intelligence.

There are hundreds of social media tools (Hanna & Rohm, 2011); and in South Africa, the number of Facebook users is increasing (Finance24, 2017). In 2008, 13 642 South African Facebook users were recorded (Bosch, 2008; Stutzman, 2008); and this grew to 16 million users in 2017 (Finance24, 2017).

Facebook provides an opportunity for universities to engage with their stakeholders (Peruta & Shields, 2017; Sashi, 2012; Paine, 2011). In the HE sector, students tend to use Facebook for socialising, networking and organising purposes (Tlebere, 2016) while institutions use it to distribute information, network, and offer support services (Hrastinski & Dennen, 2012). There have been several studies on the use of Facebook by HEIs to communicate and engage with stakeholders, but using social media to

communicate transformation in HEIs could be explored further, which leads to the rationale of the study.

1.2 RATIONALE

The 2015 #RhodesMustFall and #FeesMustFall student movements (Dictionary, 2016) points to the urgency of the need for transformation in the South African HEI sector (Moloi et al, 2017). Using social media tools can aid in communicating the transformation agenda of an institution and encourage engagement with key stakeholders.

For the purpose of this study, the Facebook page of Nelson Mandela University (<https://www.facebook.com/MandelaUni/>), a comprehensive institution, which offers general-formative, vocational and career-oriented qualifications across six campuses located in the Eastern and Western Cape, will be analysed as a strategic communication tool for transformation (Office for Institutional Planning, 2015).

The university was formed by mergers which took place in two phases: first, the incorporation of Vista PE into University of Port Elizabeth (UPE) in January 2004; and secondly; the merger between Port Elizabeth Technikon (PET) and UPE in January 2005 (Mohamed, 2008; Visser, 2012). In 2017, the institution was renamed to Nelson Mandela University.

Transformation at the university is guided by Vision2020; an Institutional Strategic Planning Process Framework developed through consultations with key stakeholders, to identify institutional goals and implementation strategies to aid in the collaborative implementation of the vision (Mandela, 2010). The Vision 2020 document highlights the need for equal opportunities to be afforded to all races and accounts for the development of commonalities beyond race and gender (Toni, 2009). Vision2020 also includes the national call for transformation through social justice and the transformation of academia (Office for Institutional Planning, 2015). The Vision 2020 strategic goals regarding transformation seek to:

- (a) Establish a supportive and affirming institutional culture.
- (b) Adopt and nurture an ethic of care and compassion across the institution.

(c) Embrace and reflect reciprocal and nurturing engagement with internal and external communities.

(d) Foster a culture of reflective practice, excellence, innovation and sustainability.

Facebook is currently used by institutions and student movements such as #FeesMustFall (<https://www.facebook.com/nmmufmf/>) to communicate with target audiences. Nelson Mandela University's Facebook Page can also be used to communicate the institution's transformation agenda to its stakeholders, which leads to the purpose of the study.

1.3 PURPOSE

The purpose of this study is to determine how Nelson Mandela University is using Facebook to communicate transformation to its stakeholders.

To fulfil the purpose of the study, the following research objectives were developed.

1.4 RESEARCH OBJECTIVES

The objectives of the study are as follows:

- I. To identify the elements required for transformational communication.
- II. To identify the target audience of the Nelson Mandela University Facebook page posts.
- III. To determine how Nelson Mandela University's Facebook page contributes to stakeholder communication regarding the university's Vision 2020 transformation agenda.

To meet the research objectives, the following research questions were developed.

1.5 RESEARCH QUESTIONS

The research questions are as follows:

- I. What are the requirements for transformational communication?
- II. Which stakeholders does Nelson Mandela University engage with on Facebook?

III. How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?

1.6 THEORETICAL FRAMEWORK

The selection of the theoretical framework is summarised in Table 1.2. It is based on models and theories which contribute towards answering and addressing the study’s research questions and objectives.

Table 1.2 Theoretical framework

Research objective		Theoretical framework	Chapter
I	To identify the elements required for transformational communication.	Critical Race Theory (CRT) Zittoun’s model Kotter’s model	Discussed in chapter two (<i>Transformation</i>)
II	To identify the target audience of the Nelson Mandela University Facebook page posts.	Stakeholder Theory Power-interest matrix Stakeholder salience model	Discussed in chapter four (<i>Stakeholder communication</i>)

These models are briefly outlined in the following section and will be discussed extensively in the chapters specified in the table.

1.6.1 Transformation

To identifying the requirements for transformational communication, two transformation models are considered: Zittoun’s (2008) model of change as well as Kotter’s (2009) eight steps for transforming an organisation.

Zittoun (2008) emphasises that the process of transformation requires a shared understanding of the need for change and shared responsibility for effecting the change. This can be translated to relocation, identity, knowledge acquisition and sense-making as key terms.

According to Kotter (2009), the process of transformation in an organisation involves the following eight stages. The stages include; (a) establishing a sense of urgency; (b) forming a powerful guiding coalition; (c) creating a vision; (d) communicating the vision (e) empowering others to act on the vision; (f) planning for and creating short-term wins; (g) consolidating improvements and producing still more change; (h) institutionalising new approaches.

1.6.2 Stakeholder communication

A stakeholder can be defined as any group or individual whose decisions can affect or be affected by the decisions of the organisation (Freeman, 1984). In defining the institution's stakeholders, towards an effective transformational communication analysis, the stakeholder theory (Freeman, 1984) was used as a theoretical framework for the study.

The stakeholder salience model identifies and classifies seven stakeholders for organisations. The model evaluates the respective stakeholder's power, legitimacy and urgency as attributes that aid in designing suitable communication strategies for the organisation and its stakeholder (Cornelissen, 2010).

The power-interest matrix presents four quadrants as indicators for the distribution of power within an organisation. The power further informs the type and level of communication efforts that should be afforded the stakeholders in their respective quadrants (Cornelissen, 2010).

Informed by the stakeholder salience model, the power-interest matrix categorizes stakeholders by the role they are afforded by the organisation as well as their level of interest in the organisation's activities (Cornelissen, 2010).

1.7 RESEARCH METHODOLOGY

The following section provides an outline of the research method, design, approach, data collection, unit of analysis, validity and trustworthiness of the study. Thereafter, the relevant ethical considerations are discussed.

1.7.1 Research Approach and Design

The study was approached from a qualitative perspective, which is suitable when there is a phenomenon to be explored through a complex, contextual and detailed understanding (Creswell, 2013). The research is intended to empower individuals by documenting the research process via a literary and flexible style. With its flexibility and literary nature, the method enables the study to provide an account of transformation communication on the social media page of institutions of higher learning. Furthermore, the method will be used to develop theory, thereby contributing to the discourse (Berger, 2016; Creswell, 2013; Maree, 2007).

Creswell (2013) describes the five main qualitative approaches to an inquiry, as follows: narrative research, phenomenology, grounded theory, ethnography and case studies. The approaches reflect similar characteristics, but differences exist in their uses. The study made use of the case-study approach.

Case-study research comprises of the description of the case, the identification of themes, the issues or specific situations, analysis, and conclusions, which can be referred to as assertions (Creswell, 2013; Rule & John, 2011; Silverman, 2016; Yin, 2011).

Case-study research can focus on singular or multiple cases (Creswell, 2013; Daymon & Holloway, 2010). The design is criticised for its dependence on singular cases, as well as for its inability to be generalised (Daymon & Holloway, 2010; Flyvbjerg, 2006; Maree, 2007). To contest this, Hamel, Dufour and Fortin (1993), as well as Maree (2011), characterise the singularity – viewed as a weakness as a strength; since the design is founded on concentration, specification and contextual understanding, rather than on studying subjects from broad perspectives.

Daymon and Holloway (2010) add that case-study research is further criticised for its descriptive nature as a weakness; furthermore, it is challenged with issues of access, when the case study pertains to an organisation's unpublished confidential documents. The study did not require access to any unpublicised documentation; as it made use of readily accessible online social media posts, as documents for review

and analysis. The study used the criticism of the method as a descriptive construct for the use of Critical Discourse Analysis (CDA) and the data analysis.

The Nelson Mandela University Facebook page was used as a single case study for the research. The case study approach was, therefore, most suitable as – unlike other approaches – it seeks to develop an analysis of the case being studied; and it is compatible with the use of CDA (Creswell, 2013).

1.7.2 Population and Sampling

Population and sampling refer to the portion identified as the population of a study (Maree, 2007). Qualitative studies generally focus on non-probability and purposive sampling (Flyvbjerg, 2006; Maree, 2007; Yin, 2011). For the purpose of this study, purposive sampling was used; this sampling method is defined by the acknowledgement that the participants, which in this case were Facebook posts, from the Nelson Mandela University page; and they were selected because of their defining characteristics, thereby making them the holders of the data required for the study (Creswell, 2013; Maree, 2007; Palinkas et al., 2015).

Nelson Mandela University, as an institution of higher learning, was studied under the transformational communication lens, as a sample of the study. This was done through a Critical Discourse Analysis of the content posted on the Facebook page of the university during the year 2015. The institution was selected as a comprehensive higher education institution; and the year 2015 was selected; since, in this year, the institution celebrated its tenth year of existence (NMMU, 2015); and it was the first mass #FeesMustFall movement in the country – with students demanding free education and transformation (Davids, 1994).

While the institution uses multiple social media platforms, Facebook was selected on the basis of its characteristics, which include that of engagement (Tlebere, 2016).

1.7.3 The Data Collection

For the study, a documentary review was used for the data collection. Corbin and Strauss (2008), Rapley (2008), as well as Rule and John (2011), define documentary

review as a systematic process of reviewing and evaluating both the printed and the electronically stored material. In support of this view, Bowen (2009) asserts that the process requires examination and interpretation, in order to elicit meaning, to gain understanding, and to develop empirical knowledge.

Documentary reviewing presents time efficiency, data availability and cost efficiency as advantages (Bowen, 2009; Rule & John, 2011). Bowen (2009), however, suggests that insufficient data and biased selectivity are the disadvantages of this method.

The use of this method presented the researcher with context via text and images; a means for tracking change and development; suggested questions that ought to be asked using the obtained information; and, lastly, it provided the opportunity to verify the findings or corroborate the evidence from other sources (Bowen, 2009).

1.7.4 The Data Analysis

Critical Discourse Analysis recognises the relationship between the notions of discursive practice, which comprises the ideologies, interdiscursivity, intertextuality, and the dialogicality of the texts (Fairclough, 1995; Mafofo, 2015; Wodak, 2001). This method allowed the study to explore both images and language as meaning-making resources (Mafofo, 2015).

Discourse analysis focuses on the use of words in everyday texts for dominance, inequality, bias – and how these are produced, maintained, reproduced and transformed (Fairclough, 1995; Mafofo, 2015; Maree, 2007; Van Dijk, 2001; Van Dijk, 2006). Discourse analysis, therefore, attempts to “illuminate ways in which the dominant forces in society construct versions of reality that favour their interests; and [therefore] to uncover the ideological assumptions that are hidden in words” (Maree, 2007).

Mafofo (2015) asserts that CDA is particularly appropriate for a critical analysis of the types of discursive interactions that are reproduced by universities and their students. Mafofo (2015) elaborates that, as a unit of analysis, CDA accommodates detailed investigations of the relationship between language and other social processes.

This method is largely criticised for its tendency to universalise (Blommaert, 2005; Shi-Xu, 2007) However, this challenge is not applicable to the study; as the study was contextualised within local parameters, with Nelson Mandela University as a South African HEI, with the focus on South African transformation dynamics. Mafofo (2015) records some of the benefits of using CDA as follows: theorising the creation of an awareness of “what is, how it has come to be, and what it might become, on the basis of which, people may be able to make or remake their lives” (Fairclough, 1999).

Mafofo (2015) further emphasizes that CDA questions power; it uncovers self-serving hidden needs, interests and the dominant social relations that reinforce inequalities and injustices. Moreover, it has the ability to sensitise marginalised groups to the reality of their ability to address injustices (Mafofo, 2015).

1.7.5 Validity and Trustworthiness

The following concepts are associated with empirical studies: controlled observation, validity and trustworthiness (Maree, 2007). For the purpose of the study, this discussion will focus on validity and trustworthiness. Trustworthiness is about repeatability or consistency; this means that anyone who repeats the same study, under the same conditions, would get the same results (Maree, 2007; Riege, 2013).

Trustworthiness can also be referred to as reliability in qualitative studies (Maree, 2007), and one of its threats include researcher’s bias, (Creswell, 2013; Maree, 2013; Woodside, 2010). To increase trustworthiness, the study followed Maree’s (2007) reliability requirements – that include: verifying raw data; keeping notes of the research decisions taken; choosing quotes carefully and avoiding generalisation.

Validity in empirical research is associated with appropriateness, meaningfulness, and usefulness (Girden & Kabacoff, 2011). There are two types of validity that are relevant to this study: internal validity; and external validity (Girden & Kabacoff, 2011; Riege, 2013).

Threats to internal validity applicable to the study include that of the Hawthorne effect. This threat refers to a (positive) change in behaviour by the participants upon knowing that they are being studied (Girden & Kabacoff, 2011). In the application to the study,

it was a possibility for the Nelson Mandela University to edit the posts on their Facebook page, in order to reflect the behaviour that nullifies the arguments of the researcher, when they are made aware that they are being studied. Therefore, to increase internal validity concerning this threat, the data posted on the institution's Facebook page on the year under analysis were collected and recorded prior to informing the institution that they were being studied; thus the data analysed were free of the Hawthorne effect.

External validity threats include factors that limit the chances of the study being generalised (Girden & Kabacoff, 2011). The main threats to external validity are those that include idiosyncratic features in the study, such as methods, procedures, samples, and measures (Girden & Kabacoff, 2011). To increase external validity, the study was conducted on a comprehensive South African HEI, Nelson Mandela University, through the analysis of content posted on the institution's Facebook page in the year 2015. Themes were used to analyse the content. Therefore, the features were not idiosyncratic to the study. Including Nelson Mandela University, future studies may analyse any other comprehensive South African HEI's use of Facebook by following the same procedures proposed for this study.

1.7.6 Ethical Considerations

The ethical standards of collecting and reporting research data outlined in the Nelson Mandela University's research policies (Policy 404.01), as well as Townsend and Wallace's (2017) social-media ethics framework were adhered to.

Although Boyd and Crawford (2012) argue that it is problematic for researchers to justify the ethical status of their research, based on the data being readily accessible, the British Psychological Society (2013) contends that the privacy, which translates to the ethical status of the research, is determined by the online privacy settings chosen by the user. In the case of HEIs, using Facebook as an online marketing tool, it may be argued that the expectation of privacy can be dismissed; since their privacy settings are set as being public instead of private.

Furthermore, their posts are uploaded with the deliberate intention to have the content publicly revealed.

For providing guidance on the issue of social media ethics, Townsend and Wallace (2017) propose a social-media ethical framework that the study made use of. The main categories of the framework include the following considerations: legal; privacy and risk; as well as re-use and publication.

Legal considerations

Under the legal category, Townsend and Wallace (2017) discuss the necessity of considering the type of data that will be analysed by consulting the privacy terms and conditions agreed to by the user. They further discuss the importance of the consideration of the guidelines provided by the institution and the relevant parties, such as funders, which might be contradicted by conducting the study.

Privacy and risk

In the second category, privacy and risk, one must consider whether the social-media user expects to be observed by strangers. In the case of HEIs, using social media as a marketing tool, this section seeks to account for the observation setting in which institutions register their Facebook Pages. This further addresses the issue of research participants. It seeks to address the issue of vulnerable groups – in terms of age and gender. It further enquires the sensitivity of the subject matter. It seeks to investigate the dangers that the social-media user may be exposed to when the study is conducted. The study was conducted with the focus on a HEI; therefore, it is not a vulnerable group; nor is the subject matter sensitive, as it is about a national agenda for all HEIs.

Re-use and publication

The third and final category relates to the re-use and publication of the study. It first seeks to inquire whether the identity of the analysed social media user will be anonymous. In a case where the study will be made available to the Nelson Mandela University's library, and online dissertation/theses databases, the identity of the institution will be revealed. However, the identities of the followers and commenters on the Facebook page will not be revealed. The category further enquires about the intention to share or publish the study. In order to contribute to the transformation in

higher education discourse, the study will be shared with the Nelson Mandela University's library, presented at conferences and published in online journals.

1.8 STUDY LIMITATIONS

The limitations of the study were based on the study's data collection and analysis (Creswell, 2013). These included using only one data collection method (documentary review), using a single case study (Nelson Mandela University), and focusing on the performance of one year on one social media platform (2015, Facebook). The findings cannot, therefore, be generalised.

1.9 DISSEMINATION OF THE RESEARCH RESULTS

Bosch (2008) records previous research studies on Facebook in four dominant categories, as follows:

- a) Social networking and social capital;
- b) Identity construction;
- c) Concerns with privacy; as well as the
- d) Potential use of Facebook for academic purposes

Transformational communication in higher education is a field that is developing in research. The study will, therefore, contribute to the existing body of knowledge by introducing how social media can contribute to the transformation agenda. The findings of the study will be presented at a suitable conference, and they will be shared with the Nelson Mandela University Office for Planning, and Stakeholder Liaison and Communication Department. The findings of the study will also be available at the university library.

1.10 SIGNIFICANCE OF THE STUDY

Although the findings of the study cannot be generalised to all HEIs, the study still contribute towards the existing gaps in the use of social media for transformation in HEIs in the South African context. Furthermore, the findings can serve as an example to Higher Education Institutions utilising Facebook to engage with their stakeholders.

The study was done, in order to contribute to the development of future measures that institutions of higher learning can integrate into their use of Facebook; as an agent that can contribute to a transformed South Africa.

In this study, the relationship between social media, stakeholder management, and transformation in HEIs is established. Throughout the analysis and the recommendations of the study, the study sought to emphasise the necessity of addressing and redressing the issues of transformation in South African HEIs.

1.11 STUDY OUTLINE

This section briefly describes the outline of the study.

Chapter One of the study provided a comprehensive orientation to the study. This is done through providing an outline of the study's context, the literature, methodology, assumptions, and limitations.

In Chapter Two, a discussion that serves as a context for the need for the race transformation agenda in South Africa and in particular, higher education, was provided. This was done through providing historic chapters that project the South African race dynamics from a national – and thereafter, from a higher educational context. The history discusses race problems prior to 1948, 1994 and after 1994. The post-1994 discussion is punctuated by a discussion on the 2005 mergers and incorporations. The study's theoretical framework were also discussed in this chapter. The chapter closed with a discussion on the use of Facebook in higher education, with particular reference to transformational communication.

Chapter Three presented a case study of Nelson Mandela University as a comprehensive institution in South Africa. The chapter discussed the institution's history, prior to, during, and after the 2005 merger. The chapter further discussed the 2017 rebranding exercise that resulted in the new name: from Nelson Mandela Metropolitan University to Nelson Mandela University. Thereafter, the chapter presents a discussion on the institution's race transformation agenda, as reflected in Vision 2020, as well as the 2016 social media guidelines.

Chapter Four presented a literature review on corporate communication. It sought to contribute to an understanding of the Nelson Mandela University, as an organisation that utilises corporate communication instruments. This is highlighted by a discussion on the necessity of corporate communication elements such as: corporate identity, image and reputation. The chapter continues to present stakeholder management and communication to present a stakeholder map for Higher Education Institutions HEIs. The chapter closes with a discussion on Facebook, as a social media platform that is used by HEIs for its benefits and engagement opportunities. This is done to justify the use of Facebook, in order to enhance transformation in Higher Education.

Chapter Five presented the research methodology employed in the study. The chapter sought to present the literature on the arguments that exist regarding the qualitative research methodology. It sought to display how the research methodology would contribute to the quality of the study. As units of analysis, the chapter closes with a discussion on Critical Discourse Analysis (CDA) and Critical Race Theory (CRT). The discussion contributed to the overall study by presenting the necessity for the use of CDA in the analysis of the case study.

Chapter Six: this chapter presents an analysis and interpretation of the study's findings. The analysis is presented through the use of the theoretical framework. An integral part of the analysis included the analysis of the university's 2015 Facebook posts through Critical Race Theory, Critical Discourse Analysis elements, as well as multimodal semiotics elements.

Chapter Seven. The last chapter of the study presents a discussion on the findings of the study, the recommendations, a summary of the contributions of the study; and it further provides some information on possible future studies.

1.12 DEFINITION OF TERMS

The following terms are frequently used in the dissertation:

Critical Discourse Analysis refers to the relationship between the notions of discursive practice, which comprise the ideologies, interdiscursivity, intertextuality, and the dialogue of texts (Fairclough, 1995; Mafofo, 2015; Wodak, 2001).

Facebook refers to a popular social networking site, which creates the opportunity for online dialogue between friends, family and colleagues.

Higher Education refers to qualifications offered by tertiary institutions to post-matric learners who meet the requirements for enrolment of the qualification, as approved by the Higher Education Qualifications Sub-Framework of South Africa.

Social media refers to new online media tools used to create and share content with, and amongst online users, on the applications or networks.

Stakeholder refers to an individual or group of individuals who affect, or are affected by, the operations of an Institution. (Cornelissen, 2010)

Stakeholder communication refers to the two-way communication process used to establish a dialogue with all the key role players, who affect or are affected by the operations of an institution.

Transformation in the South African context refers to the process of correcting the imbalances created by the Apartheid system and transforming the individual frame-of-reference of the citizens in the country.

1.13 CONCLUSION

Chapter One was aimed at presenting an orientation to the study. This was done by presenting the rationale that precedes the study, the purpose of the study, the objectives, as well as the questions that the study will be answering through the remaining six chapters. A brief discussion of the study's theoretical framework and methodology was also presented. The significance of this discussion was to present an understanding of how the study will highlight its purpose, achieve its objectives,

and further seek to answer its questions. The chapter ends by presenting the significance of the study. This is important in presenting an understanding of how the study will contribute to the body of knowledge, as well as South Africa's Higher Education transformation. Chapter Two of the study presents a literature review of the transformation from a nation to a higher education perspective.

CHAPTER TWO: TRANSFORMATION

“If you begin to understand what you are, without trying to change it, then what you are undergoing is a transformation.” (Jiddu Krishnamurti)

Chapter	Chapter contents	Link to research objectives	Link to Research Questions
Chapter 1	Introduction		
	Background information, purpose of study, research objectives, research questions, problem statement, significance of the study, assumptions, and limitations		
Chapter 2	<p>Transformation <i>(Literature review)</i></p> <p>Overview of Higher Education pre and post - 1994</p> <p>Requirements for transformation in Higher Education</p> <p>Transformation themes</p>	Objective I. To identify the elements required for transformational communication.	Research question 1. What are the requirements for transformational communication?
Chapter 3	Case Study Nelson Mandela University	Objective II. To identify the target audience of the Nelson Mandela University Facebook page posts.	Question II. Which stakeholders does Nelson Mandela University engage with on Facebook?
Chapter 4	Corporate Communication <i>(Literature review)</i>		
Chapter 5	Research Methodology		
	Introduction, research design, research instruments, data collection and analysis, limitations, ethics as well as the conclusion,		
Chapter 6	Findings and Analysis	Objective III. To determine how Nelson Mandela University’s Facebook page contributes to stakeholder communication regarding the university’s Vision 2020 transformation agenda.	Question III. How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?
Chapter 7	Conclusion Summary, conclusions and recommendations, limitations and future research,		

2.1 INTRODUCTION

This chapter presents the literature on South Africa's transformation dynamics. The purpose of this chapter is to contextualise transformation from the South African Higher Education (HE) perspective. The history of the HE landscape is thus presented from 1994 to the 2005 mergers and incorporation developments. The requirements for transformational communication are discussed by Zittoun (2008) and Kotter's (2009) transformational communication models. The chapter closes by presenting transformation themes and sub-themes developed by the Transformation Managers Forum (2015), which includes: institutional culture, equity and redress, research, scholarship and post-graduate studies, leadership, relations with external stakeholders and community engagement, as well as teaching and learning.

2.2 TRANSFORMATION

Anderson and Anderson (2001 in Poutiatine, 2009) define transformation as "... the radical shift from one state of being to another, so significant [that] it requires a shift of culture, behaviour and mindset . . . in other words, transformation demands a shift in human awareness that completely alters the way the organisation and its people see the world."

To understand the need for the restructuring process that has led to the need for transformation in South Africa's higher education sector, a summative discussion on the historical chapters in higher education is presented in Figure 2.1.

From 1850, white South Africans obtained higher education qualifications from the University of London (Mouton, Louw, & Strydom, 2013). In 1873, the colonial government established the University of the Cape of Good Hope (UCGH) in Cape Town, using the University of London's framework that included a Vice-Chancellor, and a Registrar (Metcalf, 2008).

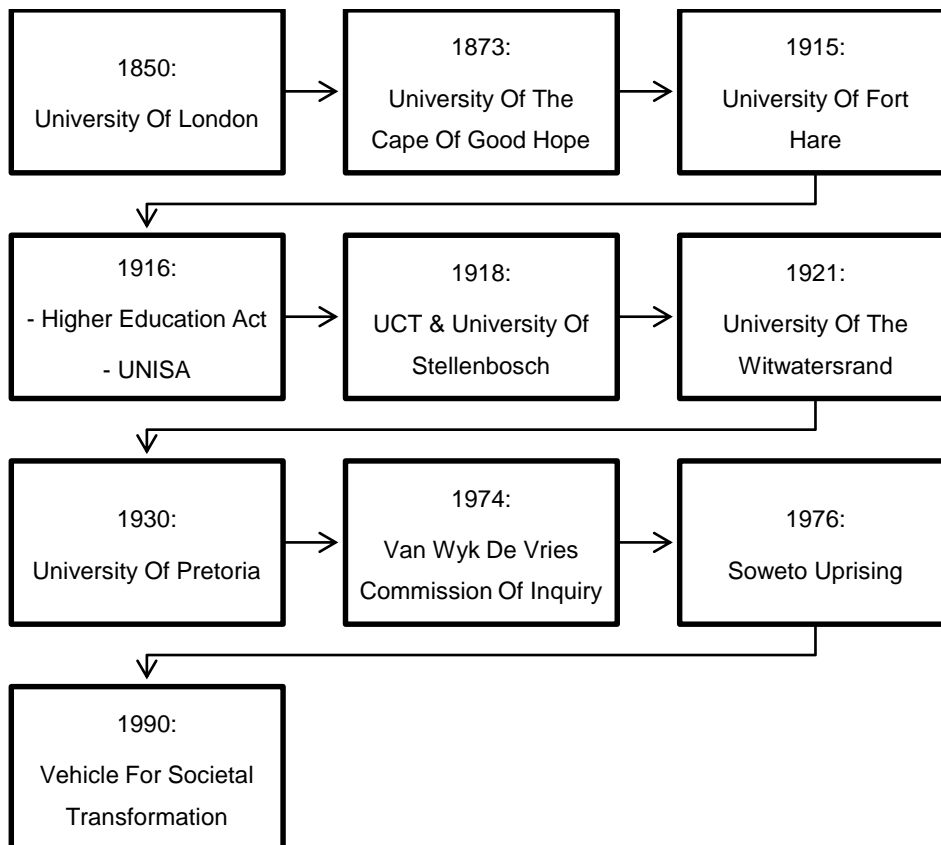


Figure 2.1. Pre-1994 South African Higher Education Overview

Source: Researcher

Formal education for black people was established by Scottish missionaries in 1915 (Mouton et al., 2013). This was a post-secondary college that trained the students to be pastors, teachers and industrial professionals; and it was later known as the University of Fort Hare. With students from all over Africa, the institution did not appoint any black teaching staff (Metcalf, 2008). With a racially divisive legal and economic system that was enforced through societal ubiquity, the function of educational institutions in South Africa served to support the ideals of those in power (Msila, 2007).

The Higher Education Act was passed in 1916, resulting in the Ministry of Education being responsible for all HEIs. In the same year, the UCGH was later replaced by the University of South Africa (UNISA) (Mouton et al., 2013).

With UNISA established as the only South African university in 1916, other HEIs were affiliated to UNISA; since on their own, they did not have full university standing. In

1918, these colleges were granted the status; and the era was marked by the South African College becoming the University of Cape Town (UCT); and Victoria College becoming the University of Stellenbosch (Metcalf, 2008).

Subsequent to the 1918 milestones, 1921 was marked by the South African School of Mines and Technology becoming the University of the Witwatersrand in Johannesburg; and the Transvaal University College becoming the University of Pretoria in 1930 (Mouton et al., 2013).

The year 1974 was highlighted by the Van Wyk De Vries Commission of Inquiry's proposal for universities to offer only teaching and research of science principles; and for technikons to offer firstly, vocational training; and secondly, the application of the scientific principles to pragmatic problems, as well as technology (Kraak, 2001).

A revolution was experienced in the year 1976; as the black students resisted the oppression of the apartheid system that had sought to introduce the Afrikaans language as a medium of instruction for all educational institutions (Mafofo, 2015; Sutherland, 2013).

Considered as a key vehicle for societal transformation – in 1990, the higher education sector engaged in debates and initiatives that were aimed at confronting historical race-based injustices (Kampsteeg, 2008).

To better understand the South African HEIs' *status quo*, it is necessary to first discuss the historical apartheid trajectories in the South African higher education system.

2.2.1 South African HEIs: Pre-1994 Student Dynamics

History reveals South African HEIs as agents of apartheid that contributed as segregated spatial semiotics (Badat, 2009). This resulted in the classification of White, African, Coloured and Indian universities. During this period, the government afforded Historically White Universities (HWUs) a budget that was comparatively more than that which was afforded to the Historically Black Universities (HBUs) (Mafofo, 2015). As a result of the inequality, HBUs were presented with challenges of insufficient resources, limited educational opportunities, as well as limited research support (Moodie, 1994).

A more significant difference between these universities was in their demographics, as well as in their curriculum.

While the curriculum for HWUs was distinguished amongst the best in the world; in HBUs, the curriculum was developed to produce administrators. This was intended to contribute to the regime's functions. Consequently, these conditions led to the emergence of student resistance; and the 1976 resistance against the Afrikaans language as the medium of instruction was a notable historical turning point (Reddy, 2004).

Although the 1976 uprising served as the foundation for the collapse of the apartheid regime, HWUs continue to benefit from the systems and the resources they were afforded; while HBUs remain disadvantaged (Badat, 2009). In the early 1980s, HWUs were permitted to enrol black students; however, from 1990 until 1993, the system remained divisive and discriminatory by whites monopolising the administrative and academic systems (Davis, 1994).

