Efficiencies and Capacity of Support Services Post College Model adoption at the University of KwaZulu-Natal

SHAMASE SLINDOKUHLE PATIANCE
200301659

Submitted in fulfilment of the requirements of a

Master of Business Administration (MBA)

College of Law and Management,

Graduate School of Business and Leadership,

Westville Campus

UNIVERSITY OF KWAZULU NATAL (UKZN)
DECEMBER 2017

SUPERVISOR: DR ROSEMARY SIBANDA

DECLARATION

I hereby declare that this dissertation is my own original work. All sources used have been accurately reported and acknowledged. It has not been submitted to any university to obtain an academic qualification.

Signature: ████████████   Date: 07 December 2017

Slindokuhle Patiance Shamase
Student Number: 200301659
University of KwaZulu-Natal
Graduate School of Business and Leadership
Westville Campus
Durban 4000
December 2017

DEDICATION

To my late father, Mandlenkosi Nicholas "Shoes" Shamase.

The most wonderful, intelligent and kindest man I have ever known.

Rest in peace.

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study and degree would not have been possible:

- The University of KwaZulu Natal that has supported not only this degree but my studies since my first degree.

- My supervisor Dr Sibanda for her supervision and guidance in this hard part of my studies. Her high level of expertise is gratefully acknowledged.

- The colleagues that responded to my study and were so detailed in their experience in working for the university. I really appreciate it.

- My UKZN colleagues who supported me while I was pursuing my studies and they carried a large part of my work load so that I can succeed, especially Prof Betty Mubangizi who encouraged me to pursue the degree and was my support throughout.

- The staff from the Graduate School of Business and Leadership at UKZN who have contributed immensely into my growth while pursuing my studies.

- My classmates and Group 5 whom I spend many days and nights working through assignments and exams preparations. You have helped shape me and grow my emotional intelligence and patience.

- My family and friends in all parts of the country especially Gogo Dee, Whitey (my dog), Samkelo and Oliver whom carried me on many days and nights while I was working on my schoolwork, especially Oliver who acted as my unpaid proof-reader and bouncer of ideas when I had none. I love you all very much.

- Last but not least I would like to thank the almighty God for the never ending blessings and love in my life. Also the universe and my ancestors that have conspired that I exist and prosper to this far. Ngiyabonga.

"Nothing will work unless you do" Maya Angelou

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND TERMINOLOGY

ABET   Adult Basic Education and Training

AL   Academic Leader

CAES   College of Agriculture, Environment and Sciences

CHS   College of Health Sciences

CMS   Campus Maintenance Services

DP   Duly Performed

DVC   Deputy Vice Chancellor

ERS   Electronic Result System

HEIs   Higher Education Institutions

HR   Human Resources

ICS   Information Communication Services

ICT   Information Communication Technology

ITS   Integrated Tertiary System

LAN   Local Area Network

MEDUNSA   Medical University of South Africa

PDP   Performance Development Plan

PG   Postgraduate

PM   Performance Management

PMB   Pietermaritzburg Campus

REACH   Respect, Excellence, Accountability, Customer Focus, Honesty (UKZN Values)

RMS   Risk Management Services

UKSU   UKZN Staff Union

UKZN   University of KwaZulu Natal

ABSTRACT

The aim of the study was to evaluate the outcomes of the adoption of the College Model at UKZN and its effect on efficiencies and capacity of the support services. The study adopted a qualitative approach and a case study design. To achieve this purpose, the study used a questionnaire consisting of open ended questions in order to capture real life experiences consistent with a qualitative study. A questionnaire was placed on online notices and a call was made to staff to complete the questionnaire online or advise when they needed the researcher to come to their offices to help with its completion. Respondents were selected using simple random sampling technique in which all staff from all areas of the university could participate in giving relevant information concerning any possible area of the university operations. A total of 45 respondents participated in this study who ranged from Support Staff, Academic Staff and others in leadership in those categories. Some of the key findings of the study suggest that the College Model streamlined certain functions and devolved some responsibilities to schools which enabled them to focus on their core business of teaching and learning, research, community engagement and targeted internationalisation better. The new structure is 'top-heavy' with superfluous posts such as myriad of Directors and Managers, should be re-looked. Colleges have morphed into mini-universities with little collaboration between them. The Dean of Research and Dean of Teaching and Learning, with no line management responsibilities and no administrative support, appear unnecessary if not deployed differently. ICS were found to be efficient while HR and Finance should improve. Training should be offered to HR Officers/Consultants so that they become all-rounders and not just recruitment specialists. The study recommends that staff should be hired in critical areas such as College of Humanities, Finance and Library services which will ensure smooth operations and support teaching and learning respectively. It also recommends freeing academics to focus on teaching and learning, research and community engagement by not involving them in processes such as ERS and DP appeals. Given the improved collaborations between disciplines, capitalise on these synergies and share information, skills and know-how through cross-pollination of knowledges and practices. The study concludes with recommendations of a relook of support services and the college model to help improve efficiency and capacitate key staffing areas with adequate staff and training to help improve service delivery. Finally, the study recommends undertaking a comprehensive study which investigates both the qualitative and quantitative outcomes related to the financial impact or savings deriving from the College Model adoption.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1   INTRODUCTION

The higher education landscape underwent a major change through mergers between 2000 and 2004. The University of Kwa-Zulu Natal is a product of one of those mergers. The merger was between the University of Durban Westville and University of Natal. According to Makgoba and Mubangizi (2010: 81), "the two merged universities entered the merger, not only with micro level challenges such as institutionalised inequalities, but also other challenges such as:

- Different processes, practices and procedures within the academic and support structures;
- Sixteen faculties that had duplication of qualifications in the academic programmes; and
- Logistical problems in organising institutional events such as graduations."

In September 2004, Senate approved the implementation of the College Model. "The College Model was adopted to facilitate and ensure the efficiency and cohesion within cognate disciplines, and to have a comprehensive integrated academic management and administration structure" (Makgoba & Mubangizi, 2010:91). The outcomes of the implementation of the College Model needed to be evaluated to check if the newly developed colleges, schools and research centres are working on the premise of the attainment of progressive goals in pursuit of higher education.

The study evaluates the capacity of support staff in UKZN to carry out and support the university's operations and goals effectively and efficiently. As such, the focus of the study is on the capacity and efficiency of academic administration and other support activities. The aim of the study is to assess the effects of the adoption of the college model at UKZN and to evaluate the effects it has had on the efficiencies and capacity of support services at the university.

1.2   BACKGROUND TO THE STUDY

In 2002, the Ministry of Education headed by then Minister Kader Asmal announced the merger of education institutes, universities, technikons, teacher's colleges and agricultural colleges. These mergers were met by many opposing views and as many welcoming views. The College Model was developed in the context of the merger between the former Universities of Durban-Westville and University of Natal, to empower the academic sector into a large and complex university and provide a means of integrating not only the two previous institutions, but also the various centres and campuses of the new university (Makgoba & Mubangizi, 2010).

Studies from South African mergers provided statistical evidence of the effect of a drastic life-changing event like a merger, in the actualisation of academic intellectual potential (Theron & Dodd, 2011), thus emphasising the importance of timeous and continued assessment of the functioning of the university, to see whether it is meeting its set objectives and goals, or whether the objectives and goals need to be revised.

A review of the literature on institutional reorganisation indicates that some international universities operate as college universities but no literature showing the move from faculties to college model as these institutes operated as college model from the start. There is very little formal research writings on the topic and the focus is more on the mergers. Reorganisation is the action or process of changing the way in which something is organized (Kotter and Schlesinger, 2008). The objectives of the college reorganisation were to achieve both structural and functional efficiency, streamline decision-making and to better enable academics to focus on research, teaching and scholarly matters (UKZN, 2010).

UKZN adopted the model following examination of a range of overseas institutions where the model in various forms was in operation, including Imperial College London, the Universities of Aberdeen, Edinburgh, and Newcastle-upon–Tyne, the University of Manchester Institute of Science and Technology (UMIST); and the University of Sydney in Australia. Many other international institutions have gone through various restructuring processes, although theirs had very little to do with a new democratic dispensation and restructuring to accommodate previously disadvantaged groups and provide equal quality education to all its citizens but more to do with financial austerity.

1.3   SCOPE AND FOCUS OF THE STUDY

The study looked at the adoption of the college model at the University of Kwa-Zulu Natal, particularly after the 2010 External Review and moving to the two-layer structures of colleges and schools and the scrapping of the faculty layer. It assessed the effects as well as the measures used to find out whether or not the goals and objectives that were set had been met. Most importantly, the goals that focused on improving efficiency in the support services such as administration, information technology services, human resources and finance will be at the core of this investigation.

Higher education institutions deserve a special focus as they play a key role in addressing the many challenges related with skills development, economic development, and poverty alleviation as well as meeting the national transformation agenda and imperatives. The study concentrated on procedures and structures rather than on people's issues of staff morale. The focus was on academic administration (some under school's administration), information and communication services (ICS), human resources (HR) and finance. Academic issues of teaching and learning and research were not looked at but how they are affected and impacted has been touched upon.

1.4   PROBLEM STATEMENT

Recently some institutions have been unbundled and demerged. A case in point is the Medical University of South Africa (MEDUNSA) which was demerged from the University of Limpopo to form a new institution called the Sefako Makgatho University of Health Sciences. Therefore, displaying that there are difficulties that were disregarded before or through implementation. After the adoption of the College Model, some schools and structures have encountered challenges and some of the problems were resolved through the courts and with involvement of unions. Recently some policies are being re-looked at and re-bargaining taking place with unions on some conditions of service, as well as management challenges. The adoption of the College Model left the university with mega schools that need constant evaluation so the structures do not impede on the university core business of teaching and learning. The outcomes of the implementation of the College Model need to be evaluated so that the newly developed colleges and support structures work efficiently and effectively. In that way, the pitfalls as well as benefits of the reorganisation will become

evident. This is important if these Colleges and support structures are to function properly with clear and measurable gains.

In UKZN the college model adopted after the merger was reviewed in 2010, resulting in a leaner two-tier structure without faculties, but only Colleges and Schools, which was adopted in 2012. This was meant to be reviewed every five years to ascertain what was working and what was not and to determine if there were any efficiencies which were gained by making the university leaner, as well as by the devolution of some of the administrative functions to Colleges and Schools; instead of retaining a heavily centralized model. However, no five-year review has since taken place. It is against this background that this study sets out to evaluate the outcomes of the adoption of the College Model at UKZN and its effects on efficiencies and capacity of the support service.

1.5 PURPOSE OF THE STUDY

The purpose of this study is to assess the results produced by the implementation of the College Model and its effect on the functions of support services in UKZN. It looks specifically at challenges, successes and lessons learned. One of the overarching objectives of this study is to look at the capacity of support services for sufficiency to support staff and students adequately towards meeting the university's goals and objectives. The second objective relates to assessing the ability of the re-structured units to deliver on their mandates effectively and efficiently.

The study looks specifically at challenges, successes and lessons learned so far from the College Model. One of the overarching objective of this study is to look at the capacity of support services for their ability to adequately support staff and students towards meeting a university's goals and objectives. The second objective relates to assessing the ability of the re-structured units to deliver on their mandates. For the purposes of this study, firstly, "capacity" is defined as Size and Proportion of Support Services. This will include capacity beyond numbers to skills capacity which is a contributory factor to the efficiency and productivity of the Support Services. Secondly, "efficiency" is defined as productivity and the ability to render basic services, as required by the end user or as defined by some standards. For this study, Support Services means the supportive operational departments which are Academic Administration, Human resources (HR), Finance, and Information and Communication Services (ICS).

The aim of the study is to evaluate the outcomes of the adoption of the College Model at UKZN and its effect on the efficiencies and capacity of the support services. To achieve this purpose, the objectives are to:

1.5.1 Specific Objectives

- To examine the efficiencies gained by adopting a two-tier structure instead of the three-tier structure that included faculties.

- To examine the impact of changes in staff capacity on service delivery/provision.

- To assess the effect of the change in size and structure of staff following some retrenchments during the reorganisation.

- To assess the role that support services play in meeting the university's goals.

- To determine strategies that should be put in place to enhance the efficiencies and capacity of support services after the College Model adoption.

1.5.2 Research Questions

For this study, the subsequent questions will be addressed:

- What efficiencies were gained by adopting a two-tier structure instead of the three-tier structure that included faculties?

- What was the impact of changes in staff capacity on service delivery/provision?

- What was the effect of the change in size and structure of staff following some retrenchments during the reorganisation?

- What role did support services play in meeting the university's goals?

- What strategies should be put in place to enhance efficiencies and capacity of support services after College Model adoption?

1.6 DELIMITATIONS OF THE STUDY

No delimitation was anticipated in this study. The cooperation of all the officials as well as participation of staff were also expected as the study is in the interest of the university operations. No curriculums or academic programmes were studied/evaluated. This does not imply that the study considers that the core functions of the university operations of teaching and learning; research and community engagement are not important. Most of the available research in existent literature has investigated academic issues but there is not as much focus

on operational and administrative issues, especially in a merger and post College Model adoption context.

1.7 LIMITATIONS OF THE STUDY

The study was expected to exaggerate the meeting of the goals as the College Model was implemented more than five years ago and many schools and divisions have become accustomed to it and are dedicated to the new institutional identity. It was also anticipated that the researcher would experience a challenge in securing the employees' time for completion of the questionnaire, considering their busy working schedules. There may be very limited information and literature available that looks at university reorganisations and comparisons of transitions from faculty to College Models and issues of administration instead of core academic matters. The study did not look at all support services in the university such as facilities management, safety and security (Risk Management Services), research administration and student support (Psychological Services).

1.8 SIGNIFICANCE/IMPORTANCE OF THE STUDY

An evaluation of literature on mergers and reorganisation shows that mergers and restructuring have been a feature of higher education for many years, particularly in the developed countries. A merger is generally understood and referred to be a form of organizational restructuring or change (Theron & Dodd, 2011). In higher education, this specifically refers to a range of arrangements whereby two or more participating higher education institutions combine to form a single new institution. Academics are still writing papers and articles on the topic, although the bulk of research on mergers looks at business mergers. It remains a fascinating topic as unbundling of the previously merged institutions has been displaying that some mistakes were made and through those mistakes some lessons were learned. Also in the interest of the Ministry of Higher Education and Training regarding transformation of the higher education institutions with the latest student unrests. Interest is focusing on those institutions that were not merged such as Rhodes University (notorious for the Rhodes must fall campaign) and University of Cape Town which escalated issues of racial divisions. The "fees must fall" movement has added another layer to the complications, necessitating the need for universities to become leaner, to accommodate the fees adjustments, while the teaching and research resource expenses are escalating.

Continuous assessment is needed as there have been recent changes brought on by students' unrest ("#Fees Must Fall"); compelling higher education institutions and the ministry of

education to relook at funding models for study fees. What impact will these have on the total landscape of higher education? Will the gains, if any, made through the more efficient use of resources now being enjoyed by merged institutions, cushion the impact made by the student unrest actions? There is very little literature looking at reorganisation of universities but there are some models of reorganisations done in private companies and international universities. This makes it an interesting topic and could add value and knowledge to the existing body of knowledge which focuses particularly on administrative and operational efficiencies of higher education institutions. The premise of the implementation of the College Model by the University Senate was that the implementation was to be evaluated in five years. The study hopes to contribute to knowledge by providing preliminary insights into the evaluation and implementation of such a model in other South African universities. The universities and academia in general will benefit from this study through the addition of fresh knowledge through research on higher education operations.

The study structure followed a five-chapter format as outlined below:

Chapter One – Introduction

This chapter introduces the study and includes Scope and Focus of the Study, Problem Statement, Purpose of the Study with the identification of Research objectives and questions. It also looks at Delimitations and Limitations of the Study as well as importance of the study.

Chapter Two – Literature Review

Chapter two-presented literature related to mergers and reorganisations of universities around the world. It also looks and unpacked the issues of efficiency, capacity and change management process.

Chapter Three – Research Methodology

The chapter focused on the research designs, methods and strategies employed throughout the research study. In addition, the chapter identified the population as well as discussing the sampling strategies for the study. The research approach is unpacked in detail as well as data collection instruments, data analysis of results, and ethical consideration considered in the study.

Chapter Four – Results, Discussion and Interpretation of Findings

The chapter presented the results of the study as envisaged in chapter three. The findings were presented under the respective objectives as they were unpacked in the research tool, this was followed by an analysis and linkage of the findings to the literature presented in chapter two and last the unpacking of statistics and data from the University Intelligence system to find correlation with the views of the respondents. .

Chapter Five – Conclusions and Recommendations

The chapter presented the conclusions and recommendations in line with the research questions of the study. Prior to providing the conclusion, the chapter presented a discussion from the researcher on how they understand the research phenomena and concludes with a summary of findings as documented in chapter four with the .

1.9   CONCLUSION

Burnes (2004, 448) "states that change management can support a range of change projects, including the implementation of a new process, new systems, updated structures, or technology – in the establishment of a new working culture or set of values in any particular area". Hence this study will look at changes at UKZN after the college model adoption. This chapter outlined the purpose and significance of the study. The study objectives and research questions were presented. In the following chapter, existing literature is examined, and some theoretical insight guiding the study are provided.

CHAPTER TWO: LITERATURE REVIEW

2.1   INTRODUCTION

Chapter one gave a brief background account on the research overview and how the study would be undertaken as well as developing the objectives and setting the aims of the study. This chapter sought to review literature on university reorganisations around the world and how these reorganisations affected their operations.   Literature on factors that affect efficiency and capacity are looked at and the importance of a well-functioning support services system to the university operations.

The major sources of information for this study consisted of books; peer reviewed published journals, conference publications, periodic articles, UKZN communique, as well as newspaper articles. The electronic database sources to be used were EBSCOhost, Google Scholar, and Emerald Insight. The selection of sources will be based on relevance of information to the topic under research, credibility of the sources and year of publication.

2.2   THE UNIVERSITY OF KWAZULU NATAL IS BORN

The University of KwaZulu-Natal (UKZN) was born from merging the University of the Durban Westville and the University of Natal. During the pre-merger phase, UKZN management and council agreed that in the merged university, the academic governance structures should not be duplicated, and that single university-wide faculties and schools would operate across various delivery sites (UKZN 2005). This agreement represented the founding principles that served to incorporate fully not only the two previous institutions but also the various centres and campuses that make up the new institution now called the University of KwaZulu-Natal.

On 14 July 2006, in terms of the Higher Education Act, 1997 (Act No.101 of 1997), the founding Statute of the University of KwaZulu-Natal (UKZN) was published in Government Gazette No. 29032, setting out the legal framework by which the University is organised and run. The College Model was adopted to facilitate and ensure efficiency and cohesion within cognate disciplines, and to have a comprehensive integrated academic management and administration structure (Mazibuko, Chetty & Mneney in Makgoba Mubangizi, 2010).

The reorganisation to colleges started in 2005 and the scrapping of the faculty layer took effect from January 2012. This was after an external review of the College Model in 2010 and the recommendation adopted by the university from the review was to remove the

additional administrative layer of faculties, where the universities' centres of operations would be large schools under colleges. This involved the reorganisation of the then 56 schools and reducing them to 19 bigger schools. The College Model was implemented based on the need to increase the amount of academic time available for teaching, research and outreach by simplifying, standardising and improving the quality of the administrative processes and support (UKZN, 2010).

As per the UKZN Vice Chancellor Communique in 2004 on the adoption of the College Model, the improvement in the quality of operations was to be achieved through various goals and objectives such as:

- The avoidance of unnecessary layers of bureaucracy and the proliferation of bureaucratic structures such that the new framework should not cost more than the combined cost of management in the two former institutions.

- The need to minimise the "silo effect" by exploiting synergies across faculties within Colleges.

- Improved access for Deans to Executive Management and decision-making,

- Improved communication between Deans (Schools) and Executive Management.

- Organisational flexibility, to allow structures to determine their own organisational design according to their needs and purposes within an agreed framework.

- Devolution and decentralization of financial and human resource functions to Colleges, with adequate professional support. This provides more scope for strategic redirection of resources, and more flexibility in budgets.

- Structures should also promote efficiency and not increase the administrative burden. (UKZN, 2010)

The main feature of the College Model is that it offers a suitable structure to facilitate the devolution of core academic administrative functions and other support divisions such as Human Resources and Finance (UKZN, 2010). By clustering similar faculties into a smaller number of colleges that can function as operational units, it became possible to devolve most of the administrative functions from the centre to smaller, more manageable, and more

homogeneous functional units. Bringing together similar Faculties promotes cross-disciplinary teaching and research and reduces the silo effect (UKZN, 2010).

The College Model was to provide a coherent academic, administrative and management framework for a very large, complex, multi-site institution created by the merger (Makgoba & Mubangizi, 2010). The adoption of the College Model entailed the devolution of budgets, personnel management, technical support and decision-making away from the central administration to the colleges. The College Model and merger provided for a structural framework that would break down the geographical silos and institutional disparities of the past, and facilitate the redistribution of human and physical resources in a manner consistent with the mission of the University of KwaZulu-Natal (UKZN, 2010).