2.2.2 Higher Education: Post 1994 Overview

To link the Higher Education landscape pre-1994 to the 2005 mergers and incorporations that were gazetted by the government, it is necessary to highlight the five main phases that took place in 1994, as identified by Kraak (2001).

- a) *Before – the “taking of power” phase* – 1989 is marked by a political highlight for the anti-apartheid movement towards their preparations to govern.
- b) *The legislative era* – From 1994 until 1997 – substantial education legislation was established by the Parliament. The Higher Education Act (1997) was a product of this period. The period 1994-1997 witnessed substantial education legislation being ratified by Parliament, culminating in the passing of the Higher Education Act (1997).
- c) *The policy-implementation phase* - With overlaps from the legislative phase, this phase was marked by the passing of the Higher Education Act (1997). This phase witnessed the limitations experienced by State power, as the policy-implementation stage revealed the impracticality arbitrated by the structural and political restrictions.

- d) *A vacillating state, the era of policy doubt and retraction* – The shape and size of HEIs was the dominant discussion issue; and concern for the Council on Higher Education's (CHE) Task Team during the period 1999-2000. Due to many challenges, including political tensions; many policies were doubted and withdrawn.
- e) *The National Plan, February 2001* – As a product of the preceding phase, the CHE released this policy document, which restored confidence in the Higher Education Act (1997). Although this was the case, policy ambiguity and slippage resulted from an interchange between discourse, governance, and history.

It may be concluded from the progression of the five phases by Kraal (2001) that the 2005 mergers and incorporation announcement came as a long-term strategy to sustainably respond to the shape and size of the challenge that was discussed by the CHE in phase four. To rationalise the assumption, an account of the policy ambiguity and slippage challenges that existed after the release of the 2001 National Plan is considered.

To further contextualise the history of the South African Higher Education sector, the section below presents the literature on student dynamics before the year 1994. The literature is necessary for an understanding of the current higher-education landscape.

2.2.3 South African Higher Education: Mergers and Incorporations

The restructuring of the South African higher education sector through mergers and incorporations was announced on 9 December 2002 by the Minister of Education (Ministry of Education, 2003). The restructuring resulted in the reduction of the number of HEIs from 36 to 21 (Nel & Stumpf, 2007).

The merger processes for the South African higher education landscape involved a myriad of considerations. These were met with varied challenges, failures and unfulfilled promises (Paul & Berry, 2013). The considerations included human-resource competencies, staff-equity profiles, salary harmonisation, executive leadership, as well as racial differences (Arnolds, Stofile & Lillah, 2013; Nel & Stumpf, 2007; Paul & Berry, 2013; Robus & MacLeod, 2006).

Harman and Meek (2002) discussed the reasons that contributed to the quality of the of mergers in the education sector, as follows:

- Increasing efficiency and effectiveness in relation to increasing student numbers and institutional demands;
- Responding to institutional non-viability challenges, as well as institutional fragmentation;
- Increasing student access and expansively addressing the need for equity;
- Diversifying course offerings for diverse students and quality graduates;
- Widening opportunities to correlate with government’s national and regional economic and social objectives by increasing government’s control of the overall higher education systems.

Table 2.1 presents the process that resulted in the merging and incorporating of South African HEIs;

Table 2.1: South African HEIs’ Mergers and Incorporations for universities

Institution 1	Institution 2	Institution 3	Merged Institution
Potchefstroom University of Christian Education	University of the North West	Sebokeng campus of Vista University	North West University
University of Natal	University of Durban-Westville	-	University of Kwa-Zulu Natal
University of Pretoria	Vista University – Mamelodi campus	-	University of Pretoria
University of the Orange Free State	University of the North – QwaQwa campus	Vista University – Vista campus	University of Free State

Institution 1	Institution 2	Institution 3	Merged Institution
Rand Afrikaans University	Vista University - East Rand campus	Vista University – Soweto campus	University of Johannesburg
Dental Faculty of the University of Stellenbosch	University of the Western Cape	-	University of Western Cape
University of Fort Hare	Rhodes University – East London campus	-	University of Fort Hare
Johannesburg College of Education	University of Witwatersrand	-	University of Witwatersrand
Giyani College of Education	University of Venda	-	University of Venda

Source: Ministry of Education (2003)

Table 2.1 illustrates the four main types of mergers and incorporations that took place in the South African higher education landscape in 2002. As described by Lethoko (2016) the types included;

1. *University with University*: the University of Kwa-Zulu Natal and the University of Limpopo.
2. *University with a campus or a faculty of another institution*: the University of Pretoria, University of Fort Hare and the University of the Western Cape.
3. *University and two other institutions*: North-West University, University of Orange Free State, University of Johannesburg, Nelson Mandela Metropolitan University and the University of South Africa.
4. *University and College*: the University of Witwatersrand and the University of Venda.

In a study conducted by Lethoko (2016) on the impact that the mergers have had on South African HEIs between 2002 and 2014, Lethoko (2016) concludes that there

have been more failures than achievements. Although there are cases of successful mergers, the reasons for the merger-failures include: the slow pace at which the post-merger phase is taking place; some institutions are still at the merging process; some HEIs having de-merged, and some undergoing administration process with the intention to avoid de-merging. The main components identified as contributors to the quality of the mergers include organisational culture, human resources, curricula and quality assurance.

To date, the focus on the literature about the South African HEIs mergers and incorporations records the process that was followed, as well as the challenges that were faced after the mergers (Lethoko, 2016). Minimally, it records the success and the benefits of the process that have been made.

According to SASCO (2009), as cited by Lethoko (2016), the mergers in the South African higher education sector succeeded in introducing and establishing the following six elements:

1. *Transformative Policy Frameworks*

The transformative legislative and policy frameworks contribute to the higher education sector by promoting student access to HEIs.

2. *New HE Landscape*

Through the mergers and incorporations – a foundation for a diversified higher education landscape now includes universities, universities of technology, comprehensive institutions, contact and distance institutions, together with several kinds of colleges.

3. *Internationalised Student Body*

The student body is not only nationally diversified, but it is now internationally diversified.

4. *Improved Teaching and learning, Community Engagement and Research*

Across all HEIs, the teaching and learning, community engagement; and the research activities that have improved.

5. *Established Quality-Assurance Framework*

Another notable benefit from the mergers and incorporations includes the establishment of a national quality-assurance framework and infrastructure. The establishment accounts for the policies and systems that contribute to the institutional audits, programme accreditations, as well as the quality promotions.

6. *Central to the operations of HEIs, as well as student access, is that of funding.* The National Student Financial Aid Scheme (NSFAS) was established as a new goal-oriented funding framework.

Table 2.2 categorically illustrates the challenges faced by the merged HEIs as presented by various scholars:

Table 2.2: Challenges in Merged and Incorporated HEIs

Challenge	Description	Higher Education Institution	Scholar (s)
Human-Resource Management	<ul style="list-style-type: none"> • Workload discrepancies. 	Three unnamed comprehensive universities	(Arnolds, Stofile, & Lillah, 2013);
	<ul style="list-style-type: none"> • Lack of rewards received for good performance. • Workplace discontentment. 	University of Johannesburg	(Ramdhani & Nkoane, 2010)
	<ul style="list-style-type: none"> • Lack of staff satisfaction. • Job security. 	North West University	(Linde & Schalk, 2008)
	<ul style="list-style-type: none"> • Several Resignations • Dissatisfaction by staff as they had to 	Nelson Mandela Metropolitan University	(Mouton, Louw, & Strydom, 2013)

Challenge	Description	Higher Education Institution	Scholar (s)
	re-apply for their posts		
Legal Action	<ul style="list-style-type: none"> • Brain-drain claims 	Nelson Mandela Metropolitan University	(Mouton et al., 2013)
Racial Differences	<ul style="list-style-type: none"> • White excellence and black failure: institutional racial differences. 	University of Fort Hare	(Robus & MacLeod, 2006)
Psychological Support	<ul style="list-style-type: none"> • Severe Depression. • Negative psychological contract. 	North West University	(Linde & Schalk, 2008)
	<ul style="list-style-type: none"> • Staff demotivation 	University of Johannesburg	(Ramdhani & Nkoane, 2010)
Academic Profile	<ul style="list-style-type: none"> • Academic profile as a comprehensive university. • Qualification structures. 	Nelson Mandela Metropolitan University	(Nel & Stumpf, 2007)
	<ul style="list-style-type: none"> • Quality Assurance based on the merging of historically advantaged and disadvantaged institutions 	University of Kwa Zulu-Natal	(Kistan, 2005)

Challenge	Description	Higher Education Institution	Scholar (s)
Corporate Identity	<ul style="list-style-type: none"> • Brand, image and corporate identity dominance contests between the merged institutions. 	University of Johannesburg	(Bresler, 2007)
Curriculum	<ul style="list-style-type: none"> • The curriculum of the dominant institution dominated that of the institution merged with. 	University of Pretoria	(Mfusi, 2004)

Source: Researcher

From Table 2.2, it may be deduced that the dominant challenge for the mergers and incorporation of South African HEIs rests in Human Resource-Management factors. Second in prevalence are the challenges of psychological support, as well as academic profiling and qualification structures.

Of notable observation is that the NMMU appears three times on the table with challenges that include: Human-Resource Management (HRM), Legal Action, as well as Academic Profiling. Without suggesting that the NMMU had more challenges when compared with other institutions, the observation is made to provide a comparative introductory reference for the case-study discussion on the institution. This discussion follows in Chapter Three of the study.

The discussion of the merger and incorporation history, the challenges as well as the success accounts experienced by the affected institutions provides a basis for understanding the need for two variables. Firstly, there is the necessity for transformation in comprehensive HEIs, particularly the Nelson Mandela University, as the study's single case study. Secondly, there is a need for interdisciplinary contributions towards achieving transformation.

2.3 REQUIREMENTS FOR TRANSFORMATION IN HIGHER EDUCATION INSTITUTIONS

In an attempt to explain the process and implications of transformation in organisations; two models are discussed: Zittoun's (2008) model of change, as well as Kotter's (2009) eight steps for transforming an organisation. Subsequent to discussing the two transformational communication models, this chapter closes by consolidating the models, in order to present the content that is required for transformational communication on Facebook.

Towards understanding transformation, Zittoun's (2008) and Kotter's (2009) models are discussed in the following section.

2.3.1. Zittoun's (2008) model

Zittoun (2008) identified three main elements discussed below. They further highlight that the process of transformation requires a shared understanding of the need for change, and shared responsibility for effecting the change.

- Identity accounts for the process of relocations within the transformation progression. Repositioning may take place from physical, social and symbolic fields. Because relocation may include the expectation of occupying spaces and roles that were previously occupied by others; identity also recognises the need for mental repositioning.
- Knowledge acquisition seeks to acknowledge that the change may be experienced individually; therefore, it is necessary to equip all the members involved, with the same knowledge and skills that would enable them to better understand and embrace the change. Examples of these are mission and vision statements (Moeng, 2009).
- Sense-making responds to the need for the communication of new identities. This can be achieved through shared consistent efforts to communicate elements such as the organisation's new name; policies; management and procedures. This enhances a shared meaning and understanding of the organisation.

2.3.2. Kotter's 2009 model

The process of transformation in an organisation, according to Kotter (2009), involves eight stages. These stages are described in the following section.

(a) Establishing a sense of urgency

This stage urges that an organisation employs a perspective from which they view the organisation as one that is in a state of crisis. Having identified the crisis, the need to communicate it takes effect. The role of a manager at this stage is crucial; as it is to communicate undesirable facts about the circumstances, as well as to encourage the stakeholders to seek and explore alternative options.

(b) Forming a powerful guiding coalition

An acknowledgement of leadership is highlighted through the leader identifying individuals that have influence amongst the team. The team of influencers contribute towards a shared commitment, an admirable performance, as well as a culture of communication within the organisation. This responsibility is shared among the line managers, as well as with the team of influencers.

(c) Creating a vision

For achieving and communicating transformation for an organisation, it is necessary to develop a vision that would serve as a clear direction for that change. As opposed to the vision being a statement, it has to be developed with strategies for how the vision will be realised.

(d) Communicating the vision

To enhance a better understanding and application of the vision, all methods of achieving the strategies must be explored. Organisations are cautioned against under-communicating a vision – by limiting it to using the newsletter and dialogues. The communication efforts should encompass all communication platforms with the intention to utilise the primary objective of communicating the facts.

(e) Empowering others to act on the vision

This step encourages risk- and initiative-taking from the team. The management assumes the responsibility for enhancing an obstacle-free environment, from which the vision will be protected, respected and enhanced.

(f) Planning for and creating short-term wins

The importance of establishing a culture of teamwork, success and communication can be established through initiating opportunities for recognising and encouraging small victories. These victories should highlight the organisation's vision; thus it presents a better embodiment of the vision by the stakeholders.

(g) Consolidating improvements and still producing continuous change

For the credibility of the new vision, it is important to highlight this through a reflection of the change in systems, policies, and structures. The appointment of new staff; promotions and the development of employees should highlight explicitly what it is that the organisation envisages for itself. Although the introduction of the change through new themes, projects, and role players – may at times be met with oppositions; it is necessary to ensure that these changes are established through the internal organisational culture.

(h) Institutionalising new approaches

The last stage of transformation urges organisations to highlight the importance of enforcing the newly established behaviours, practices, and principles; and it does so by institutionalising them. The process involves, communicating the link between the newly introduced organisation's principles to the overall success of the organisation. A pivotal element of this stage is instituted in developing a succession plan for the leadership of the organisation, thereby ensuring the continuity of the organisation's identity.

Central to the notion of transformation is inclusion and representation (Coates 2007). Alexander (2009) asserts that inclusion is constituted on the eradication of student exclusionary tactics from societal changes and constitutional imperatives. Bornman and Rose (2009) concur, and they maintain that participation (by all the stakeholders) should be central to an institution's attempts for inclusion.

Strydom (2011) warns that attempts to increase access by HEIs without crafting strategies that ensure student success may be interpreted as a new strategy for social exclusion.

In the South African context, specifically, diversity and an understanding of the role of race and racial paradigms is crucial (Picower, 2013).

After several student protests in 2015, Blade Nzimande, Minister of Higher Education and Training highlighted the need for transformation in HEIs, stating that “.... despite the significance of symbols, such as names and statues, we must not conflate these with the more fundamental matters of transformation. There remains an urgent need to radically change the demographics of our professoriate; transform the curriculum and the research agendas; cultivate greater awareness of Africa; eliminate racism, sexism, and all other forms of unjust discrimination; improve academic success rates; and expand student support” (Pakathi, 2015).

African National Congress (ANC) chairperson of the higher education and training study group, Yvonne Phosa, agreed with Mr Nzimande and stated that the demographics of academic staff need to change; as white males are still the prominent role players in Higher Education. Furthermore, she highlighted the need to transform the curriculum to ensure that it incorporates African knowledge (Pakathi, 2015).

Transformation in HEI requires stakeholders to overcome resistance to change due to fear, loss of control, risk (Poutiatine, 2009), and stereotypical perspectives (Moloto, 2014). All role players need to be made aware of the influence of power relations and supremacy (Cabrera, 2014), gender equality (Ratele, 2014), and personal biases in different communication contexts (Nash, 2013). Creating civic-minded graduates, who can become social-change agents for transformation (Paphitis, 2016) requires education on the importance of multiculturalism (Dyce, 2016) and the respect required for basic human rights (Clarke, 2016).

2.3.1 Transformation themes

According to the Transformation Managers Forum (2015), the themes summarised in Table 2.3 are required for HEIs in South Africa:

Table 2.3. Themes of transformation in South African Higher Education

Themes of transformation	Sub-themes
Institutional culture	<ul style="list-style-type: none"> • Governance and Management • Professionalisation of 'Transformation' work • Social structure of the academy • Social inclusion/ cohesion • Language and Symbols
Equity and redress	<ul style="list-style-type: none"> • Access and success (staff) • Support/ opportunity • Diversity and inclusivity
Research, scholarship and post-graduate studies	<ul style="list-style-type: none"> • Knowledge transformations • Diversity and inclusivity • Internationally recognised research on 'race', 'gender', 'disability' and social justice
Leadership, relations with external stakeholders, and community engagement	<ul style="list-style-type: none"> • Diversity, training, development and professional growth • Transformational leadership • Socially just, diverse, inclusive community engagement • Equity-based external engagement
Teaching and learning	<ul style="list-style-type: none"> • Inclusive enrolment planning • Access and success (students) • Critical pedagogies • Diversity competencies

Each theme is briefly discussed:

Institutional culture

Governance and management refer to the role played by the council and top management in the development of transformation policies. Collaborative efforts in professionalising transformation are recognised by establishing structures that are responsible for transformation. Patterns of privilege and exclusion are studied and analysed for establishing a social structure for the academy. Social inclusion and exclusion are studied and analysed, in order to improve the institutional culture for students, staff and visitors. Language policies, symbols and naming processes should be informed by the needs of the university's students.

Equity and redress

Access and success concerning equity and redress refer to the recruitment and retention of diverse staff and the link to the diversification and transformation of knowledge. Support and opportunity refer to the deliberate development and establishment of university-based development programmes for inclusivity and equity. Diversity and inclusivity refer to the development and maintenance of diverse and inclusive staff profiles.

Research, scholarship and postgraduate studies

Knowledge transformation pertains to studying the patterns of inclusion and exclusion in relation to participation, engagement, opportunities for funding and their reference to the national and international networks available to students. Furthermore, the sub-theme studies sustained political contributions to academic planning with reference to the reinforcement of inclusion and exclusions; and thereafter the possibilities for self-transformation. The outcomes envisaged for this process are based on the concept of Africanisation concerning diversified knowledge, its producers and beneficiaries.

Diversity and inclusion are studied with reference to the enrolment and graduation of diverse postgraduate students. Diversity in this context refers to the students' varied environmental, geographic location, abilities and socio-economic conditions.

Internationally recognised research on 'race', 'gender', 'disability' and social justice refers to a university's commitment to the development of funded research and activities that advance transformation and diversity on nationally recognised platforms.

Leadership, relations with external stakeholders, and community engagement

Diversity, training, development and professional growth refer to the deliberate efforts to advance diverse academics and staff on a variety of growth opportunities.

Transformational leadership pertains to the role of top management, deans and heads of departments to display strong leadership. The retraining of academic staff and administration managers is highlighted as a priority. This type of leadership is extended to campuses, faculties, departments and the different academic, support and business units.

Socially just, diverse, inclusive community engagement is based on transformed external relations and engagements with the community.

Equity-based external engagement is pivotal in leadership and relations with the university's external stakeholders and community engagement; as it seeks to ensure the alignment of the institution's transformational objectives with the university's students, staff and alumni.

Teaching and learning

Planning for inclusive enrolment, access and success consider the enrolment and graduation of undergraduate students from environmentally, geographical and socio-economically diverse backgrounds.

Critical pedagogies are concerned with the alignment of teaching practices with critical, just and humanising pedagogies for transformed education.

Transformation and diversity competencies in teaching and learning practices seek to ensure that the knowledge, experience and cultural competencies provided to undergraduate students will present them with competencies that would enable them to succeed in multicultural and global contexts. It also seeks to ensure that graduate students are equipped with diversity-related and social-justice competencies.

Furthermore, it seeks to ensure that academic staff are provided with teaching material on diversity; and the need to further create and establish inclusive learning environments.

2.4 CONCLUSION

This chapter discussed the literature on transformation from a South African HE perspective. It has presented an overview of the historic events that pertain to the development of the concepts of race, diversity and transformation from 1994 to the 2005 mergers and incorporations. It continued to discuss transformation models and their contribution in identifying the requirements for transformational communication in higher education. The chapter closed by providing transformation themes, as described by the Transformation Managers Forum. In Chapter Three, a discussion on the Nelson Mandela University as the case study is presented. A history of the university, its developments and the use of social media is discussed.

CHAPTER THREE: CASE STUDY: NELSON MANDELA UNIVERSITY

“As a product of education, I have always believed in the power of education as the most powerful, high-impact catalyst for transformation.” (Shiv Nadar)

Chapter	Chapter contents	Link to research objectives	Link to Research Questions
Chapter 1	Introduction		
	Background information, purpose of study, research objectives, research questions, problem statement, significance of the study, assumptions, and limitations		
Chapter 2	<p>Transformation <i>(Literature review)</i></p> <p>Overview of Higher Education pre and post -1994</p> <p>Requirements for transformation in Higher Education</p> <p>Transformation themes</p>	<p>Objective I. To identify the elements required for transformational communication.</p>	<p>Research question 1. What are the requirements for transformational communication?</p>
Chapter 3	<p>Case Study Nelson Mandela University</p>	<p>Objective II. To identify the target audience of the Nelson Mandela University Facebook page posts.</p>	<p>Question II. Which stakeholders does Nelson Mandela University engage with on Facebook?</p>
Chapter 4	<p>Corporate Communication <i>(Literature review)</i></p>		
Chapter 5	Research Methodology		
	Introduction, research design, research instruments, data collection and analysis, limitations, ethics, as well as the conclusion,		
Chapter 6	<p>Findings and Analysis</p>	<p>Objective III. To determine how Nelson Mandela University’s Facebook page contributes to stakeholder communication regarding the university’s Vision 2020 transformation agenda.</p>	<p>Question III. How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?</p>
Chapter 7	<p>Conclusion Summary, conclusions and recommendations, limitations and future research,</p>		

3.1 INTRODUCTION

This chapter presents the chosen case study. It contextualises the university's historical background, developments, Vision 2020, communication strategies, as well as the institution's use of social media.

3.2 HISTORICAL BACKGROUND OF NELSON MANDELA UNIVERSITY

Nelson Mandela University was founded out of the merger of three institutions that include the University of Port Elizabeth (UPE), Vista College and PE Technikon (PET) as response to the national higher education restructuring agenda. The agenda was sought to address the national historical racial imbalances in HEIs. Vista College was incorporated into UPE in 2004, and UPE merged with PET in 2005, thus establishing these mergers in 2005 (Toni 2015).

3.2.1 Merger

For a discussion of the single-case study, Nelson Mandela University, it is necessary to present a literature review and discussion on the merger history of the Nelson Mandela University. The section below discusses the merger considerations, merger appointments, as well as the attainment of the national higher education policy objectives.

3.2.2 Merger Considerations

The process of the Nelson Mandela Metropolitan University was based on the following proposed consideration – as submitted by the National Working Group (NWG):

- The compatibility of the programme offerings of PET and UPE. This was based on qualification opportunities from technikon to university-type programmes.
- Opportunities for qualification diversification, yielding a stronger academic profile with improved access.
- Opportunities for widening access and the metropolitan area's participation would be realised – based on the planning and implementation of the co-

ordinated of multi-level courses with horizontal and vertical articulation – to address an array of vocational needs.

- Student enrolment for undergraduate diplomas and degrees for both PET and UPE occurred in large numbers; therefore, the merger presented opportunities for co-ordination and consolidation.
- Both PET and UPE were working towards their research profiles. The merger would, therefore, present the new institution with strengthened research capacity, initiatives, and resources.
- Infrastructural and administrative considerations included the allocation of specific programmes on specific campuses. While infrastructure and administrative resources could be shared amongst the two neighbouring campuses, thus reducing duplication (Goldman, 2011; Mouton, Louw & Strydom, 2013; Nel & Stumpf, 2007).

It may be deduced from the considerations by the NWG presented above that the merger and incorporation process afforded a substantial amount of its objectives to strengthening the new institution's academic profile, as a comprehensive university in the Eastern Cape. This presented the institution with the opportunity to review its curriculum, administrative and infrastructural advantages for widening student access, as well as strengthening their research profile (Nel & Stumpf, 2007).

3.2.3 Merger Appointments

For addressing the challenges in the merger process, Nel and Stumpf (2007) detailed four significant appointments that were made at the university:

2005: Permanent Council and installation of the first Chancellor of the NMMU, Judge Pius Langa;
First Vice-Chancellor and Chief Executive Officer, Dr Rolf Stumpf.

2006: Members of senior management (Peromnes Grade 1-4)
Administrative and academic managers: Directors of Schools and Heads of Departments for various faculties;

The merger appointments, at the time, served to strengthen the merger process through the identification and establishment of the leadership roles and functions. It may be suggested that the appointments contributed to defining an administrative and academic profile for the institution. This assertion is made concerning the last appointment of administrative and academic senior management.

3.2.4 Attainment of National Higher Education Policy Objectives

Illustrated in Figure 3.1 are three national higher education policy objectives for all the HEI that were required to merge (Nel & Stumpf, 2007).

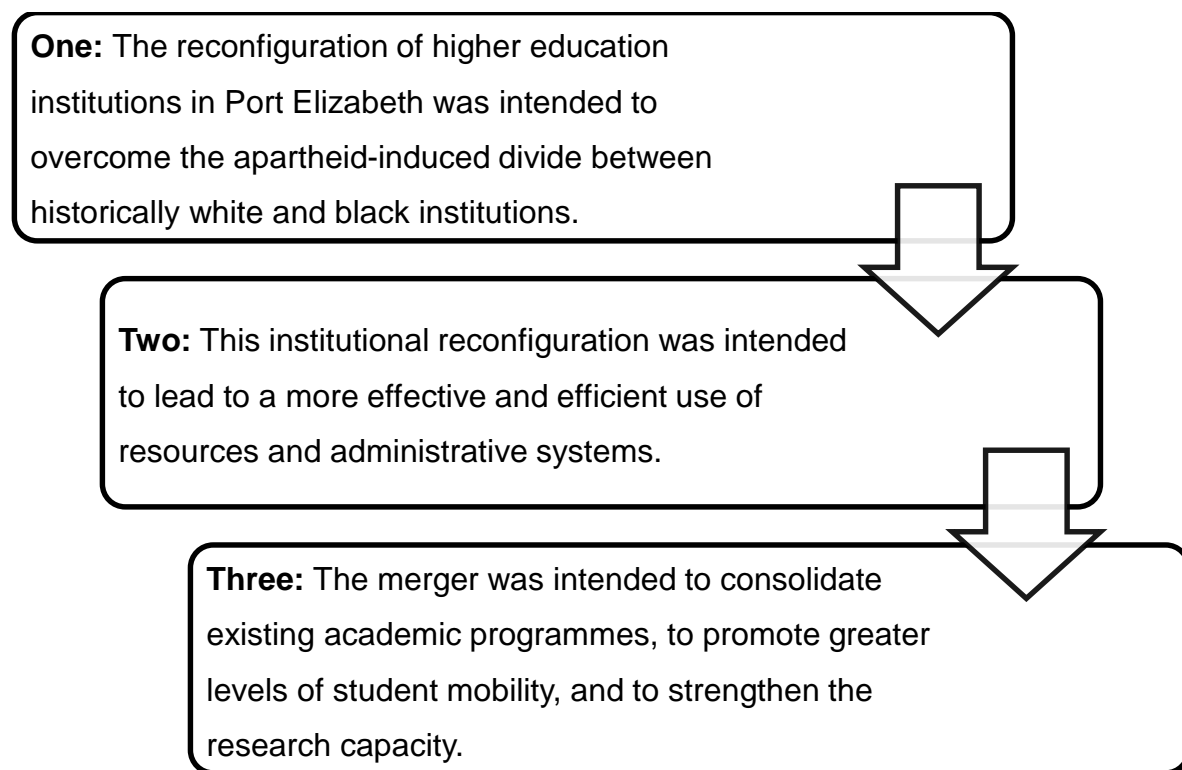


Figure 3.1: NMMU's Merger Attainment of Higher Education Policy Objectives

Source: Researcher

Of the three objectives illustrated in Figure 3.1 above, the study will focus on the first one: the reconfiguration of higher education institutions in Port Elizabeth that was intended to overcome the apartheid-induced divide between historically white and black institutions.

Policy Objective One: Overcoming the Apartheid-Induced Divide between Historically White and Black Institutions.

The distinguishing classification of Historically Black Institutions (HBIs) and Historically White Institutions (HWIs) accounted for the dominant race in both student and staff statistics (Goldman, 2013). The university's merger process presents UPE and PET as HWIs albeit having 60% black students (Moeng, 2009). The Vista University had only black students at the institution; therefore, it was classified as an HBI (Barry, 2013).

In evaluating the institutional diversity after the merger: demographically, Vista University is evaluated as minimal, based on their low student enrolment, as well as low black academic staff (Nel & Stumpf, 2007). Nevertheless, Nel and Stumpf (2007) declare that Vista University's involvement has socio-politically contributed to NMMU's association and involvement with a more diverse community scope. This is further reflected in the Council's composition of the merged institutions.

In crafting a new identity for the university the mission and vision statements were developed.

The vision statement of the Nelson Mandela University is: to be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future (Mandela, 2017).

The mission of the Nelson Mandela University is to offer a diverse range of quality educational opportunities that will make a critical and constructive contribution towards regional, national and global sustainability (Nelson Mandela University website, 2017).

According to the university website, the following guidelines serve as objectives to achieve the set vision and mission:

- Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- We are committed to promoting equity of access and opportunities; so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- We provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential.
- We develop graduates and diplomats to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- We create and sustain an environment that encourages and supports vibrant research, scholarship and innovative culture.
- We engage in mutually beneficial partnerships locally, nationally and globally, in order to enhance social, economic, and ecological sustainability.

Subsequent to the development and establishment of the institution's mission and vision statements was the establishment of the university's Vision 2020 document.

3.2.5 Vision 2020

The Vision 2020 document came as a result of the university's 2008 Institutional Strategic Planning Process Framework. Based on consultations with the university's stakeholders, the document serves to identify institutional goals for the year 2020 by identifying the strategies and processes that would help in attaining all that is collaboratively envisaged (Mandela, 2010).

The document details ten Vision 2020 constraining or enabling factors. Amongst these is that of transformation, as well as higher levels of cultural integration. To supplement the institution's vision and mission statements, the Vision 2020 project's purpose is defined by evaluating the institution's position, and by refining a direction for moving forward (Mandela, 2010).

The Vision 2020 document highlights the need for equal opportunities to be afforded to all races. It accounts for the development of commonalities beyond race and gender. To cement these directions, the document calls for the institution to deal with the perception that it is white; and it is doing blacks a favour (Toni 2009).

3.3 NAME CHANGE IN 2017

The 20th of July 2017 marked a new chapter for the institution. With its merger established in 2005, to celebrate its tenth birthday in 2015, to removing Metropolitan from its name: the institution underwent a rebranding exercise that resulted in its name changing to Nelson Mandela University (Nelson Mandela Foundation, 2017). The name change is envisaged to achieve two goals: firstly to position the institution globally; and secondly, to establish a renewed determination to achieve meaningful transformation (My PE, 2017).

The institution's initial request to establish the university as the Nelson Mandela University to the South African government, as well as to the Mandela family was in 2005. In 2016, the minister of Higher Education and Training, Dr Blade Nzimande, gazetted the institution with its new name (Nelson Mandela Foundation, 2017).

The celebration of the new name comes with the celebration of two milestones for the institution. Firstly, the government granted permission to establish the country's tenth medical school. The second celebration is that of establishing the country's first Ocean Sciences campus (Nelson Mandela University, 2017).

Pedro Mzileni, a sociology Master's student and Student Representative Council (SRC) President at Nelson Mandela University, spoke at the launch of the new name, emphasised that the institution, moving forward, must be referred to with its full name; since abbreviations reduce the university's identity. He alluded to how HEIs, such as Cambridge, Oxford, Rhodes, and Yale are afforded their full names. Mzileni further suggested that the name be a source of funding, and further emphasised that it must embody respect for human rights, confrontation, engagement, decolonialism and academic excellence (Nelson Mandela University, 2017).

3.4 NELSON MANDELA UNIVERSITY'S VALUES

The Nelson Mandela University's transformation agenda directly links to the values of the institution; and they include diversity; excellence; integrity, respect for the environment, and taking responsibility (Mandela, 2010).

The values are briefly discussed below.

3.4.1 Respect for diversity

As a component of institutional culture, the value seeks to firstly introspect and serve diversified communities from a regional, national and global outlook. Secondly, the value serves to uphold the sharing of different opinions, experiences and critical scholarship. Thirdly, through this value, the institution seeks to appreciate, respect and celebrate diversity. Lastly, the institution seeks to commit to access, inclusion and social justice.

3.4.2 Excellence

The institution acknowledges its stakeholders through recognition and celebration. This pertains to recognising, celebrating and promoting the university's stakeholders' excellence in:

- Teaching, learning, research and engagement;
- Service delivery to all the stakeholders;
- Developing initiatives and platforms that enable students and staff to reach their full potential;
- Developing and promoting institutional policies, structures, processes and systems.

3.4.3 Ubuntu

The value of Ubuntu is anchored in the institution's position as a people-centred university. It fosters a culture of respect for one another; while acknowledging mutual interdependence. The value further promotes a shared culture of compassionate and responsible citizenship.

3.4.4 Integrity

In this context, integrity refers to the university's commitment to:

- Maintain the highest standard of personal honesty and exemplary moral character.
- Ethical and professional conduct
- Accountable and transparent conduct
- Integrity of information, systems and processes

3.4.5 Respect for the natural environment

Through this value, the institution assumes the responsibility of conserving, protecting and properly managing the natural resources for the current and future generations. This responsibility seeks to integrate sustainability principles through academic practices, institutional operations and the design of physical infrastructure. For mutually benefiting and sustainable approaches; community service and engagement are encouraged. Moreover, the institution seeks to inspire its students and staff to uphold environmentally friendly practices.

It may be concluded that there is a relationship between the institution's Vision 2020 strategic goals and the institution's values. The link can be drawn through the consideration of the overlaps in the following principles upheld and emphasised on both variables. These include the institution's commitment to:

- Acknowledging, respecting and celebrating diversity;
- Recognising and encouraging excellence;
- Promoting Ubuntu, compassion and engagement with internal and external communities; as well as,
- Establishing and inspiring a culture of sustainability.

3.4.6 Taking responsibility

This value seeks to encourage personal, professional and academic responsibility. It encourages taking responsibility for:

- Ethical behaviour when interacting with others,

- Contributing towards attaining personal and institutional goals,
- For our actions and their consequences, and
- Academic and professional endeavours.

3.5 NELSON MANDELA UNIVERSITY'S TRANSFORMATION AGENDA

Along with the institutional changes, Nelson Mandela University presented its transformation agenda in accordance with the Education White Paper 3: A Programme for the Transformation of Higher Education (1997). The White Paper 3 document defines the transformation process, as that which requires all existing practices, institutions and values to be revisited and reviewed with reference to their relevance towards a democratic, non-racial and non-sexist higher education system (Moeng, 2009; Mouton, Louw, & Strydom, 2013; Pinheiro, Ouma, & Pillay, 2012).

In a study for establishing a transformative institutional culture at the Nelson Mandela Metropolitan University, Barry (2013) highlights the fact that: "as the course of institutional development unfolds, there is a need to create spaces for interaction between the internal and external university community that is safe, yet challenging enough to contribute to the transformative changes required to produce the new institutional culture". He asserts that although the key stakeholders that participated in the study displayed an acute awareness of the intricacies that contribute to organisational transformation, as a constituent of the socio-political transformation; it is necessary to establish internal structures, programmes, and activities that would contribute to addressing the existing transformation challenges by utilising democratic and transparent methods.

3.5.1 Enabling conditions

For realising the opportunities presented in the Vision 2020 document, the following enabling conditions were identified:

- (a) Transformative institutional culture;
- (b) Financial viability and sustainability;
- (c) Human-capital development;

(d) Vibrant campus environment and modern infrastructure (Mandela, 2010).

Of relevance to the study is the first enabling condition: the transformational institutional culture. The relevance of this enabling condition is further discussed by drawing its relationship to the institution's values.

3.5.2 Strategic Priorities

The attainment of the institution's Vision 2020 rests on the eight strategic priorities as guiding principles for strategic planning (Mandela 2010). The strategic priorities are to:

- (a) Formulate and implement an integrated strategic academic plan and distinctive knowledge paradigm.
- (b) Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success.
- (c) Create and sustain an environment that encourages, supports and rewards vibrant research, scholarship and innovation culture.
- (d) Position Nelson Mandela University as an engaged institution that contributes to a sustainable future via critical scholarship.
- (e) Develop and sustain a transformative institutional culture that optimises the full potential of staff and students.
- (f) Formulate and implement a financial growth and development strategy, to enhance long-term sustainability and competitiveness.
- (g) Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all the campuses.
- (h) Maximise the human-capital potential of the staff.

Out of the eight strategic priorities, of relevance to the study is the fifth priority. The implementation of the priority rests on four strategic goals and their application on the institution's Facebook page in 2015 is discussed in Chapter Six of the study. The strategic goals are outlined in the following section.

3.5.3 Strategic goals

To evaluate Facebook's contribution to the institution's transformation agenda, the four strategic goals pertaining to transformation – as detailed in the Vision 2020 document – will be used as the basis of an analysis of the Facebook activity during the year 2015. The four Vision 2020 strategic goals seek to;

- (a) Establish a supportive and affirmative institutional culture.
- (b) Adopt and nurture an ethic of care and compassion across the institution.
- (c) Embrace and reflect reciprocal and nurturing engagement with internal and external communities.
- (d) Foster a culture of reflective practice, excellence, innovation and sustainability.

3.6 NELSON MANDELA UNIVERSITY'S TRANSFORMATION THEMES

The Nelson Mandela University's transformation context is not limited to the Vision 2020 document and additionally not limited to their Facebook activity. To broaden the discussion, it is important to present other initiatives that the university has developed towards this agenda. These initiatives include both online and offline activities. For the purpose of this discussion, information from the university's website will be presented.

The following section outlines the application of the transformation themes (Transformation Managers Forum, 2015), by the Nelson Mandela University.

The application of each theme is briefly discussed in the section below:

3.6.1 Institutional culture

Governance and management are the main principles of this theme. Combined, they are concerned with the role of the institution's council and top management concerning the development of transformation policies (Transformation Managers Forum, 2015).

For developing the university's transformation agenda, the university has eight transformation and equity policies (Mandela, 2017). It is worth mentioning that even

the study is limited to discussing race transformation, the university's the policies are not limited to race transformation. The policies include:

- Equity policy,
- Policy on gender equality,
- Policy on racism and racial discrimination,
- Nelson Mandela University Employment Equity Plan (2012 to 2017),
- Equity-based staff-attrition policy,
- Policy on religion / beliefs/ opinions,
- Sexual harassment policy, as well as
- Broad-Based Black Economic Empowerment (BBBEE) policy.

The scope of the all the policies seeks to contribute to the university's institutional culture by establishing and maintaining a shared understanding on the roles and responsibilities of management, staff and students for the development of transformation at the institution. Collectively, they enhance the university's Vision 2020 and values.

An integral part of professionalising transformation is establishing university structures that are dedicated solely to the university's transformation (Transformation Managers Forum, 2015).

The Nelson Mandela University has established two structures that are responsible for transformation at the institution; these include the Department of Transformation, Monitoring and Evaluation, as well as the Centre for the Advancement of Non-Racialism and Democracy (CANRAD). The Department of Transformation, Monitoring and Evaluation's vision is to "promote organisational transformation, which embraces the principles of human dignity and equality, non-racism, non-sexism, and redress" (Mandela, 2017).

Launched in March 2010, CANRAD seeks to "harness collective institutional capabilities in relation to research, teaching and learning, evidence-based advocacy, and interventions for advancing non-racialism and democracy" (Mandela, 2017).

Social cohesion in the university is measured through studying and analysing patterns of privilege and exclusion. This is done with the intention to improve the university's

institutional culture for students, staff and visitors (Transformation Managers Forum, 2015).

To commit to studying and analysing patterns of privilege and exclusion, the Nelson Mandela University presents staff members with an online platform in which they can openly and unanimously share their experiences at the university.

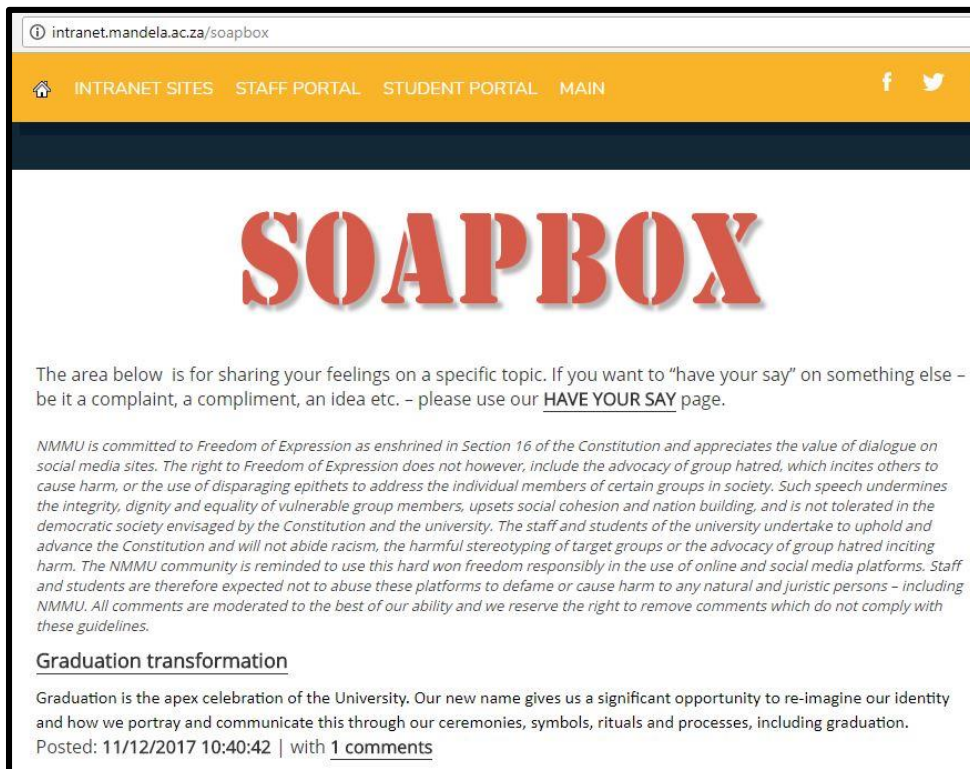


Figure 3.2. Soapbox

A similar platform for the Nelson Mandela University students to express their opinions is presented through surveys. The provision of surveys to evaluate the experiences of students and staff members at the Nelson Mandela University came as a recommendation from the 2009 audit that was conducted by the Higher Education Quality Committee (HEQC). To date, the surveys are used for promoting an institutional culture that recognises the experiences of staff and students.

The same or similar approach could be used on the Facebook page through engagement posts that seek to present stakeholders with a platform to share their experiences at the institution.

As a component of institutional culture; language policies, symbols and naming processes are ought to be based on the needs of the university's students (Transformation Managers Forum, 2015).

As an institution based in the Eastern Cape Province in South Africa, the university's language policy recognises and supports three languages: English, isiXhosa and Afrikaans to support the needs of the local students. English is used as the medium language of instruction to support all the students enrolled at the institution (Mandela, 2017). Through the CTLM, the institution supports academic staff in their use of these languages for academic purposes.

Language and Multilingual Development Support	
Responsibilities <ul style="list-style-type: none">• Leading language and on methodology development at NMMU• Providing language and multilingualism development support to NMMU academic staff• Advising on methodology to achieve multilingualism• Available for consultation on multilingualism• Developing and implementing specialist programmes to support academic staff to enhance language and literacies development in teaching and learning	Contact information  <p>Dr Thoko Batyi Language Development Professional Centre for Teaching, Learning and Media Summerstrand Campus (North) (Tel) +27 41 504 2663 (Fax) +27 41 504 2583 thoko.batyi@mandela.ac.za</p>

Figure 3.3. Language support for academics

3.6.2 Equity and redress

The implementation of this theme rests on three principles, access and success; support and opportunity as well as diversity and inclusion (Transformation Managers Forum, 2015).

Access and success are concerned with the recruitment and retainment of diverse staff members at a HEIs. Furthermore, it is concerned with how the recruitment and retainment of diverse staff members relate to diversification and transformation of knowledges (Transformation Managers Forum, 2015).

Support and opportunity constitute inclusivity and equity. This translates to the deliberate development and establishment of university-based programmes (Transformation Managers Forum, 2015).

Towards diversity and inclusivity, an institution's efforts towards equity and redress are considered against the developing and the maintenance of diverse and inclusive staff profiles (Transformation Managers Forum, 2015).

In addressing equity and redress at the institution; the analysis of employment statistics is presented. Between 2007 and 2017, the number of permanent staff members went from 1524 to 2154, with reference to the employment of black staff members. This grew from 42.3% to 59.7% (Mandela, 2017). Facebook content that provides the details of new staff appointments, particularly equity staff appointments, which were not featured on the institution's Facebook page in 2015.

At the university, the month of August is themed as diversity month (Mandela, 2017). This theme contributes towards the institution's transformation agenda.

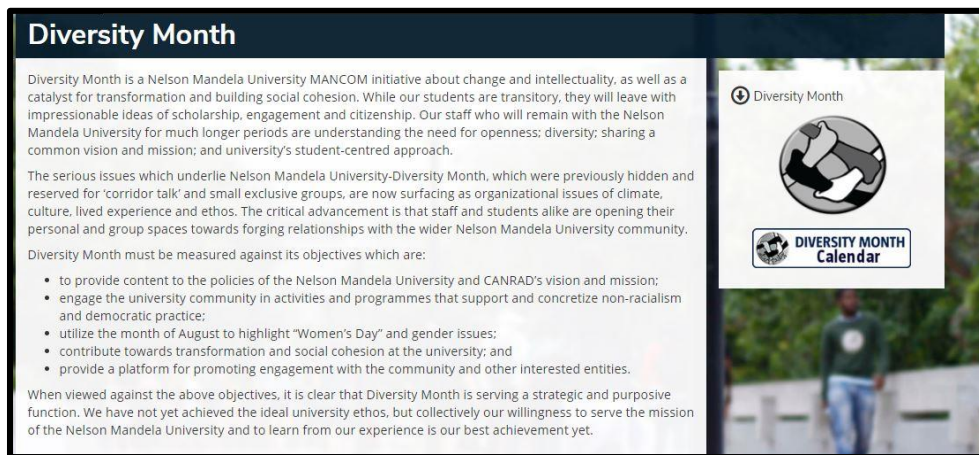


Figure 3.4. Diversity month

With reference to the objectives of the diversity month, the university's Facebook page should therefore also be used to present content that seeks to:

- Inform stakeholders about the institution's and CANRAD's vision and mission;
- Engage or inform stakeholders about engagement opportunities that are in accordance with non-racialism and democratic practices;
- Inform and engage stakeholders about "Women's Day", as well as gender-based issues;
- Enhance social cohesion, as well as,
- Promote engagements with the university's stakeholders.

Regarding the content that was posted on the institution's Facebook page in 2015, none of these objectives were upheld on this social media platform. It can be deduced that in 2015, the Facebook page was not used to uphold the institution's Diversity month objectives; and this translates negatively; as it is a missed opportunity to inform and engage stakeholders about matters that contribute to the institution's transformation agenda.

Although the diversity month objectives were not conveyed on the Facebook page content in the year 2015, the page did post content that recognised and enhanced the institution's diversity and Ubuntu values. A discussion on how this was done is presented in section 6.6 of this chapter.

3.6.3 Research, scholarship and postgraduate studies

Patterns of inclusion and exclusion are measures as the main principles for knowledge transformations. This is concerning national and international networks made available to students- and this pertains to participation, engagement, as well as opportunities for funding (Transformation Managers Forum, 2015).

The enrollment and graduation of diverse students are measured towards a university's diversity and inclusion efforts. Of consideration are student's different environmental, geographic location, abilities and socio-economic conditions (Transformation Managers Forum, 2015)

This theme is further concerned with internationally recognised research on 'race', 'gender', 'disability' and social justice. This is measured to determine a university's financial commitment to funding nationally recognised research and towards transformation and diversity (Transformation Managers Forum, 2015).

Content that enhances inclusion about equal opportunities afforded to post- graduates at the Nelson Mandela University were communicated on the Facebook page. An example of this is presented in Figure 3.5.

Nelson Mandela University 14 July 2015 · 🌐

ATTENTION: Postgraduate Students

The National Research Foundation (NRF) and the Department of Science and Technology (DST) are pleased to announce the call for applications for Extension Scholarship Support for Masters and Doctoral studies in 2016.

You are reminded of the following deadlines:

- 22 July 2015 - NRF Extension Scholarship Support For Masters & Doctoral Studies 2016
- 24 July 2015 - NRF Free-standing, DST Innovation and Scarce Skills Masters and Doctor Scholarship Call for 2016
- 14 August 2015 - NRF Freestanding Scarce Skills and Innovation Post-Doctoral fellowship call for 2016
- 17 August 2015 - SKA (SA) Honours, Masters and Doctoral Bursaries Call 2016
- 19 August 2015 - NRF Study Support for Completing Part-Time Doctoral Studies 2016

For eligibility criteria, "how to apply" and internal deadlines please check your NMMU communiqué.

Please provide your supervisor or potential supervisor with your application to proof read prior to submitting.

For more information please contact: Intiaz.khan@nmmu.ac.za

12 likes · 3 Comments

Like Comment Share

Figure 3.5. Postgraduate funding opportunities

Although the platform was not used to present information about the type of post-graduate research topics and themes that the students and graduates were studying, the Facebook page was used to present a diverse image of their post-graduates. From the graduation ceremonies, the institution posted images of some of their post-graduate students. Figure 3.6 depicts images of diverse Doctoral graduates that were posted on the Facebook page.

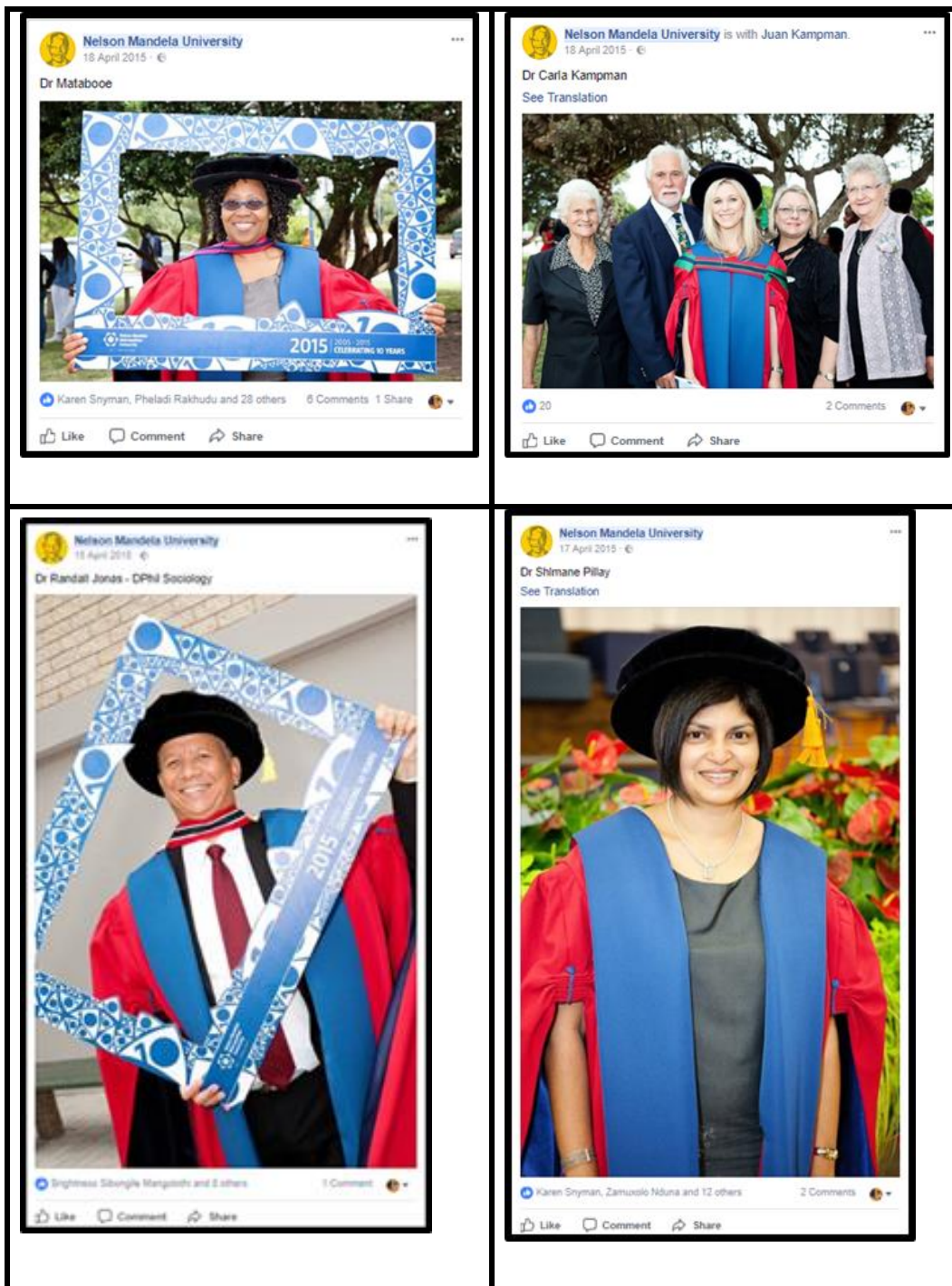


Figure 3.6 Images depicting diverse graduates

Posting Facebook content that represents all the race groups as those that are afforded equal opportunities to postgraduate studies is an integral part of the research, scholarship, and postgraduate studies' transformation theme.

3.6.4 Leadership, relations with external stakeholders, and community engagement

The advancement of diverse academics and staff for growth opportunities is realised through deliberate efforts towards diversity, training, development and professional growth (Transformation Managers Forum, 2015).

The institution's efforts regarding this objective include the university's workshops that are designed to educate and train students and staff about race, diversity, leadership and transformation (Mandela, 2017).

In addressing the importance of leadership that is cognisant of the current socio-political realities that are highlighted on by the transformation themes, the University's Business School offers workshops that include change management, diversity and personal effectiveness, knowledge management for organisational transformation and a number of leadership workshops (Mandela, 2017).

Table 3.1: Leadership and Management workshops

LEADERSHIP AND MANAGEMENT		
Change Management	M+1	1 Day
Coaching	M+1	2 Days
Contemporary Management	M+2	5 Days
Diversity and Personal Effectiveness	M+1	1 Day
Ethics in Moral Leadership	M+2	2 Days
Integral Leadership for Established Managers	M+3	6 Days
Knowledge Management for Organisational Transformation	M+2	3 Days
Leadership and Teambuilding Skills	M+1	3 Days
Leadership Skills for the 21st Century	M+2	5 Days
Management Skills for 21st Century Leaders	M+1	3 Days
Mentorship	M+1	1 Day
Principles of Effective Teams and Meetings	M	2 Days
Women in Leadership	M+2	3 Days

Through the university's counselling department, the institution further offers workshops that are focused on appreciating diversity, as well as community building. This seeks to enhance the institution's values and transformation agenda.

Table 3.2: Diversity workshops

Appreciating Diversity	We live in a dynamic, multi-cultural and global world! Understanding and appreciating people from cultures different from one's own can open up a variety of rich growth experiences and help to build relationships between amazing people. This interactive workshop aims to increase participants' awareness of different aspects surrounding diversity, such as similarities and differences between people as well as concepts such as stereotyping, prejudice and discrimination.
Community Building	This workshop is aimed at facilitating positive interaction between members of the same community. The focus lies in creating awareness about the characteristics of a community and empowering leaders to create a sense of community within their circles.

In addition to the workshops presented by the Business School and counselling department, through the Human Resources Development department, the institution further presents a transformation workshop that focuses on leading a transformative institutional culture at the university.

Table 3.3. Leadership and transformation workshops

Human Resources Development	
Course	
<input type="button" value="apply"/>	HRD - ICT Staff Orientation
<input type="button" value="apply"/>	HRD - Leading a Transformative Institutional Culture at Nelson Mandela University
<input type="button" value="apply"/>	HRD - Leading a Transformative Institutional Culture at Nelson Mandela University (GEORGE CAMPUS)
<input type="button" value="apply"/>	HRD - Preparing for Retirement (isiXhosa)

Information on these workshops was not communicated on the Nelson Mandela University's Facebook page. A possible reason for this is that the workshops are presented to internal stakeholders; while the Facebook page communicates to all stakeholders. Even though this is the case, it would have benefited the institution's image and reputation if pictures from these workshops would be shared on the Facebook. This would contextualise to all stakeholders the different initiatives that are presented by the institution in its commitment to transformation.

The alignment of the institution's transformational objectives with its students, staff and alumni is highlighted through equity-based external engagements. This realised through engagements with community members and other external stakeholders (Transformation Managers Forum, 2015).

Engagements with external stakeholders are maintained through a number of initiatives, such as marketing; communication; brand management; event management; contact centre; arts, culture and heritage; archives and exhibitions, as well as alumni relations.

These initiatives are maintained by the Department of Stakeholder and Liaison (Mandela, 2017). In addition to this, the initiatives, such as the 'Beyond the Classroom programme' enhance engagements between the community and the students. These engagements promote the institution's values and transformation agenda; but information on the initiatives and programmes, such as the BtC that enhance equity engagements with and between the institution's stakeholders are not included on the institution's Facebook page.



Figure 3.7. Beyond the Classroom (BtC)

3.6.5 Teaching and learning

Through the transformation lens, Teaching and Learning account for both students and academic staff. Towards a transformed education, teaching practices are measured against critical, just and humanising pedagogies. The inclusion of these elements is towards ensuring that the knowledge, experience and cultural competencies presented to undergraduate students will provide them with sufficient capabilities to prosper in both multicultural and global contexts. Likewise, for postgraduate students, universities are to ensure that these students are capacitated with diversity-related and social justice competencies. (Transformation Managers Forum, 2015).

This theme further addresses teaching and learning support for academic staff. This is done through the provision of teaching material that address diversity, enhance and establish inclusive learning environments (Transformation Managers Forum, 2015).

For advancing this transformation theme, the university has a Centre for Teaching, Learning and Media (<http://ctlm.mandela.ac.za/>). The centre's teaching development programme presents academic staff with teaching development programmes that include:

- Scholarship of Teaching and Learning Certificates (SoTLC);
- Introduction to Teaching and Learning at Nelson Mandela University for new academics;
- Blended learning framework for Teaching and Learning;
- Academic writing development (literacies);
- Evaluation of teaching and modules;
- Assessment of student learning (Short Learning Programme for 20 credits at NQF level 8);
- Portfolio development for teaching excellence and development;
- Multilingualism in Teaching and Learning, as well as the implementation of language policy;
- Transformative curriculum development; as well as,
- Research and Scholarship of Teaching and Learning in Higher Education (Mandela, 2017).

The programmes offered by the CTLM, particularly that of transformative curriculum development, are significant when addressing this transformation theme. The programmes further enhance the institution's transformation agenda, as well as the values of Ubuntu, excellence, integrity and diversity. Content about them on the Facebook page would have directly contributed to the stakeholders' understanding of how the institution seeks to address transformation from a teaching and learning perspective. This would be of particular importance in the light of the demands from #FeesMustFall calling for a decolonialized curriculum (Moloi et al, 2017).

To contextualise what was embodied by the Nelson Mandela Metropolitan University into the Nelson Mandela University landscape, communication platforms for engaging stakeholders have not changed.

3.7 NELSON MANDELA UNIVERSITY'S COMMUNICATION STRATEGIES

According to the Nelson Mandela University's website, communication between the institution and its stakeholders is handled by the institution's communication and stakeholder-liaison department (Mandela, 2017).

With 41 staff members, the Department's role is dominated by creating, maintaining and coordinating the institution's image (Mandela, 2017). This is done through the following strategies:

- Marketing;
- Communication;
- Brand Management;
- Event Management;
- Contact Centre
- Arts, Culture and Heritage;
- Archives and Exhibitions, and
- Alumni Relations.

These strategies are for developing effective channels of communication between the institution and its stakeholders to recruit prospective students, as well as to market the university's programmes (Mandela, 2017).

3.8 NELSON MANDELA UNIVERSITY'S USE OF SOCIAL MEDIA

The Nelson Mandela University's use of social media platforms include: Facebook, Twitter, YouTube, Instagram, Google+, as well as Pinterest. During data collection, the university's Facebook page had 73, 217 followers. It's Twitter account had 9006 followers. The YouTube channel had 1005 subscribers. Instagram had 6, 767 followers. On Google + they had 915 followers. With the least amount of followers, the Pinterest account had 16 followers.