The College Model was adopted to facilitate and ensure efficiency and cohesion within cognate disciplines, and to have a comprehensive integrated academic management and administration structure (UKZN, 2010). In October 2010, an external review of the College Model report was released to the University of KwaZulu-Natal's executive (UKZN, 2010). This was after the initial implementation of the College Model with the Faculties as a structure between colleges and schools.

The External Review provided a tool with which the university could look at the initial model implementation and help improve the university operations. The External Review Committee deliberated over many documents and interviews with staff. The report given to the University Council came with recommendations, some of which look at efficiency of administrative and support services. Those recommendations were:

- Number of layers be reduced from three to two. College to School Structure and remove Faculties.

- Appropriate administrative support in schools is needed to provide capacity to handle devolved responsibilities.

- Budget control and planning should be devolved to Colleges. DVC's should have the right to manage the resources allocated to the college in the manner they see fit.

- Deans and Heads of Schools should have full operational control of the school's budget, within the constraints of legal requirements and annual auditing, including the right to move funds within the school without upward referral to the DVC or approval from central finance.

- Full devolution of relevant support sector activities to colleges, such as human resources and finance. This also extended to public relations.

- Leadership development is needed as there is general lack of leadership training and induction. For any governance system to function well, leaders need to understand their roles and responsibilities and be empowered to perform effectively by developing the requisite skills.

- Service level agreements should be developed to improve service delivery, rationalisation and standardisation of systems and procedures across campuses, and the development of service level agreements, should be prioritised for the centralised support sector.

O'Hara (2006), in Makgoba and Mubangizi (2010) stated that the four foundations of the College Model are decentralisation, leadership, social stability, and genuine diversity. Organisational College Models are where large universities are organised into colleges in which complimentary disciplines and programmes are grouped together and decision-making is devolved to the colleges instead of centralised services to the whole university. Table 1 below shows the comparison between a traditional unified university and the college-based university.

Table 1: Comparison between traditional unified university model and a College Model

Element	Unified/Traditional	Residential College
Residence	large and with a changing population. Students only, often in categories; for example, undergraduates only	smaller and college based. students and staff integrated
Support Services (ICT, HR, Finance)	central advising office	college-based and even school-based advising
Management	centralised and bureaucratic	decentralised and close to operations
Organisation	homogenous groupings, for example faculties	diverse groupings in colleges
Student life	expert led	led by academics

Source: Makgoba and Mubangizi (2010)

2.3 HIGHER EDUCATION LANDSCAPE, INTERNATIONAL TRENDS AND MERGERS

In 1994, the South African higher education system comprised 21 public universities, 15 polytechnics, 120 colleges of education, 24 nursing and, 11 agricultural colleges (MacGregor, 2014). In 2000 there was a major shift and reorganisation of the higher education landscape as the then Minister of Education Kader Asmal and his committee tabled that tertiary institutions would be slashed from 36 to 23, thus making it 11 research universities, six university of technologies and six comprehensive universities that combined formative and vocational higher education (Department of Education, 2004).

The reorganisations, mergers and closing of many colleges, was an opportunity for universities to position themselves within a wider post-school system and enable institutions to enhance students access and success and level the post-school training field created by the apartheid education system and better serve the new society's goals, including those of transformation. Leaders across the higher education space are under immense pressure, more than ever before, to do more with less. After all, student expectations and needs are growing, as are external expectations for the performance of higher education institutions presented by industries that demand trained labour as well as government ambitions to transform the education landscape, with the hope that graduates will better contribute to economic growth and society upliftment.

Jansen (2004) mentioned that the institutions that enjoyed relative success, post-merger, were the ones that accepted the broad terms of the merger and then positioned their institutions for optimal benefits in the newly envisaged structure. It seems the longer the institution delayed the incorporation process, the longer it had to weather tension, confusion and dissent within and outside the institution. Therefore, the strong and strategic leadership, having accepted the broad macro political arrangements for incorporation, then decided to deploy its energy and resources for optimal positioning of its staff, students and curricula. This seemed to be the strategy that UKZN adopted, when merging to move swiftly to implement a new College Model to give the new university a brand-new identity in every possible aspect.

The new merged university with a new college structure had a new executive and leadership. The Executive was brought closer to the schools with academic and management authority vested in those closest to the operations. This shortened the long line of authorisation and approval that used to span from the Academics Department Heads to Deans of Faculties to DVC; Likewise, Academics to Vice chancellor for academic and operational guidance. Now

schools looked to dean's and heads of schools and the immediate and accessible colleges and their standing committees to independently deliberate on all matters pertaining to their operations.

Many countries have gone through various efforts for restructuring of their higher education system in the past years. In the 2000's Russia took up reforms of "modernising" their higher education system. Russian president Vladimir Putin ordered the reorganisation of state universities (Vorotnikov, 2017). This was to enable Russia to engage with redefining and internationalisation of their higher education. This they did through participating in the Bologna process of education comparability and compatibility, through the adoption of an Anglo-American model of higher education (Luchinskaya, 2011). However, in other countries, such as Australia and the UK, the process of aggregating smaller functional entities into larger units was extended to faculties, with the result that colleges emerged as a natural or logical extension of the process (UKZN, 2004). In parallel with the formation of Schools, restructuring at the Faculty level also attempted to improve efficiency by devolving administrative and management functions away from the centre and closer to the actual operational sites of delivery.

For example, Russia's objective in their mergers was to mostly improve their international ranking and economic impact through ensuring that the skills taught were what the economy and industry demanded. They used internationalisation by also attracting foreign staff and students to help them publish in English top-rated international journals and amalgamated their higher education institutions in the federal districts with the aim of developing links between universities and their regional economies (Luchinskaya, 2011). These new Russian Federal universities were to generate knowledge and provide for the effective transfer of technologies in the economy.

University mergers are a widespread tool used not just to transform higher education systems buta also transform businesses. These mergers are not always built by mutual consent but are also forced on the institutions by government authorities, due to the normal human urge to always resist change even if it is best for them. The additional funding incentives also helped encourage universities to merge (Chirikov, 2013). This shows a high government involvement in the mergers. The government is not only involved in these mergers but is the custodians of laws that the universities must also comply with, to ensure that their

programmes are accredited. On the other hand, they are expected to be entrepreneurial and be proactive in developing strong connections with industries and the labour market.

Chirikov (2013) states that this increased involvement from the government came with increased accountability to the state, as well as bureaucracy and a "ministerial" culture. Staff in these reorganisations worried about layoffs and warned that mergers should take place for the sake of science and should not take place to meet the government and business interests. In the past few years Australia, Uganda, Russia, Finland, United Kingdom, Norway, China and many other countries acknowledged the potential for, or accomplished university mergers. Salmi (2009) stated that mergers of existing institutions were one of the strategies that could be used to help develop world-class universities, but also concluded that it might be difficult to create a new identity out of different institutional cultures.

In Rwanda, their government adopted a law which enabled the merger of seven public institutions to form a single public University of Rwanda. According to the then Minister of Education in Rwanda, Biruta, the launch of the University of Rwanda would be a significant step in harmonising higher education learning institutions. He also said that "running various state owned higher institutions under one merged institute would allow us them to improve the quality of education, since they would combine their resources and would be branded as a 'world class' higher learning Rwandan institution" (Rwirahira, 2017).

In Norway, mergers and restructuring did not get a warm welcome and implementation as academics were very vocal in their unhappiness about the mergers. The academics, especially those from the Norwegian University of Science and Technology (NTNU), questioned the needs of the mergers, saying that they were are aimed at making universities run like businesses and make profits (Myklebust, 2017). Norway saw a merger of 14 universities and university colleges merged into five universities (O'Malley, 2015). The concerns centred around questions on the role of the universitysuch as : What are universities for? What is the purpose of education? What is good research? What is the role of the university in society? How and by whom should universities be managed? These questions were asked as more academics felt that higher education was being made into a commodity and to suit the agenda of corporates There was resistance to universities being run like a business and based on financial efficiencies, rather than being guided by scientific and societal needs. They called this "McDonaldification" of higher education and research (Myklebust, 2017).

In Finland, the government pressured and encouraged the merger of the universities with the aim of reforming the institute's curricula, giving up smaller disciplines and specialising in particular subjects (Myklebust & Dobson, 2016). The biggest merger was the creation of the University of Tampere, formed from merging the Tampere University of Technology and Tampere University of Applied Sciences. The University of Eastern Finland, which was created in 2010 through merging Kuopio and Joensuu Universities. The debate and reorganisation centred on creating institutes of specialisation with some universities focusing on research and research training, and others focusing on education of bachelors and coursework masters (Myklebust & Dobson, 2016). Noting that the UKZN College Model was achosen operational structure to guide their merger.

Uganda's flagship Makerere University is also embarking on a process of phasing out, merging and scrapping of academic courses, to reduce duplications and streamline courses in a move aimed at improving quality and aligning academic programmes with national development objectives (Ligami, 2017). This reorganisation was announced by the University's Vice Chancellor at their recent graduation ceremony. The university expects the restructuring to reduce their student numbers, as they will be dropping the diploma programmes and only focusing from bachelor programmes upwards to higher postgraduate degrees. This, the university states, is to create efficiency and not focusing on cost recovery and making money (Ligami, 2017). This brings us to the question of efficiencies and asks whether a merger and further reorganisations to a different structure is a good way to establish a world-class university and help increase efficiency. By efficiency this study will be looking at improvement in systems and processes applicable to the university and especially those impacting service deliveries.

2.4 CREATING EFFICIENCY AND EFFECTIVENESS

In merger settings, academics and administrative staff are very busy with short-term issues of reorganisation, surrounding their new status, and organisational restructuring (Chirikov, 2013). In doing so, it may be easy to lose or not even realise any efficiencies gained by the new institution as the focus is on getting everyone going and operating under the new institutional identity. Constant monitoring of university activities can help with the identification of inefficiencies.

Efficiency is the ratio of the useful work performance performed by a machine or in a process. Efficiency is a measurable concept that can be determined by defining the ratio of useful output to total input (Potocan, Ungan & Nedelko, 2016). Efficiency signifies a level of performance that describes a process that uses the lowest amount of inputs to create the greatest amount of outputs. Efficiency minimizes waste of resources such as physical materials, energy and time, while successfully achieving the desired output. Efficiency in the workplace is the time it takes to do something well without wastage and the receiving clients being satisfied. Efficient employees and managers should complete tasks in the least amount of time possible with the least amount of resources, by utilizing certain strategies to help improve effciency.

Improving operational efficiency and streamlining outdated processes are emerging as key objectives for the long-term viability of colleges and universities, but what does it take to make the new reorganised institution more efficient and effective? What are the effects of the reorganisation exercise? Reorganisation is defined as an episodic change, which is wide-ranging in scope and content and involves a major shake-up of the organisation (Turner & Hulme,1997). A reorganisation exercise is aimed at improving the status quo as it means a total change from an existing setup (Caiden, 1979), that's the type of exercise that the university embarked on in seeking a new identity in the new University of Kwa-Zulu Natal, instead of being swallowed by the identity of one of the previous two institutes, the University of Durban Westville or the University of Natal.

Firstly, the years 2003 (pre-merger) and 2004 were spent on planning at all levels (Webbstock, 2006). Much of the planning of the support services were effected such that major communication systems were up and running at the beginning of January 2004. On the merger date, the new university website was released, telephone systems were merged and so forth. Planning also took place at the level of structures. New schools and divisions were planned for in 2004 and came into existence in 2005. The first factor, thus, was comprehensive planning processes that assumed that nothing would remain the same (Webbstock, 2006). Typically, we think about operational efficiency as being the back-office business operations billing, human resources, information technology, systems,or something useful in a manufacturing and production setting. Operational efficiencies are not necessarily isolated completely from academic operations. The two are intertwined and there are opportunities for improved efficiency across the board. It is important to place staff in areas that add value to the students' and academics' experience. This can be done by maximising

the skills for which staff were hired. Academics handle purely academic enquiries and link with the students while administrative staff deal with other general enquiries and processes.

Efficiency may also be defined as the ability to produce a desired good, service or effect with a minimum of effort, expense or waste (Lemay, 2002). It is a matter of input/output, the implication being the least cost approach to organisational performance. It differs from effectiveness which refers to the successful achievement of certain goals and objectives. There are three kinds of efficiency according to Peter and Savoie (1998):

Administrative or Management Efficiency – It involves the appropriate processes, procedures and techniques used by management to achieve certain goals or meet certain targets. An example is, the implementation of performance management to measure staff performance and output and the implementing of a promotion policy linked with PU's for academics.

Policy Efficiency – refers to the making of right processes and procedures to achieve certain objectives. For example, at UKZN the finance and procurement policy ensures staff do what is right and straight to the point or act within the ambits of the policy to meet their objectives quickly. These policies also guide a course of action when deviations are needed. Policy efficiencies can be created where there is no confusion regarding the right processes to be followed when procuring for example.

Service Efficiency – this involves the provision of value-for-money type of services to clients and staff and the overall satisfaction enjoyed from such services. This can apply to registrations and the start of class processes, for example. UKZN enjoys some services efficiencies in that students when they register their modules are captured straight away, giving them an immediate proof of registration. This also helps with the start of classes as near-accurate estimates of class size can be determined to deploy the right resources in terms of class size/venues and number of academics needed per module even before classes start.

The efficiency and effectiveness efforts facilitate cross-campus coordination, ensure better performance across the University and optimise the resources devoted to teaching, research, and the overall student experience. The main purpose of the last college reorganisation was to improve and enhance efficiency and effectiveness as well as to consolidate the progress which had been made since the merger of the two former universities (UKZN, 2010).

In Rwanda the main aim of the merger was to help the country harmonise its higher education system with economic demands, promote efficiency, meet international standards, improve

the quality of education and promote research. The Rwandan reorganisation was also motivated by the fact that their colleges were scattered in various areas of the country and offered similar programmes which pushed-up operational costs for the government because of duplications (Rwirahira, 2017). According to Coelli (2015), efficiency is a natural measure of performance and a productivity ratio of outputs to input. He also states that performance is a relative concept as despite what one person may see as efficient and acceptable, another may not deem it so. This may be relative to past performance or relative to what other organisations do to achieve efficiency. A company may be technically efficient enough to be able to improve its productivity by exploiting economies of scale or even advancing its technology over time. Therefore, an organisation can be more productive and effective by improving efficiency, exploiting technological advances and exploiting of economies of scale that efficiency may bring.

There is also a lot of efficiency that can be gained from being innovative. Innovation is about planning ways to take the institution to the next level, sitting down and imagining the future and claiming space in that future. Innovation in higher education must respond to local, regional and national changes and by learning from other countries, while finding solutions to internal and world problems (Sharma, 2017). Innovation is about the way universities teach, develop scarce skills and become more creative. Innovation approaches can be as simple as promoting international and interdisciplinary collaboration in teaching and research. Universities could respond to the ever-changing environment by developing new programmes and commercialising research (Andrews, 2017). Andrews further states that many universities create strategic plans but very few, if any, innovation plans. Cost saving should not be the primary goal behind university mergers. Considerations should be also given to the opportunity costs of mergers, which is what the institute could achieve with the time and resources that would otherwise go into the merger and reorganisation process (O'Malley, 2015).

University reorganisation can make way for some improvements and an overhaul of systems to help increase efficiencies. The improvement that may be derived from the pooling of academic talent and infrastructure, greater financial or staffing resources, and opportunities for interdisciplinary research with a wider variety of academic subject areas (O'Malley, 2015). In addition, private and public funding and ranking procedures may favour larger institutions, as their critical mass increases, for instance in research. This means that universities may see mergers as a means of gaining greater academic success and reputation

through increased size and for the development of niche disciplines resulting from bringing different specialisations to collaborate more intensively. At UKZN this is seen with the Disciplines of Architecture and Development Studies working together since formed into the School of Built Environment and Development studies, making architecture see design not just in individual building projects but as feeding into greater development initiatives and goals of that surrounding space and community. Efficiency should also look at quality aspects of efficiency activities. For the purpose of safeguarding academic standards, universities are expected to ensure that there are existing quality assurance systems in place and special attention should be given to the governance and management of the university, efficiency in the running of academic administration, student affairs and quality of academic programmes (Ligami, 2017).

2.5 STAFF CAPACITY AND PRODUCTIVITY

Educators typically use the term capacity about the perceived abilities, skills, and expertise most commonly when describing the "capacity" of an individual (Education Reform, 2013). By capacity, this research will look at two things, first looking at capacity in terms of skills of support service staff. Secondly, capacity will be looking at size of the support services in numbers following the restructuring and loss of staff through the restructuring process. Capacity building covers a wide range of issues, including actions to strengthen and further develop human resources, infrastructure or organisational arrangement within an organisation. Successful capacity building lays a solid basis for more effective and efficient services and activities.

Restructuring generally leaves an organisation with fewer people doing the same amount of work, if not more, as will show in the tables showing the number of staff at the university. To adequately develop enough capacity at an institution, appropriate human resources intervention is needed. This also need not be a one-size-fits-all approach of training, as some people face more challenges and difficulties in learning a new skill. Extended learning can contribute to this skilling exercise by training programmes that can address university challenges. Training also works best thorough skills assessments which are essential during recruitment and selection.

Inconsistencies in systems and procedures across campuses were identified, during the review of the College Model in 2010, as a problem characterised by a lack of standard operating procedures and poor coordination between academic and support structures. The Review Committee also found that within Colleges there is no structural mechanism to allow support staff to meet to engage with best practice, talk about problems, streamline common operations and improve planning of activities (UKZN, 2010). The most frequent complaints from end-users related to the Finance Division, as the division mostly affected by reduction of staff. Staff participating in the review interviews referred to slow response times for centralised activities, such as central data capture and transfer of funds. These issues remain unresolved and cause frustration at all university levels. Centralised electronic systems were described as unhelpful and impersonal and were perceived to be used to mask inefficiency. There is no central finance presence on some campuses, and staff are "stuck in their old ways" (UKZN, 2010).

Figure 1. below shows that there was a decrease of staff since the merger and foarming of colleges and again after the reorganisation of the College Model and scrapping of faculties. The staff went from 3,289 full time permanent in 2005 to 2,850 in 2017 staff members. This makes a difference of 479 staff members; while student numbers have steadily increased in recent years as shown in Figure 2 from 43,127 in 2005 to 49,140 in 2017. These staff numbers exclude the number of insourced cleaning and security staff members which has sharply increased staff numbers.
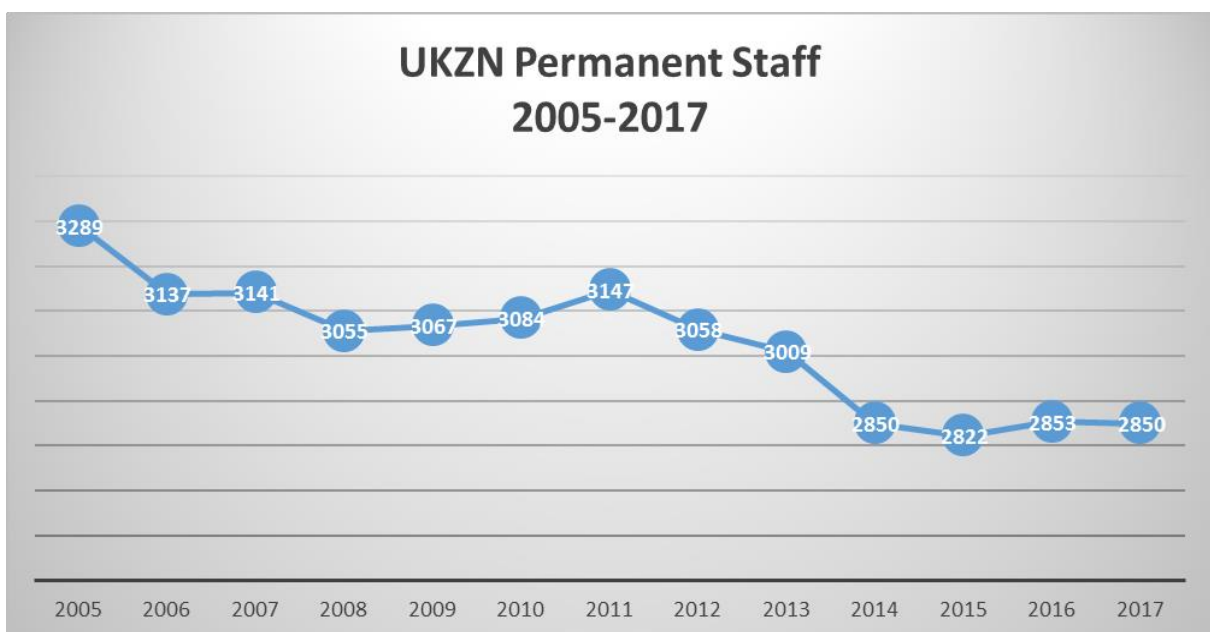
Figure 1: Total figure of all permanent staff - 2005 to 2017 (UKZN, 2017)
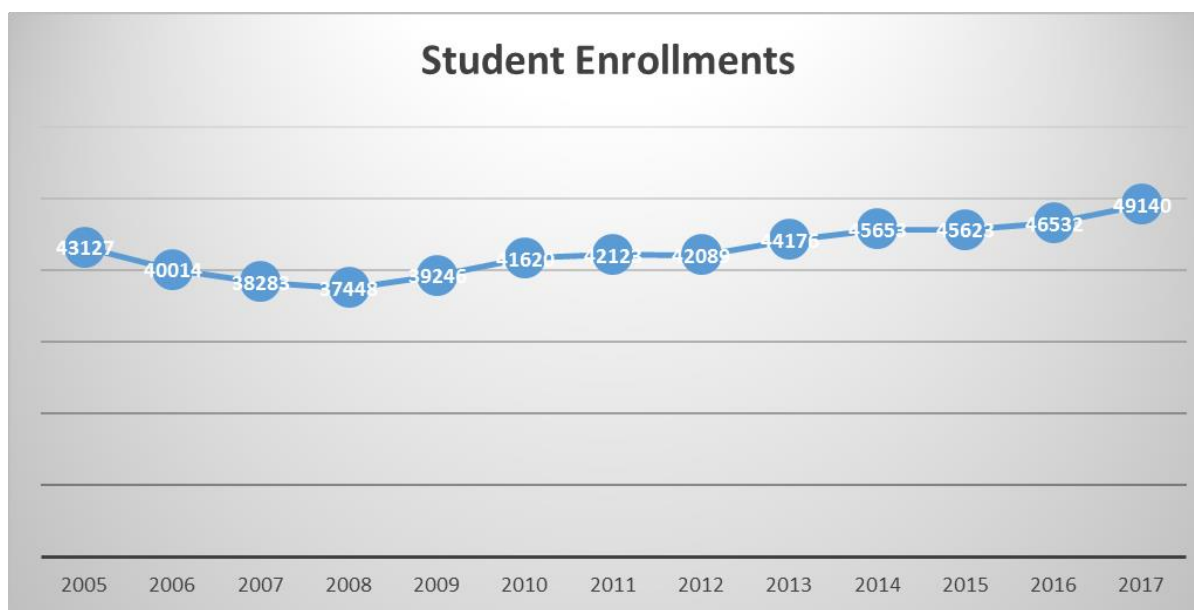
Figure 2: Student Enrolments 2005 to 2017 (UKZN, 2017)

The Review Committee report in 2010 also referred to the issue of the devolution of the support sector, and highlighted several problems. At a general level, there were comments from staff such as "there are insufficient support staff physically located in colleges". The panel heard of instances regarding oversight of examinations, where devolution of responsibilities to faculties or schools had happened, without the parallel re-deployment of central staff to assist (UKZN, 2010). This showed that there is a need to build staff capacity not just in numbers but also in skills, to build adequate capacity for them to better serve the university community and provide the services the university offers. Building staff capacity helps build their competences, intensifies their engagement and develops a better connection to their roles and the organisation. This needs a better involved and informed Human resources Services.