Of interest to the study is their use of the Facebook platform. Below, a discussion on the institution's social media guidelines is presented.

3.9 NELSON MANDELA UNIVERSITY'S SOCIAL MEDIA GUIDELINES

On the Nelson Mandela University's Facebook Page, a Social Media Guideline was presented as that which was updated in September 2016 by the Marketing and Corporate Relations Department. To present the discussion the contents of the guidelines are discussed in categories. It is necessary to have guidelines for a communication platform that is used by different stakeholders as this presents them with knowledge of what is permitted and what is not. In the context of race transformation in South Africa, this is particularly relevant and is highlighted on the guideline with reference the country's constitution pertaining to discrimination.

3.9.1 General

The opening sentiments of the guidelines assert that the institution maintains official pages and various social media platforms that are in accordance with Nelson Mandela University's purpose of educating and informing. They are maintained for sharing information and connecting with their stakeholders. They further highlight that they uphold the Freedom of Expression, as documented in section 16 of the South African Constitution and this they align with their appreciation for social media's ability to enhance dialogue (Mandela, 2016).

3.9.2 Racism, Hatred and Stereotyping

Concerning racism, harmful stereotyping and hatred, the guideline states that the university's staff and students act in a manner that sustains that which is prescribed by the national Constitution. As a result, all comments are (to their best ability) moderated for compliance, and therefore, those that do not comply will be removed (Mandela, 2016).

3.9.3 Nelson Mandela University Representation

The following guidelines are provided to individuals or groups for posting content associated with the Nelson Mandela University brand:

- a) Logo as avatars: the use of the institution's logo as avatars by individuals and or groups must be first approved by the Marketing and Corporate Relations department.
- b) Photography: only photography that positively represents the university is recommended and acceptable.
- c) Politics: Individuals representing the institution are advised to refrain from making any political statements.
- d) Employee relations: should Nelson Mandela University employees wish to post or respond to posts as the institution's employees, they are advised to first seek clarity from their supervisors on how to conduct such an issue. Thereafter, they are requested to state their names, titles and departments (Mandela, 2016).

3.9.4 Engagement Guidelines

The Nelson Mandela University stakeholders are requested to adhere to the following engagement guidelines. They are requested to:

- Be respectful;
- Be mindful of the audience (that may include prospective students, staff, donors, alumni, parents, school counsellors, the media, or future employers);
- Have good judgement and leadership;

- Be transparent;
- Admit and fix their mistakes;
- Respect copyrights and fair use;
- Reference and acknowledge sources, where applicable
- Contribute valuable information during engagements;
- Share knowledge;
- Be accurate in all statements
- Engage on the presented topic without diverting;
- Avoid spam;
- Be mindful when posting;
- Be responsive to feedback;
- Adhere to confidentiality;
- Be mindful of the community building objectives;
- Maintain conversation flow (Mandela, 2016).

3.9.5 Legal Recommendations

Although Freedom of expression is encouraged, the guideline further emphasises that the following elements will be not be tolerated and will have legal consequences:

- Hate speech,
- Reputation defamation,
- Privacy breach,
- Derogatory language use,
- Abusive language and profanity, such as swearing,

As a result of contravening the guidelines, suggested legal consequences include;

- Copyright infringement,
- Breach of confidentiality,

- Defamation,
- Libel, and
- Obscenity.

Social media guidelines further provide the institution's stakeholders with precautionary measures for protecting themselves from a variety of internet-related safety dangers such as hacking, identity theft, sharing of login details, as well as personal online footprints (Mandela, 2016).

3.10 CONCLUSION

This chapter has presented the Nelson Mandela University as the single case study. The case study included discussion on the institution's historical background and went on to discuss the institution's developments until the year 2017. This discussion is punctuated by the institution's Vision 2020 document with a particular focus on its transformation-oriented strategic goals. Thereafter, the case study discusses how the university uses social media. It closes with a discussion on the institution's social-media guidelines. Chapter Four presents the relevant literature on corporate communication.

CHAPTER FOUR: CORPORATE COMMUNICATION

“The only way you survive is [if] you continuously transform into something else. It’s this idea of continuous transformation that makes you an innovation company.” (Ginni Rometty)

Chapter	Chapter contents	Link to research objectives	Link to Research Questions
Chapter 1	Introduction Background information, purpose of study, research objectives, research questions, problem statement, significance of the study, assumptions, and limitations		
Chapter 2	Transformation <i>(Literature review)</i> Overview of Higher Education pre- and post-1994 Requirements for transformation in Higher Education Transformation themes	Objective I. To identify the elements required for transformational communication.	Research question 1: What are the requirements for transformational communication?
Chapter 3	Case Study Nelson Mandela University	Objective II. To identify the target audience of the Nelson Mandela University Facebook page posts.	Question II. Which stakeholders does Nelson Mandela University engage with on Facebook?
Chapter 4	Corporate Communication <i>(Literature review)</i>		
Chapter 5	Research Methodology Introduction, research design, research instruments, data collection and analysis, limitations, ethics, as well as the conclusion,		
Chapter 6	Findings and Analysis	Objective III. To determine how Nelson Mandela University’s Facebook page contributes to stakeholder communication regarding the university’s Vision 2020 transformation agenda.	Question III. How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?
Chapter 7	Conclusion Summary, conclusions and recommendations, limitations and future research,		

4.1 INTRODUCTION

The purpose of this chapter is to develop a contextualised understanding of HEIs, as organisations that need and utilise corporate communication instruments for advancing the transformation agenda. This chapter begins by discussing the corporate communication elements, such as objectives, strategies, identity, image and reputation. The discussion continues by presenting stakeholder management and communication as corporate communication elements that highlight the use of Facebook to engage the institution's different stakeholders on the university's commitment to transformation.

4.2 CORPORATE COMMUNICATION

Corporate Communication is a component of communication, marketing and business, it requires institutions to be responsive and adaptable to environmental changes (Cornelissen, 2010; Siano, 2013; Spear, 2017; Tushi, 2014). The approach takes a socio-economic theory perspective by considering the needs of all its stakeholders holistically (Cornelissen, 2010; Smith, 2012). Developing a strategic communication strategy entails communicating the vision, the mission, the objectives, the values and the views of the institution to the key stakeholders through the most suitable communication channels (Mohamad, 2014; Tindall, 2012). When developing a strategic communication strategy, institutions need to consider the following elements of Corporate Communication:

4.2.1 Mission and Vision statements

Mission and vision statements are used to define and express an organisation's personality (Ingenhoff & Fuhrer, 2010). They contribute to communicating who and what the organisation stands for (Desmit & Prinzie, 2008).

4.2.2 Corporate objectives

To reach the vision and mission of the institution, corporate objectives, and short-term goals are set (Cornelissen, 2010). These objectives need to adhere to the SMARTER

acronym: S – Specific; M – Measurable; A – Attainable; R – Realistic, T – Timely; E – Evaluated; R – Resourced (Editorial, 2009).

4.2.3 Strategies

According to Tindall and Holtzhausen (2012), strategic communication refers to “...planned and calculated communication efforts that are directed to targeted audiences and involve the activities of a communication practitioner”. Cornelissen (2010) links corporate objectives to strategies, stating that the functions of divisions, such as Human Resources, Finances etc. are often used to develop specific objectives in support of the overall strategy. The strategy is developed holistically to ensure the profitability and the loyalty of the stakeholders (Tushi, 2014).

4.2.4 Corporate identity

Corporate identity refers to the way in which an organisation presents itself to its stakeholders (Cornelissen, 2010; Spear, 2017). An ACID test developed by Balmer and Soenen (1999 as cited in Podnar 2015) proposes that the articulation of an organisation’s corporate identity rests on different types of identities which explain how organisations use corporate communication strategies to present themselves in a favourable position – these are described through the communicated, ideal and desired identity (Podnar, 2015). Working towards these identities is a reflection on the organisation’s awareness of its actual identity and hence able to project what it still needs to improve (Podnar, 2015).

4.2.5 Corporate image

Corporate image refers to a mental conception created in a stakeholder’s mind about an organisation (Podnar, 2015). Factors that influence an organisation’s corporate image are identified by Garbett (1998 as cited in Podnar 2015) as follows:

- The reality of a company, which refers to the organisation’s infrastructural and operational variables;
- Newsworthiness, which refers to when and how consumers or stakeholders are paying attention to the organisation and its activities;

- Diversity, which refers to the organisation's messages;
- Communication effort, which refers to the relationship between the investments that an organisation makes to communicate to its stakeholders, and a recognition of the efforts,
- Time refers to the period it takes to develop a strong corporate image, as well as;
- Memory decay, which refers to the duration it takes to retain communication efforts made to stakeholders, in order to retain their attention.

4.2.6 Corporate reputation

The corporate reputation refers to the views and opinions held by the stakeholders about an organisation, developed over time (Spear, 2017). Although organisations have no direct control over their corporate reputation (Ingenhoff & Fuhrer, 2010), a positive reputation may attract investments, increase competitive advantage, penetrating new and broader markets (Ponzi, Fombrun, & Gardberg 2011; Spear, 2017). The six elements of corporate reputation include competitive effectiveness, market leadership, consumer focus, familiarity and favourability, corporate culture and communication (Greyser, 1999, as cited by Podnar, 2015).

4.3 STAKEHOLDER MANAGEMENT AND COMMUNICATION

A stakeholder can be defined as any group or individual, who can affect or be affected by an organisation's operations for realising its purpose and objectives (Freeman, 1984). As a result, stakeholder identification and management have a direct impact on the communication strategies used to effectively communicate with each stakeholder (Kroczeck, van Stam, & Mweetwa, 2013).

For defining and classifying stakeholders, it is necessary first to define the "stakes" held by the different stakeholders. Stakes are described and classified, according to the types of interests that the individuals and/or the groups have in the organisation (Parmar, Freeman, Harrison, Wicks, Lauren and De Colle, 2010). There are three different types of stakes, namely: (a) equity (associated with ownership of the organisation); (b) economic or market (associated with the financial contributions to the organisation, not the ownership); as well as, (c) influencers (associated with

general societal advocacy with no ownership nor financial contribution) stakes (Cornelissen, 2010).

Stakeholder management seeks to highlight the deliberate shift from neo-classical economic theories to socio-economic theories (Cornelissen, 2010). The neo-classical economic theories sought to maintain their profit margins by maintaining accountability to itself, as well as to the shareholders (Cornelissen, 2010). The focus for socio-economic theory extends to recognising other stakeholders beyond the shareholders as important individuals and groups with which the organisation is expected to maintain a two-way symmetrical relationship. Table 4.1 tabulates the differentiation between the two theories.

Table 4.1. Stakeholder Management

Neo-classical economic stakeholder theory	Socio-economic stakeholder theory
Investors	Investors
Employees	Employees
Suppliers	Suppliers
Customers	Customers
-	Government
-	Political groups
-	Trade associations
-	Communities

Source: Cornelissen, (2010)

The difference between the two theories is marked by the organisation’s consideration of individuals and groups that have societal rather than an economic contribution towards the operation of the organisation. This contribution is defined as a “legitimate stake” in the organisation. It seeks to recognise the stakeholders, as those that are affected by the existence of the organisation and have the potential to affect the operation and performance of the organisation (Cornelissen, 2010). These legitimate stakes on the organisation can further be defined through the identification of the reasons for why the relationship exists. This classification is done through the mapping

between the instrumental (economic) and normative (social) reasons. Table 4.2 illustrates stakeholder's reasons for classification.

Table 4.2. Stakeholder reason classification

Stakeholder	Instrumental reasons	Normative reasons
Investors	X	-
Employees	X	-
Suppliers	X	-
Customers	X	-
Government	-	X
Political groups	-	X
Trade associations	-	X
Communities	-	X

Source: Cornelissen, (2010)

Table 4.2 reinforces the importance of the shift from neo-classical economic theories to socio-economic theories when defining an organisation's stakeholders. It further presents a foundation for the discussion on the different communication strategies used to communicate to the different stakeholders.

4.3.1 Stakeholder Communication

To effectively and strategically communicate with stakeholders, identification and analysis of the stakeholders, their influence, as well as their interest in the organisation, has to be established. To carry out this task, two stakeholder mapping tools are used. These are namely; the (a) stakeholder salience model, as well as (b) the power-interest matrix. The benefits pertaining to using these stakeholder mapping tools include the identification of specific stakeholder information needs; stakeholder

positioning on specific issues; as well as the identification of specific communication strategies designed to maintain stakeholder support and to counter opposition (Cornelissen, 2010).

Saliency Model

Saliency in stakeholder communication refers to the classification of stakeholders, according to their level of priority and prominence in relation to the need to maintain ongoing communication with them (Cornelissen, 2010; Aaltonen, Jaakko, and Tuomas, 2008). In order to determine their saliency, three attributes are used. These include (a) power, which refers to the stakeholder’s power in the organisation; (b) legitimacy; which refers to the claim the stakeholder has on the organisation; and lastly, (c) urgency, which refers to the amount of immediate attention required by the stakeholder – based on their claim to the organisation (Cornelissen, 2010).

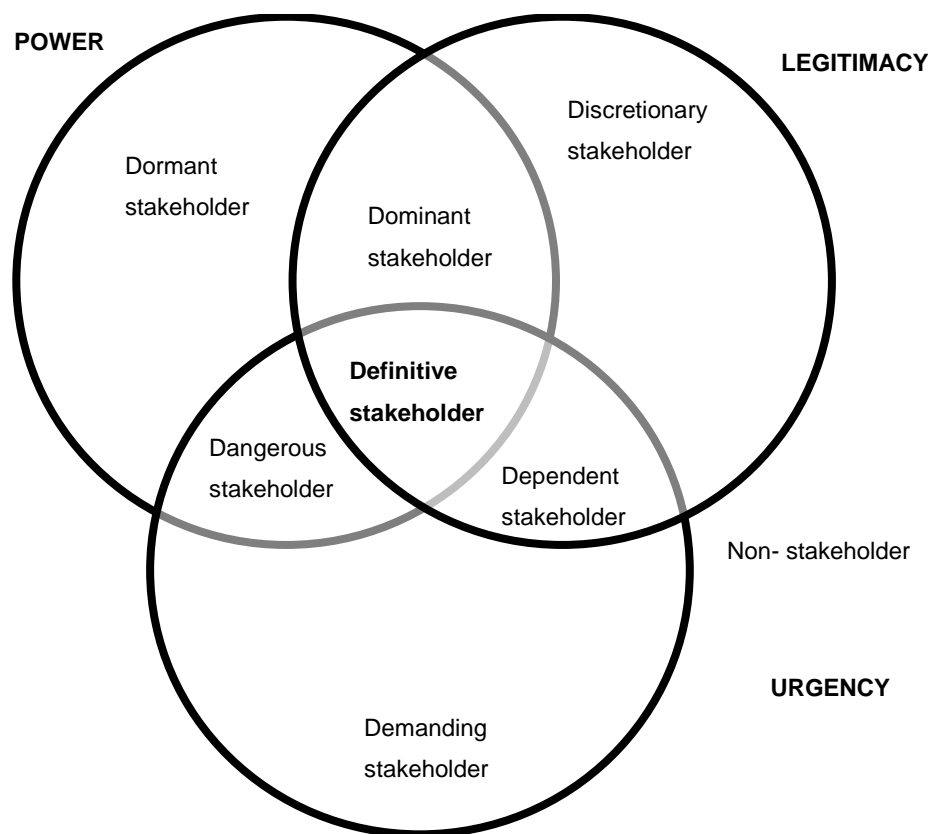


Figure 4.1. Stakeholder saliency model. (Source: Cornelissen, 2010)

The three attributes discussed above form the basis for the seven types of stakeholders from which the saliency model is formed. They include: (a) dormant

stakeholders; (b) discretionary stakeholders (c) demanding stakeholders, (d) dominant stakeholders, (e) dangerous stakeholders, (f) dependent stakeholders, as well as (g) definitive stakeholders. Figure 4.1 illustrates the salience model.

The seven types of stakeholders included in the salience model are classified into three main groups. The first three stakeholders are described as latent stakeholder groups. The second three groups of stakeholders are described as expectant stakeholders. The last stakeholder group is described as definitive stakeholders. They are discussed according to Cornelissen (2010) as follows:

- (a) Dormant stakeholders: individuals or groups that do not have a legitimate relationship with the organisation, but only have the power to impose their interests on those that do. Their power is thus described as dormant. They require minimal communication from the organisation.
- (b) Discretionary stakeholders: individuals or groups which – based on their relationship with the organisation – have legitimate claims; but they lack the power to influence the organisation. They require adequate communication from the organisation.
- (c) Demanding stakeholders: individuals or groups that have urgent claims; however, they lack the power, as well as any legitimacy to influence the organisation. They also require adequate communication from the organisation.
- (d) Dominant stakeholders: individuals or groups that have both power and legitimate claims that are enough to influence the organisation. The organisation is required to communicate actively and consistently with them.
- (e) Dangerous stakeholders: individuals or groups that lack legitimacy; but they have the power; and they make urgent claims on the organisation. They do not require any direct communication efforts from the organisation.
- (f) Dependent stakeholders: individuals or groups that have urgent legitimate claims on the organisation; however, they lack the necessary power; and they, therefore, depend on others to communicate their claims to the organisation. They also do not require any direct communication efforts from the organisation.
- (g) Definitive stakeholders: individuals or groups that have legitimate power, as well as urgency. They require active and consistent communication from the organisation.

The discussion on the types of stakeholders will contribute to identifying and understanding the stakeholders that the Nelson Mandela University communicated with through Facebook in 2015.

Power-Interest Matrix

The stakeholder power-matrix categorises the stakeholders on the basis of the role they are afforded by the organisation, as well as their level of interest in the organisation’s activities (Cornelissen, 2010). Thereafter, it classifies the amount of effort the organisation should use when communicating with them (Cornelissen, 2010). Table 4.3 below, illustrates the categorising of stakeholders through a quadrant method, based on each stakeholder’s level of interest, as determined by their role in the organisation. Using the same formula, the matrix further classifies the stakeholder’s engagement interests into awareness, understanding, involvement, and commitment (Cornelissen, 2010).

Table 4.3 The power-interest matrix

		level of interest	
		Low	High
power	Low	A Minimal effort	B Keep informed
	High	C Keep satisfied	D Key players

Source: Cornelissen (2010)

The stakeholder quadrants tabled above, according to Cornelissen (2010), are discussed.

a) Quadrant A: Minimal effort

Cornelissen (2010) and Gregory (2007) maintain that the stakeholders in this quadrant possess the least amount of power and interest. Although they may not have a direct influence on the organisation, the organisation has an obligation to keep these stakeholders aware of their existence. Although the potential for these stakeholders to

move to another quadrant is minimal, they can be influenced by informational communication strategies. Thus, when a need for more information (interest) arises, they move to Quadrant B.

b) Quadrant B: Keep informed

The stakeholders in this quadrant have little power but have a high level of interest in the operation of the organisation. Therefore, they require communication strategies that enable them to stay informed. Gregory (2007) alludes to the relationship between stakeholders in this quadrant and those in Quadrant D, as being essential. Cornelissen (2010) emphasises that it is important to keep this quadrant informed; as these stakeholders may easily move to a different quadrant that would enable them to have more power. Therefore, the information they receive while in this quadrant may influence what they would do with the power they acquire when in a different quadrant.

c) Quadrant C: Keep satisfied

It is suggested that the stakeholders in this quadrant are the most challenging to engage with; and this may be attributed to their power and interest level (Cornelissen, 2010). Gregory (2007) asserts that their potential to move from one quadrant to another cannot be determined, but it may be influenced by the level of communication and engagement they receive from an organisation. This is because, most of the stakeholders that reside in the quadrant are powerful institutional investors (Cornelissen, 2010). Gregory (2007) further suggests that, during a crisis, Quadrant C stakeholders could move to Quadrant D.

d) Quadrant D: Key players

The stakeholders in this quadrant are described as the most important, powerful and engaged. They ought to be considered and communicated with on all the operations of the organisation, particularly those plans that include changes (Cornelissen, 2010). In a higher education institutional context, these stakeholders can be both students and staff members.

The identification of stakeholders through the stakeholder salience model with the combination of the power-interest model contributes to identifying the Nelson Mandela University's stakeholders. Furthermore, it contributes to analysing the content that was used in communicating with them through Facebook in 2015.

HEIs Stakeholder Map

In order to map stakeholders for Nelson Mandela University, it is necessary to first contextualise the stakeholder categories from a perspective that accounts for the higher education landscape, as well from the perspective of stakeholder management. Below is an illustration of how this was achieved.

Table 4.4. Higher Education Stakeholder Map

Marić (2013)	Labanauskis and Ginevičius (2017)	Cornelissen's (2010) Stakeholder Categories	Higher Education Stakeholders
Government entities	Government	Government	Government
Administrators	-	Employees	Employees
Employees	-		
Clientele	Students	Customers	Clientele
	Parents		
	School leavers		
Suppliers	Alumni	Suppliers	Suppliers
Donors	Funders	Investors	Investors
Financial intermediaries			
Communities	Non- Profit Organisation	Community	Community
Government regulators	Accreditation bodies	Suppliers	Media and Accreditation Bodies
Non-Government regulators	Media and ranking agencies		
Joint venture	Businesses	Investors/ Suppliers	Industry
Competitors	Other institutions	-	Competitors

Adapted from Cornelissen (2010); Labanauskis and Ginevičius (2017) and Marić (2013)

With the use of Cornelissen's (2010) stakeholder model as a guiding theoretical reference; the similarities and differences from the higher education stakeholder classifications done by Labanauskis and Ginevičius (2017), as well as those of Marić (2013), respectively have enabled the mapping of higher education institutions for the study.

Subsequent to identifying the stakeholders, higher education stakeholders, in particular, it is important to further the discussion by discussing the communication strategies used to build and maintain relations between an organisation and its stakeholders.

4.4 MARKET

According to Kotler, Armstrong and Tait (2010), a market refers to the current and prospective clients or buyers who would purchase a product or service. HEIs operate in the Higher Education market, and current and prospective students make use of the services offered by an institution. Students are, however, not the only important role players. As outlined earlier in this section, there are several stakeholders who affect and are affected by an educational institution. An institution needs to consider its role-players in the macro-environment. This refers to demographic, economic, natural, technological, postglacial and cultural factors, as well as the role-players in the micro-environment. This includes the institution, the suppliers, the current and prospective students, the competitors, and the public (Kotler, Armstrong & Tait, 2010).

4.5 COMMUNICATION

As described by Cornelissen (2010), there are three main stakeholder communication strategies, namely: (a) informational strategies; (b) informational or persuasive strategies, as well as (c) dialogue strategies. Table 4.5 presents a tabulated discussion on the three types of strategies.

Table 4.5. Organisation- stakeholder communication strategies

Communication Strategy	Description	Application
Informational Strategy	Used to update stakeholders on the organisation’s decisions, developments.	Newsletters, website, press releases, as well as reports.
	This contributes towards the understanding of the organisation’s decisions.	
Informational/ Persuasive Strategy	Communication is intended to persuade stakeholder’s attitudes, knowledge and behaviour to be favourable to the organisation’s decisions.	Campaigns, meetings, as well as corporate advertising.
Dialogue Strategy	Mutual engagement between the organisation and its stakeholders on the organisation’s operations and decision-making processes; this is towards mutual understanding.	Consultations and meetings.

Source: Cornelissen (2010)

The understanding of these communication strategies and the content requirements outlined in Table 4.5 present an opportunity to define the Facebook content required for transformational communication by integrating of Zittoun’s (2008) and Kotter’s (2009) transformational communication models and this is presented in Table 4.6.

Table 4.6. Transformation Communication-Content Requirements

Zittoun's 2008 Model	Kotter's 2009 Model	Content Requirement
Identity	Establishing a sense of urgency	Informative content regarding the institutional identity
	Forming a powerful guiding coalitions	
Knowledge acquisition	Creating a vision	Informative and engaging content on the institution's vision
	Communicating a vision	
Sense-Making	Empowering others to act on the vision	Engaging content that seeks to: <ul style="list-style-type: none"> • Recognise excellence -consistently- across all races • Recognise and celebrate diversity • Reinforce the institution's identity, vision and values
	Planning for and creating short-term wins	
	Consolidating improvements and producing still more change	
	Institutionalising new approaches	

Source: *Researcher*

Understanding communication strategies as well as the content required for transformational Facebook presents organisation with an opportunity to contextualise their communication integration tools. This is especially important when an organisation has diversified stakeholders (Matthee, 2011).

4.6 INTEGRATION

The fields of marketing, integrated marketing communication, advertising, selling, and public relations, function in order to communicate a key message to a target audience (Pollach, 2012; Tindall, 2012). The integration of tools used by these different industries to inform, educate, persuade, entertain and influence prospective shareholders (Burger, 2016), extends to online platforms, specifically social media, to create a dialogue with stakeholders on an institution, product, or service offered (Matthee, 2011).

4.7 SOCIAL-MEDIA TOOLS

Although from a general perspective, the social media topic has been broadly discussed, very little attention has been given to the design and use of social media guidelines (Kruger, Brockmann & Stieglitz, 2013). While industry literature presents recommendations and guidelines for the use of social media (Farley, 2011; Gibbs, 2011; Grensing-Pophal, 2010; Raysman, 2012) academic literature presents minimal information on the definitive elements of the guidelines, and these include content, visualisation, strategy, corporate culture – with reference to the target group, as well as the legal boundaries (Husin & Hanisch, 2011).

A social networking site is an online site where a user can create a profile and build a personal network that connects them to other users for a variety of professional or personal reasons (Dawley, 2009; Mohammed, 2011). To add to the observations on the increasing use of Facebook by HEIs between Reuben (2008), Selwyn (2009), Visser (2012) and Tess (2013), Lavrusik (2009) presents the following ways in which universities could use social media to communicate with their stakeholders:

a) Gathering and sharing information:

HEIs use social media to highlight their expertise and the resources they make available to the public. The objective is to educate and provide an idea of what the institution is like.

b) Displaying student and faculty work:

Staff and student projects and achievements are displayed in the form of text, audio, and video. This content is shared on various social media sites.

c) Providing a platform to broadcast events:

In contrast to promoting events only, universities use these tools for students to engage and actively participate in the events, as they occur.

d) Emergency Notifications:

Students tend to use social media more than their school email accounts. Announcements concerning cancellation of classes are also made on these sites. Social media posts have been found to spread the news at a faster frequency than traditional communication mediums.

e) Connecting people:

Students have the opportunity to connect with one another, as well as with their lecturers.

f) Creating a dialogue and communicating with students:

Social media provide two-way dialogue, and they allow for discussion among multiple audiences: Likewise, the universities can use social media to engage with the public.

g) Getting connected via mobile:

Students can access their emails, campus maps, calendars internet-based communication from their mobile devices.

The fifth use (connecting people), as well as the sixth (creating a dialogue and communicating with students), above, qualify discussions as well as an analysis of Nelson Mandela University's use of Facebook. This is especially important in a year, in which the #FeesMustFall student political movements have affected the tones and frequencies of social engagements.

4.8 FACEBOOK

A study conducted in the United States by Junco (2013), revealed that on a daily basis, students spend 26 minutes on Facebook in comparison with other social-networking platforms. Facebook is the most popular amongst the youth (Hesel, 2013; Peruta & Shields, 2017). Facebook was created in 2004 by Mark Zuckerberg at Harvard University, with its membership initially limited to Ivy League college students (Peruta and Shield, 2016). In 2006, membership was extended to anyone with a valid e-mail address, worldwide. Globally, there are an estimated 30 million Facebook users (Peruta and Shield, 2016).

In 2009, 13 642 South African Facebook users were recorded (Bosch, 2008; Stutzman, 2008; Torgeson, 2006).

Facebook, like other social networks, provides an opportunity for engagement. The engagements are used to evaluate a myriad of things; amongst these is the relationship between an organisation and individuals (Peruta & Shields, 2017; Sashi, 2012; Paine, 2011).

It is necessary to acknowledge that the site presents students with opportunities for insight into identity formulation, status negotiation, as well as peer-to-peer socialising (Boyd; 2007).

Although studies on the use Facebook exist, it is imperative to further study the site from a South African perspective; since all the preceding studies have focused on the European context (Bosch, 2008). What is also worth studying is the existence of digital inequalities on Facebook. Despite the site's popularity amongst students, it is of paramount importance to address the gender, race and socio-economic inequalities, as inherent challenges to the solutions (Hargittai, 2008; Junco, 2013; Junco, Merson & Salter, 2010).

In this section; a discussion of the history of Facebook; its use in HEIs; its benefits, as well as its disparities, is made.

4.8.1 Facebook Research Categories

Bosch (2008) records previous research studies on Facebook in four dominant categories, as follows:

- a) Social networking and social capital;
- b) Identity construction;
- c) Concerns with privacy, as well as
- d) The potential use of Facebook for academic purposes.

Amongst the proposed four categories, that of Facebook as a potential academic tool must be discussed.

Most studies are rooted in proposing strategies for lecturers to engage students through Facebook with the intention to maximise an already popular communication platform (Bosch, 2009). While Hewitt and Forte (2006) study how students feel about having their lecturers on Facebook, Bugeja (2006) cautions on how the site could cause a distraction in the classroom. Bugeja (2006) further encourages that educators develop in-class Facebook etiquette, which in turn, would encourage collaborative student-led learning; while it also improves students' abilities to communicate (Bosch, 2008).

4.8.2 Facebook Engagement Opportunities

There are four Facebook engagement opportunities, of which users may make use of when engaging with any published post. The engagement opportunities include: click; like, share; as well as, comment. Facebook users have the option of using one or all of these engagement options (Bowden, 2009; Peruta & Shield, 2016).

- a) **Click:** the action of opening on a post from a Facebook post that leads to media type directly on Facebook, or on an external internet source.
- b) **Like:** the action of reacting to a post from the like icons. The icons have reaction options that include: "like"; "love"; "haha"; "wow"; "sad"; "angry" – one chooses the reaction by clicking on the like link below a post.

- c) **Share:** the action of one user sharing a post that was posted by another user on their own, or the group's timeline by clicking on the share link below a post.
- d) **Comment:** the action of remarking on a post's content by clicking on the comment link below a post.

Peruta and Shield, (2016) assert that clicking and liking are the lowest and least exhausting forms of engagement. The reason for this is because the actions require minimal effort from the users.

Sharing of posts is proposed to be more engaging than likes and clicks; since this requires two clicks. However, it is less engaging than commenting, due to the minimal cognitive effort it requires. They argue that this engagement option stimulates the ego and association. For this reason, the probability of being chosen as a preferred engagement option is somewhat reduced.

Ranking higher than clicking, liking and sharing, commenting is identified as the most demanding engagement option (Peruta & Shield, 2016). This option requires cognitive engagement with the post's content. Although there is a minimal personal association, a user's identity is revealed when commenting.

In analysing strategies and trends that increase engagement on Facebook posts, Kwok and Yu (2012) highlight that Facebook users include photographs of their posts. This is done to attract viewers and to encourage interaction. They further caution that the effect is not necessarily the same with videos.

4.8.3 Facebook Reach

Facebook reach refers to the extent to which a post can be seen by Facebook users on their timelines. Published posts have less than 1.5 % organic reach; therefore, one has to highlight a post to reach more and specific Facebook users (Mc Dermott, 2014).

The reach limitation is an advertising tactic, to which a pay-as-you-play principle applies; because Facebook users have to pay to increase their reach. This is referred to as a "boost". One has the option of paying per impression, or per click, for the specific post (Peruta & Shield, 2016).

Although reach may be manipulated, this does not guarantee the attainment of the Facebook administrator's objective; as it cannot be assumed that Facebook users are like-minded (Bosch, 2008).

4.8.4 Facebook use in Higher Education

As identified by Bosch (2008), Facebook use amongst students exists in two main categories; and these are discussed in this section.

(a) Signing up. This category encompasses (i) students that have signed up on Facebook but are not active on a daily basis. Within the category, there also exists (ii) students that have signed up, but they use Facebook to read posts without actively engaging with the posts.

(b) Active users. This category is defined by how users upload and download content posted on the site. Although all the users are active; their reasons vary. Their reasons for using Facebook include (i) social purposes only; (ii) social and academic purposes. Often, the academic reasons based on curriculum requirements. Other users use it for (iii) updating their friends on their activities through status messages.

4.8.5 Facebook Benefits for Students

Towards maximising the use of Facebook for academic uses, Bosch (2008) identifies four benefits as follows:

(a) Students help each other to identify and source online learning material.

(b) Students provide each other with logistical information, such as lecture venues, times and assignment details.

(c) During university holidays, they use the platform to communicate about group projects; and they share learning material.

(d) The site also provides a platform for students to communicate instantly with their lecturers and tutors in an informal setting.

Beyond the relational benefits of using Facebook for students; Junco (2013) presents the following benefits:

- a) Increased social capital;
- b) Improved social integration;
- c) Prospects for peer-to-peer learning; as well as
- d) Improved technology and communication skills, which in turn prepare students for the workplace.

After to discussing the benefits of using Facebook for HEIs, it necessary to provide an account of the elements that threaten transformational change. These elements are based on socio-economic factors.

4.8.6 Facebook Disparities

From its initial target audience being Ivy League college students; Facebook persistently presents inequalities that are consistent with socio-economic disparities. Hargittai (2008) found that the possibilities of students having Facebook had a direct link to their parent's educational status. Those whose parents had college degrees had increased probabilities of using Facebook over those whose parents did not.

Junco (2013) asserts that digitally enforced inequalities are not coincidental; as they start early in students' schooling; and they are perpetuated throughout the years. This Junco (2013) attributes to the intention to educationally and socio-economically disadvantage some students over others.

Similar to Information and Communications Technology (ICT), the inequalities on Facebook are sustained; since they have a direct link to students' success in the workplace. When students can effectively use Facebook, they increase their exposure to employment and professional development opportunities (Junco & Tim, 2008). Thus, Facebook disparities place students at an engagement disadvantage that directly links to their social integrations and indirectly to their perseverance in graduating (Junco, 2013).

4.9 CONCLUSION

This chapter presented a corporate communication literature review. This is significant for understanding the relationship between stakeholder communication and the transformation agenda of the Institution. The chapter has discussed the main elements of corporate communication, as a background to stakeholder communication. The stakeholder salience model and the stakeholder power-interest matrix were discussed to understand and develop a stakeholder map for Higher Education Institutions (HEIs). The chapter ends by drawing the attention to the use of Facebook at HEIs. Chapter Five presents a discussion of the study's research methodology.

CHAPTER FIVE: THE RESEARCH METHODOLOGY

“Asking the proper questions is the central action of transformation. Questions are the key that causes the secret doors of the psyche to swing open.” (Clarissa Pinkola Estes)

Chapter	Chapter contents	Link to research objectives	Link to Research Questions
Chapter 1	Introduction		
	Background information, purpose of study, research objectives, research questions, problem statement, significance of the study, assumptions, and limitations		
Chapter 2	<p>Transformation <i>(Literature review)</i></p> <p>Overview of Higher Education pre- and post-1994</p> <p>Requirements for transformation in Higher Education</p> <p>Transformation themes</p>	<p>Objective I. To identify the elements required for transformational communication.</p>	<p>Research question 1. What are the requirements for transformational communication?</p>
Chapter 3	<p>Case Study Nelson Mandela University</p>	<p>Objective II. To identify the target audience of the Nelson Mandela University Facebook page posts.</p>	<p>Question II. Which stakeholders does Nelson Mandela University engage with on Facebook?</p>
Chapter 4	<p>Corporate Communication <i>(Literature review)</i></p>		
Chapter 5	Research Methodology		
	Introduction, research design, research instruments, data collection and analysis, limitations, ethics as well as the conclusion,		
Chapter 6	<p>Findings and Analysis</p>	<p>Objective III. To determine how Nelson Mandela University's Facebook page contributes to stakeholder communication regarding the university's Vision 2020 transformation agenda.</p>	<p>Question III. How does Nelson Mandela University's Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?</p>
Chapter 7	<p>Conclusion Summary, conclusions and recommendations, limitations and future research,</p>		

5.1 INTRODUCTION

Chapter Four presents a discussion of the methods that were used to collect and analyse the research data. It begins by presenting the study's objectives and questions. It further explores the research paradigm, and it explains the selection of the constructivism paradigm as being the most suitable for the study. This discussion is continued by explaining philosophical assumptions that underpin the selection of the qualitative research design.

Population and sampling are discussed to contextualise the discussion on the data collection and the analysis used for the study.

The chapter closes with a discussion on the relevance and application of validity, trustworthiness, ethical considerations and limitations for the study.

5.2 THE RESEARCH OBJECTIVES

The study seeks to address the research problem by exploring the following research objectives:

RO1: To identify the elements required for transformational communication.

RO2: To identify the target audience of the Nelson Mandela University Facebook page posts.

RO3: To determine how Nelson Mandela University's Facebook page contributes to stakeholder communication regarding the university's Vision 2020 transformation agenda.

5.3 RESEARCH QUESTIONS

To achieve the research objectives mentioned above, the study addressed the following research questions:

RQ1: What are the requirements for transformational communication?

RQ2: With which stakeholders does Nelson Mandela University engage on Facebook?

RQ3: How does Nelson Mandela University's Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?

5.4 THE RESEARCH PARADIGM

For contextualising and rationalising the use of a qualitative research approach for the study, a discussion on research paradigms, which includes: positivism, post-positivism, constructivism, transformative, and postcolonial indigenous paradigms (Barry, 2013; Berger, 2016; Chilisa & Kawulich, 2012; Creswell, 2013; Maree, 2007; Yin, 2011), one also contributes to the discussion on the philosophical underpinnings.

Adapted from Chilisa (2011), Table 5.1 presents a literature summary of the various research paradigms. The summary presents concurrent views on the subject from the views of Creswell (2003), (2013); Guba and Lincoln (1994); Mertens (2009); and Yin (2011); A discussion on the selection and relevance of the transformative paradigm is subsequently presented.

Table 5.1: Research paradigms

Research Rational	Positivist/ Post-positivist Paradigm	Constructivist/ Interpretative Paradigm	Transformative/ Emancipatory Paradigm	Postcolonial/ Indigenous Research Paradigm
Research Aims	To discover generalised governing laws	To understand and describe human nature	To destroy myths and empower people to change society radically	To challenge deficit thinking and pathological descriptions of the former colonised and reconstruct a body of knowledge that carries hope and promotes transformation and social change among the historically oppressed
Philosophical underpinning	Informed mainly by realism, idealism and critical realism	Informed by hermeneutics and phenomenology	Informed by critical theory, postcolonial discourses, feminist theories, race-specific theories and neo-Marxist theories	Informed by indigenous knowledge systems, critical theory, postcolonial discourses, feminist theories, critical race- 6 specific theories and neo-Marxist theories
Ontological assumptions	One reality, knowable within probability	Multiple socially constructed realities	Multiple realities shaped by social, political, cultural, economic, race,	Socially constructed multiple realities shaped by the set of multiple connections that human beings have

Research Rational	Positivist/ Post-positivist Paradigm	Constructivist/ Interpretative Paradigm	Transformative/ Emancipatory Paradigm	Postcolonial/ Indigenous Research Paradigm
			ethnic, gender and disability values	with the environment, the cosmos, the living and the non-living
Place of values in the research process	Science is value free, and values have no place except when choosing a topic	Values are an integral part of social life; no group's values are wrong, only different	All science must begin with a value position; some positions are right, some are wrong	All research must be guided by a relational accountability that promotes respectful representation, reciprocity and rights of the researched
Nature of knowledge	Objective	Subjective; idiographic	Dialectical understanding aimed at critical praxis	Knowledge is relational and is all the indigenous knowledge systems built on relations
What counts as truth	Based on precise observation and measurement that is verifiable	Truth is context dependent	It is informed by a theory that unveils illusions	It is informed by the set of multiple relations that one has with the universe
Methodology	Quantitative; correlational; quasi-experimental; experimental;	Qualitative; phenomenology; ethnographic; symbolic interaction; naturalistic	Combination of quantitative and qualitative action research; participatory research	Participatory, liberating, and transformative research approaches and methodologies that draw from indigenous knowledge systems

Research Rational	Positivist/ Post-positivist Paradigm	Constructivist/ Interpretative Paradigm	Transformative/ Emancipatory Paradigm	Postcolonial/ Indigenous Research Paradigm
	causal comparative; survey			
Techniques of gathering data	Mainly questionnaires, observations, tests and experiments	Mainly interviews, participant observation, pictures, photographs, diaries and documents	A combination of techniques in the other two paradigms	Techniques based on philosophic sagacity, ethno philosophy, language frameworks, indigenous knowledge systems and talk stories and talk circles

Source: Chilisa, 2011

From the paradigms of positivism, post-positivism, constructivism, transformative, and postcolonial indigenous discussed above, the constructivism paradigm is utilised for the selection of the study's research approach. The reasons for the selection of this paradigm are discussed below.

Constructivism paradigm

The study was conducted as a qualitative study that critically analysed the use of social media within race communication parameters. The selection of this paradigm was relevant to the study; as it aims to understand and describe human nature – with the purpose of contextually presenting social realities and contextualised “truths” (Chilisa, 2011; Creswell, 2013; Mertens, 2009).

Complementary to the historical backdrop of the South African higher education system, and particularly that of the Nelson Mandela University, the constructivism paradigm emphasises that reality and context are socially constructed through historical experiences, therefore, it is necessary to recognise the alternative realities and contexts in such a way that one does not present dominance and minority dynamics; but instead, one embraces the diversity (Fay, 1987; Heron & Reason, 1997; Kemmis & Wilkinson, 1998, cited in Creswell, 2013).

The paradigm contributes to the study by presenting a foundation for recommendations made for embracing transformation at the Nelson Mandela University through the use of Facebook.

5.5 PHILOSOPHICAL ASSUMPTIONS

When contextualising the study's research paradigm, it is central to first understand a study's philosophical underpinnings (Chilisa & Kawulich, 2012). These include ontology; epistemology; and axiology, as well as methodology (Creswell, 2013; Yin, 2011). A categorical description of all four philosophical assumptions, as presented by Creswell, 2013).

Table 5.2: Philosophical assumptions with implications for practice

Assumption	Questions	Characteristics	Implications for Practice (examples)
Ontological	What is the nature of reality?	Reality may be viewed from a range of perspectives	Findings are reported through themes, thus enabling different perspectives for the researcher
Epistemological	What counts as knowledge? What are the means to justify knowledge claims? What is the relationship between the research and the subject researched?	Participants present subjective evidence The distance between the researcher and subject researched is reduced by the researcher	The researcher collaborates during the research by spending time with the participants and becomes an “insider”. The evidence is presented in the form of quotes from the participants.
Axiological	What role do values have?	An acknowledgement of bias and value-laden opinions is presented by the researcher	The narrative is shaped by a discussion of the values interpreted by the researcher, in conjunction with that of the participants.
Methodological	What is the research process? What is the research language?	Inductive logic, contextualised presentation of the study as well as utilising developing designs are used by the researcher	Prior to generalisation, the specification is used. This is done to contextualise the study. Based on field experience, research questions and revised.

Source: Creswell, 2013

From Table 5.2 it is important to highlight the two philosophical assumptions: ontology and methodology. The assumptions inform both the study's paradigm, as well as the approach, which are both located in qualitative studies. In explaining transformation through social media lens, the study seeks to (ontologically) present the nature of reality within the Nelson Mandela University. This reality is contextualised within the content presented on the institution's Facebook Page. To enable different perspectives, the study's findings are presented through the identification of themes (Creswell, 2013). In applying methodology as a philosophical assumption, the study presents the Nelson Mandela University as its contextualised focus for the study. This is done to prevent generalisation when presenting the findings, as well as the recommendations of the study.

5.6 RESEARCH DESIGN

The study was conducted from a qualitative research design. A notable contrast between this design and quantitative, as well as the mixed-method design, is the way in which the data are presented. Typically, qualitative research makes use of description and discussion through words, pictures and objects to present its findings. Quantitative research is presented through numerical representations. The mixed method uses a combination of both qualitative and quantitative presentation modes (Creswell, 2013; Maxwell, 2005; Neill, 2010; Roodt, 2011).

Green (2010) presents three main approaches to conduct qualitative studies, as follows:

- a) Historical – the study is based on past events and requires interviews.
- b) Ethnographic – the study is based on an observation made over a period of time.
- c) Case studies – the study can be based on a single or multiple situations. Presented in depth, the data can be collected through interviews, observations, archival data, and biographical data.

The study made use of the single case-study method as its research approach. The primary uses of this approach include explaining, describing, testing, as well as testing or building on existing theory (Creswell, 2013; Woodside, 2010).

5.6.1 The Research Approach

The single case study design was selected to complement the study's data-collection method and the document review (Creswell, 2013). Typically, this approach analyses the data through the description of themes and cases (Yin, 2011).

Applicable to the study, Creswell (2013) presents the following as case-study definitive characteristics:

- Intent: Also described as an intrinsic or instrumental case (Stake, 1995, cited in Creswell, 2013), intent explains how the study is underpinned by the desire to study a specific issue, problem or concurrence,
- In-depth understanding: The study has to be presented with knowledge on the specific subject matter.
- Data analysis: Analysis is definitive of its case size. What is important is presenting the data analysis descriptively. This case is achieved through the use of themes, to describe specific details about the case study. Themes have to be organised chronologically and presented through either a theoretical model or comparatively with another case. To conclude a study, a case study is defined by the presentation of assertions by the researcher (Yin, 2009).

5.6.2 Advantages of the case-study approach

The advantages of using the case-study approach include contextualising generalised cases, in order to present specific recommendations (Maree, 2007). The study was contextualised within the South African higher education spectrum; and it drew a more specific context by selecting one institution, Nelson Mandela University, and one social-media platform, Facebook. This was done in order to present a contextualised understanding of the problem and to further present contextualised recommendations.

5.6.3 Challenges of the case-study approach

The challenges that are associated with the case-study approach include the fact that the recommendations for the study cannot be generalised (Yin, 2011). Critics also maintain that the study is prone to bias because of the subjective nature of the analysis

(Creswell, 2013). Lastly, the reliability of the case-study approach is questionable; as the study is open to the subjective nature of the analysis (Maree, 2007).

While generalising is viewed as a challenge, Maree (2007) and Yin (2013) explain that this is not a challenge, but rather an advantage; as it presents the study as an in-depth, contextualised understanding of the phenomenon, particularly in studies that explain a social phenomenon.

Bias as a trustworthiness challenge, as well as the findings' reliability challenge, can be addressed through presenting detailed descriptions, as well as keeping records of the research process (Houghton, Casey, Shaw & Murphy, 2013).

5.7 POPULATION AND SAMPLING

The following section presents the study's population and sampling methods.

5.7.1 Population

The population of a study refers to the people, objects and events that are of concern to the study (Gray, 2013). The population of the study includes South African HEIs.

5.7.2 Sample

The process of selecting a portion from the population for the study is referred to as sampling (Maree, 2007). There are two types of sampling, probability and non-probability sampling (Yin, 2013). Qualitative studies generally use non-probability and purposive-sampling approaches; and their techniques include convenience sampling, quota sampling and purposive sampling (Maree, 2007). Qualitative studies generally use probability or random-sampling approaches; and their techniques include simple-random sampling, stratified sampling, proportional stratified sampling and cluster sampling (Creswell, 2013; Gray, 2013).

The study used purposeful sampling. According to Gray (2013); Maree (2007) and Yin (2011), this sampling method is the most-used in qualitative studies. This sampling approach is most suitable for the study as it complements the study's research design, and it fundamentally presents the opportunity for contextualised discussion and

recommendations for the study. Creswell (2013) and Gray (2013) maintain that when using this method, three considerations must be made. These include sample participants, sampling types, as well as the sample size (population).

The sample that was selected for the study is the Nelson Mandela University's Facebook Page. Nelson Mandela University was chosen amongst four Eastern Cape HEIs (Lethoko, 2016) as a comprehensive University, whose characteristics are convenient to the researcher. Facebook was chosen amongst five other social media platforms listed on the university's website. They include Twitter, YouTube, Instagram, Google+, as well as Pinterest (Mandela, 2017).

As discussed in Chapter Two, Facebook was chosen for its engagement properties, as well as its popularity in higher education, as a platform for communicating with the stakeholders.

To determine a sample size, a general rule used in qualitative research is collecting extensive data about the subject studied (Creswell, 2013). The researcher collected 710 posts from the Nelson Mandela University's Facebook page. This was a total of all the posts that were posted in the year 2015. The data collected consisted of more than one theme, thus presenting multiple perspectives (Creswell, 2013).

5.8 DATA COLLECTION

Two qualitative methods of collecting the data were applied to the study. Firstly, the researcher as a research instrument; and secondly, documentary review (Moeng, 2009).

5.8.1 The researcher as a research instrument

To contribute to meaningful results, the researcher assumed the position of a research instrument in engaging with the study (Patton, 2002; Le Voi, 2002, as cited in Moeng, 2009). This position is directly referenced to the researcher's bias, which and this discussed in terms of the validity and the trustworthiness of the study (Moeng, 2009).

5.8.2 Documentary review

The second data-collection method used was documentary review. According to McMillan and Schumacher (1993), as cited in Toni (2009), documentary review involves the application of rigorous techniques of criticism to the documents. This is done to draw an understanding of the context by revisiting historic events that could have contributed to the current practices and issues (Creswell, 2013; Denscombe, 2007; Flyvbjerg, 2006; Rule & John, 2011).

For the study, the data were collected from the Nelson Mandela University's Facebook Page. This included 710 public posts from the year 2015. The posts included: text and images, as well as audiovisuals. The posts were screenshot, stored and discussed as figures in chapter six of the study. Prior to the documentary review, familiarisation with the relevant documents that provide context to Nelson Mandela university as a HEI in South Africa, its race transformation agenda from the institution's Vision 2020 document, as well as the institution's social media guidelines was conducted (Moeng, 2009). In addition to these documents from the university, the University's website was also referred to in order to contextualise the transformation themes. This was important to make specific recommendations for Nelson Mandela University.

5.9 DATA ANALYSIS

Critical Discourse Analysis was used as the unit of analysis for the study. This section presents a discussion of the elements, such as interdiscursivity, intertextuality and dialogicality that were used as CDA's main elements. Thereafter, a discussion on multimodal semiotics is presented; as it was also used to analyse the data.

5.9.1 Critical Race Theory in communication studies

The study is positioned in race transformation through the use of (CDA). Critical Race Theory, therefore, serves to highlight the relevance of race studies in South African HEIs. Historical features of the theory, as well as its relevance in communication studies, are discussed below.

5.9.1.1 History of Critical Race Theory

Critical Race Theory (CRT) was founded in the legal studies; but it has since been utilised in education, feminism, the media and sports studies to critique racial oppression (Griffin, 2010). Originally, it was coined as Critical Legal Studies (CLS), with its purpose being to expose and challenge American Legal policies that were perceived to maintain racial inequalities (Hylton, 2009; Wing, 2009; Yosso, 2002).

The theory is founded on two premises, namely: to reveal origins and perceptions of white supremacy, as well as to engage in social justice (Griffin, 2010; Gotanda, Peller, & Thomas, 2001). In addition to the two main premises of CRT, there are seven elements that serve as the theory's tenets. The tenets include interest convergence, racism as an every-day occurrence, colour-blindness as insufficient, race as a social construct, whiteness as property, racialized narrative as significant, as well as racialized realities as contextual (Harris, 1995).

Fundamentally; CRT serves to reveal dominant oppressive discourse that presents a pseudo-commitment to racial equality, neutrality, objectivity, meritocracy, and injustice (Griffin, 2010).

With CRT's specific features and functions in societal change, scholars have highlighted the need for the field of communications to address race and racism through CRT (Asante, 1987; Ashcraft & Allen, 2003; Collier, 2005; Jackson, 2000; McPhail, 1994; Nakayama & Krizek, 1995).

Amongst existing debates on the need for communication practitioners to use CRT, Allen (2007) critiques communication theories as culturally biased; asserting how they neglect to analyse race critically and substantively. Griffin (2010) and Madison (2005) add that the use of CRT would aid in analysing race in the same way that it was created, sanctioned and employed.

In application, the role of CRT in communications is to highlight the relationship between language and representation towards interracial communication (Orbe & Harrison, 2008). In doing so, CRT intends to interrogate whiteness as a consequential

identity, a structure, and space (Wander, Martin, & Nakayama, 1999; Warren, 2009; Shome, 2000).

Gotanda (2003), describes the colour-blindness phenomenon as an act of ignoring what others have already noticed. Griffin (2010) asserts that CRT serves to reject colour-blindness; as it serves to disguise racial inequalities.

Critical Race Theory, therefore, presents communication scholars with an opportunity to deconstruct ideologies of racial imbalances, perceptions of oppression, and to further contribute to race transformation (Griffin, 2010; Toni, 2009).

5.9.1.2 Critical Discourse Analysis

Towards understanding institutionalised race dynamics, the study will be using Critical Discourse Analysis (CDA). Before discussing CDA, it is necessary to first define the concept; and why the discourse is being used. Wodak (2011) asserts that the concept of discourse is historically processed and construed. Considering time and space; discourse highlights how ideologies developed by dominant groups are legitimised.

To necessitate the role of language and visuals in transformation studies; Mafofo (2015) describes CDA as a detailed investigation of the relationship between language and social processes.

5.9.1.3 Socio-Historical Perspective

From a socio-historical perspective, CDA is an interrogation of the power dynamics between a society, action, actors and its societal structures (Meyer, 2001). It seeks to study dominance and hegemonic existence.

Hegemony is the notion of forming alliances through economic, political and ideological strategies – with the intention of making the dominated group act from their free will in a manner that is accepting of the dominance; as well as being favourable to its dominator (Gramsci, 1971; Hall, 1988; Van Dijk, 1993).

To interrogate and analyse dominance and hegemony, Wodak (2001), presents the suggestion that CDA serves as an object of enquiry. The enquiry can be made from both the visual and the textual components.

5.9.1.4 The Language Perspective

From a language perspective, Fairclough (1995) asserts that language is a product of societal factors, in which the text is produced; and it serves as a signifier for the domains from which societal factors occur. Concurring with the assertion, Wodak (2001) suggests that CDA is used to theorise and describe the social processes and structures whereby the participants create meaning through text (written and spoken). CDA analyses traces of continuity and change reflected through the text. The analysis is not merely a linguistic analysis, but it takes account of interdiscursivity.

The process of CDA involves studying traditional power to trace its potential for reproducing inequality and maintaining hegemonic power (Weiss & Wodak, 2002). Mafofo (2015) maintains that dominant groups or institutions have the potential of playing an essential role in the process of social change – either as contributors, or inhibitors. To this effect, Fairclough (2007) submits that textual analysis is essential in revealing discursive practices that sustain or restructure power dynamics.

5.9.2 CDA main elements

Critical Discourse Analysis (CDA) consists of the three main elements: interdiscursivity, intertextuality as well as dialogicality and they are discussed in the following section.

5.9.2.1 Interdiscursivity

Interdiscursivity was developed by Fairclough (1992) from Bakhtin's (1986; 1981) notion of heteroglossia. It has become popular in modern language and race studies; as it highlights the significance of social semiotics in daily practices (Bhatia, 2004; Fairclough, 2003; Gee, 1990). Gee (1990) and Johnstone (2008) define interdiscursivity as what happens when participants rearticulate, appropriate and reconstruct discourses that already exist. Gee further suggests that, as opposed to

imitation or recapitulation, the process involves generative reconstruction. As an element of CDA, interdiscursivity seeks to describe the product of the hybridisation of text and register between multiple discourses (Bowel and Stokoe, 2006).

The method permits the assessment of how texts and linguistic properties are restructured from their initial form. It further compares relationships the texts have with their respective discourse and social practices (Mafofo, 2015).

5.9.2.2 Intertextuality

The phenomenon used to describe how texts and speeches supplement and or refer to other texts and speeches is defined as intertextuality (Kristeva, 1986, cited in Isaacs, 2015). It is an account of history into text and text into history. Typically, intertextuality may be depicted by quotation marks, as well as citations (Mafofo, 2015).

Pre-existing text that draws from a different genre and discourse can be used to form a new meaning from its original meaning, and this is referred to as text hybridity (Kristeva, 1986; Wu, 2011).

As a historical concept, Fairclough (2007) describes intertextuality as transforming historic conventions and text into the present conventions. This is possible through its historic properties that accommodate hybridity (Mafofo, 2015).

Kuppens (2009) asserts that media texts are all intertextual. Furthermore, when viewers recognise the intertextuality, it results in engagement and an activated ego from the viewers as they attribute their recognition of the semiotic to their intellectual capacity; thus an engagement is achieved (Isaacs, 2015). In application to social media studies; intertextuality aids in analysing texts as properties that reflect on previous posts. Reminders and cancellations are prime examples of how this is applied in social media.

5.9.2.3 Dialogicality

Although used interchangeably with interdiscursivity; a notable difference between the two lies in understanding that interdiscursivity refers to the systematic consideration of dialogicality through text; and therefore, it is a linguistic property (Agha, 2007;

Fairclough, 1992). Dialogicality is a property of human and cultural sciences; it is accentuated by its use of dialogue to navigate discourses.

With the historic racial residue in South African HEIs, the use of CDA elements namely; interdiscursivity, intertextuality, and dialogicality would aid in contextualising the study within the race and social media discourse. It is through combining them with multimodal semiotics that an interpretation of the data collected will be understood through a socio-linguistic lens.

5.9.3 Multimodal semiotics

Textual meanings that are constructed through the use of multiple semiotic resources simultaneously- are defined as multimodality (Halliday, 1994; Kress & Van Leeuwen, 2006). As a semiotic meaning-making tool; the concept seeks to further acknowledge the interplay between text and image; as well as an image alone (Isaac, 2015; Machin & Mayr, 2012; Mafofo, 2015). Focusing on the use of images and texts in the meaning making; Van Leeuwen (2006) presents three main elements: representational, interactive and compositional meanings as multimodality metafunctions.

5.9.3.1 Representational meaning

The representational meaning metafunctions are defined by how participants are shown in a visual portrayal that relates to one another (Kress & Van Leeuwen, 2006). With any visual representation, two types of participants exist, namely: interactive participants, and represented participants: which align to pictorial narratives and conceptual processes (Almeida, 2009; Mafofo, 2015). While narrative processes show participants in kinetic motion, conceptual processes depict the participants in static ways (Jewitt and Oyama, 2001).

Conceptual processes are further categorised into three main structures to analyse visual representation; and they include classificational, symbolic and analytical processes.

In classificational visual structures, a depiction of hierarchical importance is presented. Order of importance is used to arrange people and places, as well as objects (Kress and Van Leeuwen, 2006).

The function of symbolic and analytical structures is relational to the classificational structure; since they explain the methods used to distinguish the participants in visual representations. The methods include emphasising size and lighting, as well as positioning (Kress and Van Leeuwen, 2006).

Keeping in mind the use of text and images as predominant post formats on social media platforms (Tlebere, Scholtz & Calitz, 2016), the use of representational meaning elements was essential in analysing the Nelson Mandela University's representational meaning construction through text and images.

5.9.3.2 Interactive meaning

To create a link between an image as well as its viewers, visual semiotics recognise contact, distance, perspective, and colour as its founding principles. In this section, to refer to any individual that is captured in an image, and who is being analysed, will be referred to as a participant.

Contact refers to how a relationship between a viewer and the participant is manipulated. To establish contact, the participant would look directly at the camera to initiate an interpersonal connection when viewed from the image. On the same premise, disconnection is initiated by looking away from the camera (Jewitt and Oyama, 2001; Kress and Van Leeuwen, 2006).

Similar to contact, distance is achieved through the measured distance of a shot to initiate a relationship between the participant and the viewer. The intention to initiate and establish an interpersonal relation is established through short-distanced shots that are referred to as close-ups (Almeida, 2009). This is done to capture the participant's personality by revealing their facial expressions through their physical features (Mafofo, 2015) To achieve detachment and distance, the opposite (of close-ups) is applied (Jewitt and Oyama, 2001). To initiate an intermediate (social)

relationship between a viewer and the participant, medium shots are used (Mafofo, 2015).

The concept of perspective refers to the viewer's subjective attitudes towards participants; and this is dependent on the use of shooting angles (Almeida, 2009). Frontal angles are used to convey involvement; detachment is conveyed through oblique angles; and power is conveyed through vertical angles (Almeida, 2009).