> *As businesses are losing their capacity to train new employees and more advanced and diverse skills are required in various sectors, the demand for higher education, to train students in a more specialised way, is becoming extremely high. (Sharma, 2017).*

Businesses need skills that they have not needed in the past and disruptive technologies are transforming the workplace, moving faster than business can adapt and the universities are needed to fill this gap. This calls for universities to also strengthen the skills and capacity of its staff while also trying to address many transformation imperatives and the demands of industry.

22

In the new digital era, with its demands for skills and knowledge and new technological opportunities, there is now more than ever, a need for collaboration of disciplines and institutions, to share experience, skills and professional know-how (Zell, 2017). Universities and the education sector , need to keep up their skills and build the capacity to train for these new demanded skills. This will help make way to form networks of professional training and capacity development, capacity building and strengthening of training infrastructure (E.g Labs) and skills of staff.

This skilling and development will not just be for junior academics but also for senior staff who are leading and managing institutes of higher education and need to re-learn to the knowledge demanded now. Zell (2017) states that in his experience, most senior level university staff are usually appointed as academic staff, or promoted from an existing academic appointment to a position as a Head of Department in a university and rarely get leadership or business training. Driving institutes and managing research centres needs more than technical abilities of specialised academic interests but also broader essential elements that an institution needs to prosper and survive. Some are usually termed soft skills such as managing people, but managing people is not easy, especially in times of restructuring and change. The people appointed may well be highly dedicated and passionate but without the kind of professional training or practical experience needed in management and leadership they will fail (Zell, 2017). Academic institutions should not just look at their internal skills and capacity but also ensure that their programmes address the labour market demands so as not to have a skills mismatch as it is happening in South Africa where there is a large population of unemployed graduates while there are skills and vacancies that cannot be filled.

2.6   ADMINISTRATION AND ORGANISATIONAL SUPPORT SERVICES

Munn (2011) states that you could run a university without support staff, but then academic staff would waste a lot of time on administration, time that they should rather spend on teaching and research. Therefore, you need to use the expertise of support staff to free up academic time. The challenge is to progress academic goals by exploiting efficiencies in the revised structure. This needs to devolve authority, value professional support, and empower individuals.(Munn, 2011). The support staff (administrative and technical) manage and operate systems and processes that support the academic enterprise endevours. The College Model was intended to provide an appropriate structure to facilitate the devolution of core

academic administrative functions to centres where they are needed. The model should provide more scope for strategic redirection of financial resources, and more flexibility in budgets, with the college heads as the principal budget-holders. Within colleges, management responsibility and accountability, including budget control, should be further devolved to colleges, and thereafter to schools (UKZN, 2010).

UKZN Report to Senate on Actions for Implementation of November 2009 states that, one of those action items is to devolve key support structures, particularly Finance and Human resources, in a way that is consistent with the principles of the College Model and optimises service delivery to the academic sector. The university structures should be tailored so as to enable the support sector to deliver on its mandate to support colleges. Structures should be driven by functionality and the need to provide efficient support and the nature of the operations will dictate the operational structure. The review committee also suggested that the rationalisation and standardisation of systems and procedures across campuses, and the development of service level agreements, should be a priority for the support sector (UKZN,2010)." It is an acknowledged fact that administrative efficiency is greatly enhanced when the number of organizational levels through which a matter must pass is kept at a minimum" (Simon, 2008: 37). A flatter structure shortens the social and administrative distance between management and others in the organisation, which is good for morale. Principles of flatter structures, empowerment of the leadership, and devolution of authority and management could be translated into practice at UKZN.

Software solutions could also profoundly simplify administrative processes and systems; and build and extend sustainable shared IT infrastructure. This is the area that the Review Committee found as having progressed well. Academic administration and operation processes can be long and complex. Every transaction is distinctive and requires special deliberations. These processes can be long drawn and bureaucratic but through adoption of leaner ways of operations these processes can better support the organisational structure of the university. Ross (2013) states that service processes tend to have long cycle times, many complex variables, multiple decision points and interaction with a variety of computer systems can further simplify these long cycles.

Most of the changes in the system involved a reduction in the number of single-discipline Departments and the formation of larger multidisciplinary Schools. By clustering cognate faculties into a smaller number of colleges that can function as operational units, it is possible

to devolve most of the administrative functions from the centre to smaller, more manageable, and more homogeneous functional units. Bringing together cognate faculties promotes cross disciplinarity and reduces the silo effect. Although primarily a function of size, complexity and a need for better academic performance, the College Model appears to have evolved because of the changes that have occurred internationally in the Higher Education sector as we saw earlier in several institutions' reorganising and/or merging.

The UKZN management cited many principles for going the College Model route (UKZN, 2010). These were:

- The provision of a coherent academic, administrative and management framework for a very large, complex, multi-site institution created by the merger.

- The provision of a structural framework that would break down the geographical silos and institutional disparities of the past, and facilitate the redistribution of human and physical resources in a manner consistent with the mission of UKZN.

- The devolution of budgets, personnel management, technical support and decision-making away from the central administration to the Colleges and Schools.

- The need to increase the amount of academic time available for teaching, research and outreach by simplifying, standardising and improving the quality of the administrative processes and support.

- The avoidance of unnecessary layers of bureaucracy and the proliferation of bureaucratic structures such that the new framework should not cost more than the combined cost of management in the two former institutions.

- Improved access for deans to executive management and decision-making, and improved communication between deans and executive management;

- Organisational flexibility, to allow structures to determine their own organisational design, according to their needs and purposes within an agreed framework; (UKZN, 2010).

All these principles focused on matters of organisational structure. Designing a new organisational structure with an efficient support services requires planning. What the university adopted in the centralised administrative model is a shared services approach. This involves the consolidation of selected administrative and support functions into one or more

centres whose sole mission is to provide high quality transactional services. This creates specialists. In the schools setting you now have administrative staff that are now focused on either teaching and learning activities and others focused on higher degrees and research instead of one administrator supporting the discipline from teaching and learning activities to research matters and other general administrative functions.

2.7 CHANGE PROCESS MANAGEMENT

The change into College Model must have caused some opposition to some members of staff and students. The explanation of that is that change is difficult for anyone, but that seems to be especially true for academics whose training and professional lives are guided by decades-old traditions. Many staff members find it difficult to imagine a way of doing things that is different from what they are accustomed to, despite the promised benefits of a reorganization. One staff member during the External Review Interviews said, "I don't know why the staff are so threatened by restructuring. It's like cleaning out and reorganizing your closet at home for a more efficient use of your space. It just makes good sense" (UKZN, 2010).

Major change always seems to generate considerable angst. But the effect of that anxiety is that once the change is in place, many who once opposed it often begin to embrace it. What once seemed so foreign and unimaginable soon becomes a source of optimism, as staff members begin to realize the benefits of the new organization (Olson, 2010). Research shows that 55-70% of mergers fail because human resources issues are neglected (Schraeder and Self 2003). Mergers have their own advantages such as greater economies of scale, elimination of duplication and greater exchange of expertise. It also has its disadvantages such as different organisational culture clashes, loss of identity and a negative impact on staff morale.

Available literature provides many definitions of change management and organisational change. Bennis, (1996: 42) "defines change as a complex educational strategy intended to change beliefs, attitudes, values and the structure of the organisation so that they can better adapt to new technologies and systems, markets and challenges, and the very fast rate of change itself". Graetz (2000) states that organisational change and the management thereof are essential management skills that are required throughout the world, wherever there are increased deregulations, rapid technological innovation, and a growing knowledge workforce.

Jackson (1999), describes it best saying that a very useful framework for thinking about the change process is problem solving. Therefore, organisations such as the university reorganise to solve a specific problem(s).

Coker (2000), speaks of what is called the "iceberg model" as depicted in Figure 3, which describes that only 10-15% of procedures and processes are visible and easy to change, for example, formal systems such as policies and procedures. Whereas informal systems are invisible, these include perceptions, feelings, attitudes, norms, behaviour and values that are below the surface and therefore much harder to change.

Figure 3: Iceberg demonstration as adapted from (Coker 2000)

Researchers such as Garvin (1993) state that successful change requires an inner shift in people's values, attitudes and behaviours. This means that no matter how good the new structure is, if staff are not engaged and sold on the new idea they will keep on resisting it. People are unlikely to change the way they have been performing their tasks when it is not clear what the goals of the restructuring exercise are and how it will impact them. Fear of the unknown and uncertainty are often the sources of resistance. Kotter (1995) states that when

changing a culture, organisational structures and processes can become risky and can even produce negative results. Change needs to be carefully planned and the change process to be properly managed and constantly evaluated.

The McKinsey 7S Framework looks at seven internal aspects of an organisation that need to be aligned if it is to be successful during restructuring. This model can help align and take care of both the visible aspects of the organisation such as processes and systems, as well as the invisible aspects of beliefs and values. The model was developed by Tom Peters and Robert Waterman in the early 1980s. The 7S model can be used in a wide variety of situations where an alignment perspective is needed to improve the performance of an organisation; examine the likely effects of future changes within a company; align departments and processes during a merger or acquisition; and determine how to best implement the proposed strategy or structure (Smith, 1995).

The McKinsey 7S Framework model involves seven interdependent factors which are categorised as either "hard" or "soft" elements. The hard elements look at strategy, structure and systems. These are easier to identify and define and management can directly influence and change them. The "soft" elements look at shared values, skills, style and staff. Some of these can be difficult to define and may be less tangible and more influenced by culture. They are also just as important as the hard elements. The model is depicted in Figure 5 below showing the interdependency of all elements to make a system/organisation work.
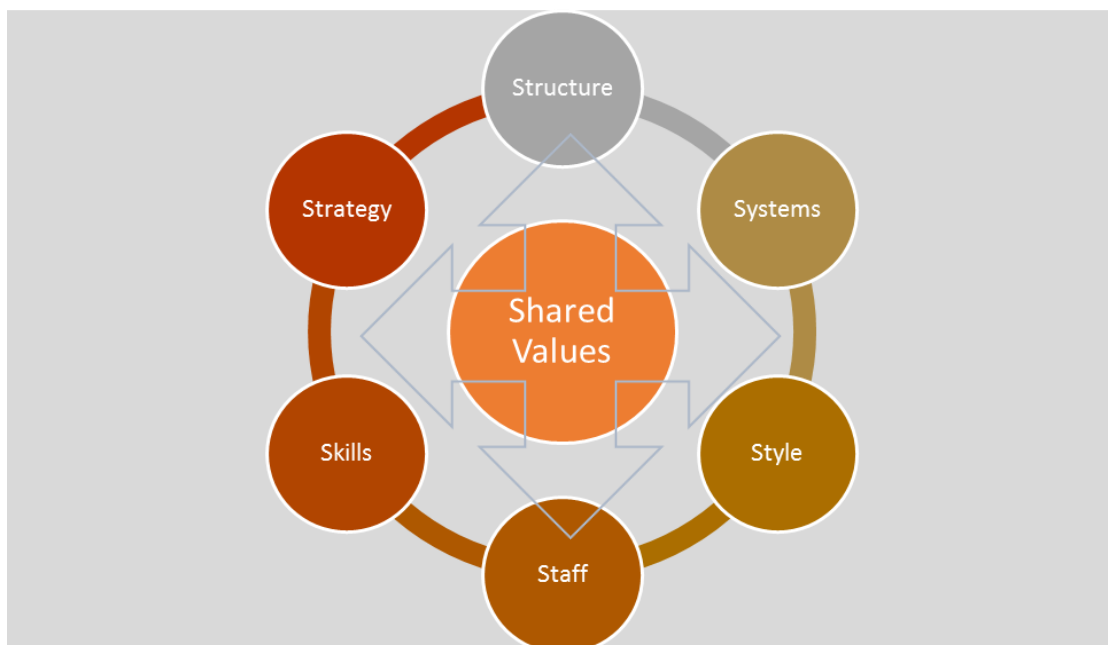
Figure 4: The McKinsey 7S Model as adapted from (Peters, Phillips & Waterman, 1980)

The model is based on the theory that, for an organisation to perform well, these seven elements need to be aligned and mutually reinforcing. The model can therefore be used to help identify what needs to be realigned to improve performance, or to maintain alignment (and performance) during other types of change. Whatever the type of change or reorganisation, the model can be used to understand how the organisational elements are interrelated, and so ensure that the wider impacts of changes made in one area are taken into consideration. The model can also help analyse the current situation and a proposed future situation to help identify gaps and inconsistencies between them. The university had to embark on a change management process of continually renewing an organisation's direction, structure and capabilities to serve the ever-changing education landscape and to provide a structure that will better streamline and accommodate the Mega University that it became after the merger. Unlike any other merger, the UKZN merger was also a total change of an operating structure the college model, a hardly known structure in South Africa. For it to be a success it needs continuous management and re-evaluation of what works and what does not work. Proper communication and training staff for their new roles and responsibilities will help in ensuring that they are part of the process and are better prepared for the new incoming structure.

2.8   CONCLUSION

The efficiency efforts facilitate cross-campus coordination; ensures better performance across the University and optimizes the resources devoted to teaching, research, and the overall student experience. The university should seek to be a good steward of public resources, by sustaining a management culture driven not only by fiscal responsibilities but also by continuously examining efficiencies that bolster the high-quality services for students, faculty, and other stakeholders. Literature review researched in the chapter provided a background through the mergers and reorganisation of higher education institutes in South Africa from which the University of KwaZulu-Natal was born. The new University of KwaZulu-Natal organised itself through adoption of a College Model as a structure with which to operate after the merger. The aims and objectives of the college model were looked at with the main objective that the university needed to be efficient and decentralising of services was there to help with that efficiency and decrease bureaucracy. Literature also showed some international trends and reasons for mergers and reorganisations of other universities around the world.

There was also research on efficiency and effectiveness and how these contributed to more productivity using appropriately capacitated staff with the right skills. Administration and organisational support was looked at to determine how it contributes to the creation of an ideal organisational structure when change happens. The change process is not easy and is plagued by resistance which needs careful planning and communication to staff to make them part of the new structure using the McKinsey 7S framework of hard and soft inputs that are interrelated. It is important to understand better how the university can most effectively and efficiently render administrative and support services that better support academic initiatives and objectives. This will help with the delivery of superior service that meets the needs of all the university stakeholders; remembering that one of the biggest aims behind the restructuring was to enhance the support services so that more of an academic's time can be more focused on teaching and research instead of administrtaion. Chapter Three that follows presents the research methodology employed in this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter two presented the literature on the creation of the University of Kwa-Zulu Natal as well as looking at reorganisations across the world of other institutions of higher learning. The study sought to examine the effects the College Model adoption had on the Support Services at UKZN. In this chapter research design and methodology was presented. The sections presented included the research design, the philosophy, and research strategy, the population, sampling strategy and sample size. Other sections presented include the data collection instruments, the questionnaire, validity and reliability, elimination of bias and ethical considerations.

This chapter will begin by describing the aims and the research problem and what was to be achieved. It is followed by delving into the research objectives and seeing whether they translate to an appropriate research question. The location and the population of the study is unpacked. Data collection strategies employed are explained as well as the study's research approach. It will conclude with discussing the research design and methods in detail as well as how the data will be analysed after administration and collection of results.

This research methodology chapter also outlines the research methods and techniques used in this research study. This research was conducted in an academic setting focusing on business principles of efficiency and capacity. Research is "something that people undertake to find things out in a systematic way, thereby increasing their knowledge." On a more related note and matching the concepts and principles of the study. Business research is a systematic process of collecting, analysing, and interpreting data to increase our understanding of the phenomenon which we are interested in (Saunders et al., 2009).

Decisions made throughout the research methodology process affect the quality of the data that needs to be analysed by the study. According to Lind, Marchal and Wathen (2010) research methodology provides the process that makes sure that the aim and objectives of the study are achieved by collecting and analysing data. Very few studies have been done on the relationships between, on the one hand, merger goal attainment and perceptions about merger outcomes, and on the other, job performance intentions and the organisational commitment of staff members of these institutions in the now newly reorganised structure. Also there is no research at all looking at the transitioning of a university from a traditional faculty model to a college model. Most of the previous studies were of a qualitative nature and intra-institutional

(Arnolds, Stofile & Lillah, 2013). The present study attempts to address this research gap by conducting a qualitative analysis of the findings in this study.

Zikmund (2002) state that business research is the systematic and objective process of gathering, recording and analysing data to aid business decisions. Through this research a deeper understanding of the structure of the university and if the College Model came with improved efficiencies and the capacity of support services will be evident. The knowledge gained will hopefully help inform management on staff views and recommendations for future structure development.

3.2   AIM AND RESEARCH PROBLEM

The overarching aim of this study is to investigate the efficiencies and capacity of the Support Services Post College Model adopted at the University of KwaZulu-Natal. In 2002, a decision was made by the Department of Higher Education and Training to merge universities. This directive resulted in the merger of the University of Natal and the University of Durban Westville; one of many other mergers. However, recently some institutions have been unbundled and demerged. A case in point is MEDUNSA which was demerged from the University of Limpopo to form a new institution called the Sefako Makgatho University of Health Sciences. Thus, this shows that there were problems that were overlooked before or during implementation of some mergers and restructuring exercises.

The University of KwaZulu-Natal chose the College Model as the skeleton within which it would restructure and organise the new university. In UKZN the model adopted after the merger was reviewed in 2010, resulting in a leaner two-tier structure without faculties but with only colleges and schools, which was implemented in 2012. This was meant to be reviewed every five years to ascertain what was working and what was not and to determine if there were any efficiencies which were gained, by making the university leaner as well as the devolution of some of the administrative functions to colleges and schools instead of retaining a heavily centralized model. However, no five-year review has since taken place yet. This study is necessary because the outcomes of the implementation of the College Model need to be evaluated so that the newly developed colleges and support structures work efficiently and effectively. In that way, the pitfalls as well as the benefits of reorganization will become evident.

3.3   RESEARCH OBJECTIVES AND QUESTIONS

The purpose of this study is to evaluate the outcomes produced through the implementation of the College Model and its effect on the functions of support services in UKZN. To achieve this, the research will look at the following objectives:

- To examine efficiencies gained by adopting the College Model and the two-tier structure instead of the three-tier structure that included faculties.
- To examine the impact of changes in staff capacity on service delivery/provision.
- To assess the effect of the change in size and structure of staff following some retrenchments during the reorganisation.
- To assess the role that Support Services play in meeting the university's goals.
- To determine strategies that should be put in place to enhance efficiencies and capacity of support services post College Model adoption.