Colour is used to encode emotions, such as mood and feelings. It is important to note that meanings of colour are contextual (Mafofo, 2015). While red may mean danger in one context; it may mean romance in another. Tone and saturation are taken into account when analysing interactive visual meanings. While tone refers to the lightness and the darkness of an image; saturation refers to the degree of a colour's purity.

5.9.3.3 Compositional meaning

Multimodal semiotic analysis at times requires the integration of representational and interactive meaning elements; this is referred to as compositional meaning (Kress and Van Leeuwen, 2006). Three main features of the semiotic resource include informational value, framing, and salience.

Informational value is defined through three main pictorial placement compositions: left or right; top or bottom; as well as, centre or margin (Almeida, 2009). Ubiquity and shared knowledge are represented by using the left or the right pictorial zones. Top and bottom are used differently. The top is used to represent ideal components; while the bottom is used to represent realistic components. The centre is used to present central and informational features, while the margins are used to present supporting information (Kress and Van Leeuwen, 2006).

Framing is used to describe connection and disconnection. The connection is established through the absence of framing. It is achieved through the use of complementary or similar colours; aligned vectors, as well as intersecting images (Kress and Van Leeuwen, 2006). Disconnection is achieved through the presence of framing. Frequently, this is done to signify individuality or differentiation. To achieve

this: contrasting colours, elements and white space are employed (Kress and Van Leeuwen, 2006).

Saliency, as a compositional meaning component, describes how visual elements, such as size, colour, and placement are used to present degrees of importance (Kress and Van Leeuwen, 2006). An example of size and placement is when one image or element is bigger than other images or elements within the visual representation. The larger size, in this case, the more it assumes prominence; while others assume secondary and supporting statuses.

5.9.4 Validity and trustworthiness

To present the study's credibility as a qualitative study, this section presents the study's validity, as well as its trustworthiness.

5.9.4.1 Validity

Yin (2011) describes a valid study as one that has properly collected and interpreted its data. Furthermore, it is one that arrives at its conclusions and is an accurate reflection of the real world in which it is conducted.

For ensuring validity, Maxwell (2009) presents seven validation strategies, and Creswell (2009) presents eight. Table 5.3 presents a tabulation of the similarities and differences that are included on their validity checklists.

Although the scholars agree on five variables on validity strategies, each one of them further includes additional differentiating variables. For Maxwell (2009) quasi-statics are defined by their contribution towards depicting real-life events that occur in human experiences. Comparison describes the process of comparing the processes and findings with those in similar or different contexts. It can be asserted that these differentiating variables are mostly applicable to studies utilising a triangulated research methodology, as well as ethnographic studies.

Table 5. 3: Validity checklist

Maxwell (2009)	Creswell (2013)	Contribution
Intensive long-term [field] involvement	Prolonged engagement and persistent observation	In-depth understanding compliments study's purpose
"Rich" data	Rich, thick description	transferability
Respondent validation	In member checking	Accurate representation and credibility
Search for discrepant evidence and negative cases	Negative case analysis	Realistic assessment and of the hypothesis
Triangulation	Triangulation	Converging evidence
Quasi- statistics	-	Accuracy and credibility
Comparison (to other settings, groups, or events)	-	Replication
-	Clarifying researcher bias	Interpretation
-	Peer Review or debriefing	Credibility
-	External audits	Credibility

Source: Creswell (2013)

Creswell (2013) introduces three additional differentiating variables from Maxwell's (2009) validity strategies. These include the clarification of a researcher's bias, peer review or debriefing, as well as the inclusion of an external auditor that is included in the process to ensure that the same findings, interpretations and conclusions can be achieved when presenting the same data. The peer reviewer or debriefer's role is similar; however, it is different from that of an external auditor, as it defined by their presence throughout the research process; and their presence seeks to keep the researcher honest and subjectivity free (Lincoln & Guba, 1958).

Similar to Maxwell (2009), these additional variables are most applicable to studies utilising a triangulated methodological approach.

In accordance with Creswell’s (2013) sixth validity strategy presented above, clarification of the researcher bias: it is important to mention the researcher’s race as a variable that is relevant; as the study is positioned within race studies. According to South African race categories, the researcher is black- and the race dynamics are central to the study.

Of application to the study, the following validity variables were used:

Table 5.4: Validity application

Maxwell (2009)	Creswell (2013)	Application
Search for discrepant evidence and negative cases	Negative case analysis	This was done through the use of Critical Discourse Analysis
“Rich” data	Rich, thick description	710 posts were collected for the study’s data. Description of its analysis was illustrated descriptively and visually
-	Clarifying researcher bias	Bias disclosure was made by the researcher

Source: Researcher

The validity strategies that were not applied to the study are variables that informed recommendations for future studies, thereby, providing progression and contributions to the body of knowledge in both the professional industry and academia.

5.9.4.2 Trustworthiness

Qualitative studies are most criticised for their trustworthiness (Aston, 2006; Maree, 2007). This is referenced to a study’s replication potential when performed under the same or similar circumstances in the future (Creswell, 2013; Gray, 2013; Maree, 2007; Yin, 2011). Without dismissing the value of validity in academic research, Lincoln and Guba (1958) propose trustworthiness as the most applicable to qualitative studies.

Maree (2007) proposes 11 ways of enhancing trustworthiness for qualitative studies. The trustworthiness enhancers, as well as their application to the study, are discussed in Table 5.5.

Table 5.5: Trustworthiness

Trustworthiness enhancer	Description	Application
Maree (2007)		
Using multiple data sources	Collecting data in more than one method and or collecting from more than one platform to point to the same conclusion	The study is based on Facebook posts. It was collected using only document review.
Verifying raw data	Applying strategies to confirm the accuracy of the data that was collected early in the study	This was done through visual illustration of analysing the data across themes and theoretical framework
Keeping notes of research decisions taken	Keeping a journal to document the how assumptions were confirmed or rejected through data collection and data analysis stage of the research	A journal was kept by the researcher. The contribution of this element is reflected in the analysis of the study
Greater trustworthiness in coding data	Having more than one coder for the data analysis stage of the study	The study was analysed by one coder
Stakeholder checks	The participants or anyone with specific interest in the study is provided with the opportunity to comment on study's findings and interpretation	The Nelson Mandela University's Department of Stakeholder and Liaison was not presented with the study's findings while conducting the study; however, upon completion, the findings will be shared with the department. This will be
Verifying and validating your findings	Providing the study's participants with the opportunity to validate the study's findings	

Trustworthiness enhancer Maree (2007)	Description	Application
		<p>done as one of the study's contributions.</p> <p>Other stakeholders interested in the study were provided with the opportunity of validating the study's finding – the stakeholders are the researcher's supervisor and co-supervisor.</p>
Controlling for bias	Following the steps outlines until this point presents the study with controlled bias	The steps above were followed as detailed in the sections above
Avoiding generalisation	Findings are not generalised to the study's population but are presented as findings for the study's sample within the population	The findings focused only on the Nelson Mandela University and only Facebook as a social media platform
Choosing your quotes carefully	Quotes that respectively support and reject the researcher's assumptions are presented verbatim	Appendices are presented as evidence of verbatim text and image analysis
Maintaining confidentiality and anonymity	Protecting the identity of the participants	<p>The study is conducted in a higher education institution; the data is collected from public and readily accessible information.</p> <p>Confidentiality is not applicable to the study</p>
Stating the limitations of your study upfront	Limitations often relate to the study's data collection and analysis. These must be disclosed as they aid in understanding the study's conclusion	The study's limitations are stated in chapter one and four of the study

Source: Researcher

Trustworthiness is the acid test that directly contributes to the study's collection, analysis, findings and recommendation (Maree, 2007). Its application, as discussed above, contributes to the understanding of the context from which the recommendations of the study are presented.

5.10 ETHICAL CONSIDERATIONS

Creswell (2013), Maree (2011) and Yin (2011) assert that ethical considerations in qualitative studies are presented at six stages of the research study. These stages are discussed below:

(a) Stage 1 Prior to conducting the study

Prior to conducting the study, compliance with the Nelson Mandela University's research policies (Policy 404.01) was considered. Approval to conduct the study was granted to the researcher. In compliance with social media ethical considerations were made on Townsend and Wallace's (2017) social media.

(b) Stage 2 and Stage 3 Beginning to conduct the study; Collecting data

In executing the second and third stages of the ethical considerations, the purpose of the study was outlined in the first chapter of the study (Creswell, 2013). No ethical clearance was required; since the data are collected through a documentary review.

(c) Stage 4 Analysing the data

To ensure that the fourth ethical consideration was achieved, the study's findings were presented in multiple perspectives. Both agreeing and contradicting the findings were presented; and this contributed to avoiding bias (Maree, 2011; Yin, 2011).

(e) Stage 5 Reporting Data

In reporting the data, the ethical considerations at this stage include ensuring authenticity (Maree, 2011). Comprising authenticity, no plagiarism was applied; and

all the sources were referenced accordingly. The findings were reported honestly and objectively by using clear and contextualised terminology (Creswell, 2013).

(f) Stage 6 Publishing Data

The last consideration of the process is the publishing of the study. Funders for the research, National Research Fund (NRF) and the Nelson Mandela University Post Graduate Research (PGRS) were disclosed and acknowledged (Creswell, 2013). The stage is also defined by integrity in sharing the study. This refers particularly to duplication in publishing the study. Although the study has not yet been published in any knowledge-sharing platform; it will adhere to this requirement (Creswell, 2013).

5.11 LIMITATIONS

The section below presents the limitations identified for the study as follows:

- The study was based on a single case study, Nelson Mandela University;
- The data were collected by using one research design, qualitative design;
- The data were collected from one social-media platform, Facebook;
- The data included only 2015 posts from the institution's Facebook Page, and
- The data analysis did not include comments on the posts from the Facebook Page.

5.12 CONCLUSION

In this chapter, an overview of the research methodology that was applied has been presented. To give context to the chapter and ultimately the study, the research questions and objectives were presented. To explain how the qualitative research design was selected for the study, a discussion on the constructivism research paradigm, along with the philosophical underpinnings, was presented. The single-case study research approach was most suitable for the study. Its advantages and challenges were discussed. This discussion directly contributes to understanding the selection of the Nelson Mandela University as the sample within the Higher Education Institutions, as a population for the study.

Transformational communication is the fundamental focus of the study. Critical Discourse Analysis (CDA), as well as multimodal semiotics were discussed, in order to present how the data will be analysed in the following chapter.

The study's credibility was discussed in terms of validity, trustworthiness and limitations.

Chapter six will present an analysis that seeks to address and integrate the study's research problem, questions and objectives. This will be done through the use of the theoretical framework, as well as the units of analysis discussed in Chapters Two and Four.

CHAPTER SIX: FINDINGS AND ANALYSIS

“You have to maintain a culture of transformation and stay true to your values.” (Jeff Weiner)

Chapter	Chapter contents	Link to research objectives	Link to Research Questions
Chapter 1	Introduction		
	Background information, purpose of study, research objectives, research questions, problem statement, significance of the study, assumptions, and limitations		
Chapter 2	<p>Transformation <i>(Literature review)</i></p> <p>Overview of Higher Education pre and post -1994</p> <p>Requirements for transformation in Higher Education</p> <p>Transformation themes</p>	<p>Objective I. To identify the elements required for transformational communication.</p>	<p>Research question 1. What are the requirements for transformational communication?</p>
Chapter 3	<p>Case Study Nelson Mandela University</p>	<p>Objective II. To identify the target audience of the Nelson Mandela University Facebook page posts.</p>	<p>Question II. Which stakeholders does Nelson Mandela University engage with on Facebook?</p>
Chapter 4	<p>Corporate Communication <i>(Literature review)</i></p>		
Chapter 5	Research Methodology		
	Introduction, research design, research instruments, data collection and analysis, limitations, ethics as well as the conclusion,		
Chapter 6	<p>Findings and Analysis</p>	<p>Objective III. To determine how Nelson Mandela University’s Facebook page contributes to stakeholder communication regarding the university’s Vision 2020 transformation agenda.</p>	<p>Question III. How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?</p>
Chapter 7	<p>Conclusion Summary, conclusions and recommendations, limitations and future research,</p>		

6.1 INTRODUCTION

This chapter will present the findings and analysis of the study. This will be done by analysing content from the Nelson Mandela University's Facebook page for the year 2015. To contextualise the analysis, the discussion will consider the university's Vision 2020, values, communication strategies, as well as content from the university's website. A Critical Discourse Analysis of the posts is further presented.

6.2 SECTION ONE: TRANSFORMATION AGENDA

This section presents a discussion on Nelson Mandela University's Vision 2020, enabling conditions, strategic goals and values. This is significant towards understanding the university's transformation context.

6.3 VISION 2020

The Nelson Mandela University's Vision 2020 document is described as that which presents the institution with opportunities for defining, introspecting and determining its academic purpose, identity, strategic direction and its strategic priorities (Mandela, 2010).

This section presents an analysis of the use of Facebook by the Nelson Mandela University in 2015 to contribute to the Vision 2020 transformation of strategic goals. This is done with reference to strategic communication, transformation themes, as well as stakeholder management and communication principles.

6.4 ENABLING CONDITIONS

In contextualising the analysis of the Nelson Mandela University's Facebook page, the enabling factors are discussed in Chapter Three of the study.

Amongst the enabling conditions, relevant to the study is that of transformational institutional culture. The depiction of a transformational culture is discussed on the basis of posts that celebrate achievements that are attained through a collaboration between more than one race group. For race classification purposes, the Nelson

Mandela University presents the following race groups as those that comprise of its population (Mandela, 2010):

- (a) Black,
- (b) Coloured,
- (c) Indian/ Asian, as well as,
- (d) White.

Figure 6.1 and Figure 6.2 are posts that were shared with content that uphold a transformational institutional culture.

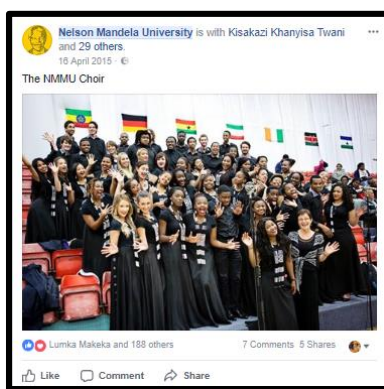


Figure 6.1. Nelson Mandela University choir

The image of the Nelson Mandela University choir reflects a culture of diverse races within the institution coming together to share common interests. The post directly links to the institution’s values by upholding diversity and presenting excellence through a diversity lens.



Figure 6.2. Nelson Mandela University’s racing team

The image of the Nelson Mandela University's Racing team suggests a culture of individuals from different race groups successfully working together towards the same goal to achieve results.

The posts that depict this enabling condition are both from non-academic activities; thereby limiting the view of diverse groups working together as that which can only be done for non-academic purposes.

The discussion on the transformation themes is followed by an analysis on how the Vision 2020's transformation strategic goals were communicated on the institution's Facebook page in 2015.

6.5 STRATEGIC GOALS

A Critical Discourse Analysis of how the Vision 2020 transformation strategic goals are presented on the Facebook page is presented in this section.

6.5.1 Strategic goal one

Establish a supportive and affirming institutional culture.

The analysis of this strategic goal rests on three objectives- and they are discussed through the analysis of the university's Facebook page posts from 2015.

- (a) Adopt a charter of principles to promote the realisation of a supportive and affirming institutional culture.

The Facebook page depicted the support and affirmation of the institution's culture. This was done by posting images that reflect the different race groups collaboratively working together in non-academic endeavours. Examples of this are shared in Figure 6.1 and Figure 6.2.

- (b) Enhance diversity literacy and competency at all levels of the institution.

Diversity literacy was not shared on any of the 2015 posts from the institution's Facebook page. This gap translates negatively to the uses of Facebook by institutions of higher learning, as defined by Lavrusik (2009). This gap further translates to a

missed opportunity to educate the institution's stakeholders on its values, which would enforce a culture of engaging critically in the institution's culture and values. This opportunity would have further presented the institution and its stakeholders with the opportunity to critically engage on issues of race representation and racial redress.

- (c) Develop a recognition system for staff and students (individuals and collectives), which encourages excellence, innovation, responsiveness and active participation in university life.

In 2015, the institution shared posts that recognise excellence, innovation, responsiveness and active participation in university life. This is shown in the figures below.



Figure 6.3. Excellence – diverse groups

Recognition of excellence across different races is recognised in Figure 6.3. This post communicates to the institution's stakeholders that academic excellence at the Nelson Mandela University is not limited to one race, students from all race groups can attain it. In section three of this chapter, more analysis on race representation and excellence is presented.

Recognising excellence on the Facebook page further presents stakeholders with more information to add to their mental conceptions and attitudes about the institution's mission, vision, image and reputation. This is especially true for the institution's employees, clientele and investors.



Figure 6.4. Innovation – diverse groups

Innovation is tied to excellence; since it presents stakeholders with an idea of what the institution is capable of doing. This is important to communicate to all stakeholders; as this too presents the stakeholders with the opportunity to develop and/or establish a positive attitude and opinion about the institution. Race representation pertaining to innovation is important as it cultivates a shared understanding of who is presented with the opportunity to innovate. The transformation themes discussed in Chapter Three include presenting an opportunity for all races to receive funding opportunities to develop scholastically and in practice. This post, therefore, presents an understanding that, in advancing higher education transformation, other races, particularly equity races, are also presented with the opportunity for innovation.

Responsiveness and active participation in university life is subsequently discussed.



Figure 6.5. Responsiveness and active participation in university life – black students only



Figure 6.6. Responsiveness and active participation in university life – diverse groups

The posts on students participating in pageants depict student responsiveness and active participation in student life activities. They demonstrate that participation is open to all races. However, from a race representation perspective, it can be deduced that at the Nelson Mandela University, pageants are an activity, in which only the black and coloured students participate. Not depicting the Indian, Asian, and White students participating in student life activities (of any kind) suggests that these two race groups only participate in academic activities. It is not a positive image on the institution's ability to cultivate interest for all students to come together and share non-academic interests. This further narrows the view of student life activities to pageants.

6.5.2 Strategic goal two

Adapt and nurture an ethic of care and compassion across the institution

In 2015, care and compassion were invoked through two posts in 2015. The posts are both related to mortality, and they show interest to help those in need. They are discussed below.

- (a) Promote best practices reflecting Ubuntu to enable all staff and students to realise their full human potential.



Figure 6.7. Ubuntu – diverse groups

In Figure 6.7, the institution shared content that promoted diverse participation and enjoyment of initiatives that recognise the value of Ubuntu through observing the strategic goal of nurturing care and compassion. This post enjoys the representation of different races coming together to show their support for humanitarian causes, such as cancer. The post further indicates that both students and staff participate in this activity. This is positive for the Nelson Mandela University's image and reputation; as it describes the institution's values as those that are understood and upheld by the students and the staff members.

- (b) Provide shared safe spaces within the institution that encourage encountering and learning from diverse perspectives.

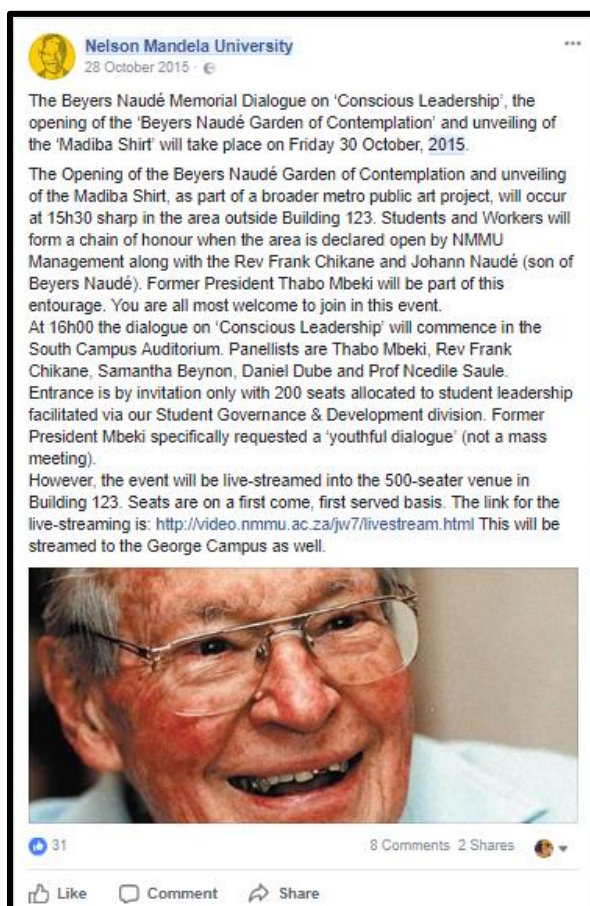


Figure 6.8. Learning from diverse perspectives – diverse groups

Through working together with government and industry stakeholders, this post sees the Nelson Mandela University uphold its strategic goal on reflecting, reciprocating and nurturing engagements between its stakeholders, by presenting them with the

opportunity to exchange knowledge and experiences from diverse perspectives. This post is significant in the understanding of the institution's values; as it presents its stakeholders with an understanding of how they are applied. The post further presents a perception of how the institution understands and upholds equity and redress; transformational leadership; teaching and learning; as well as institutional culture as transformation themes discussed in Chapter Three of the study. From this post, it can be suggested that the institution understands and upholds its role in transforming the higher education space.

- (c) Encourage teamwork and collegiality amongst staff and students to develop an ethic of support, belonging and co-operation in keeping with continuous improvement principles.



Figure 6.9. Teamwork and collegiality

This post suggests that the value of integrity in upholding excellence and sustainability is presented through transparent communication. The link between this strategic goal and the values of integrity and excellence is drawn through a perceived value placed on maintaining communication with the institution's stakeholders on the decisions that affect the stakeholders.

- (d) Regularly monitor and evaluate community and stakeholder expectations and experiences with regard to institutional culture and values (including care and empathy).

From the 2015 posts; there is no evidence of the institution engaging its stakeholders to monitor and evaluate expectations and experiences. This is a challenge that is based on the institution using only informative and persuasive communication

strategies. Examples of engaging content include posts with captions with direct questions that invite answers, discussion and/or opinions on the particular post.

This was a missed opportunity to engage stakeholders on aspects that can help improve and/or establish the institutional culture, transformation themes, strategic communication efforts, their stakeholder's understanding and upholding of the strategic goals, as well as its values. This could have been done through factoring in engagement posts on the Facebook page.

6.5.3 Strategic goal three

Embrace and reflect reciprocal and nurturing engagement with internal and external communities

For this strategic goal, the institution's Facebook page displayed the following objective:

- (a) Create mutually beneficial and sustainable relationships with internal and external communities characterised by dynamic learning processes.

Communication on opportunities to engage with stakeholders that present the institution's students and staff with dynamic learning and learning processes were communicated. This is reflected on Figure 6.8. The post reflects dynamic learning processes for diverse groups. It announces an opportunity to engage with internal and external stakeholders on a topic that speaks directly to transformation and conscious leadership. It is suggested that the consciousness refers to leadership that is cognisant of South Africa's socio-political status. A diverse panel of the stakeholders to discuss the topic is further announced. The objective of this strategic goal links directly with the value of diversity, excellence and Ubuntu; as it presents stakeholders with information on an opportunity to advance their understanding of these values through critical engagement.

The engagement further enhances a relationship between the institution and its external stakeholders. It invokes an understanding that learning, particularly that which seeks to address transformation, is not limited to the curriculum; but the role of external

stakeholders, such as those from industry and government, is observed and embraced.

(b) Build and maintain stakeholder networks

The university displayed the government and industry associations by updating their stakeholders on the networks that they have maintained with the Mandela Family.



Figure 6.10. Stakeholder networks

The post shares content and images about the visit from Chief Mandla Mandela, grandson of Nelson Mandela, after whom the institution is named. With the same post, the institution targets prospective students by denoting that they appeal to students from diverse backgrounds; and more so, those from previously disadvantaged backgrounds, as they seek to contribute to redressing historical imbalances. This post links with access and success, as components of transformation themes. It communicates the institution's value to widen access and success through equity redress, as well as teaching and learning as transformational themes that are linked to the university's strategic goals.

6.5.4 Strategic goal four

Foster a culture of reflective practice, excellence, innovation and sustainability

This strategic goal rests on the objective below, which seeks to:

- (a) Adopt a reflective approach on institutional praxis, across academic, administrative; and support areas, in order to promote excellence, innovation and a sustainable natural and physical environment.

On the Facebook page, excellence and innovation were acknowledged, celebrated and promoted. Examples of how this was done are presented on strategic one to three above. However, content that promotes reflective approaches and engagements on sustainable natural and physical environment was not included. This was a missed opportunity for promoting about a culture of sustaining natural and physical resources.

The analysis on the use of Facebook to communicate the university's strategic goals is summarised in Table 6.1.

Table 6.1. Strengths and weaknesses analysis of strategic goals

Strengths	Weaknesses
<ul style="list-style-type: none">• All strategic goals are considered• Values and integrated• Transformational themes applied• All stakeholders are considered	<ul style="list-style-type: none">• Non-academic success• Diversity Literacy• Engagement• Monitoring and engagement• Respect for the environment

The elements presented in Table 6.1 are discussed below.

(a) Strengths

When communicating the university's Vision 2020 transformation strategic goals, all the strategic goals are considered and linked to the institution's values. This is an advantage; as it creates a better understanding of the relationship between the Vision 2020 strategic goals, as well as the university's values. It also improves chances of

the stakeholders upholding the goals and values. The transformation themes and stakeholders of the university are also considered when communicating. The transformation themes are significant as they link the institution's Vision 2020 to the national transformation agenda. Considering the different stakeholders, this is significant because it enhances the relationship between the institution and its stakeholders.

(b) Weakness

Limiting excellence to non-academic success when communicating the institution's culture is unfavourable to the institution's strategic communication; as this limits the view of collaboration to one element; and it creates perceptions that different races cannot collaborate on academic activities to achieve excellence.

Not presenting literacy on diversity and transformation is a weakness; because this is a missed opportunity to engage the stakeholders in a shared and opposing understandings and attitudes about diversity, race transformation; and how to maintain the two.

Engagement opportunities on the Facebook page about the strategic goals are not presented. As discussed above, this translates as a missed opportunity for the exchange of knowledge and experiences that would directly contribute to the stakeholder's understanding and attitudes about transformation.

The second strategic goal prescribes the monitoring and evaluation of the expectations and experiences of the stakeholders with regard to the institutional culture, as well as the institution's values. This objective is not met because of the communication strategies that are used on the Facebook page. Had the institution used engagement strategies, these would aid in establishing, omitting and/or investing more efforts for their stakeholders' understanding of their institutional culture.

Not communicating about practices, values and approaches respecting the environment is a negative reflection on the university's institutional culture and strategic communication efforts. The platform is not used to foster a culture and an attitude of sustainability to its stakeholders.

6.6 VALUES

An analysis of how the institution's values were communicated on the Facebook page is presented below.

6.6.1 Respect for diversity

The way in which the value of diversity was communicated on the Nelson Mandela's Facebook page in 2015 was reflected on the images in Figure 6.11.

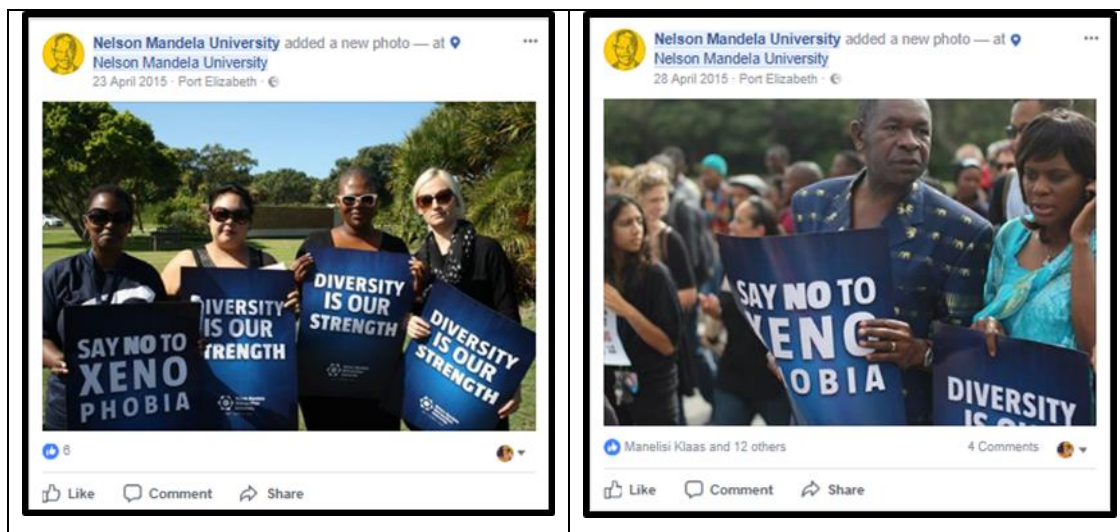


Figure 6.11. Respect for diversity

During the 2015 xenophobic attacks, the institution had a silent march, thereby demonstrating that they were standing in solidarity with those affected by the attacks and to position themselves as those that are against the attacks. The march was supported by diverse groups as witnessed in Figure 6.11, depicting that the institution's value for diversity is understood and embraced by its students and staff.

In relation to Vision 2020's transformation strategic goals, this post affirms the second strategic goal. The goal seeks to foster a culture of care and compassion. The value of Ubuntu is principled in empathy. The post, therefore, communicates to the university's stakeholders the implementation of this value.

6.6.2 Excellence

The university's value of excellence, as communicated on their Facebook page in 2015 is depicted in Figure 6.12.

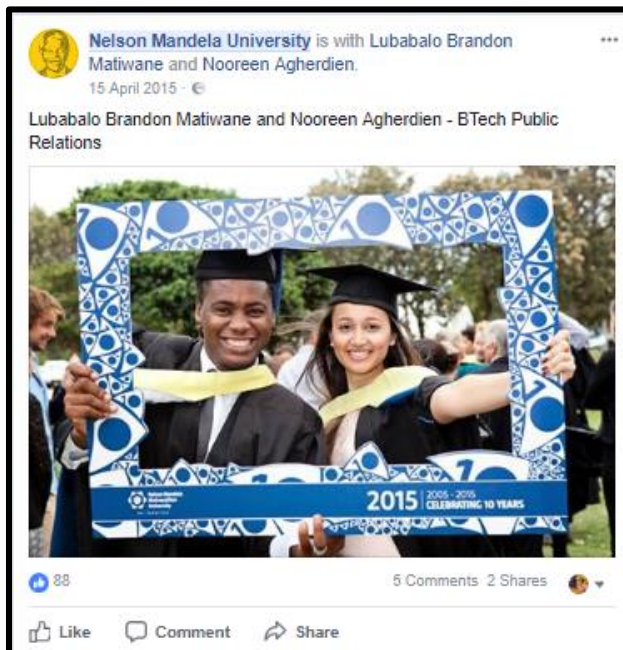


Figure 6.12. Excellence

Excellence is recognised as that which is attainable by all races at the institution. This value and post are in line with the fourth Vision 2020 strategic than seeks to foster a culture of reflective practice, excellence, innovation and sustainability.