The main research question of this study is: What outcomes were produced through the implementation of the College Model and its effect on the functions of support services in UKZN? The subsidiary research questions to be answered are:

- What efficiencies were gained by adopting the College Model?
- What was the impact of changes in staff capacity on service delivery/provision?
- What was the effect of the change in size and structure of staff following some retrenchments during the reorganisation?
- What role did that Support Services play in meeting the university's goals?
- What strategies should be put in place to enhance the efficiencies and capacity of support services post College Model adoption?

3.4   LOCATION AND POPULATION OF THE STUDY

The location of the study is at the University of KwaZulu-Natal (UKZN). The study will target staff from all campuses of UKZN, namely, Westville, Howard College, Medical School, Edgewood, and Pietermaritzburg, because all were affected by the restructuring. UKZN was born from the merger of the University of Natal and the University of Durban Westville. The merged university came into being in 2004. The University has a staff contingent of 3,837 permanent staff, and a student body of 47,081. The 3,837 staff in the

University of Kwa-Zulu Natal (UKZN) will be known as the population size. Results cannot be generalised to the whole university population as only a small percentage of the university participated in the study. The population consists of academic staff and support members of staff. The plan was to get as many respondents via the questionnaire which would be self-administered or posted online (in survey monkey format). Simple random sampling will be used. A total of 45 responses were received.

3.5   DATA COLLECTION STRATEGIES

Data was being collected using a questionnaire that was posted as a data collection instrument. The questionnaire was used, together with secondary data, to analyse the capacity of staff in the university. The questionnaire consisted of open-ended questions to capture real life experiences consistent with a qualitative part of this study. A questionnaire , electronised through google forms, was placed on online notices and a call was made to staff to complete the questionnaire online at UKZN notices or to advise when they needed the researcher to come to their offices to help with the completion of the questionnaire. The secondary data was collected from the university intelligence system that keeps all the information relating to the demography details of students and staff in the university. The secondary data will help provide the background info to the university demography as well as to help validate the primary data. Data collected through primary and secondary sources will be analysed qualitatively. Since the study adopts a qualitative approach, the descriptive and interpretive analyses of the data within the context of the research questions will be made.

3.6   RESEARCH APPROACH

In the world of research there are two general approaches to gathering and reporting information. These are qualitative and quantitative approaches, and these can also be mixed in one study. The qualitative approach to gathering information focuses on describing a phenomenon in a deeper, more comprehensive manner. This is generally done by means of interviews, open-ended questions or focus groups. On the other hand, the quantitative approach to gathering information focuses on describing a phenomenon across a larger number of participants and uses applied statistical techniques to recognise overall patterns in the relations of processes (Wilmot, 2011). Wilmot further states that the qualitative approach is usually adopted to address the thematic issues in the study. This study uses the qualitative

approach, which allows the researcher to understand the participant's views and their experiences with the university reorganisation and the adoption of the College Model. In qualitative research, the researcher is the primary instrument for data collection and analysis (Creswell, 2014). A qualitative research study presents data as prescriptive narration with words and tries to understand phenomena in their natural. Merriam & Tisdell (2016) further defines qualitative research as a systematic enquiry about a phenomenon or a subject as depicted in Figure 5 below.
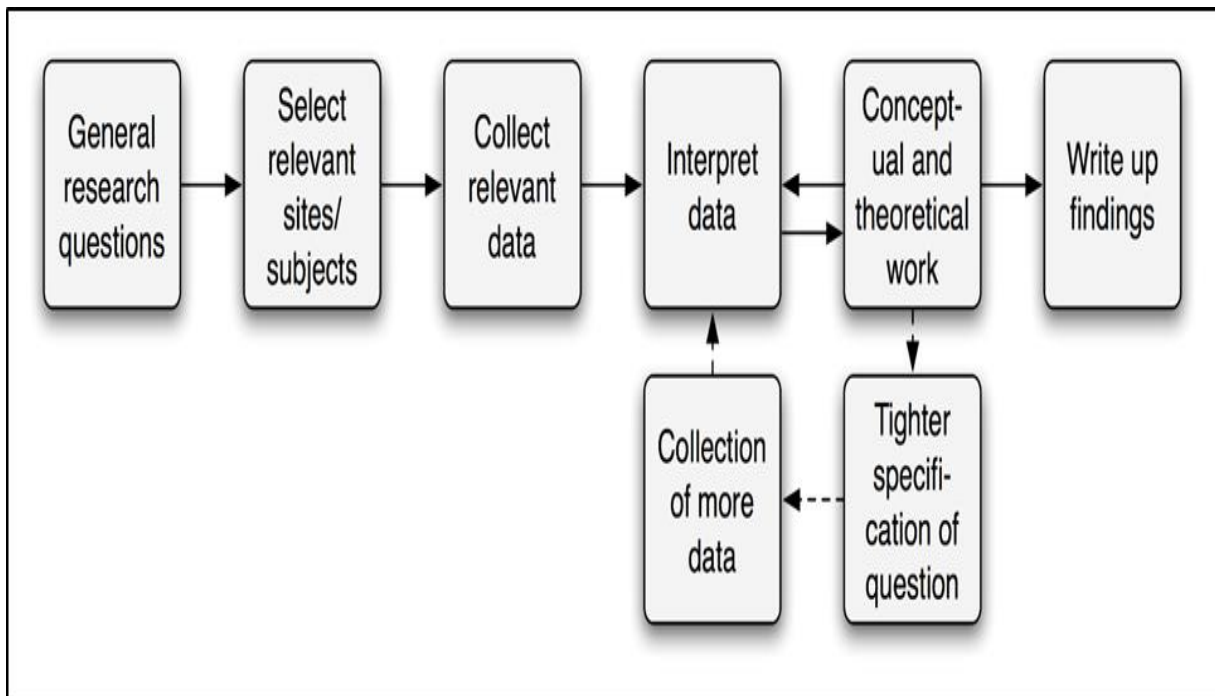
Figure 5: Steps in the Qualitative Research Process as adapted from Merriam & Tisdell (2016)

The qualitative research method helps develop an in-depth understanding of the adoption of the College Model whether there are any efficiencies gained and what was the effect on staff capacity. Qualitative data will be collected in the form of primary data using information collected from the answering of the questionnaire. Below is Table 2 showing the differences between the qualitative and quantitative key approaches to research.

Table 2: Difference between qualitative and quantitative research approaches

Qualitative Approach	Quantitative Approach
Subjective Data	Objective Data
Language based	Numbers based
Flexible and explorative methods	Complex structured methods
Investigate contrasts of day to day events	Investigate abstracts of reality
Insiders view	Outsiders perspective
Dynamic and changeable	Stability
Holistic approach	Control and particularistic
Validity focus	Reliability focus
Small samples	Large samples and numbers

Source: adapted from Welman, Kruger, and Mitchell (2006)

The two approaches are different but both have the purpose to understand the subject's point of view. Quantitative research does this by means of controlling and the use of remote, empirical and inferential method, while the qualitative approach uses unstructured interviewing and a detailed observation process (Welman, Kruger & Mitchell, 2006).

3.7 RESEARCH DESIGN AND METHOD

According to Mouton (2001), the research design serves to plan, structure and execute the research to maximise the validity of the findings. This makes research design a master plan specifying the methods and procedures for collecting and analysing data. It is a framework of the research plan of action. The research design is the plan for the research, based on the research paradigm and questions (Cooper & Schindler, 2008) of which the process and steps are depicted in Figure 6.
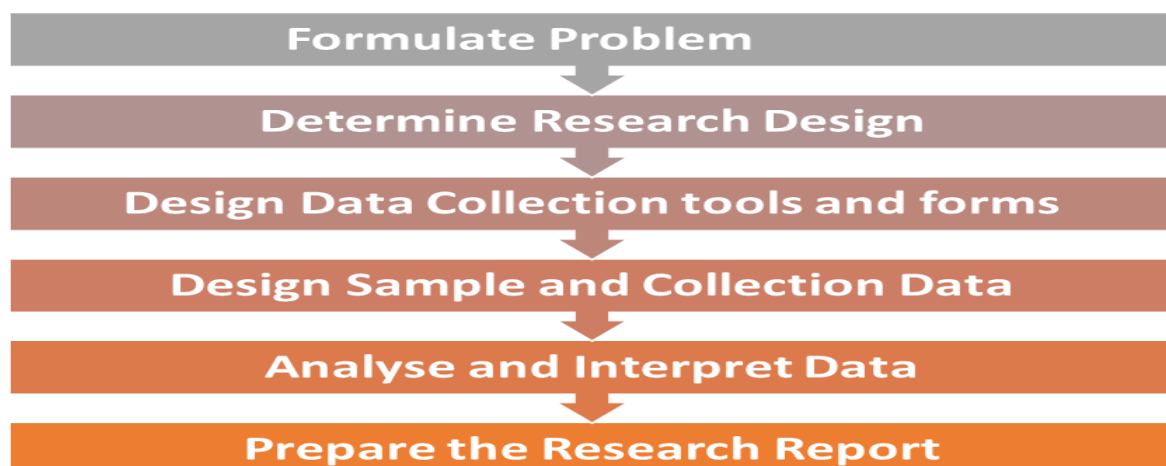
Figure 6: Research Design Stages as adapted from Welman, Kruger and Mitchell (2012)

This makes research design an architectural blueprint of a research project, providing structure and a guide as to how the research will be conducted. One instruments will be used in this study and that is a self-administered questionnaire in an online format, done through google forms and supplemented by UKZN Intelligence data statistics.

3.7.1   Qualitative Analysis and Sample Design

Sampling is the process of selecting a "sample" of a population of interest, for the purposes of making observations and inferences about that population. A simple random sampling technique was used in this study. This is a subset of statistical population in which each member of the subset has an equal probability of being chosen or themselves choosing to answer the call to the study (Cooper & Schindler, 2001). This random sample provided an unbiased representation of the group as the questionnaire was shared with the entire university population of staff. Creswell (2014) states that the ultimate test of a sample design is how well it represents the characteristics of the population it purports to represent. It also must be valid, and its validity will depend on its accuracy and precision, where bias is absent from the sample. The study was able to achieve that, as respondents were not personally targeted to solicit information that might be directed to a certain course.

Also, Cooper & Schindler (2001) state that, "An accurate sample is one in which the underestimates and overestimates are balanced among the members of the sample. This case happens when there are enough elements in the sample." This is better illustrated in the Sample Design Process as per the Figure 7 below:
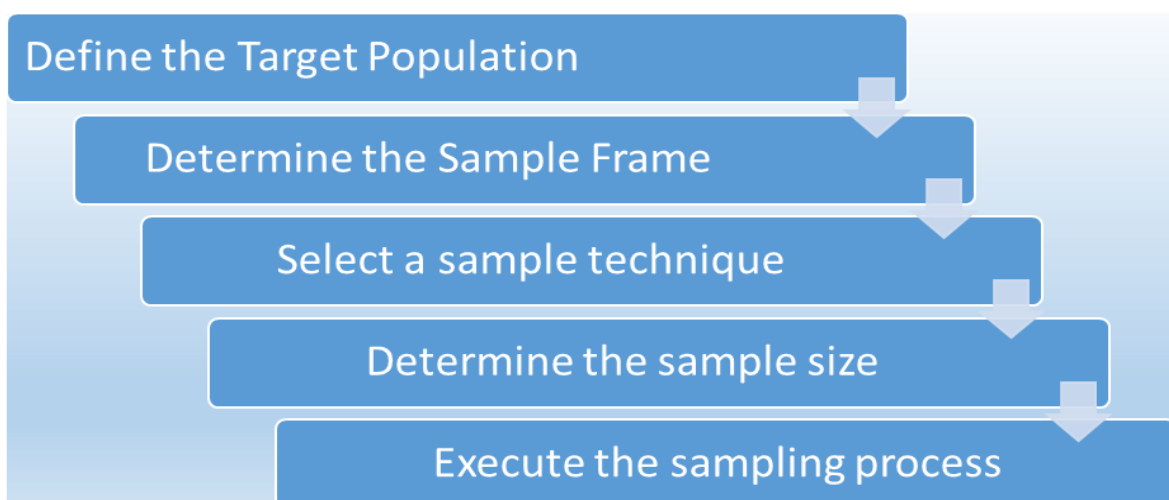
Figure 7: Sample Design Process as adapted from Cooper & Schindler (2001)

The researcher ensured that those conditions were met by not purposely sampling and selecting certain staff by some designation but that all staff from all areas of the university gave relevant information concerning any possible area of the university operations. There were also several compelling reasons for the sampling method, including the lower cost of accessibility of staff through a university network, instead of scheduling interviews and travelling to various campuses thus greater accuracy of results was achieved, as they are unbiased views and personally targeted respondents, as well as greater speed of data collection and availability of the population element.

3.7.2 Questionnaire Development

The questionnaire was developed and improved through discussions with the supervisor. The questionnaire has a biographical section that is used to gather biographical background and areas of work of participants. This section was a closed section with predetermined choices to choose from. The second section covered the main research objectives of efficiency and capacity of support services. This consisted of open-ended questions with a last question that allowed for the addition of more comments. The setting of the questions was a deliberate specification, to focus and get answers on the topic and the study objectives.

The questions were unstructured and open-ended to give respondents a chance to answer the questions any way they liked. It had a biographical and background section that needed to identify age, gender, race, occupation and length of service. The second section consistent of 11 comprehensive open-ended questions and a 12th open question for respondents to state anything else that was not explicitly asked. Questionnaires are an effective way of quantifying data from a sample group. This method is very cheap and easy, where the budget is a problem (Creswell 2014), this method also gives the researcher access to a wider pool of respondents.

3.7.3 Questionnaire Testing

A pilot test of the questionnaire was done on a few colleagues to gather how they might feel about answering such questions. A few responded and advised that they were keen to participate and would just need the time to help complete the questionnaire. That is when the idea came of making the questionnaire electronic to help respondents respond to the questionnaire online and in their own time, without the hassle of setting up appointments.

This was also done to help respondents feel at ease and to avoid the researcher leading the answers and opinions of the respondent. The questionnaire was then loaded as is, into google forms to make up the survey. The link was sent to two staff members to help test if it was live and easy to complete, before it was shared with the bigger university community. The link had problems as reported and was not allowing respondents to work past the first biographical section. This was corrected by consulting the self-help tutorial of how to troubleshoot basic google form problems. This worked well, and the form was sent to the respondents again, with the testing and it seemed to work to the end of the questionnaire. The purpose of the testing was to ensure that faults were corrected before it was laid open to the general intended population.

3.8   VERIFICATION OF RELIABILITY AND VALIDITY OF THE INSTRUMENT

Validity is the extent to which the research findings accurately present what is really happening in the environment being researched (Creswell, 2014). It is also the absence of self-contradictions. As per Creswell (2014) the following errors, as depicted in Figure 8 below can undermine validity:
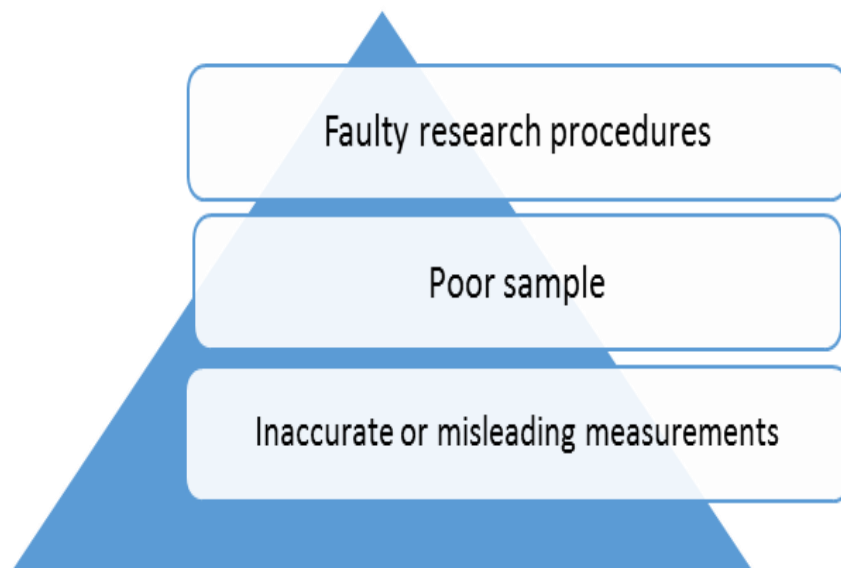
Figure 8:Errors that undermine validity as adapted from (Creswell 2014)

Validity is also the extent to which a test or an instrument measures what we wish it to measure and all the 11 questions addressed the research problem questions and objectives, as

demonstrated in Table 3 below which matches the objectives to the questions asked in the survey:

Table 3: Study Objectives and Associated Questions

Objective 1:

To examine efficiencies gained by adopting a two-tier structure instead of the three-tier structure that included faculties:

• What are the advantages /disadvantages that the College Model has brought in your division?	• How Efficient is Support Services, that being; Academic Administration, Human resources, Finance and Information Technology (IT)?	• Is the way the university is structured working? That being the re-organised structure of centralised support services, colleges and schools?	• What were the advantages and disadvantages of the old Faculties Model or the old structure? Please specify the activities or services affected?

Objective 2:

To examine the impact of changes in staff capacity on service delivery/provision.

• How has the College Model affected the capacity of staff in terms of numbers in divisions that provides support to your department/college/school?	• How has the College Model affected the capacity of staff in terms of skills in Support Services? Are they adequately skilled? Where are the gaps and shortages?

Objective 3:

To assess the effect of the change in size and structure of staff following some retrenchments during the reorganisation.

• Are you adequately staffed? Where are the gaps and shortages?	• How Efficient is Support Services, that being, Academic Administration, Human resources, Finance and Information Technology (IT)?

Objective 4:

To assess the role that Support Services play in meeting the university's goals.

• What role should Administration and Support Services play in the university to help meet its objectives and goals?	• How Efficient is Support Services, that being, Academic Administration, Human resources, Finance and Information Technology (IT)?

Objective 5:

To determine strategies that should be put in place to enhance efficiencies and capacity of support services post College Model adoption.

• What does not work in the College Model and needs to change?	• What works very well in the College Model?	• What strategies should be put in place to enhance efficiencies and capacity of support services post College Model adoption?

Validity can therefore be improved through careful sampling, using an appropriate instrument and the appropriate statistical treatment of data, to name just a few. Reliability refers to the consistency of measurements. It is also a necessary contributor to validity as it indicates the extent to which the instrument is without bias, and hence ensures consistent measurements. Meaning that the validity of the instrument is controlled by the reliability of the research instrument. Reliability is the degree to which data collection techniques will produce consistent findings. Using computerised data analysis packages such as Nvivo and SPSS can also enhance the reliability of findings. Quality of measure was assured as the instrument measured what it was meant to measure. Quality of measure is established through the different kinds of validity and reliability. This means that the results of any research can only be as good as the measures that tap the concepts in the theoretical framework (Wilmot, 2011).

3.9 ETHICAL CONSIDERATIONS

In ensuring compliance with ethical considerations and to help with participation, the following ethical considerations were taken and observed throughout the study. The researcher applied for a gatekeeper's letter from the University's Registrar to allow access to staff and any university information that may pertain to the study. Ethical clearance approval was sought from the university's Research Ethics Committee to conduct the study as per the requirements of the University of KwaZulu-Natal. The researcher further committed to the protection of the information and keeping it for five years.

All participants' rights to participation, anonymity and confidentiality was assured through the distribution of the informed consent letter that guaranteed their anonymity and respected their right to participate in the study. All the respondents were informed of the aims and objectives of the study prior to commencing with the study. They were informed that participation would be voluntary, and they could withdraw from the study at any time. Integrating ethics into the entire research process, from selecting the research problem to carrying out research goals and interpretation and reporting research findings, is critical to ensuring that the research process is guided by ethical principles beyond informed consent. This research was designed in a manner that did not subject the research population to any harm or any other material disadvantage.

3.10 ADMINISTRATION OF QUESTIONNAIRE

The questionnaire was loaded into the University Notice systems together with the consent form, ethical clearance letter and the gatekeeper's letter. This was done in parallel to emailing the university notice page administrator, to note that the questionnaire had been loaded and would need their approval before it became live. The questionnaire was live for three weeks. When there were 40 participants, it was posted once a week on the university notices so that it stays on top of the notice page. Help was also sought from one of the biggest university staff unions (UKSU), to encourage staff to complete the questionnaire and this yielded five extra respondents. After one month and one week the questionnaire was closed for accepting responses so that the analysis could begin.

The respondents were given the opportunity and assurance of remaining anonymous, it might then be assumed that the answers given were reliable as respondents were free to answer without bias of being identified, and were not being purposively individually pursued to complete the study questionnaire. The questions were formulated in such a way as to avoid any misunderstandings, so that all respondents did not need to come back with any queries for further clarification or to indicate in the responses that they had not answered specific questions.

3.11 LIMITATIONS AND DELIMITATIONS

Research carried out at any time could not adequately address all matters of the study due to time constraints and resource availability. The gatekeeper's letter clearly stated that no questionnaires or attempt to reach respondents via university email systems was allowed. This presented a challenge, as the questionnaire could only be shared via the university notices only and the contact lacked personalisation from the researcher in contacting individual and key staff to complete the questionnaire. Time was also insufficient to keep on extending the acceptance of responses to gather as much number of respondents to help the researcher reach some generalisation of results, as they would have come from a good ratio of staff. It is advisable for future research within the university to ask specifically to reach staff via emails as that is the most widely used source of communication. Also, it was only after the questionnaire was open for answering that the researcher realised that a helpful question of trying to identify staff by campus was omitted. Therefore, it was not clear from the respondent's response, which campus they were answering from.

3.12 ANALYSIS OF DATA

Data collection and analysis administration was handled by the researcher. Marshal and Conner (1996) state that data analysis means bringing into order, structure and meaning to the mass of data. The process of analysing and interpretation involved disciplined examination, creative insight, and careful attention to the purpose of the study. The analysis process will begin by assembling the raw data and getting a total overview of the entire process and responses. The data was organised into patterns, categories and basic descriptive units and codes using NVIVO.

Data reduction techniques can be applied to obtain a reduced representation of the data set that is much smaller in volume, yet closely maintains the integrity of the original data (Creswell, 2014). The research started by using open coding to identify common themes. This analytic technique is commonly called thematic analysis. This entails reading and re-reading the content several times and labelling relevant and interesting material. After open coding, researcher did axial coding for the discovery of categories that belong to the same phenomenon. NVIVO was further used to code and map tree words.

Selective coding involved theory building and story-telling as multiple narratives based on lived experience of restructuring and reorganisation to the college model converged into a single narrative. From the numbers derived from secondary data, descriptive statistics were produced and depicted in various graphs to compare with the respondents' arguments. Data analysis involves working with data by organising and breaking it into manageable units, searching for patterns, and then deciding what is important enough to be written about (Cooper & Schindler, 2008). Cooper & Schindler, (2008) also warns that interpreting human communication might prove difficult and wrong interpretations and assumptions might occur. The research cross-examines the information to ascertain its correctness.

3.13 CONCLUSION

The response rate was far less than expected as this is usually a burning issue the staff usually talk about of improving efficiency and service delivery within the university. In this chapter the overview of the research aims, and purpose has been covered, as well as the study of research design and methods. Although there were limitations the questionnaire got responses from 45 respondents. The obtained results and findings from the study will be presented in the next chapter.

CHAPTER 4: RESULTS, DATA ANALYSIS AND INTERPRETATION

4.1   INTRODUCTION

The previous chapter explained the rationale behind the selection of a suitable research method and research instrument. This chapter reports on the findings of the study and provides an explanation of the findings, referring to the literature discussed in the previous chapters. It discusses the results according to the objectives and research questions of the study. The questionnaire was broken down into 12 questions that were built around the objectives of the study as well as the theoretical framework of the study. Qualitative analysis software NVIVO 11 was used for the analysis of qualitative data to discover patterns and trends amongst the vast amount of data.

The overarching aim of this study was to evaluate the outcomes produced through the implementation of the College Model and its effect on the functions of support services in UKZN. It looked specifically at challenges, successes and lessons learned. The first objective of this study was to look at the capacity of support services for sufficiency to adequately support staff and students towards meeting the university's goals and objectives. The second objective relates to assessing the ability of the re-structured units to deliver on their mandates, effectively and efficiently. Descriptive statistics enabled the researcher to describe, show and summarize data in a meaningful manner. It also allowed for interpreting data in a simpler manner.

4.2   THE RESEARCH INSTRUMENT

The Research Instrument consisted of 18 items (6 biographical questions and 12 descriptive questions, the questionnaire was divided into 2 sections which measured various themes as illustrated below:

- Section 1: Biographical Data

- Section 2: Effects of the College Model on capacity of support services

- Section 3: Effects of the College Model on efficiency of support services

4.3 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Table 4 shows the demographic profile of respondents as per section 1 of the questionnaire. The sample consisted of 13 (29%) males and 31 (69%) females. The university total staff demographics shows that there are 55% females and 45% males as per university intelligence data. Mostly support staff responded (51%), followed by those in support staff leadership at 27%, academic staff response was at 18% and the majority was spread over the middle age groups. The university intelligence system showed that there are 33% academics and 67% support staff at the university. This shows a heavily support staff based work force that comprises more than the academics who are involved in the direct teaching and research activities of the university and a large difference in respondents' rates.

Most of the respondents possessed at least an honours degree (Postgraduate) at 67% and about 53% of the sample had been working for more than 15 years at university showing that they had been with the university prior to the mergers and reorganisations, showing a great interest in the university changes by those who were affected by them the most.

(See Table 4).

Table 4: Socio Demographic Profile of respondents

Demographic & Background Profile		Percentage %	Frequency
Gender	Female	69	31
	Male	29	13
	Prefer not to say	2	1
Total	**-**	**100%**	**45**
Age	Younger than 35	13	6
	Older than 35 but younger than 50	44	20
	Older than 50 but younger than 65	40	18
	Older than 65	2	1
Total	**-**	**100%**	**45**
Race	African	33	15
	Coloured	4	2
	Indian	29	13
	Other	4	2
	White	29	13
Total	**-**	**100%**	**45**

Occupation	Academic Leadership	4	2
	Academic Staff	18	8
	Support Staff Leadership	27	12
	Support Staff	51	23
Total	**-**	**100%**	**45**
Qualifications	Bachelor's Degree	9	4
	Industry Specific Training	9	4
	Postgraduate	67	30
	School Leaving Certificate/ Matric/Grade 12	16	7
Total	**-**	**100%**	**45**
UKZN Work Experience	Less than 3 years	4	2
	More than 3 years but less than 7 years	18	8
	More than 7 years but less than 10 years	11	5
	More than 10 years but less than 15 years	13	6
	More than 15 years	53	24
Total	**-**	**100%**	**45**

This showed that they had been with the university prior to the mergers and reorganisation, and are knowledgeable about events before and after the structural changes. A further Socio Demographic profile of respondents is graphically illustrated below as per Figure 9 to Figure 11.
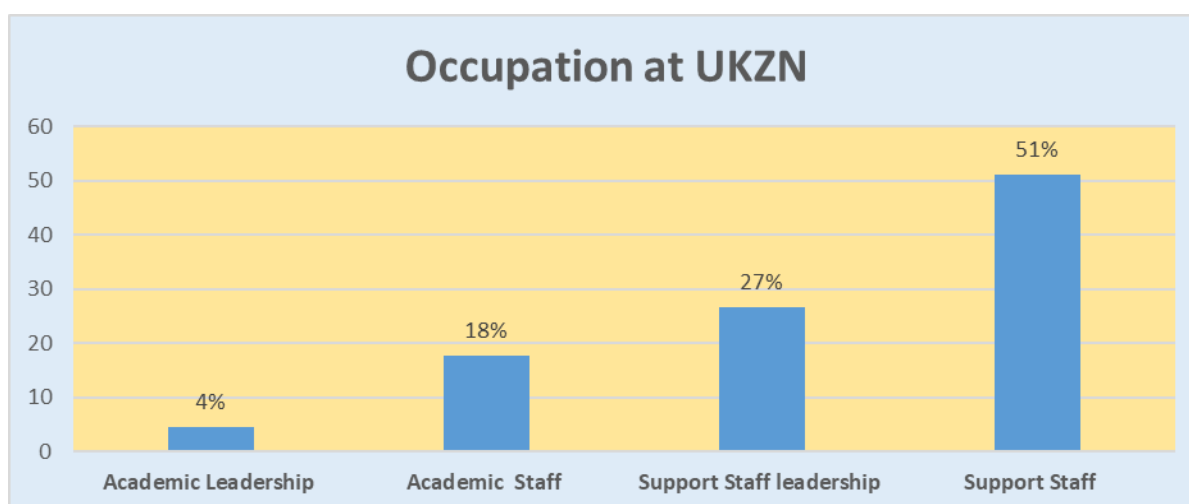
Figure 9: Respondents by Occupational Roles

Figure 10: Respondents by Years of Work Experience
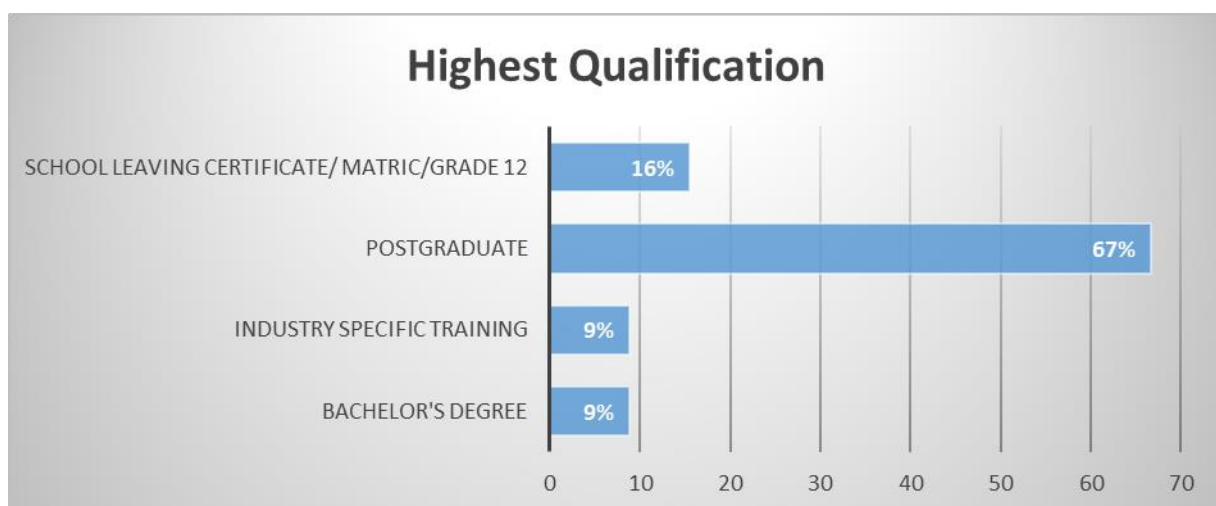
Figure 11: Respondents by Qualifications

4.4 DATA ANALYSIS

The study will be analysed under the objectives of the study, which are:

- To examine efficiencies gained by adopting a two-tier structure instead of the three-tier structure that included faculties.

- To examine the impact of changes in staff capacity on service delivery/provision.

- To assess the effect of the change in size and structure of staff following some retrenchments during the reorganisation.

- To assess the role that support services play in meeting the university's goals.

- To determine strategies that should be put in place to enhance efficiencies and capacity of support services post College Model adoption.

These objectives were answered in the following questions from the questionnaire:

4.4.1   ADVANTAGES BROUGHT BY THE COLLEGE MODEL IN DIVISIONS

Participants were asked about the advantages which the College Model brought to their divisions. While some said "None" or "Nothing", a respondent perceived some value in decision-making as exemplified in the following excerpt, "[It led] to decentralised decision-making and closeness to a level where important decisions are." For others, it simplified their internal planning and work allocation. While the College Model brought "autonomy and diversification of programmes" in some divisions, the participant still felt that "I don't think the College Model is working." Mixed views were expressed on the efficiency and effectiveness of the College Model. Another participant said:

> "At the risk of being unconstructive, there are few advantages or benefits. One benefit for staff is that more staff were afforded opportunity of assuming management positions in the support sector, for example, in the former Faculty Model, there were 8 faculties, each with a Faculty Manager. In the reconfigured model, there are 19 Schools, each with a School Operations Manager. This has doubled the number of leadership positions. (Female, support staff leadership, more than 15 years of experience)."

Inroads were made in expanding the leadership positions. The expansion implies greater focus by managers on the needs of their schools and potential for better responsiveness. Others felt that it brought greater collaboration among disciplines, team work, simplicity and quicker turnover in decision-making.

However, scepticism is evident in the following excerpt:

> "Honestly, I do not believe there have been any advantages or improvements because of the College Model and from the fallout from the Faculty Model. There have been very few advantages brought about in my division as the work done by the units within my division is specialised. E.g. exams, time tabling and central records." (Female, support staff leadership, older than 50 years with more than 15 years of experience).

Words like "None;" "Have not seen any advantages," and "not aware of any" were also echoed by some respondents.

On the contrary, other respondents expressed the sentiments that the College Model brought "more streamlining" of functions, and that people also now knew who was responsible for what and that turnaround time was quicker. One participant said:

> *"There is efficiency (knowing who does what) based on clear job descriptions. There is a Vice Chancellor, Deputy Vice Chancellor, Head of School, School Manager/ Technical Manager. Roles are now clear when it comes to who report to who. (Female, support staff, older than 25 years old, with more than 3 years of experience).*

As such, devolution of authority and responsibility to schools allowed for quick decision-making. According to participants, this entailed decentralised budgets which allowed schools to decide on how to spend the money allocated to them. In other words, the formal layers were made fewer, thereby making the decision-making process "more rapid." This was also a result of the fact that there were some very experienced support staff who brought skills with them from their previous positions within the faculties. This is in line with Zacharias, Uys & Mazibuko (2010) who maintain that the College Model is an organisational pattern which allows students and academics to live, play and work together in a neat and well-ordered academic community.

In addition, a participant mentioned that things are now transparent, in terms of the breakdown at college level, and networking between staff from different schools has become easier. For instance, the use of equipment from other schools in the same college for research purposes, and information about student performance and teaching and learning has become more efficient.

> *"In my School particularly, it was the merger of disciplines by having them centrally located that made the school to operate efficiently and effectively." (Female, support staff, older than 25 years old, more than 3 years of experience).*

According to the participants, the College Model, brought about better control of budgets, "better mix of risk implementation control measures, knowing staff better and a smaller span of control as well as greater independence and more control and accountability within schools with regard to research and higher degrees and teaching and learning matters." In many ways, co-ordination and cooperation between the schools have increased; for example, between

Medicine and Nursing with greater interaction between staff and having closer contact with students.

4.4.2 THE DISADVANTAGES BROUGHT BY THE COLLEGE MODEL

The study also sought to unearth the disadvantages brought about by the adoption of the College Model. This was done to weigh these disadvantages against the benefits of the introduction of the new model.

According to the respondents, the introduction of the College Model impacted the structure by making it "top-heavy", impairing communication and leaving academics "out of the loop." A respondent said:

> *"It is too expensive to devolve a specialised service. We have created multiple sets of the same service to cover the five campuses times the four colleges. We are referred to as administrative staff when we are in fact specialised, registered professionals. The infrastructure we hoped would sustain our services in the college was hampered by further college reorganisation which further cut support posts. (Female, support staff leadership, older than 50 years with more than 15 years of experience).*

Five respondents out of the 45 were of the view that the College Model created "too many levels of management," and is an overly protracted chain of command with a centralised administrative staff. These obstacles have led to a situation of a weak understanding of what happens in other facets of the university. In addition, external and internal stakeholders do not always know who they are dealing with or who the right person to contact is. According to one respondent, the College Model imposed an unnecessary financial burden on the university, due to the additional staff costs arising from a top-heavy management structure. This new bureaucracy has brought its own inefficiencies as there is now much more administrative work for academic staff at the expense of their research, publishing and teaching time.

Another complication emanating from College Model adoption was that disciplines within some merged schools have little in common. As a result, disciplines seem to be narrowly protecting their own interests more than before, and must compete for resources from a single budget which ignites tensions. These dilemmas extend to payment for services as respondent 12 said:

"It creates a lot of confusion as to who pays for what services especially schools versus CMS, ICS, and Risk Management Services. There is no guidance. There is also a lot of duplication, for example, having one school on two campuses, CHS on four campuses, CAE on three campuses, sometimes providing the same programmes. (Female, support staff leadership, older than 50 years old with more than 15 years of experience).

Respondent 15 observed that the College Model led to a situation where there were fewer staff available to service a larger number of staff and students. While respondent 19 believed "The logistics of the College Model were never worked out well and this has left confusion about who is responsible for what and a culture of "that's not my job.'' Words like "confusion," and "loss of morale" were also echoed in the responses. The consequence of this has been disaffected staff, increased absenteeism and most importantly, poor service delivery to the university's most important clients - the students.

Therefore, it can be surmised that the advent of the College Model was hugely unsettling for many staff which lowered morale, and this has yet to improve, even after all these years. An example of this is the increasing number of staff across the university who get booked off for sick leave. Due to the reorganisation, some people lost their jobs as numbers were cut down in support services in the past years, decreasing staff morale in the process. As a result, it has created a system where administrative staff are responsible for clusters instead of disciplines. A respondent said: "it isolated us from the rest of the university. Also, we do not personally meet staff anymore, work is duplicated. Our Division had to restructure. People lost positions. We have limited resources."

I don't believe the "centralization" of services has been effective. The large size of the Colleges as opposed to the smaller Faculty Model has disadvantaged some schools in the college. (Female, support staff, older than 50 years with more than 15 years of experience).

According to an overwhelming 40 out of 45 respondents concede that the distribution of various functions from the Faculty Office upon its demise, between the schools and the College Office posed major challenges regarding skills and competences. Faculty staff members who handled those functions could not be divided into halves to execute their old functions in contrasting directions. There was clear unpreparedness of skilled and equipped manpower to deal with the adjustments, and this had an adverse impact on service delivery. The situation was aggravated by emotional and psychological issues associated with the reorganisation process. Most of these challenges still exist. Compounding this is the fact that

support staff are not available at site, thereby causing delays in processing of transactions. Academic staff also complain that they do not have the proper administration support within the disciplines, since administrators are all located at the school office.

Another respondent was of the view that job titles were changed, and some staff were downgraded, and some did not know the criteria used to create the new structures which disadvantaged some of them. Others did not observe any disadvantages as respondent 3 said: "I can't think of any ...., except perhaps competing with other Colleges for funding?" While another was of the view that there was no clear distinction regarding the roles the different levels play. As a result, the college tends to "pass the buck."

4.4.3 EFFECTS OF COLLEGE MODEL ON CAPACITY OF STAFF AND EXISTING GAPS

The respondents were asked how the College Model affected the capacity of staff in terms of numbers, in divisions that provide support to the respondent's cluster/college/school. They were also asked about the adequacy of their staff as well as the gaps and shortages that exist. One respondent was of the view that their capacity has improved as their work has become streamlined and as oversight has improved. The respondent said: "yes we are adequately staffed in the support sector but not in the academic sector."

Another was of the view that the central college support was now very far removed from the departmental/discipline staff, and that there was a loss of quality service and personal touch in decision-making. The respondents remarked that: "There are definitely shortages and gaps. We are inadequately staffed." This has resulted in support staff barely coping with the administrative load, including an even greater load for academic staff within the context of the College Model. This also emanated from the fact that some posts were frozen to save costs as directed by Human Resources. The following excerpt illuminates this:

> *"There are gaps in Botanic Garden as a post was frozen. A grade eight post was frozen and a grade nine was frozen. And other staff have to carry the extra workload."*

Respondent 33 said, "Because of the inception of this mega-school, our PG numbers have increased almost six-fold but no corresponding increase in staff numbers! We simply do not have the technical staff to take care of the academic and research needs of that many people." Chirikov (2013) stated that staff in the reorganisations worried about layoffs and warned that mergers should take place for the sake of science and not take place to meet government and

business interests. The sentiments from staff showed how heavily they were affected by heavier workloads as posts got frozen and some staff were laid off.

This affected many divisions and resulted in major delays in how services were dispensed.

> *"The school where I work is understaffed in the student administrative sector. At the time of the reconfiguration, staffing numbers were determined without having all the necessary information at hand. Furthermore, a great number of tasks has cascaded to schools from College Office and University Central, which was not factored in or anticipated at the time staffing numbers were decided upon, in preparation for the College Model. (Female, support staff leadership, more than 15 years of experience).*

One of the respondents was of the view that there is need for more support staff per discipline in the schools and budget cuts were affecting divisions in meeting their goals. He was also of the view that there was a need for more staff who were permanent to ensure that morale and dedication levels were increased. In cases where a school operated from two campuses, there were challenges. For example, in one of the schools, there is one Finance and PG Officer located in Pietermaritzburg (PMB) to service both sites (PMB and Howard College Campus). The respondent was of the view that there should have been two positions of this nature located respectively in the two sites (Durban and PMB).

One academic respondent mentioned gaps in instances such as when retired staff are not replaced in technical support; for example, in the LAN, where contract staff are now being employed over and over, instead of hiring permanent staff. These gaps have affected how work is distributed among a smaller pool of staff.

> *"It has affected us extremely badly. They took staff members away from their positions and never refilled those positions. Instead, they created a new structure which was without the position that had been taken away. Switchboard section had six operators at Howard College servicing Medical School and Westville and two operators at PMB Campus, but now we are only left with four operators servicing all the five campuses. (Female, aged above 35, with more than 7 years of experience).*

One of the respondents who is in Support Staff Leadership was of the view that there is a discrepancy in the distribution of professional services staff as the bulk of the faculty functions were devolved to the Schools but not much staff was devolved to handle . As such, an analysis needs to be conducted so that the distribution of staff (manpower) is aligned to the distribution of functions.