6.6.3 Integrity

The communication of the value of Integrity on the university's Facebook page in 2015 is depicted in Figure 6.13.

The integrity value is entrenched in ethical, moral, accountable and transparent behaviour. During the #FeesMustFall campaign, the Facebook Page included posts on the direction and proceedings pertaining to the plans the university was making to address the protestors' demands. As the protests continued, the platform updated the stakeholders on what measures the institution was taking to ensure the safety of the students, staff and property of the university.



Figure 6.13. Integrity

This post and value are in line with the first strategic goal that seeks to establish, support and affirm an institutional culture that embraces ethical, moral, accountable and transparent behaviour.

6.6.4 Ubuntu

The value of Ubuntu was also featured on the university's Facebook page in 2015, and an example of this is presented Figure 6.14.

The diversity and Ubuntu values are interlaced as they both recognise the value of living harmoniously with people of different backgrounds. The value of Ubuntu further encourages a culture of compassion. In 2015 this value was demonstrated through this post; as it notified the institution's stakeholders about the passing of a student, who was assaulted in his premises.

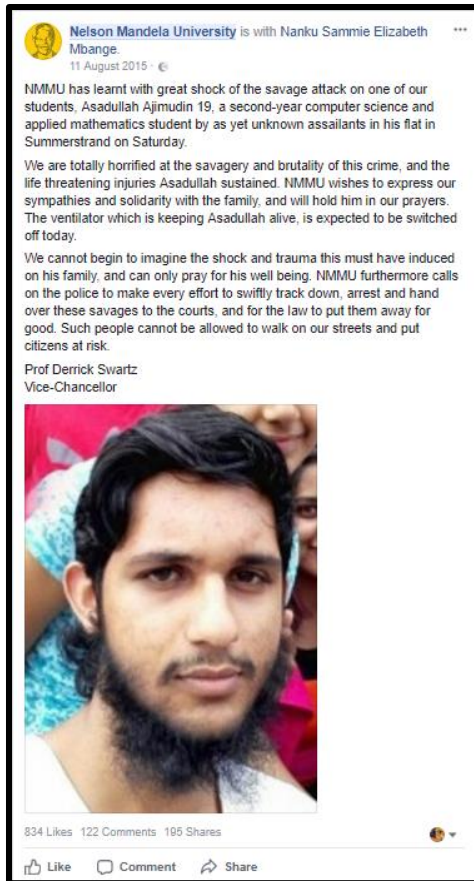


Figure 6.14. Ubuntu

This post is in line with the second strategic goal, which seeks to foster care and compassion.

6.6.5 Respect for the natural environment

There were no efforts from the university's Facebook page that communicated or encouraged respect for the natural environment. Neglecting this value devalues the fourth strategic goal, which seeks to foster a culture of reflective practice, excellence, innovation and sustainability.

6.6.6 Taking Responsibility

The responsibility value is tied all the other five values as well as the four Vision 2020 strategic goals of the institution. Therefore, reference to Figure 6.11, Figure 6.12, Figure 6.13 and Figure 6.14 is made.

6.7 SECTION TWO: STAKEHOLDER COMMUNICATION

This section presents a discussion on the Nelson Mandela University's communication strategies. This contextualises the identification and discussion of the 2015 Facebook post categories and how they were targeted to the different stakeholders of the university.

6.7.1 Communication strategies

In Chapter Four of the study, a discussion on stakeholder management and stakeholder communication was presented. The chapter discussed the three communication strategies that exist; and these include informative, persuasive and dialogue communication strategies (Cornelissen, 2010). The discussion continued in Chapter Four, where a classification of higher education stakeholders was made. Below is a tabulated analysis of the communication strategies that were used by the Nelson Mandela University to communicate to the various stakeholders through Facebook in 2015.

Table 6.2: Nelson Mandela University's stakeholder communication strategies

Stakeholder	Informational strategies	Informational/ Persuasive strategies	Dialogue strategies
Government	x	-	-
Employees	x	-	-
Clientele	x	x	-
Suppliers	x	-	-
Investors		x	-
Community	x	-	-
Media and accreditation bodies	x	-	-
Industry	x	-	-
Competition	x	-	-

Stakeholder communication strategies are presented and discussed in Chapter Four of the study. With reference to all 710 posts, it is depicted that the institution used mostly informational strategies followed by informational and persuasive strategies on their Facebook posts.

None of the posts illustrated a dialogue, but they informed the stakeholders about on-campus platforms of engagements that the institution was either planning or had already presented. The absence of posts that seek to enhance engagements with stakeholders is an obstacle to the understanding and embracing of the institution's Vision 2020 transformation strategic goals and values. Relying only on informing stakeholders about on-campus engagement platforms suggests that the institution relies on physical interaction to engage its stakeholders; and that it is thereby not using the Facebook platform to its full capacity.

The informational communication strategies were presented in the following post categories:

- (a) Student and/or staff dissatisfaction;
- (b) Administration or notifications; as well as
- (c) Government and/or industry association.

The second stakeholder communication strategy, informational and persuasive strategy, is the second most-used on the institution's Facebook Page. This is presented in the following categories:

- (a) Student, staff and or alumni excellence,
- (b) Student and or staff dissatisfaction,
- (c) Administration and notifications, as well as,
- (d) Student recruitment.

Notable links between the posts from this communication strategy included the university using this platform towards:

- (a) Promoting events,

- (b) Encouraging students to vote for something or someone, as well as, encouraging students to apply for something.

6.7.2 Nelson Mandela University's 2015 Facebook content

Prior to discussing the content that that was posted on the university's Facebook page, it is necessary to first discuss how the institution used social media platform. This will be done in accordance with Lavrusik's (2009) uses of social media by HEIs.

Table 6.3: Nelson Mandela University's 2015 use of Facebook

Lavrusik's (2009) Uses of Social Media by HEIs	Nelson Mandela University's 2015 use of Facebook
Gathering and sharing information	Yes
Displaying student and faculty work	Yes
Providing a platform to broadcast events	Yes
Emergency Notifications	Yes
Connecting people	Yes
Creating a dialogue and communicating with students	Partially
Getting connected via mobile	Yes

The Nelson Mandela University displayed these social media used on Facebook, as follows:

- (a) Gathering and sharing information: the university used Facebook to share information about a variety of things. This includes sharing information about examination results.

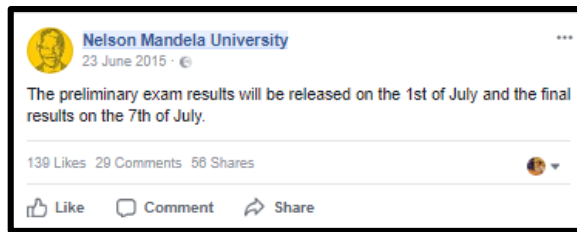


Figure 6.15. Information sharing

- (b) Displaying student and faculty work: the university also posted galleries that display students' work and faculty work.

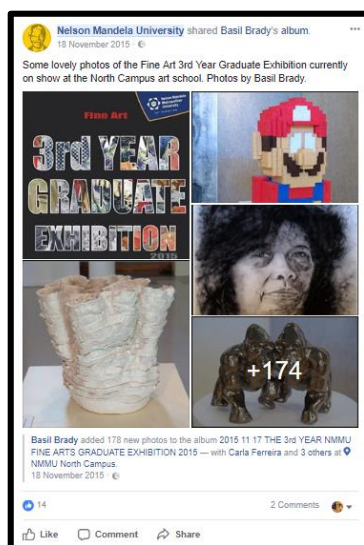


Figure 6.16. Displaying students and faculty work

- (c) Providing a platform to broadcast events: the institution used the platform to inform stakeholders about upcoming work. Most of the events that were broadcasted were for student-life activities, such as pageants.



Figure 6.17. Broadcasting events

- (d) Emergency Notifications: the notifications shared on the Facebook page were pertaining to the student and/or staff dissatisfaction. These were about the #FeesMustFall campaign and its impact on the institution’s operations.

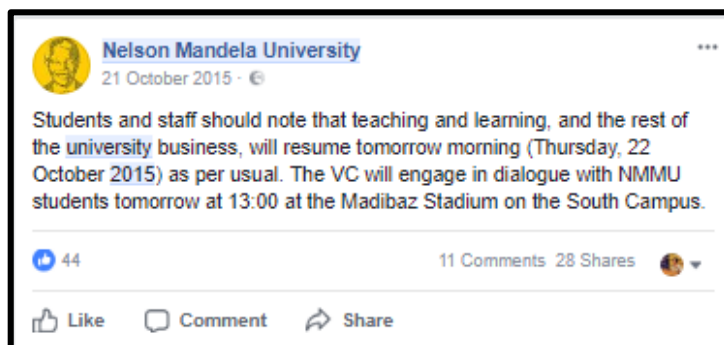


Figure 6.18. Emergency notifications

- (e) Connecting people: The Facebook page was used to communicate with the stakeholders about platforms, for which they might meet and engage, this is reflected on Figure 6.8.
- (f) Creating a dialogue and communicating with students: dialogues were not created on the Facebook page; however, one symmetrical communication with the students was maintained. Figure 6.19 depicts an example of communication efforts from the institution to the students. The information is directed to the university’s postgraduate students.



Figure 6.19. Communicating with students

- (g) Getting connected via mobile: communication on how stakeholders can connect with the institution’s activities via mobile was shared. Figure 6.8 has a link to the live stream of the event that was going to take place: live streaming is a mobile-based alternative for attending events.

In Chapter Four, a discussion on the uses of social media by HEIs is presented. An analysis of how the Nelson Mandela University used Facebook with reference to the uses described by Lavrusik (2009) reveals that the institution used the platform accordingly. Out of the seven uses, only in one category did they partially use the platform. The area that they partially performed on was pertaining to the discussion on the communication strategies above. Using the platform to create dialogue on any topic was not explored; however, they did use it to communicate with the students; and hence the use described as partially.

Having discussed the university’s use of social media as according to Lavrusik (2009), it is important to further contextualise the discussion within the transformation parameters. To do this, Table 6.4 presents a categorisation of how posts were distributed throughout the year 2015. This categorisation is important towards understanding how the university communicates its commitment to transformation using Facebook.

2015 Facebook posts

The data collected for the study included posts from the institution's Facebook page. Table 6.4 presents the number of Facebook posts that were uploaded on the Nelson Mandela University's Facebook page in 2015. In total, there were 710 posts uploaded.

A notable observation is in the number of posts uploaded in April and October. It is therefore worth mentioning that the posts in April were dominated by individually uploaded images from the different graduation ceremonies as well as the Anti-Xenophobia march. In October, the dominating posts were from an athletics event that is without an introductory post to contextualise what the race was about. In both months, there are images that were uploaded more than once.

December is the month with the least amount of posts. One post is of 64 images that were uploaded in bulk from the December graduation captioned "some more pictures from #NMMU Grad 2015". The caption suggests that there was a previous post with graduation pictures from the December graduation, however, there were no posts previously posted from these ceremonies. The second post is a student recruitment post detailing information about the university's admission process.

Table 6.4. 2015 Facebook posts

Month	Number of Posts
January	7
February	25
March	5
April	393
May	80
June	9
July	29
August	38
September	10
October	107
November	5
December	2

The identification of Facebook post categories is important towards understanding how the posts presented in Table 6.4 were distributed. The categories are relevant towards an understanding of how the university's Facebook content relates to the institution's Vision 2020 and its relationship to its stakeholders.

Facebook post categories

In Table 6.5 the "x" mark indicates that there were posts in the respective category and month. What is of significance to the study is how in each category, the posts linked to the institution's Vision 2020 transformation strategic goals, values and are targeted at the different stakeholders of the university.

To analyse the data collected, in relation to the aim of the study; nine Facebook post categories were identified. These categories are subsequently discussed.

(a) Student, staff and or alumni excellence

This category refers to the posts in which the university communicates to their stakeholders about the achievements that their students, staff and/or alumni received in the year 2015. The achievements in this category include academic, as well as non-academic achievements. They further include achievements that are local, and national, as well as internationally recognised.

(b) Student and or staff dissatisfaction or protests.

This category includes posts that inform stakeholders about areas for which the students, as well as the staff members of the university, have expressed dissatisfied with. The posts include information about dissatisfaction demonstrations that interrupted the operations of the university. The posts served to present updates on the proceedings pertaining to what actions the university is taking to resume the operations; while still communicating with the students and/or staff members affected by the dissatisfactions.

(c) Institution's excellence.

The institution's Facebook page includes posts that are aimed at sharing content on the achievements that the institution attained. The distinction between these and student, staff or alumni excellence is that they are not attributed to individuals. Instead, they are attributed to efforts by the institution that all the stakeholders can benefit from and take pride in.

(d) Administration or notifications.

The administration and notifications posts are those with content that communicates to stakeholders about decisions made by the institution, events coming up, as well as notifications about bereavements.

(e) Student recruitment.

The process of student recruitment is extended to this platform. Posts from this category include information about application dates, application processes, student recruitment exhibitions, as well as information about funding opportunities available for prospective students.

(f) Government or industry association.

Events, campaigns, visits, as well as competitions that are associated with the institution's relationship with government and industry are communicated on the institution's Facebook Page.

(g) National or general information.

The posts from this category include content that relates to the sharing of information that is not directly linked to the university. The information includes motivational quotes, the sharing of articles, as well as results about national sports games.

Table 6.5 presents an illustration of how throughout the year 2015 the Facebook posts of the Nelson Mandela University were made. They are presented through the post categories discussed above

Table 6.5: Nelson Mandela University's 2015 Facebook post categories

Month	Student/Staff/Alumni Excellence	Student/ Staff Dissatisfaction/ Protests	Institution's Excellence	Administration / Notifications	Student Recruitment	Government/ Industry Association	National/ General Information
Jan	X				x		
Feb	X				x	x	x
March	X			x	x		x
April	X						
May	X		x		x		
June	X		x	x	x		x
July	X			x	x	x	
Aug	X		x	x	x	x	
Sept	X			x	x	x	
Oct	X	X	x	x	x	x	
Nov	X	X					
December	X				x		

Based on Table 6.5, it may be deduced that only the first category – student, staff and or alumni excellence had consistent posts. It can also be noted that the least posts were for the second category – student and or staff dissatisfaction and or protests. This is relevant to the study; as from the analysis of this table, suggests that the value of excellence is the most important value to communicate to the institution’s stakeholders on their Facebook platform.

Most of the posts from the excellence category were from the graduation ceremonies that took place in April. Although this is the case, it is important to highlight that the graduation posts had multiple duplications. A notable case is that of first posting an image without a caption and then posting the same image with a caption – of who is on the image. This duplication of posts is not unique to only April, and only the graduation posts but it can be noted across other months and other categories as well.

6.6.2 Stakeholder Communication

Having discussed the Nelson Mandela University’s 2015 Facebook posts categories, the discussion continues by to presenting (a) what content was used to communicate to each stakeholder, (b) what relevance did the posts have to the strategic goals, as well as (c) the significance the posts had to the respective stakeholders.

Table 6.6: Nelson Mandela University's 2015 Stakeholder Communication through Facebook

Nelson Mandela University's Stakeholder	Vision 2020 transformations strategic category	Stakeholder-specific Facebook content	Significance to the Stakeholder
Government	Embrace and reflect reciprocal and nurturing engagement with internal and external communities. Foster a culture of reflective practice,	Government/ Industry Association Student/ Staff/ Alumni Excellence Student/ Staff Dissatisfaction / Protests Institution's Excellence	To communicate the institution's commitment to the national transformation agenda. This is reflected by aligning the institution's achievements and challenges with the national

Nelson Mandela University's Stakeholder	Vision 2020 transformations strategic category	Stakeholder-specific Facebook content	Significance to the Stakeholder
	excellence, innovation and sustainability.		transformation agenda.
<p>Employees & Clientele (current and prospective students as well as parents)</p>	<p>Establish a supportive and affirming institutional culture.</p> <p>Adapt and nurture an ethic of care and compassion across the institution.</p> <p>Embrace and reflect reciprocal and nurturing engagement with internal and external communities.</p> <p>Foster a culture of reflective practice, excellence, innovation and sustainability.</p>	<p>Student/ Staff/ Alumni Excellence</p> <p>Student/ Staff Dissatisfaction / Protests</p> <p>Institution's Excellence</p> <p>Administration/ Notifications</p> <p>National/ General Information</p> <p>Student Recruitment</p>	<p>Information relating to all the institution's Vision 2020 strategic goals is relevant to employees, students and parents as it furthers their understanding of the institution's transformation agenda and enhances a commitment to embrace the institution's transformation agenda.</p>
<p>Suppliers</p>	<p>Foster a culture of reflective practice, excellence, innovation and sustainability.</p>	<p>Institution's Excellence</p> <p>Student/ Staff Dissatisfaction/ Protests</p> <p>Government / Industry Association</p>	<p>Sharing achievements and challenges experienced by the institution, and external stakeholders to give suppliers a better understanding of the institution and its operations.</p>

Nelson Mandela University's Stakeholder	Vision 2020 transformations strategic category	Stakeholder-specific Facebook content	Significance to the Stakeholder
<p>Investors & Community</p>	<p>Establish a supportive and affirming institutional culture.</p> <p>Adapt and nurture an ethic of care and compassion across the institution.</p> <p>Embrace and reflect reciprocal and nurturing engagement with internal and external communities.</p> <p>Foster a culture of reflective practice, excellence, innovation and sustainability.</p>	<p>Student/ Staff/ Alumni Excellence</p> <p>Institution's Excellence</p> <p>Administration/ Notifications</p> <p>National/ General Information</p> <p>Government / Industry Association</p> <p>Administration/ Notification</p>	<p>Communicating posts that reflect on all the strategic transformation goals is necessary as it provides the investors and communities with an understanding of the institution's commitment to the transformation goals. It further promotes a continued interest in the institution's operations.</p>
<p>Media & Accreditation bodies</p>	<p>Foster a culture of reflective practice, excellence, innovation and sustainability.</p>	<p>Institution's Excellence</p>	<p>The institution's communication about their achievements positions the university at a favourable corporate image and reputation. This is reflective of its commitment to its mission, vision, values and transformation agenda.</p>

Nelson Mandela University's Stakeholder	Vision 2020 transformations strategic category	Stakeholder-specific Facebook content	Significance to the Stakeholder
Industry and Competition	Embrace and reflect reciprocal and nurturing engagement with internal and external communities.	Government/ Industry Association Institution's Excellence Student/ Staff/ Alumni Excellence	To communicate the institution's commitment to establishing and maintaining the relations it has with external stakeholders.

The stakeholder communication table presented above shows how the Facebook page was used to communicate the Vision 2020 transformation strategies to the institution's stakeholders. The relevance of the posts to the stakeholders is further discussed. It may be suggested that the posts on the institution's page seek to communicate with all nine stakeholders of the institution.

To summarise stakeholder management and communication, the application of the study's theoretical framework is presented in Table 6.6. The theoretical framework include Cornelissen's (2010) stakeholder salience model and the power-interest matrix.

To present this relationship, the power interest model's diagram is used for illustration purposes. Within the diagram stakeholder specifications, as per the salience model are presented in bold font. Presented in italic font are the respective Nelson Mandela University stakeholders. The relationship between these stakeholder models and the Nelson Mandela University's stakeholders is linked to the communication efforts that were presented on the institution's Facebook Page. This pertains to the 2015 Facebook posts that are presented in Table 6.5 of the study.

Table 6.7: Stakeholder models' application

		level of interest	
		Low	High
Low	power	<p>A Minimal effort Dormant Stakeholders Suppliers Competition</p>	<p>B Keep informed Dependant and Discretionary Stakeholders <i>Investors</i> <i>Government</i> <i>Community</i></p>
High		<p>C Keep satisfied Demanding Stakeholders <i>Media and Accreditation Bodies</i></p>	<p>D Key players Definitive, Dominant and Dangerous Stakeholders <i>Employees</i> <i>Clientele</i> <i>Investors</i></p>

6.8 SECTION THREE: TRANSFORMATION AGENDA – STAKEHOLDER COMMUNICATION VIA FACEBOOK

The final section of this chapter serves to discuss how Nelson Mandela University's Facebook page contributes to stakeholder communication regarding the university's transformation agenda. This is presented through a Critical Discourse Analysis of Nelson Mandela University's 2015 Facebook posts.

6.8.1 Critical Discourse Analysis of race representation on Facebook

The Vision 2020's transformation strategic goals, with particular reference to the fourth strategic goal, seek to foster an understanding of the institution's identity. Central to transformation is the issue of race representation. With the use of Critical Discourse Analysis (CDA), Critical Race Theory (CRT), as well as multimodal semiotics, race representation on the Nelson Mandela University's Facebook page from the year 2015 is analysed. The posts analysed for this section include all seven of the Facebook post categories identified in Table 6.4.

In alphabetical order, the race categorisation accounts for the Nelson Mandela University's race categorisation (Mandela, 2010). An additional race category, diverse groups, is added. This group is added to explore and analyse posts that represent a particular phenomenon with more than one race represented in the picture. This group is thus categorised as diverse groups. In alphabetical order, the race categories include: (a) black only, (b) coloured only, (c) diverse groups, (d) Indian or Asian only, as well as (e) white only. Race representation across the Facebook post categories is presented in Table 6.7.

Table 6.8: Race representation on the Nelson Mandela University's Facebook Page in 2015

Race representation	Student/Staff/Alumni Excellence	Student/ Staff Dissatisfaction/ Protests	Institution's Excellence	Administration / Notifications	Student Recruitment	Government/ Industry Association	National/ General Information
Black only	X	x		x	x	x	
Coloured only	X			x			
Indian/ Asian	X			x		x	
Diverse groups	X	x	x	x	x	x	x
Whites only	X			x	x	x	

To discuss the information presented on Table 6.8: CDA, CRT and multimodal semiotics principles are considered. The discussions will be presented according to the Facebook post categories.

Student, staff and/or alumni excellence

All the race categories identified in Table 6.8 have been represented in this Facebook post category. Posts that dominate the category were from the 2015 April graduation ceremonies, and they are presented in Figure 6.20.



Figure 6.20. Academic excellence –diverse

To contextualise the analysis of this representation, CDA as an instrument to highlight how ideologies by dominant groups are legitimised (Wodak, 2011) is used. The socio-historic perspective of CDA, which describes dominance and the hegemonic existence of the white race is explored (Mafofo, 2015; Meyer, 2001). This is explored through

classifying the excellence categories, from which the race groups are represented. This is illustrated in Table 6.9.

Table 6.9. Excellence and race representation

Race	Academic	Non Academic	Innovation	Sports	Student Life	Industry Competitions
Black only	x	x		x	x	x
Coloured only	x	x		x		
Diverse groups	x	x	x		x	
Indian/Asian only	x					
White only	x	x				x

a. Academic excellence

As illustrated in Table 6.9, academic excellence is experienced across all the race groups. The academic excellence is in relation to the April and December graduation. Through graduation posts, all races are represented as academically excellent. Non-academic excellence is presented through excellence in sports, student life and industry competitions.

b. Innovation

Differences in race representation are experienced in some of the categories. Innovation is represented through diverse groups and not on the different races respectively. A representational suggestion of intertextuality is linked to the institutions four strategic goals for the Vision 2020 transformation agenda. A suggestion of collaborating on innovation projects is communicated as desirable, and it is promoted at the institution.



Figure 6.21. Innovation –diverse groups ‘students/ staff/ alumni

c. Sports

Excellence in sports is represented only on the black and coloured races as depicted on the images in Figure 6.22. Diverse groups, Indian or Asian and the white race are not represented. This race representation disparity in sporting representation is inconsistent with the institution’s transformation agenda. It suggests that collaboration for a diversified excellence in sports will not be achieved because the Indian, or Asian and the white race groups are either not participating, or they are not excellent in sporting codes.



Figure 6.22. Sports – black and students/staff/alumni

d. Student life

Excellence in student life activities is in relation to excellence in extra-mural activities. Those depicted in 2015 include university pageants, as well as university lucky draws. The race representation in this category suggests that black students along with coloured students (to form diverse groups) participate and excel in these activities. It is further suggested by these posts that Indian or Asian and white students either do not participate, or they do not excel in these activities; if they are participating alone. This too is inconsistent with what the Vision 2020 transformation strategic goals seek to achieve.

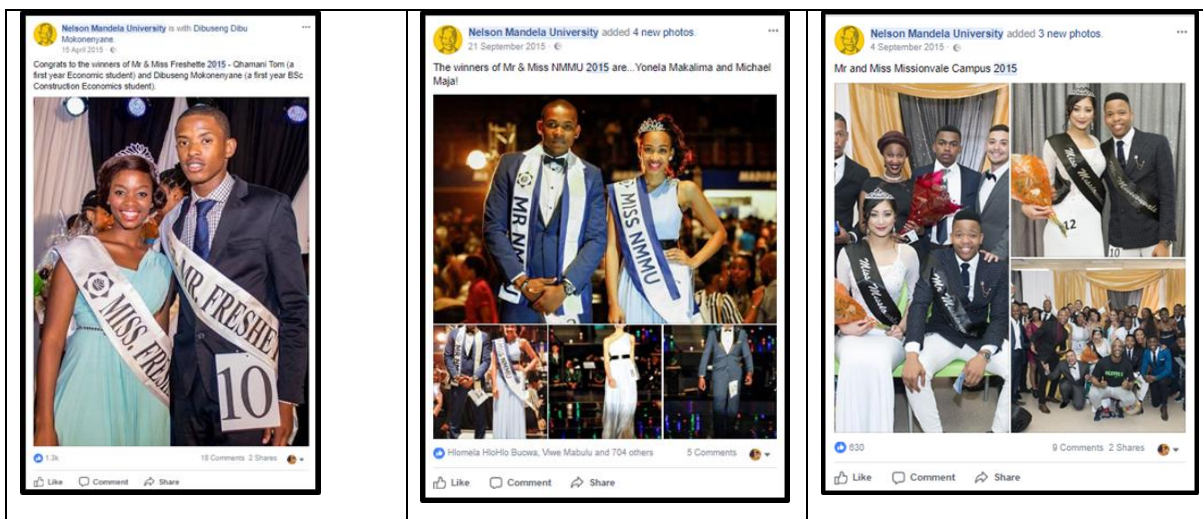


Figure 6.23. Student life-diverse groups ‘student/staff/alumni

e. Industry competitions

Amongst the four race categories, the posts in this category suggest that black and white students excel in industry competitions and this is depicted on the images in Figure 6.24. The competitions are further classified as follows:

- Black students are represented as those that excel in national comedy competitions;
- White students are represented as those that excel in leadership, politics as well as community-development competitions

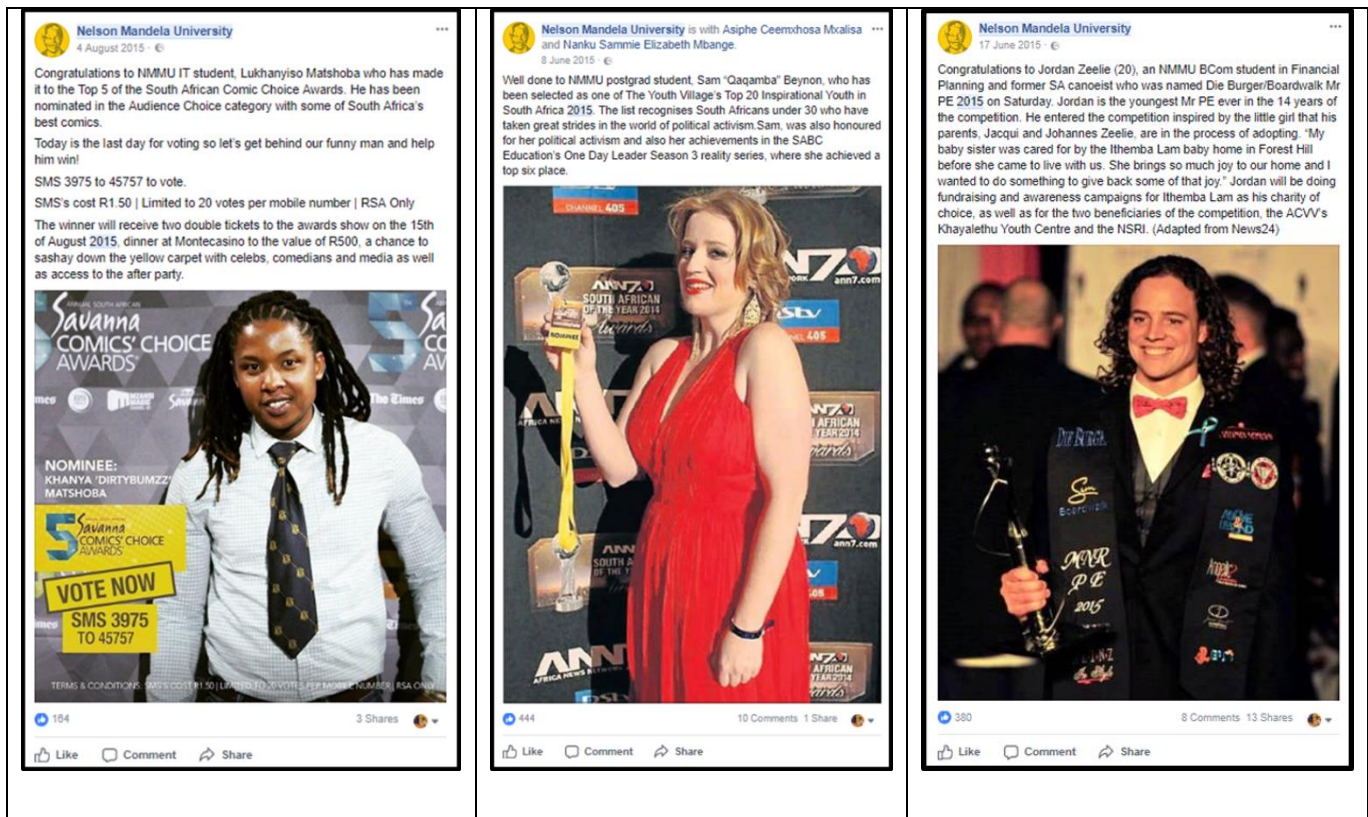


Figure 6.24. Industry competitions –black and white students/staff/alumni 1

The absence of representation from the coloured race, as well as diverse groups, suggests that coloured students either do not participate; or they do not excel in industry competitions; and therefore, diversified representation in these competitions will not be achieved.