Staff shortages were highlighted; for example, in the finance department, where additional staff were required to ensure smooth operation in the finance office as well as in the careers library for students at PMB. A respondent said:

> *"We were very negatively affected, from two admin support staff down to 0.5, from eight academics down to six. We have had structural changes, frozen posts, travel across sites to support our students, staff cuts with no discussion on how to address the workload. We are impacted in terms of compliance with professional body criteria on staff ratios. (Academic staff, more than 50 years old, with more than 15 years of experience).*

One respondent observed that the College Model has implications on staffing, for example, the work now must be done in each college separately, such as registration, releasing of results, ERS, graduation and all teaching and learning associated matters. This implies that the number of staff has a big role in how service is delivered and as a result, at times, the staff numbers are not enough to cater for the volume of student intake. Similar sentiments were expressed by a respondent, saying that:

> *The School of Health Sciences has eight disciplines, and before the College Model, there were eight administrators so with the College Model, the numbers of administrators were cut to five, which made staff feel overwhelmed with work as they had to share the workload of other disciplines as well. The gaps are not that huge from my point of view as administrators are now centrally located, which means they can share the workload and get support and assistance from other administrators. (Female, support staff leadership, over 25 years old, over 3 years of experience).*

Respondent 15 was of the view that there is an uneven distribution of work, necessitating the need for more administrators in disciplines and a re-look at numbers per school, as some schools are overstaffed, especially those that do not have many active researchers and postgraduate students while there are also shortages in schools with too many active researchers and postgraduate students.

These problems have been compounded by an increase in staff turnover, with many inexperienced staff in teams. Although some are highly qualified, it did not make a difference as they do not know the university policies and procedures, thereby frustrating the clients further, and causing imbalances in how work is distributed,

Two respondents were of the view that staff was adequate in their units; however they noted that in some schools there is severe under-staffing, especially with the academic staff and

administrators. Another respondent noted that the number of staff that support academics has significantly dropped but also mentioned that:

> *"I am not sure if the College Model is responsible for this, but we never seem to have enough or be able to attract enough academic staff. We still have many support staff of varying levels of effectiveness. (Female, Academic staff, over 35 years old, over 3 years of experience).*

The graphs below in Figures 12 to 15 depict a picture of staffing in colleges/schools and some key support functions; showing a decline in the number of staff. The figures below were plotted as per existing staff numbers in the university intelligence system. The numbers show a sharp decline in central finance staff, libraries, ICS and human resources management. The sharp decline for HR and finance can be explained by the devolution of key functions to colleges, thus meaning that staff were also devolved to colleges but correlation and cross referencing to school/college numbers do not show this gain. Declining libraries and ICS staff numbers are unexplained and should have showed an increase as their services were centralised after the adoption of the College Model as staff moved were schools based. There was scrapping of many school- specific libraries and LANs, except in highly specialised areas such as engineering and architecture, and these were turned into centralised spaces of support. ICS shows the gains of staff made in 2012 when they moved 133 to 147 staff members but thereafter there had been a decline in staff numbers. (See Figures 12 - 15 below)
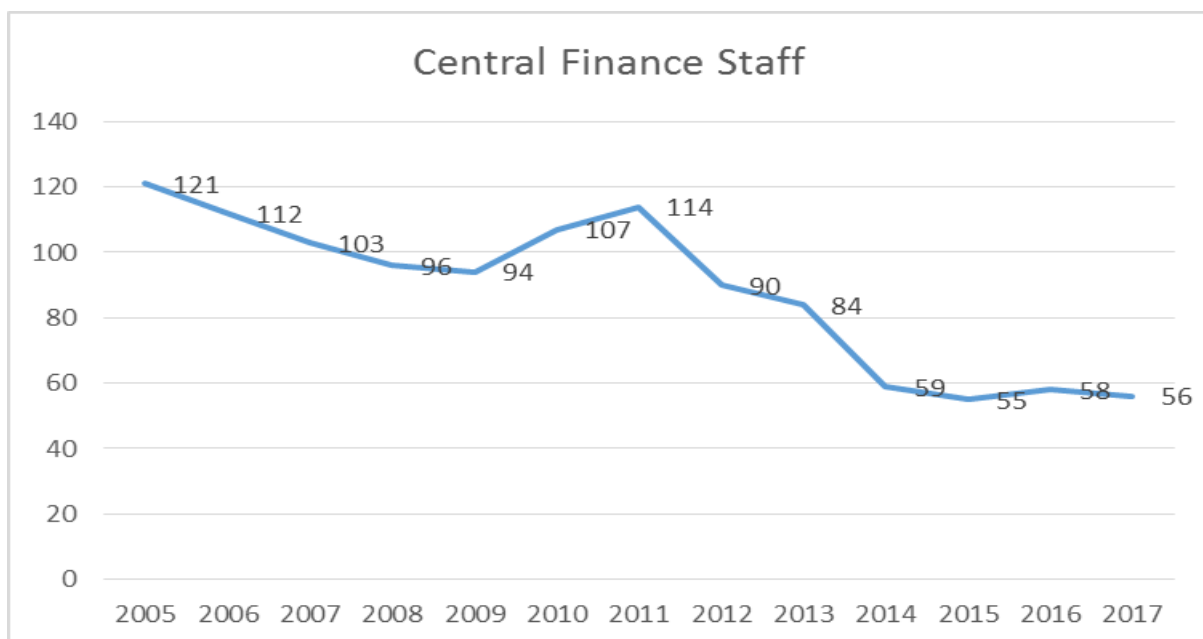
Figure 12: UKZN Central Finance Staff Head Count
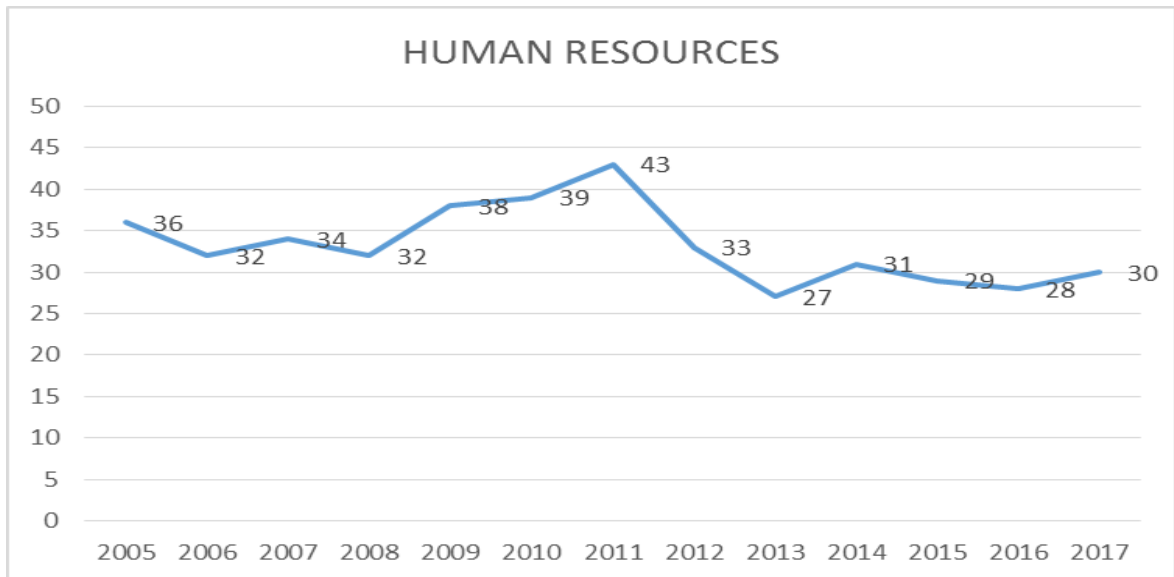
Figure 13: UKZN Central HR Staff Head Count
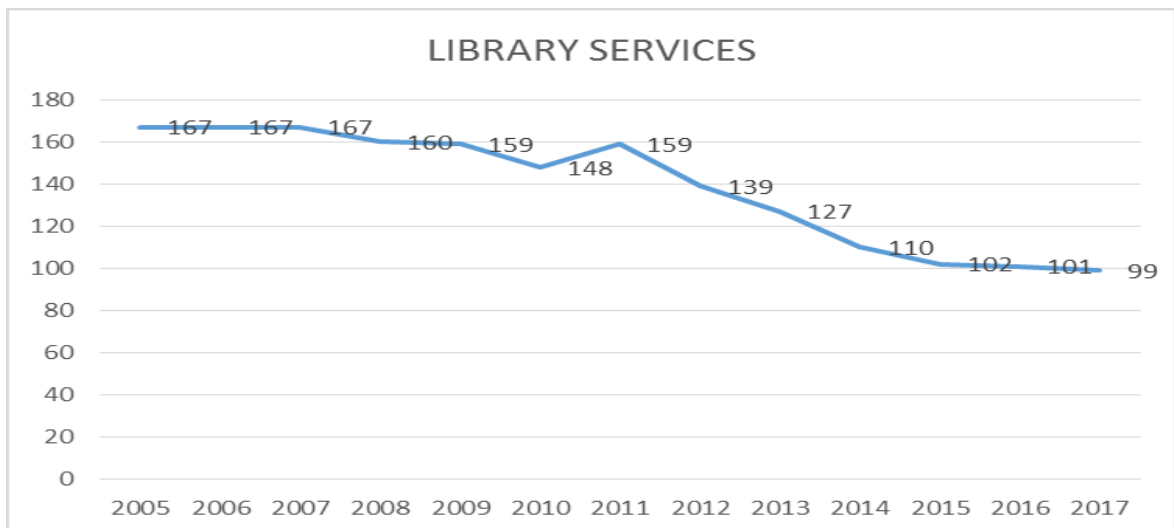
Figure 14: UKZN Library Staff Headcount
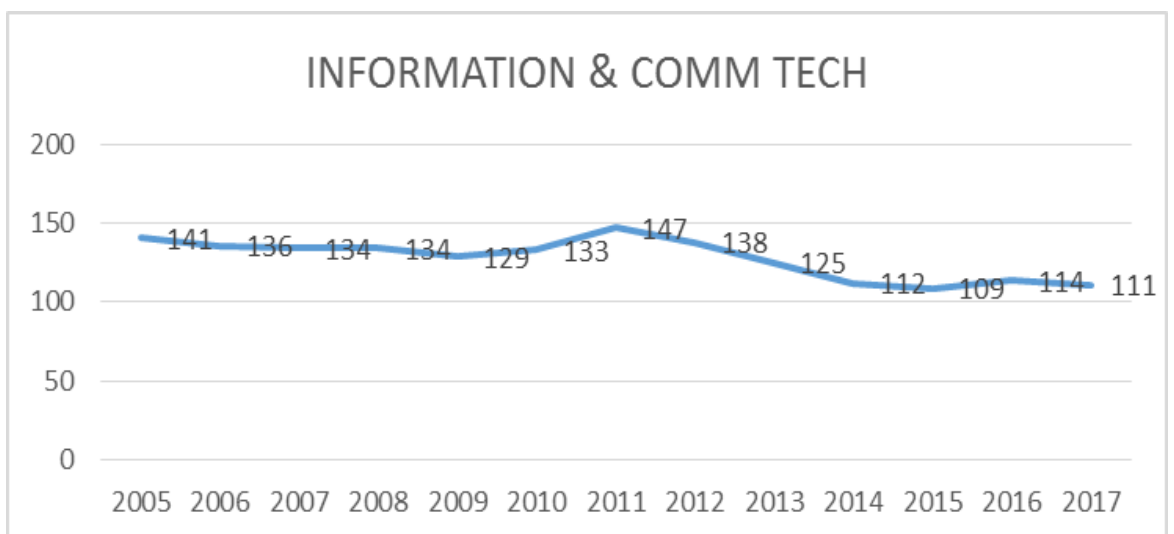
Figure 15: UKZN Information Communication and Services Staff Headcount

While services were devolved to schools and colleges, the staff numbers have declined as posts have been frozen. This concurs with respondents who state that there are heavier workloads due to less staff servicing their units. The figures below depict staff changes in schools in Figure 16. Figure 18 to Figure 21 which is college (including schools under that college), staff figures, in comparison with student enrolments since the merger and reorganisation to the College Model.
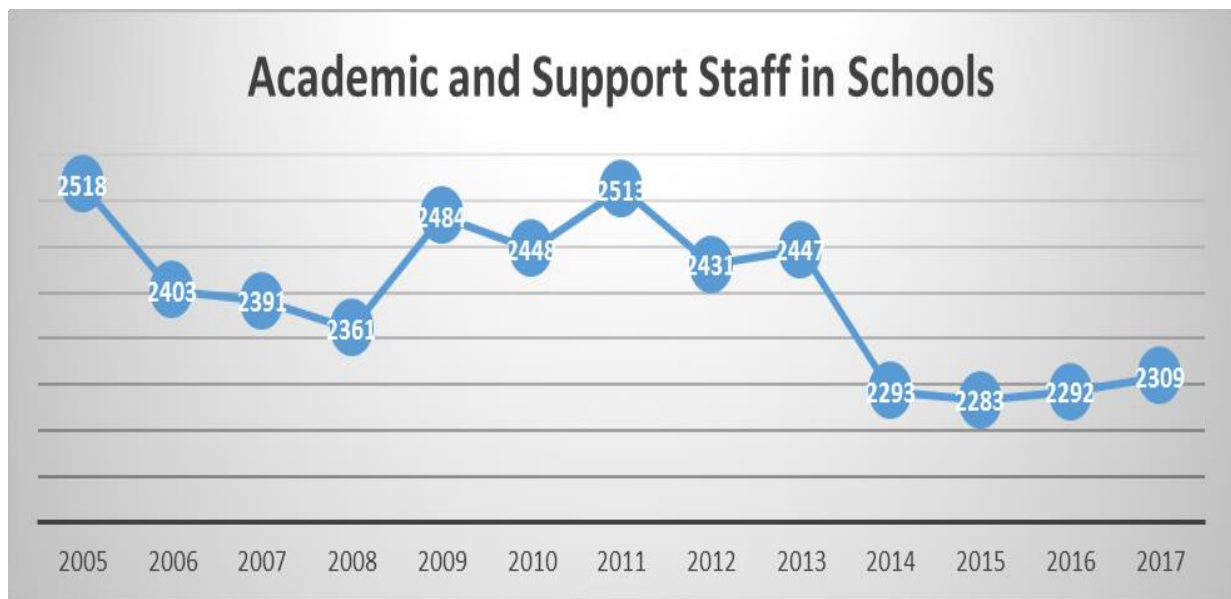
Figure 16: School Based Academic and Support Staff (UKZN, 2017
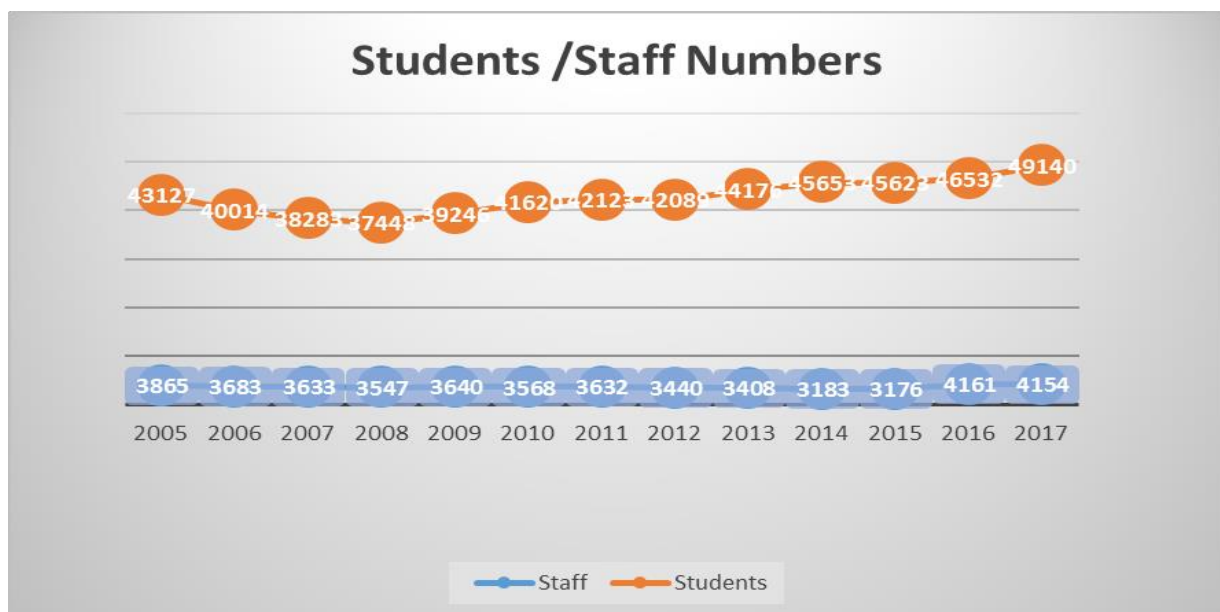
Figure 17: Student and Staff numbers UKZN, 2017)

Schools have been the worst affected with highly fluctuating numbers. The schools have less staff members than pre-merger and College Model adoption. In 2005 the university schools had 2,518 staff members but in 2017 they are sitting on 2,309, showing a decline of about 200 staff members while the student numbers have increased by over 6,000. The colleges of law and management, as well as health sciences have seen some staff increases since the merger and college reorganisation, with the college of law also seeing a decline in student numbers. Colleges of humanities and agriculture, engineering and sciences showed staff declines over the years, while student numbers have increased, with humanities showing the highly visible effect and impact.
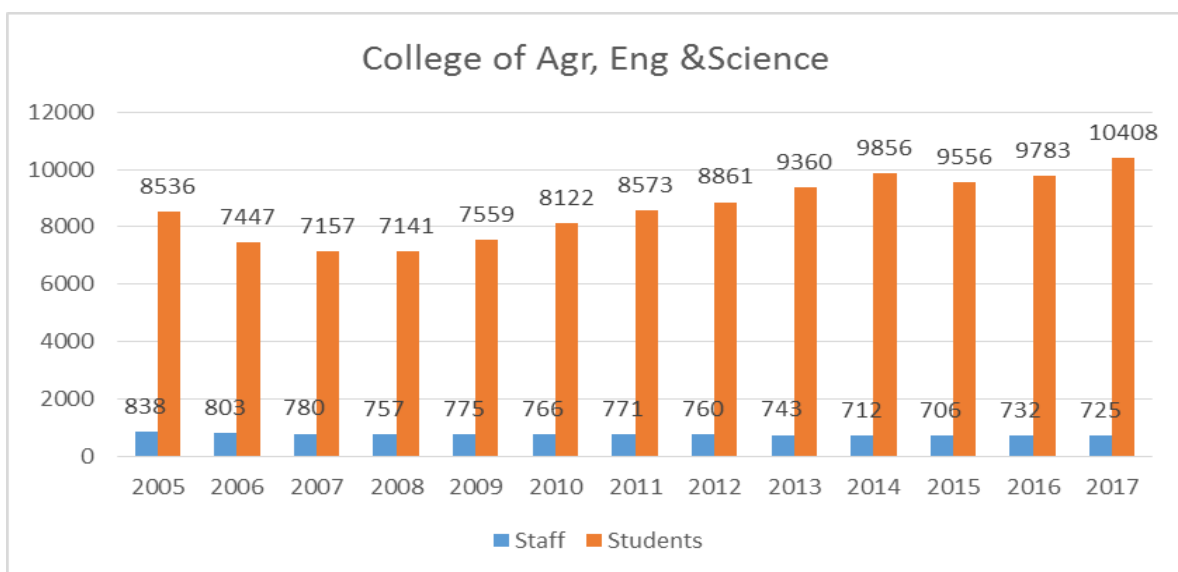
Figure 18 College of Agriculture, Engineering and Sciences staff and student (UKZN, 2017)
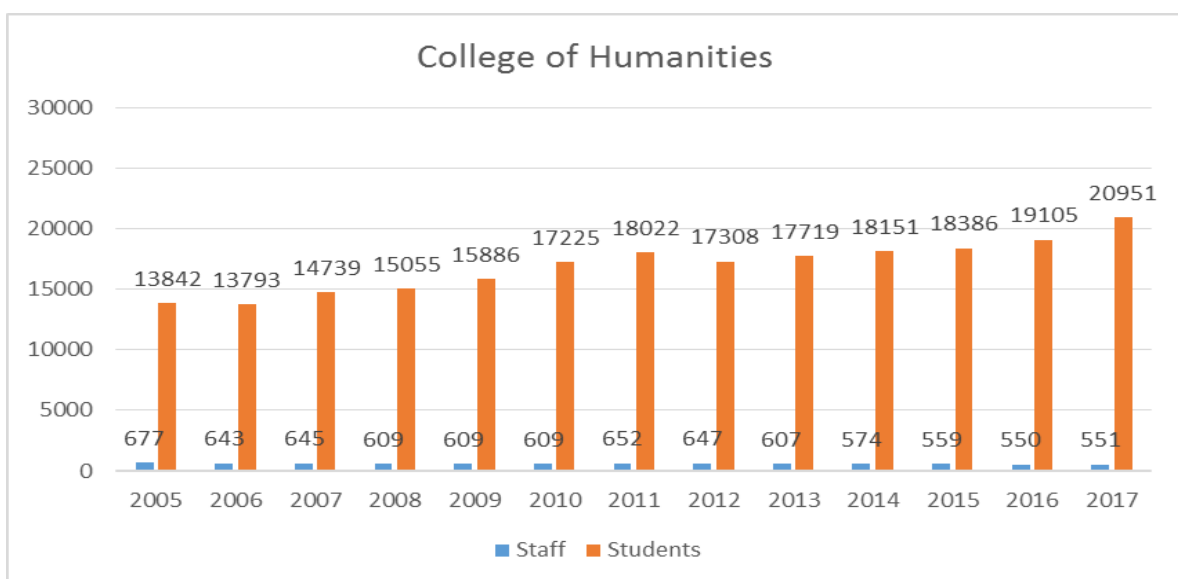
Figure 19: College of Humanities staff and student numbers (UKZN, 2017)
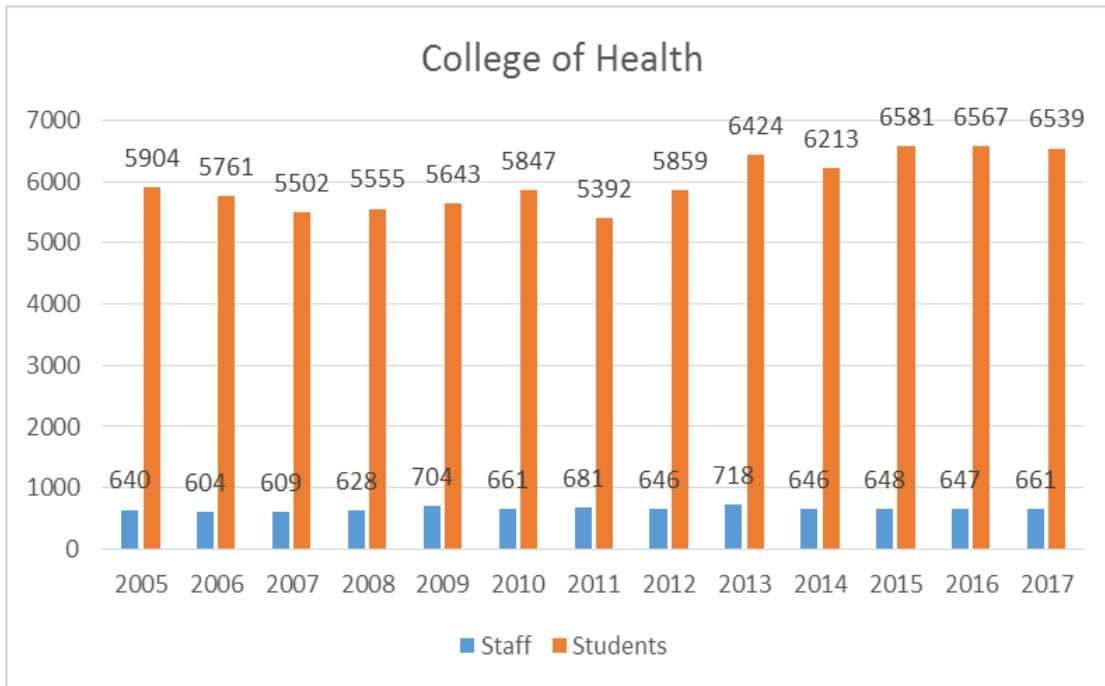
Figure 20: College of Health Sciences staff and student numbers (UKZN, 2017)
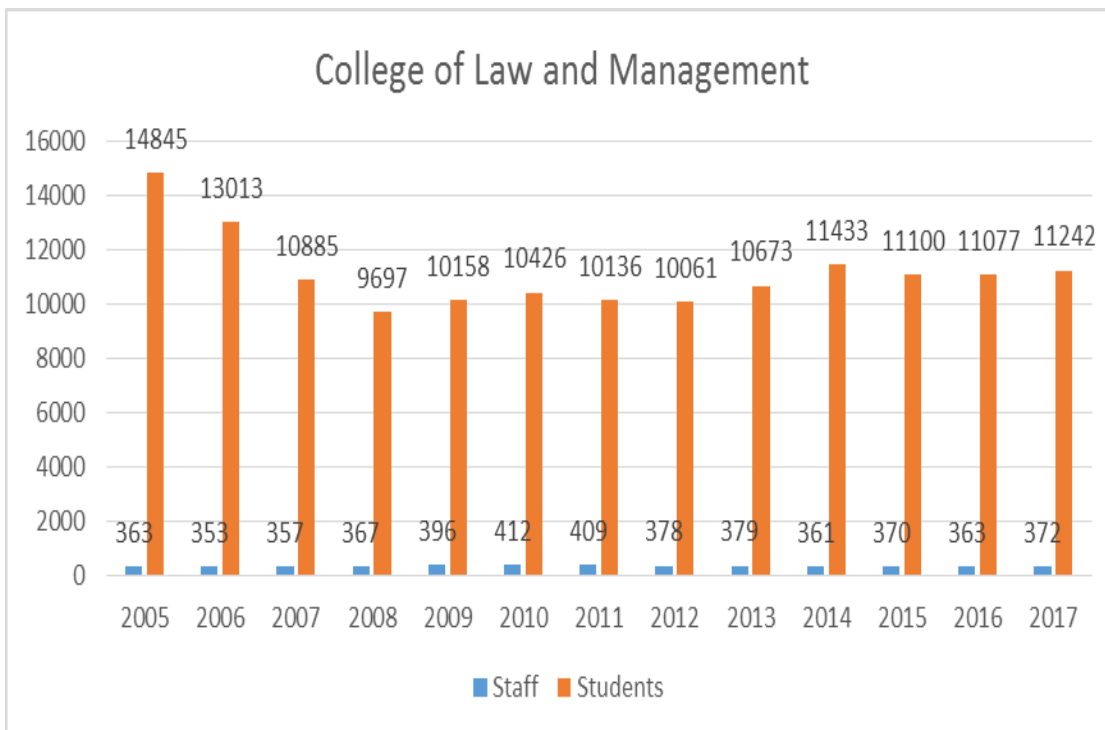
Figure 21: College of Law and Management staff and student numbers (UKZN, 2017)

4.4.4   IMPACT OF COLLEGE MODEL ADOPTION ON SKILLS IN SUPPORT SERVICES

Participants were asked about the impacts of the introduction of the College Model on skills in support services with the intention to ascertain the adequacy and identify skills gaps.

The responses were varied. Some participants were of the view that the adoption of the College Model did not affect skills. The excerpt below is revealing:

> *"I do not think the model has affected skills in any way. Those who were skilled before are still skilled ... and those who were not skilled before are still unskilled. (Academic leader, female, more than 15 years of work experience)*

Many of the respondents were of the view that staff are adequately skilled for the jobs for which they were appointed. They also mentioned that where there are gaps (only a few), such staff members are either studying, or are being afforded the opportunity to study to build their own capacities. As such, some are adequately skilled. This applies to specific operations such as Finance.

A participant noted that the school has adequate and capable finance staff. However, she mentioned that academic administration is under-resourced such that academics do most of the administrative work themselves, at a cost to their own publishing and grant application endeavours, which are ultimately suffering. She also mentioned that performance management of support staff is not done by those who use the services of support staff, to the extent that line managers are unaware of the poor service delivery being performed by some support staff. She then recommended that the line managers of support staff should be by the academic leaders.

The adequacy of skills was also interrogated. A participant mentioned that there are adequate skills available from grades 5 to 10, but below this, there is; staff up to grade 15 with no matric, who are not receiving any support in the form of PDP's. The participant then recommended that UKZN should provide opportunities to such staff without matric to acquire skills such as ABET, skills building and so on. Another participant noted that training opportunities are being availed to staff through the work of HR and Extended Learning. "As businesses are losing their capacity to train new employees and more advanced and diverse skills are required in various sectors, the demand for higher education to train students in a more specialised way is becoming extremely high" (Sharma, 2016). This shows the

importance of skilling all staff of the university to ensure that all have the latest know-how to better service students and their units.

Other participants felt that staff are "over-burdened", 'over-worked' and that some of the work is highly specialised, limiting staff to work within specific divisions only. This was also reported to be negatively impacting their chances of getting promoted as a participant said: "There is not a lot of movement for people to be promoted."

Others mentioned that there is a shortage of skilled technicians and because they are labelled "Technician", the university will not be able to attract suitably qualified people, hence "UKZN is no longer considered a place of choice to work at, as they are not prepared to work just for the salary, as titles are also important."

Another issue that was mentioned by the respondents was the issue of mentorship for support staff, which they felt was inadequate or not "coupled," with no forward planning for people who are leaving. The effect of this has been "clusters in disarray and not giving students the services they require."

For those found wanting, a respondent was of the view that they lacked practical experience at a tertiary institution, as those staff being employed are being employed based on their qualification rather than their experience and experienced staff are leaving "sometimes because of incompetent staff being employed because they have a qualification." (Support staff, more than 15 years of working experience).

4.4.5 PERFORMANCE OF THE RE-ORGANISED STRUCTURE OF CENTRALISED SUPPORT SERVICES, COLLEGES AND SCHOOLS

Respondents were asked whether the new university structure was working or not. They were expected to respond with a focus on the re-organised structure of centralised support services in colleges and schools.

Some of the respondents were of the view that the new model was working "judging from the increased throughput in research and student graduations." Another believed that, while it seemed to be working, there was a need to look at how it could be used to improve service delivery and that ways had to be found to improve communication between different divisions/sectors. Practical issues were raised. For example, logistics were affected such that

a respondent was of the view that while in a way it was working, it could still be improved because it was not very effective. The excerpt captures these sentiments:

> *"Yes, I think it does - but not as effectively as before. Everything takes longer to get processed - and having signatories on other campuses does slow the processes. The challenge for us is that our accountants in the college office are based in PMB while we do not have accountants to sign off here at the Westville Campus. This make no sense as the forms must come back to Westville Finance for payment anyway thus prolonging process and delaying payments. (Male, support staff, more than 35 years old with 15 years of experience).*

Others who were of the view that it was working, based their position on clarity of roles with clear lines of reporting as well as "a good top-down approach is also working, and it makes one to be aware who is doing what and whether they are able to do their work or not." Furthermore, the new structure has made it possible for "one to interact quite closely with other members of staff from disciplines they would have never thought of."

Negative sentiments also proliferated. One participant responded that it was "very cumbersome and bureaucratic"; top-heavy, inefficient and a highly centralised system. One of the respondents lamented that ordinary academics have very little influence on policy or programme decisions, as decision-making is very slow as the flow chart is complex and heavily tiered, to the extent that support divisional structures are not working efficiently. This is shown in the excerpt below:

> *"It's not working. It's created a lot of confusion as to who does what. There was more organisation in the previous setup by having faculties, departments and disciplines. Having heads of schools and discipline chairs as leaders was a better setup. This route provided no duplication of programmes. (Male, support staff leadership, more than 35 years old, with more than 10 years of experience).*

Another respondent was of the view that processes had slowed down "dramatically," and there were far too many structures involved in the simplest of processes. The respondent gave the example of "many areas within Central Services which are particularly weak, with poor/non-existent levels of communication, a lack of willingness to assist, and generally poor service with some pockets (only) of excellent service levels from staff members." (Female, more than 50 years old, with more than 15 years of experience). Another was of the view that because it is top-heavy, there were positions that are not necessary, which represents a waste of money, such as directors and DVCs of colleges with some functions of college staff not being clear.

A respondent was of the view that the College Model cannot work as well as the Faculty Model which had very specific support services for schools. The respondent characterised the centralized library services as "a disaster, no staff, in disarray," because "the physical realities of library services were not considered when the new College Model was adopted." This has been compounded by staff shortages, particularly in Finance and Library in some specific sites, necessitating the need for additional staff. A respondent believed the model represented centralisation when the "world was decentralizing". This is explained in the excerpt below:

> "In my opinion the College Model has duplicated a lot of functions and positions. I feel that this model is eating into our budget; a waste of resources. (Male, support staff, more than 50 years old, with more than 15 years of experience).

Crystallising the responses, it is evident that some previous structures worked well such as central finance and HR. According to the respondents, it brought new levels of management and some elements of centralisation, such that it was working in some areas and not working in others. Some praised these previous structures with one expressing scepticism that "I would say it is surviving but clearly not at the level of the previous structure." One of those who supports the new structure remarked, "It is a great model if there was more money for it." A respondent was ambivalent and said:

> "The jury is still out on that. I would like to see formal qualitative outcomes on the pros and cons and the financial impact or savings due to the model. It appears like multiple mini universities with their own internal bureaucracies and hierarchies. It has affected consistency across colleges as each one does things differently. Yet we are one UKZN. So, a student anywhere at UKZN should enjoy the same quality of service. (Female, support Staff leadership, more than 50 years old, with more than 15 years of experience).

The other view expressed by a respondent was that people were restricting themselves only to their colleges and have an attitude about extending themselves to work across campuses such that some people refuse to work beyond their colleges. One of the respondents aptly put it: "It's still too early to tell. Let's give it time."

4.4.6 ROLE OF ADMINISTRATION AND SUPPORT SERVICES IN THE UNIVERSITY

The respondents were asked what role Administration and Support Services play in the university in meeting its objectives and goals. The sentiments that were commonly expressed were that support services plays a very big role and that they are vital to the success of the University and its academic and research endeavours. One respondent said: "They have a very important role to play - without support staff and functions, education cannot proceed." As such, their role is to administer support to academic staff and students. Their role is to provide both administrative and support services in an efficient manner to all stakeholders.

One of the respondents was of the view that they play a "major role" as both academic staff and students need their support for the university to function efficiently. This was articulated thus,

> *"Support staff should be the backbone of the College and support services especially technical staff who are sometimes seen as optional luxuries and not necessary to replace." (Female, support staff, more than 50 years old, with more than 15 years of experience)*

The sentiment is that support staff are not fully "valued" for the work they do. The other views that were expressed were in the form of recommendations. One was of the view that an effort should be made to publicise their responsibilities and job titles so that clients know who to contact for which type of service and support. Another was of the view that support staff should have their own directorate and technical staff of their own as "this will ease confusion in line-management." Others were of the view that administrators/support services should always be professional in their conduct, and be prepared to provide excellent services "while always displaying a positive attitude." Some were of the view that they were the organisers and supporters of academic initiatives and their role is not to cause blockages, particularly if they are guided, and uphold the REACH values – they will definitely play a major role in helping the university achieve its goals.

Administrative and Support services are of the view that theirs is a pivotal role in helping the University to achieve its strategic objectives and as such, management must consult them to ensure buy-in and sharing of ideas across the board. For this to happen, a respondent was of the view that only the best candidates for jobs should be selected and recruited, meaning those with all the necessary skills and experience. In addition, they must be accountable for the work they do as "lack of accountability has an adverse impact on quality service delivery." (Male, support staff, more than 35 years old with 15 years of experience).

Because of the criticality of their roles, some respondents were of the view that support divisions should also be supported, as their challenges have far-reaching consequences on the academic enterprise. The following remark encapsulates this symbiotic relationship: "*You cannot have academics without support services and vice versa. The two need to be given equal value.*" For this to take place, staff employed in these positions should be well trained and experienced to provide effective and efficient services underguided by open and constructive dialogue between all staff.

Another respondent observed that support services should play a support role - however in the College Model some support staff (especially HR) "are operating in a prescriptive and dictatorial manner". A respondent was of the view that there seems not to be any communication between colleges, colleges and divisions, and persons between campuses with a lot of "passing the buck" and thus disadvantaging the clients. He suggested that support staff should be integral to the entire process, that is:

> "*Be allowed to directly participate in guiding the strategic vision, objectives and structures and models. Deans of students need to be reinstated and to be respected for the role they play. Students' affairs and service internationally and nationally are the foundation for support to students. Are we going to replicate student affairs in four colleges? Why is the College Model not gaining momentum as the model, nationally and internationally? Student affairs staff and support staff must be recognised as equal role players and not as having lesser value to be dictated to by academic staff. (Female, support Staff leadership, more than 50 years old with 15 years of experience).*

In summation, according to the respondents, they should be open and flexible to assist with a willingness rather than be forced to assist; should be more engaging with the client and not be just a "paper-pusher," and they should be enablers and not disablers of processes in the whole scheme of things, they should feel empowered; and they should be proactive and not complacent.

4.4.7 ADVANTAGES OF THE OLD FACULTIES MODEL/STRUCTURE

Respondents were asked about the advantages of the old Faculties Model/the old structure in terms of concrete activities or services. A respondent characterised the Faculty Model as having the following advantages: stronger (embedded) ties in a specific discipline with more focused planning, schools were smaller so that there was more control and support, and this created local control and local decision-making with a strong focus on academia - particularly in teaching. The excerpt below illuminates this relationship:

> *There was a lot that was done at the Faculty level, leaving schools to engage solely in the business of teaching. For example, Academics were not being asked to get involved with things like ERS and DP appeals. This allowed for all Schools in a Faculty to be handled in the same way - and as such, greater integrity existed in processes. (Female, support staff, more than 50 years old, with more than 15 years of experience).*

Another respondent was of the view that the Faculty Model had less duplication in that there was Faculty Finance "instead of each school doing its own thing." He added that processes were more efficient, turnaround times much quicker and staff attitudes more positive. More importantly, the services provided to students by Faculty's Deputy Deans and Dean's Assistants was exceptional. The lack of these centrally located Deputy Deans/Dean's Assistants is the most profound weakness of the College Model. Besides, the teams were smaller, and people could deal with things timeously and there was more teamwork than now. Fewer people were needed for a decision to be made. As such, Faculty managers were effective because there was a straightforward top-down structure with less red tape to get things done and clients knew exactly where to go.

A respondent said that the technical and maintenance sector had plumbers and electricians on campus who attended to all repairs, thus avoiding outsourcing, which was happening now at huge cost. Remission of Fees and Bursary Fund Administration worked well under the old structure as work was shared equally among staff but now there were cases of huge disparities in terms of workload. She also mentioned that faculties could assess the needs of their schools more effectively and had more influence over appointing staff, such as specialised technical staff, to meet the specific needs of each school effectively, especially in the School of Architecture where workshops, LAN, and the library were school-specific. These sentiments are reflected in the quote below:

"The Faculty Office was responsible for the bulk of administration at a central point and the school concentrated on what they are for, which is, teaching, research and community engagement. Now there are so many administrative duties in the School and the staff are feeling the overload in this regard. The impact is as though the whole faculty just came down into the schools. The Procurement office supported all faculties and were adequately staffed to ensure smooth operations (There were no delays with the processing of orders). Great communities of practice emerged and there was a clear division of labour - people could play to their strengths and professional expertise. Now everyone must do everything. (Male, support staff, more than 50 years old, with more than 15 years of experience).

Other views which were expressed what was good in the Faculty Model included saying that people knew what they were doing and were valued for what they were doing, staff were on hand and were conversant with what academics were doing, things were just done at the school level and approved at a faculty level, such that there were not too many processes in-between. There were fewer levels of management and heads of schools knew more of what was happening.

A respondent also mentioned that faculties had a hands-on approach, access to deans was easy, budgets were run at those low levels and were properly managed and individual attention was paid to student needs. There was an attitude that services are for whoever comes, and no one is turned away because it was not their college.

Overall, respondents were of the view that there was more focus on particular faculties and the staff concerned were more aligned to that faculty and hence they could serve their stakeholders better. People were more client-orientated, staff/students identified with the individuals they dealt with and vice-versa with no buck-passing. Faculties enjoyed more autonomy, less red-tape and greater efficiency as they invested in staff. It was more organised. It was old, so it had been tried and tested and in the process, it had matured.

One respondent observed that there was "no real advantage really" but only now that "I have noticed that our discipline has lost its status within the College Model," (female, academic staff, more than 35 years old, with more than 3 years of experience). Showing that the College Model swallowed some smaller disciplines.

4.4.8 EFFICIENCY OF SUPPORT SERVICES - ACADEMIC ADMINISTRATION, HUMAN RESOURCES, FINANCE AND INFORMATION TECHNOLOGY

Respondents were asked how efficient Support Services, namely, Academic Administration, Human resources, Finance and Information Technology (IT) were.

Some efficiencies were identified in some divisions. For example, a respondent had this to say:

> *"Academic administration is efficient and easy to monitor as it is because it is mainly at the school level. HR is less efficient and is far from schools. It is difficult to monitor or influence. IT and Finance are efficient although far removed from schools. (Female, above 50 years old, with more than 15 years' experience)."*

This was counterbalanced by a respondent who said: "IT is efficient. HR is efficient when you get the right person. Finance is doing their best, but they are too busy, so they tend to take too long." (Female, more than 35years old, with more than 10 years' experience).

As such, different views were expressed, some were negative and some positive. Some respondents were of the view that the units that are still working efficiently are those that are still centralised. Descriptions of HR were made that they were "horrible" and "least effective," good at saying "no" and were obstructive, rather than assisting us to solve problems." (Male, academic staff, older than 50 years old with more than 15 years of experience).