Race representation as an analytical component of excellence is significant in communicating and contributing to transformation; as this promotes the institution's values, Vision 2020 transformation strategic goals, as well as the transformation themes.

Student and or staff dissatisfaction

According to Table 6.4 in this chapter, discontent from these stakeholders occurred only in October and November during the year 2015.

Most of the content posted on the page was presented in textual posts, and these are in relation to the #FeesMustFall campaign. The 2015 academic year saw an increased need for engagement platforms; as students demonstrated their fees-related

dissatisfactions: this was later termed - the #FeesMustFall campaign (Luescher, 2016). The demonstrations were observed nationally by shutting down university operations through protests. Amongst many activism demonstrations during this period; social media were used to engage critically and rigorously by both students, as well as by the universities (Luescher, Loader, & Mugume, 2017). During the campaign – Facebook was used by universities to update their stakeholders on the developments.

Amongst the text posts shared about the protests, there was only one post with two images that is captioned “NMMU students marching to the City Hall in PE”, and this is presented in Figure 6.25.



Figure 6.25. Student/ Staff dissatisfaction- black students and diverse groups

The images used in this post depict numerous black students with two white students on the first image and the second image only black students. Interdiscursivity, intertextuality and dialogicality; as CDA elements are used to analyse the post.

In applying interdiscursivity to analyse this post: the race representation to denote student dissatisfaction and protests re-articulates, appropriates and reconstructs the

association of black students with the history and current ideologies about violence, protests, marches and disruptive behaviour (Johnson, 2008).

Intertextuality and dialogicality are applied with reference to the relationship between the textual posts, as well as the post with the two images (Johnson, 2008). The textual posts present updates on the developments of the #FeesMustFall campaign, with particular reference to operations shutting down, statements from senior management, notifications on engagements and engagement platforms about the developments of the campaign, as well as the resumption of operations. The relationship between the textual posts and the images present an association of disruption of higher education operations with black students.

The absence of images of coloured students only, Indian or Asian students only, as well as, white students only images suggests that the three racial groups do not experience and or express their dissatisfactions with the institution.

Institution's Excellence

Posts from this category were represented in diverse groups only. They included images from the celebrations of the university's tenth year since its establishment on Figure 6.26 and a post on the institution's Vision 2020 video in Figure 6.27.

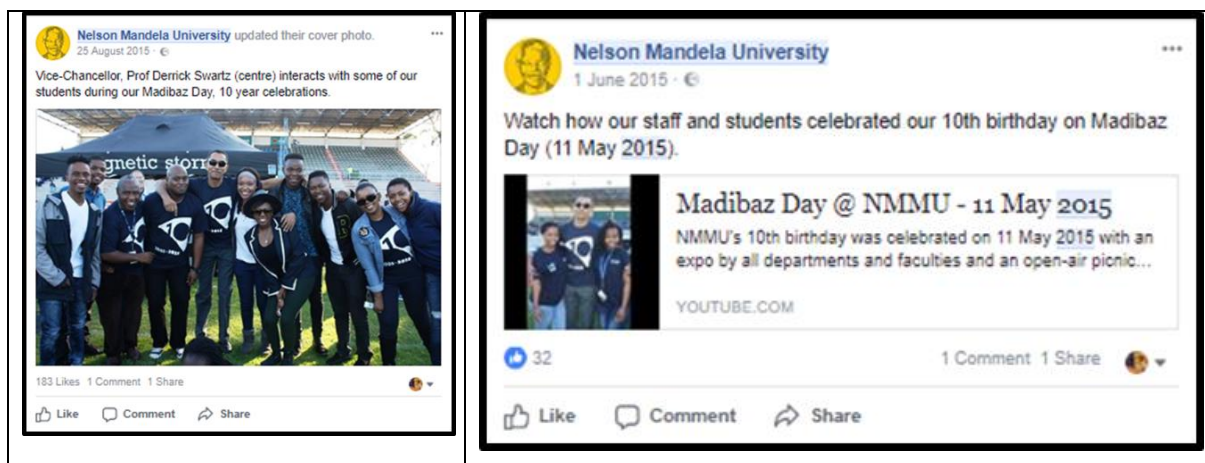


Figure 6.26. Institution's ten-year celebration- diverse groups

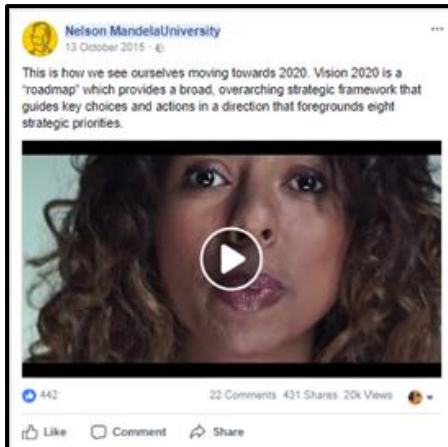


Figure 6.27. Vision 2020 – diverse groups

All the posts in this category were presented with visual formats and captions. With a multimodal semiotics reference on interdiscursivity and intertextuality, the posts included images and a video of people in groups and not as individuals. The reference to the multimodal semiotics elements is made in line with the discussion on Chapter Three of the study, specifically on the institution's Vision 2020, as well as the developments from the institution's history.

It can be suggested that posts from this category are a reflection on the institution's direction pertaining to transformation, its identity and vision. This pertains to seeing itself as a diverse institution that promotes achieving milestones and celebrating them together, as a diverse race.

Administration or notifications

Content pertaining to the administration, as well as notifications communicated by the university to their stakeholders, was posted on the Facebook page. With reference to race representation, all the race categories identified in Table 6.7 are represented. The posts include notifications on bereavement, upcoming events, as well as funding application opportunities.

Student Recruitment

The student recruitment process that has been extended to social media platforms is not a unique case for the Nelson Mandela University. On the literature review presented in Chapter Four of the study, a discussion on the use of social media for

HEIs further explains the benefits associated with this. With this in mind; the recognition of the role of transformation and race representation; while recruiting students to a university that upholds diversity, is discussed.

With reference to race representation, all four race categories are represented, except for the Indian or Asian only. To discuss this further, two sub-theme categories of student recruitment are identified. These include (a) Open-day student recruitment and (b) non-Open day student recruitment.

Through the application of multimodal semiotics, we will first discuss the open-day student recruitment posts that are reflective of the diverse groups, as depicted in Figure 6.28.



Figure 6.28. Student recruitment – diverse groups

From these posts in Figure 6.28, an interplay of images with other images is depicted. According to Kress and Van Leeuwen (2006), this interplay can be described as representational meaning, a component of multimodal semiotics. Transformation is communicated through the multiple images that capture diverse groups in one frame. These diverse groups are captured in motion, and therefore translating to narrative processes. In essence, the diversity captured on the images serves to narrate and affirm Nelson Mandela University's commitment to attracting and retaining students from diverse racial groups.

Student recruitment posts that are not from the Open-Day exhibition are presented below. The discussion of these posts is presented with reference to CRT, CDA and multimodal semiotics.

To open the discussion, the posts with black students only will be discussed first. These posts are presented in Figure 6.29:

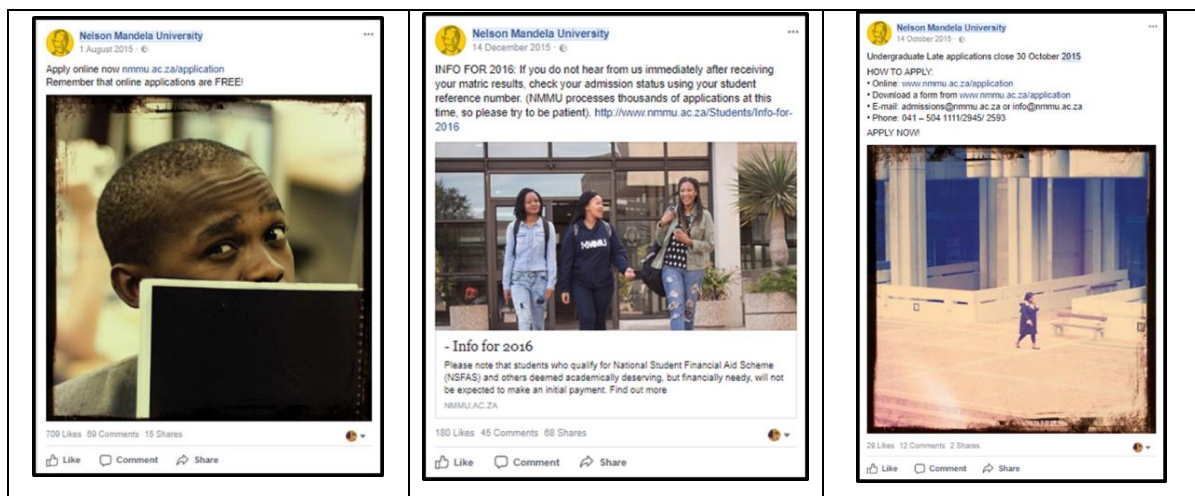


Figure 6.29. Student recruitment-black students only

(a) Posts with blacks only

Wodak (2001) describes CDA as an enquiry, which highlights ideologies developed and legitimised by dominant groups. In context with the literature provided on the history of racial dynamics in South Africa, the nation higher education system as well as the Nelson Mandela University -the posts with blacks only intertextually reinforce ideologies about black students. This is notable on the comparison of the captions used for this group, as well as the posts with whites only.

The captions on these posts highlight the interdiscursivity between the racially classified socio-economic dynamics in South Africa and the black students. The captions make reference to the following:

- Applications being free;
- Instructions on how to apply;
- Late-application deadlines
- Access and the National Student Financial Aid Scheme (NSFAS)

These captions in comparison to the captions for posts with white students reinforce ideologies of economic and social stereotypes. They suggest that only black students are representative of these factors. They reinforce notions of dominance and hegemonic existence ideologies (Meyer, 2001).

(b) Posts with Coloureds, Indians or Asians only:

On this post category, there no were posts with the race groups respectively. The absence of student-recruitment posts with the race representation of these students presents an enquiry on the institution's position on equal representation towards attracting diverse groups of students.

(c) Posts with diverse groups:



Figure 6.30. Posts with diverse groups

The captions used in this category were in line with the posts with both black-students-only and white students-only posts. Reflective of intertextuality as a CDA component, these posts intertextually reflected on the Vision 2020 transformation strategic goals discussed in Chapter Three of the study.

(d) Posts with whites only:

In line with Wodak (2011) and Meyer's (2001) description of CDA as an interrogation of dominance and hegemonic existence, Wander, Martin, and Nakayama (1999); Warren (2009); and Shome, (2000) describe CRT, as a tool to interrogate whiteness, as a consequential identity, a structure and a space. Figure 6.31 presents the recruitment posts that had images of white students only.



Figure 6.31: Student recruitment- white students only

In comparing the captions that were used for the student recruitment posts with images of black-students-only, and the posts with images of white-students-only posts included:

- No content pertaining to the application’s financial implications,
- No content with instructions on how to apply,
- No content with late application deadlines,
- No content with access and NSFAS,

Instead, the same caption was used on both images. The caption was a reminder that the undergraduate applications will be closing soon, followed by a link to the online application system.

It can be suggested that student recruitment posts from the Facebook page reflected a racial imbalance that as discussed, reinforced dominance and hegemonic existence. This in relation to the institution’s transformation agenda translates negatively to the strategic goals of the Vision 2020 transformation agenda. Furthermore, it translates negatively to the institution’s values.

Government or industry association

All the race categories were represented when depicting the university's government and industry associations. The Facebook posts from 2015 included content from the university's position against xenophobia, industry competitions as well as visits from government and industry stakeholders. This can be attributed to the stakeholders that are targeted for the content from this category. There are no notable racial disparities depicted in this category; instead, a positive translation into the institution's Vision 2020 strategic goals and values was presented and maintained.

National or general information

The posts about national or general information that were posted in 2015 on the Nelson Mandela University's Facebook page are presented in Figure 6.32. The repetition of posting the general information post on the same day was observed.



Figure 6.32. General information

Figure 6.33 presents posts about national or general information, as posted on the university's Facebook page.

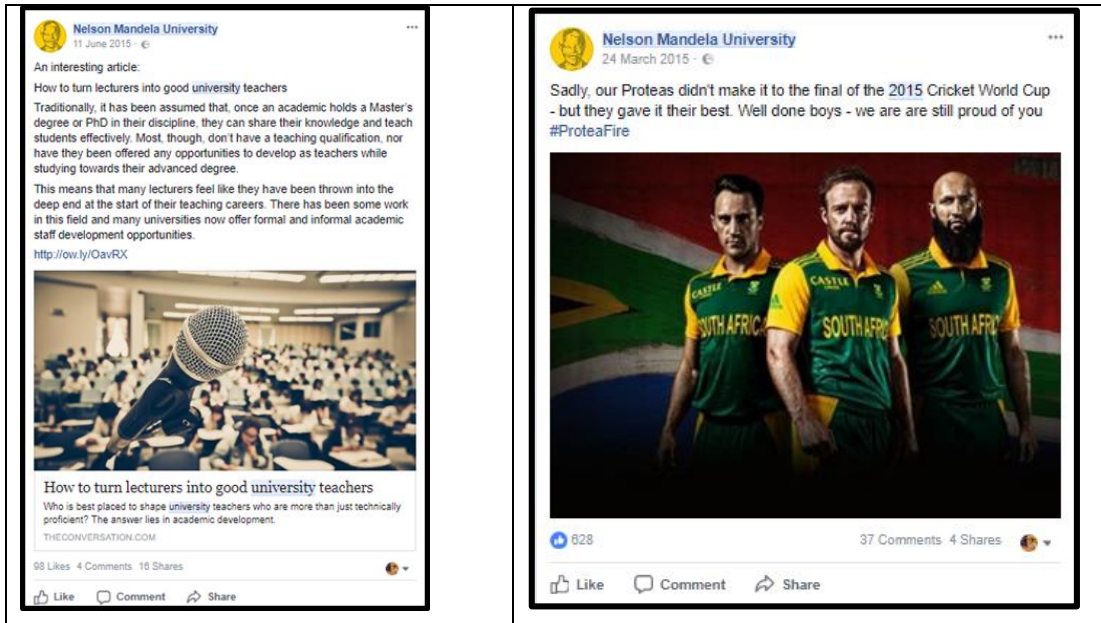


Figure 6.33. National or general information – diverse groups

From this post category, two posts are textual posts and were duplicated, one is an image of an object with text and the last image is that of the South African national cricket team. The post shows an image with three players from the team, and the players are from more than one racial group; and hence, diversity is represented on the post. Thus contributing to the institution’s transformation agenda.

6.9 CONCLUSION

The purpose of this chapter was to answer the third research question, which asks: *How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the transformation agenda?*

In answering this question, an analysis of the Nelson Mandela University’s Facebook posts from 2015 was presented. The posts were analysed against the transformation themes, Vision 2020 transformation strategic goals, stakeholder management and communication, theoretical framework, transformational communication requirements, as well as the university’s values. The findings were further interpreted by using Critical Race Theory, Critical Discourse Analysis and multimodal semiotics.

To present the chapter, three sections were used and they are summarised in the section below.

(a) Section one

This section was presented to respond to the first research question: “What are the requirements for transformational communication?”, (a) Zittoun (2008) and Kotter’s (2009) models for transformation and (b) the transformation themes for Higher Education Institutions in South Africa developed by the Transformation Managers Forum (2015) were discussed in Chapter Two. Nelson Mandela University and its transformation agenda was discussed in Chapter Three. The information discussed in Chapter Two was therefore used in this section to analyse the current state of the transformation agenda at Nelson Mandela University.

(b) Section two

The question: “Which stakeholders does Nelson Mandela University engage on Facebook?” was addressed in Chapter Four. In this chapter, the Facebook page posts of the university were analysed. This was done in order to determine how the posts target the university stakeholders identified in chapter four.

(c) Section three

The final section of this chapter discussed how Nelson Mandela University’s Facebook page contributes to stakeholder communication regarding the institution’s transformation agenda. The role of transformational communication on Nelson Mandela University’s Facebook page was discussed by focusing on communication strategies, transformational communication, as well as a Critical Discourse Analysis (CDA) of race representation across the 2015 Facebook posts from the Nelson Mandela University.

Chapter Seven presents the recommendations and contributions of the study; conclusions; limitations, as well specifics on future studies.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

“Every successful organisation has to make the transition from a world defined primarily by repetition to one primarily defined by change. This is the biggest transformation in the structure of how humans work together.” (Bill Drayton)

Chapter	Chapter contents	Link to research objectives	Link to Research Questions
Chapter 1	Introduction Background information, purpose of study, research objectives, research questions, problem statement, significance of the study, assumptions, and limitations		
Chapter 2	Transformation <i>(Literature review)</i> Overview of Higher Education pre and post - 1994 Requirements for transformation in Higher Education Transformation themes	Objective I. To identify the elements required for transformational communication.	Research question I. What are the requirements for transformational communication?
Chapter 3	Case Study Nelson Mandela University	Objective II. To identify the target audience of the Nelson Mandela University Facebook page posts.	Question II. Which stakeholders does Nelson Mandela University engage with on Facebook?
Chapter 4	Corporate Communication <i>(Literature review)</i>		
Chapter 5	Research Methodology Introduction, research design, research instruments, data collection and analysis, limitations, ethics as well as the conclusion,		
Chapter 6	Findings and Analysis	Objective III. To determine how Nelson Mandela University’s Facebook page contributes to stakeholder communication regarding the university’s Vision 2020 transformation agenda.	Question III. How does Nelson Mandela University’s Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?
Chapter 7	Conclusion Summary, conclusions and recommendations, limitations and future research,		

7.1 INTRODUCTION

Chapter Seven presents a discussion on the analysis of Nelson Mandela University’s use of Facebook when contributing to the transformation agenda. The recommendations are made based on the findings of the study. Furthermore, the chapter provides an account of the contributions of the study; and thereafter some information on possible future studies.

7.2 DISCUSSION OF STUDY FINDINGS

This section seeks to discuss the empirical findings of the study. This will be done by highlighting how the research questions for the study were addressed.

7.2.1 Research Question One: What are the requirements for transformational communication?

In Chapter Two, a discussion on the necessity for transformation from a South African perspective was presented. This was done through presenting an overview of the history of South African HEIs, transformation themes for HEIs, as well as transformation communication models by Zittoun (2008) and Kotter (2009). A comparative analysis of the transformation models presented the following elements as requirements for communicating transformation on Facebook.

Table 7.1. Transformation communication requirements

Zittoun’s 2008 Model	Kotter’s 2009 Model	Content Requirement
Identity	Establishing a sense of urgency	Informative content regarding the institutional identity
	Forming a powerful guiding coalitions	
Knowledge acquisition	Creating a vision	Informative and engaging content on the institution’s vision
	Communicating a vision	
Sense-Making	Empowering others to act on the vision	

Zittoun's 2008 Model	Kotter's 2009 Model	Content Requirement
	Planning for and creating short-term wins	Engaging content that seeks to: <ul style="list-style-type: none"> • Recognise excellence - consistently-across all races • Recognise and celebrate diversity • Reinforce the institution's identity, vision and values
	Consolidating improvements and producing still more change	
	Institutionalising new approaches	

The analysis of how the Nelson Mandela University's Facebook page concluded that the institution uses the social-media platform to partially address the requirements. The challenge lies in the institution's use of only instructional and informative captions on their posts. To improve this, the university would then include engagement captions that present the posts with cues for engagement, such as posts with questions and surveys. This would be a contribution towards enhancing the institution's transformation agenda.

7.2.2 Research Question Two: Which stakeholders does Nelson Mandela University engage with on Facebook?

When answering this question, Chapter Three and Chapter Four are briefly discussed to contextualise how the question was answered. Chapter three focused on presenting the university's historical background and developments until 2017, the transformation agenda, the university's values, as well as its communication strategies using social media. Chapter Four presented the literature on corporate communication in the higher education sector. The chapter discussed the importance of corporate communication elements in HE which include mission and vision statements, corporate objectives and corporate reputation. The discussion further went on to

present stakeholder management and communication strategies. It was through presenting a HE stakeholder map that the study was able to analyse the Nelson Mandela University's Facebook posts. The HE stakeholder map was developed through the consideration of stakeholder-management principles by Cornelissen (2010); and a comparative analysis of HE stakeholders, as presented by Labanauskis and Ginevičius (2017) and Marić (2013). Within the same chapter, a discussion on the use of Facebook by HEIs concluded Higher Education stakeholders are as follows:

- (a) Government
- (b) Employees
- (c) Clientele
- (d) Suppliers
- (e) Investors
- (f) Community
- (g) Media and Accreditation Bodies
- (h) Industry
- (i) Competitors

Using this conclusion, it was found that the Nelson Mandela University communicates to all nine of the stakeholders. The content posted on the page targets different stakeholders, and this is directly linked to the transformation themes and the Vision 2020 transformational strategic goals.

7.2.3 Research Question Three: How does Nelson Mandela University's Facebook page contribute to stakeholder communication regarding the Vision 2020 transformation agenda?

The analysis on how the university uses the social-media platform for communicating about its transformation agenda to stakeholders was highlighted by a Critical Discourse Analysis on the different posts that were targeted at the respective stakeholders. The significance of posting content on each Facebook post category was highlighted in Table 6.5.

The CDA analysis on the posts targeted at enhancing the institution's transformation agenda resembles intertextual, interdiscursivity and dialogic connotations that initiate

and reinforce race-based stereotypes. This was particularly analysed through posts on the student, staff and alumni excellence, student and staff dissatisfaction, as well as posts on student recruitment. Although this was the case; there were also posts that enhance the institution's transformation agenda, and this was highlighted on posts depicting the institution's excellence. A notable challenge in using the Facebook platform to contribute to the institution's transformation agenda was highlighted – as the institution limiting its post captions to informative and persuasive communication strategies and neglecting dialogue-communication strategies.

7.3 RECOMMENDATIONS

The recommendations from the analysis of the Nelson Mandela University are specific to the posts from the year 2015 and specific to the university. Even though this is the case; other HEIs may consider them when using Facebook as an agent to advance their transformation agendas.

The recommendations are based on enhancing the use of Facebook to advance the institution's efforts towards the national HE transformation themes, Vision 2020 transformation strategic goals, as well as the institution's values.

7.3.1 Transformation themes

For communicating and enhancing the stakeholders' understanding of the university's commitment to the HE transformation themes and agenda, it is recommended that the institution shares information, images and engagements on the efforts, programmes, initiatives, and policies that they have already been developed and established at the institution. It was identified that the institution shares this information on its website and therefore its efforts towards its commitment to transformation can be accounted for. The university may share this information on the Facebook page as well, as this is pivotal to the stakeholder's understanding and attitudes towards the Vision 2020 strategic goals and values.

The national transformation themes present the institution with the opportunity to address the racial disparities that were identified on the posts. Excellence, dissatisfaction, and student recruitment posts presented reinforced stereotypes about

the different races at the Nelson Mandela University. In addressing this, it is recommended that the institution considers posting content that seeks to represent all the races at the Nelson Mandela University. Consistency on the captions for student recruitment posts is particularly recommended. Furthermore, it is recommended that the institution presents its stakeholders with posts that initiate engagements. This can be done through posts with discussion topics and or posts with questions. This may be used to present diversified race literacy as well as an opportunity to engage on the stakeholders' experiences, opinions, expectations about transformation at the university. Furthermore, this may be used towards gathering recommendations for stakeholder informed-strategies on how to enhance the transformation agenda at the university.

7.3.2 Vision 2020 transformation strategic goals

The Vision 2020 transformation strategic goals have a direct relationship with the university's corporate image and reputation. It is recommended that the institution includes posts that communicate a diversified reflection of its students, staff and alumni participating and excelling in both academic and non-academic activities. A gap identified from the 2015 posts includes a dominant representation of black and coloured students participating and excelling in non- academic activities while white and (collaborative) diversified groups are presented as those that participate and excel in academic, leadership and innovation-oriented activities. To address this, opportunities and threats are discussed in Table 7.2.

Table 7.2 Strategic goals' opportunities and threats

Opportunities	Threats
<ul style="list-style-type: none"> • Present engagement enhancing posts • Present race literacy • Develop content to promote Environmental sustainability 	<ul style="list-style-type: none"> • Monitoring and evaluation • Engaging one stakeholder

Opportunities

The university can use the Facebook platform to engage in all four strategic goals to enhance a better understanding and attitude to its stakeholders on the university's vision for 2020 regarding transformation. This could be done through using engagement posts that present race, diversity and transformation literacies.

The platform may also be used to inform, persuade and engage their stakeholders in acting in a manner that seeks to preserve natural and environmental resources. A diverse exchange of opinions and experiences would enhance the institution's corporate identity.

Threats

Possible threats could include the institution using the expectations and experiences of the institutional culture and values of their stakeholders to constantly change their identity and strategic focus to please the stakeholders. Although attempts to please all the stakeholders are good, they can be problematic if they are implemented without understanding that stakeholders' expectations and experiences are specific to their frames of reference and may change over time.

Engagements with the stakeholders of the institution involve communicating through the Facebook platform, and this can be dominated by one stakeholder, a probable case is that of clientele (students and parents). Because of this, it is possible that the institution would base their engagement efforts on communicating with the students and parents. This is threatening to the institution's strategic goals and strategic communication efforts; as it neglects the engagement needs of other stakeholders.

When communicating on the university's strategic goals, it is necessary to consider all race groups, stakeholders, transformation themes, values, and communication strategies.

7.3.3 University's values

The values of the institution recognise and enhance the role and necessity of a transformed institution. It is recommended that this be applied on the Facebook page

by presenting stakeholders with content that (a) represents all races; (b) rejects race-based stereotypes; (c) engages stakeholders on their opinions, experiences and expectations of the institution, as well as (d) seek to highlight all the university's values.

As an effort to establish a culture of engagement about transformation, the institution may begin by asking for the stakeholder's opinions and experiences about the institutions' initiatives for the diversity month. Images from these initiatives as well as informative posts can also be shared during this month – this will be done to address the importance of diversifying the communication strategies. Directly, this will present the institution with an opportunity to post race literacy to its stakeholders. In doing so, it is important that the administrators of the page are cognisant of race representation.

Amongst the five values of the institution, it was found that that of respect for the environment was not communicated on the Facebook Page. It is recommended that the institution considers sharing content about this value as it is linked to its vision, mission and Vision 2020 strategic goals.

The main recommendations for the institution are to firstly diversify the communication strategies to include engagement; as it is an integral requirement for transformational on Facebook. Secondly, to post content that is representative of all the races at the institution - this should be observed across all Facebook post categories. This is because, equal race representation will prevent the reinforcement of racial imbalances and thus enhance transformation. Race literacy posts are important as they present an information reference that inform the stakeholders' opinions and attitudes.

7.4 SUMMARY OF CONTRIBUTIONS

The contributions of the study are summarised in three categories that include: the literature, communication's discipline, as well as transformation in higher education. The categories are discussed below.

7.4.1 Literature

The study addressed the existing gap in the body of knowledge on the use of social media for contributing to the transformation in higher education. This was done

through the discussion on the content required for transformational communication on a university's Facebook page.

7.4.2 Communication in Higher Education

The study discussed and highlighted the relationship between stakeholder management, stakeholder communication, and the use of Facebook by HEIs. This relationship contributes to the improvement of how institutions of higher learning communicate to stakeholders using the Facebook platform. This should improve the communication strategies by introducing and maintaining two-way symmetrical communication between the institutions and their stakeholders.

7.4.3 Transformation in Higher Education

The analysis and recommendation on how the Nelson Mandela University used Facebook to address the HE transformational themes, Vision 2020 transformation strategic goals, as well as their values can be used as examples for how other HEIs can use the platform to contribute to their transformation agendas. For the Nelson Mandela University, the recommendations can directly contribute to their use of Facebook; since the recommendations are specific to their history, initiatives and efforts for advancing transformation.

7.5 FUTURE STUDIES

A study using a mixed-method research design for collecting the data would give insight from the different perspectives and sources. The use of interviews and questionnaires would benefit from the study's recommendation. Another study analysing more than one social media platform would present comparative insights into the differences and similarities on how HEIs use the different social-media platforms for race transformation. A longitudinal study on the Nelson Mandela University's use of Facebook for transformation would present recommendations that are informed by differences and similarities over the years. A study that includes the analysis of comments made on the Facebook posts would present multiple perspectives on how the institution and its stakeholders understand and respond to the race transformation agenda.

A comparative study on how all the HEIs in South Africa use Facebook to contribute to transformation would give insight into the differences and similarities on the focus of the institutions in advancing South Africa's transformation agenda.

7.6 CONCLUSION

This chapter presented a discussion on the findings of the study. This was done through highlighting how the three research questions were answered. Subsequent to this discussion was the presentation of recommendations. To make these recommendations, transformation themes, the university's Vision 2020 and values were considered. Thereafter, three contributions made by the study were briefly discussed and they included contributions in literature, communication in Higher Education and transformation in Higher Education. The chapter closes by presenting suggestions for future studies.

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APPENDIX A: LANGUAGE CERTIFICATE

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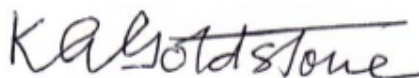
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26th January 2018

TO WHOM IT MAY CONCERN

We hereby certify that we have language-edited the Master's thesis of Viwe Ndayi entitled: A CRITICAL DISCOURSE ANALYSIS OF NELSON MANDELA UNIVERSITY'S FACEBOOK PAGE: A CASE OF TRANSFORMATIONAL COMMUNICATION

We are satisfied that, provided the changes we have made are effected to the text, the language is of an acceptable standard, and is fit for publication.



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