Other negative views were expressed by some respondents. A respondent was of the view that all these departments have more negatives than positives. This is characterised by having a lot of backlogs including non-accountability and fewer staff. An example was given of College of AES where there is only one person who does all purchasing orders, which implies that when that person is sick or on leave, everything stops.

A respondent said:

> *"Not efficient. Too many people have been made redundant and then replaced with less qualified people who have not been given adequate training support and resources to do their jobs." (Female, support staff Leadership, older than 50 years old with more than 15 years of experience).*

A respondent was of the view that the service being provided is mostly unsatisfactory to the level of failing to service the university community adequately. Another was of the view that the university support services are filled with mostly despondent staff who do not want to work, but instead pull down those that try. Academic Admin. and ICT were considered as the divisions that seem to be somehow working very well. However, HR and especially Finance at both college and central were considered "dismal."

The reasons provided for these inefficiencies in these divisions included being short-staffed and having too many inexperienced staff and inadequate resources. As such, there is a need for improvement with a focus on staffing. One of those respondents who were of the view that these divisions were efficient, remarked that: "I think they are fairly good. Very efficient, ICS is good" (male, support staff, older than 35 years old, with more than 15 years of experience). Others believed some members of staff are overworked, while others seem to be under-utilized in some divisions.

Human resources faced the wrath of many respondents. Some were of the view that they take too long to respond to queries; another respondent was of the view that they were "useless." Another respondent had this to say:

> "The structure of HR should be revisited. HR officers/consultants should be trained in all aspects of the HR function. Currently, staff work within defined areas and cannot advise staff immediately of areas falling outside of their portfolio." (Male, support staff leadership, older than 35 years old with more than 3 years of experience).

Foreign payment in finance was an area that was reported by a respondent as "struggling" and therefore required attention.

Overall, respondents were of the view that there were pockets of excellence as there were pockets of inefficiency. They also observed that services from those units had improved over the last few years. Another was of the view that they were supportive once there was some face-to-face interaction. Broadly, people who were holding offices at various levels were quite responsive and professional.

The IT division was efficient by several respondents. According to a respondent, those divisions that were not doing well were performing below par due to a lack of expertise and being short staffed. These sentiments are condensed in the following quote:

"Academic administration is seriously lacking in expertise; finance and information technology (IT) are just short-staffed. (Female, older than 50 years old, more than 15 years of experience).

Words such as "they are very efficient and supportive" "quite good" "moderately efficient" and "fairly efficient," were echoed by the respondents with the advice that "finance, both college and central and college administration need to pull up their socks." (Female, support staff, older than 25 years old, more than 3 years of experience). They were found to be working with "no sense of urgency and each behaves as if they have the whole day to get things done, especially human resources and finance" (female, support staff, more than 50 years old, more than 7 years of experience).

Workloads and constant changes to systems have affected efficiency in all areas for the better. One respondent lamented that "it would still be good to have support staff housed in our disciplines". It is evident that there are variations in efficiencies and effectiveness between divisions.

4.4.9 WHAT IS NOT WORKING IN THE COLLEGE MODEL AND WHAT NEEDS TO CHANGE

Respondents were asked the question: 'What is not working in the College Model that needs to change?'

A respondent was of the view that the "cross-cutting deans", namely the Dean of Research and the Dean of Teaching and Learning have no line management responsibilities and have no administrative support, which makes their work difficult, as well as how measuring their impact is also difficult to establish.

Respondents mentioned that there were too many inefficient school managers; not enough people to do the work; the existence of different processes (and lack of consistency) in different colleges to undertake the same type of work; and lack of communication and information sharing between colleges. This was compounded by a centralised decision-making process, which is slow and remote from the coalface. Furthermore, Academic Leaders did not have the power or the budgets to implement local needs with some college deans having "a high status but low workloads, and not working in a support/enabling role" and as such "the layer of College Deans seems redundant."

Another respondent considered the centralisation of services as a major problem. For instance, he suggested that services such as Academic Admin, HR, Finance, and ICS should decentralise to provide a more hands-on, relevant and useful service to the university community. This meant that there is need to change the top-heavy structure of central and college and ensure that staffing goes to schools. The respondent also mentioned that there is negativity and a "pull each other down" syndrome exists, coupled with subtle discriminatory practices. He considered safety and security as "a disaster," including maintenance services.

Another respondent was of the view that there is a need for a clear decision of who is responsible for what, as well as a clear understanding of what is needed to achieve the tasks, and then provision should be made for resources to be provided to the appropriate division. She also emphasised the need to improve communication between support staff; and from support staff in colleges to schools. She also suggested that cluster leadership should be revisited and that there is no need for the positions of "cross-cutting deans."

Schools have had to take on more administrative duties from the college office which has been a whole new learning curve for employees, with added responsibilities. A respondent believed that the new structure devolved too many responsibilities to schools without devolving the necessary budget and personnel to those schools. The other challenge that staff faces is the issue of having signatories on a different campus and having to rely on either inter-campus mail or having to wait until a signatory comes to campus. Therefore, because accountants are not locally based, delays in processing matters have been experienced. Another issue which was raised which is not working, relates to the submission of claim forms, payment forms and journals which ordinarily should have been processed electronically. A respondent summed up the experience as:

> *"There is no connection between the people in their ivory tower offices on main campus and the academics out there"* (academic staff, older than 50 years old, more than 15 years of experience).

A respondent also mentioned that many areas are understaffed, resulting in huge delays in service provision. This was made worse "by the attitude of old staff members who are inflexible to change, and hence want to complain all the time and as a result, drive the staff morale down" (female, support staff leadership, older than 25 years old, more than 3 years of experience).

Issues, which were mentioned as not working included "decentralisation;" the College Model itself; people working in silos and therefore often policies and procedures were not followed consistently and not putting the client first, "the dotted-line reporting structure," the attitude of people not to venture beyond their job descriptions; even in connection with strategic thinking that benefits the whole university, a lack of departmental funding, top-down approaches and another respondent was of the view that there is "over centralisation."

The respondents made several suggestions that might be used to remedy the situation. They suggested that more posts be released and "unfrozen," the training of administrators before allocation of tasks, regardless of their duration at the university, capacitating and re-training HR Staff so that they can advise staff on all aspects related to HR. HR does not respond to requests timeously, a respondent was of the view that this impacts negatively on operations. He felt that HR staff's attitude to work, is "like that they are doing you a favour." A respondent was of the view that:

> *"There should be accountability at each level so that decisions can be made on the ground and not be relayed all the way up for approval" (female, academic staff, older than 35 years old with more 3 years of experience).*

A respondent was of the view that support staff should firstly be treated with respect and integrity as they were the back-bone of each school or unit. They should be provided with adequate training and the necessary resources to do their jobs properly. She recommended that some proper reward incentives should be made available for staff performing above the norm, over and above the PM bonus system, as is done with academic staff. She also recommended that student support needs to look towards an efficient model to ensure consistency, coherence and equitable distribution of services across all colleges, for all UKZN students, while also complying with national and professional body guidelines. If this happened, "There would be a 'one stop shop' at Colleges. Students should not be given the run around" (male, support staff, older than 50 years old with more 15 years of experience).

4.4.10 WHAT IS WORKING WELL IN THE COLLEGE MODEL

Respondents were asked about aspects that were working very well within the context of a College Model. A respondent mentioned that the College Model has improved the collaboration between schools and that micro management of schools within the college has become more efficient. There was more sharing of information and best practice in schools, and schools are giving support to colleges. This resonates with Zell (2017), who argues that, particularly in the new digital era and in re-organised institutions, opportunities abound to collaborate across disciplines and institutions; to share knowledge, skills, experience and know-how.

Another respondent was of the view that the cluster approach of disciplines had been efficient and strategically, is a useful mechanism for inter-disciplinary delivery of curricula. This has been accompanied by an integration of activities between the schools in a college, bringing about some synergies.

In summing up the benefits of the College Model, respondents mentioned for example: the processing of applications, changing of marks and curriculum changes, which were being done at different levels by support staff; some level of autonomy in terms of how schools and disciplines function, clarified the reporting lines, reducing the bureaucracy accompanied by online approvals of orders, Student Academic Services and Student counselling services, which were working well. This finding concurs with Simon (2008) who maintains that administrative efficiency is enhanced when a matter passes through less organizational levels.

The other issues which were working well were technical staff and other support staff with specialized skills who were retained. Transparency in terms of the allocation of the teaching and equipment budgets with the ITS software ensured paperless transactions and accountability.

Others felt that "nothing" works in the College Model, resulting in delays and bottlenecks. Others were of the view that the Faculty Model is superior to the College Model. Phrases like "Not much," "None," "Not aware of any," "Not a lot really," and "Nothing really," were also recorded. A respondent summed it up by saying again: "Still early to tell. We are still at the experimental phase." (Female, academic staff, older than 25 years old with more than three years of experience).

4.4.11 STRATEGIES TO ENHANCE EFFICIENCIES AND CAPACITY OF SUPPORT SERVICES POST COLLEGE MODEL ADOPTION

Respondents were asked about the strategies they think should be put in place to enhance efficiencies and capacity of support services post College Model adoption. Respondents offered numerous suggestions such as creating "greater communication networks," creating clear channels of communication, hiring fit-for-purpose staff, increasing staff numbers where necessary, especially where there were overburdened staff and training those who were inefficient or were lacking in capacity.

Another respondent recommended giving discretionary budgets to academic leaders, employing additional well-trained support staff, and refraining from outsourcing work which CMS can perform, as external stakeholders are expensive, and this created corrupt tendencies in the supply chain. The respondent was of the view that decisions were needed to adopt a service ethos, because from her observation, the university community was becoming accustomed to sub-standard levels of service.

Another respondent believed that there was a need for more decentralisation, coupled with ensuring that there were adequate support staff in each discipline and making sure that all posts, and academic and support services, are filled. People with capacity could drive the systems and all measures needed to be linked to a system that incentivised staff to take up leadership roles. Furthermore, management should try possible to involve staff when making decision that affected them, should undertake team-building exercises and improve on communications at all levels to create a good working environment, and give constructive feedback consistently. This also required regularly revisiting roles and responsibilities and providing the necessary resources.

Respondents mentioned several measures which could be adopted to enhance efficiencies and capacity of staff after College Model adoption. These included: employing more competent people who knew their work and who were sincerely dedicated to their work. If retraining did not work, staff should be replaced with people who were progressive, people-orientated and service-driven. Furthermore, service level agreements should be developed so that sections/departments were held accountable and that those should be directly linked to PM agreements and ratings.

A respondent recommended that fresh strategies should be initiated around coordinating support divisions, so they could understand the critical factors and timelines affecting a

school on the grounds that they could align their service priorities accordingly. As for HR, the respondent suggested that the HR Strategy should be communicated to employees, because some employees do not even know whether there is or isn't an HR strategy in place. All these efforts had to be underguided by more funding.

At the operational level, a respondent recommended that the staff/student ratio should be looked at and proper strategies should be put in place to manage it. As such, enrolment targets should be realistic and in line with the number of staff in the schools. Additionally, training should be provided in line with the skills required, specifying the needs of the job for all staff. Coupled with this, the respondent recommended that there should be more staff that could take on a supervisory role, to allow the School Manager to deal with more strategic matters.

A respondent was of the view that the College Model cut out an entire level that was there for a reason. He suggested that this could be the reason why it might not be performing well in some areas. As a remedy, he suggested that there a was a need to provide workshops and training for staff, rewarding staff in such a way that they felt that they were appreciated for their hard work and to make them feel that their opinions do matter and that they were an important and integral part of the university in general, and in the college in particular.

Another was of the view that there was a need to undertake promotion exercises of staff, to boost morale, institute better management, increase communication with staff and to have a functioning and impartial HR. In the process, staff members should be encouraged to upgrade themselves and be willing to accept change, and be mentors for young talent, while opening opportunities for growth for staff who were excelling or who had upgraded themselves educationally.

> *"We need to stop placing all the emphasis on qualification and recognize experience ... so we can have an efficient workforce. We should also appoint on merit and not on race. (Female, support staff, older than 35 years old with more 15 years of experience).*

Kotter (1995) observed that effecting changes to a culture, organisational structures and processes became vulnerable and risky to the extent that they could bring about negative results. A respondent was of the view that it was imperative to be more attentive to students' needs. Equally, it was important to train the various staff in job content so that they knew what was required of them. This should be accompanied by the design of a proper

organogram and a flow chart describing the duties and reporting structures and creating a sense of urgency, so as not to hold others up through delays. Also a paperless system should be introduced - no more yellow, blue claim forms, journals and so forth.

4.4.12 GENERAL COMMENTS MADE BY THE PARTICIPANTS

Overall, complaints were raised that in-sourced cleaning staff disappeared daily after ten o'clock as no one was available after ten a.m. Once cleaning staff were insourced there was no communication and clarity of their job descriptions as there are areas they do not clean citing that it is not their jobs and no one knows who supervises them and where to call for assistance. Also, adequate leadership is required and needed and people should be present for the bulk of the time, as some people in leadership bunked their work.

A respondent was of the view that managers had to realise that they were being paid to make decisions. If they did not do that, the respondent was of the view that uncertainty delayed decision-making and impacted negatively on operations. A sentiment was expressed that academic staff should include the support staff in their programme plans, to ensure that support staff were fully utilised and provided the best possible support to the teaching programme. Of equal importance was the fact that the university needed to work seamlessly and to refrain from working in silos, because everything that was being done was being done in pursuit of the university's interest. As such, funds and resources had to be properly planned in advance, in the interest of good governance and prudent financial management.

Another respondent was of the view that successful institutions invested in their support services as they did in their academic staff and that the College Model could not work if the resources were limited, because a lack of resources, in turn, limits performance. Lastly the University needed to have an official, unbiased review of the effectiveness of the College Model. It is from this exercise that adjustments could be made and that also is the only way UKZN can become an employer of choice for all again. It was highlighted that the results of an employee engagement survey which had been conducted by the University, should be looked at seriously again and recommendations therefrom should be implemented.

4.5 ELECTRONIC ANALYSIS OF DATA

Cluster Analysis, also known as word frequency analysis, is used to determine the words that are used most frequently based on certain parameters e.g. length, exact vs. less exact, etc. This then is issued to generate the tag cloud. Tag clouds examine word frequency. According to Better Evaluation (2013), a tag cloud is a graphical representation of words and it displays up to a thousand words alphabetically. The words shown in larger fonts indicate a higher frequency of the word used during the qualitative data collection. This then assists in the analysis of the data and formulation of themes and sub-themes.

Figure 22: Tree Map of Qualitative Data

The Tree Map follows the structure of a "tree" with various branches that are all connected to the central trunk of the tree. Hence, a tree map is a diagram that shows hierarchical data as a set of nested rectangles of varying sizes. It gives a graphical representation that shows the different contexts in which words appear. The contexts are arranged as a tree with branches to expose recurring phrases and themes. Similarly, to Tag clouds, the words with larger font sizes indicates that the word is used more frequently. The Tree Map is one of the primary methods used in thematic analysis and plays a key role in generating the respective themes. The qualitative data for this study generated a total of Seven Tree Maps. Out of these seven

Tree Maps, the two most relevant and important maps were chosen. These were then used to underpin the main themes and sub-themes derived from the data. These relevant Tree Maps are illustrated in Figures below.
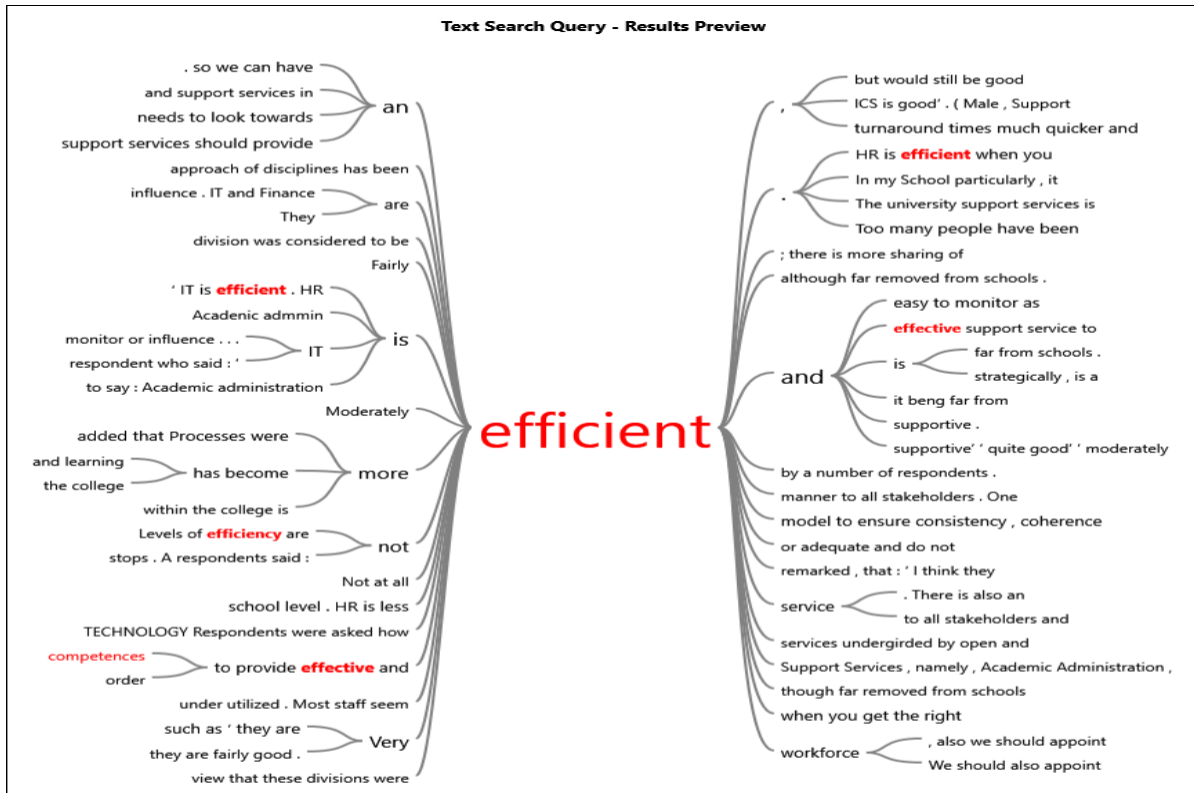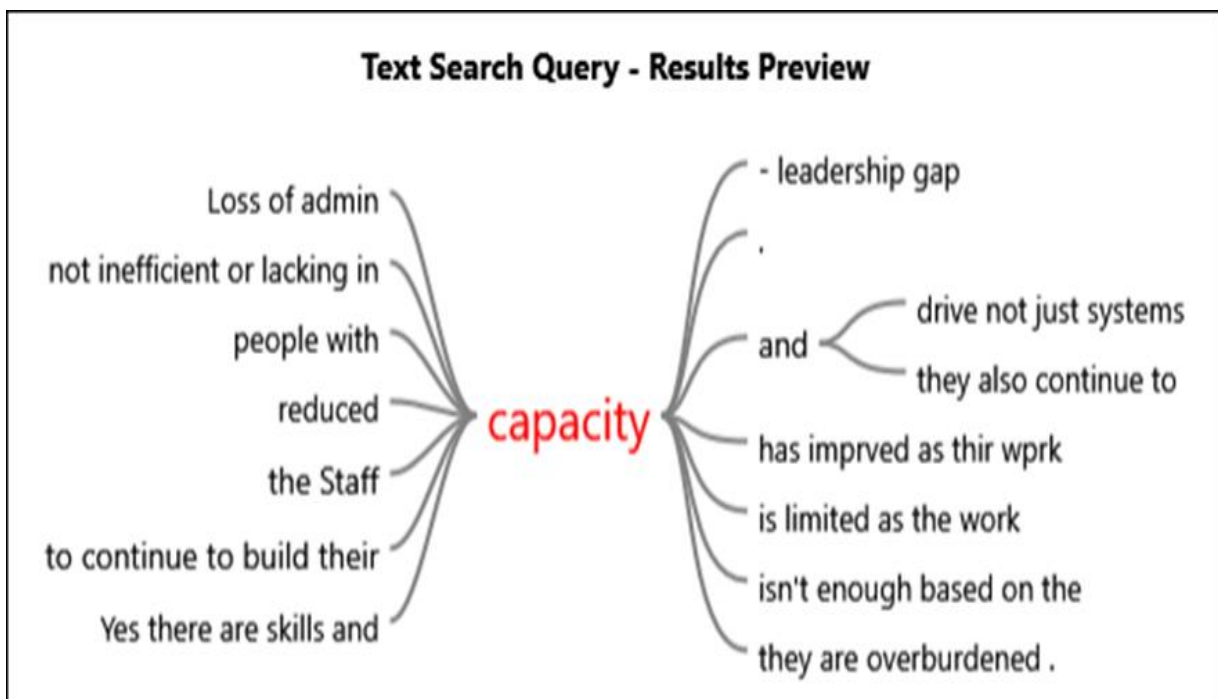

Figure 23 Word Tree on Efficiency

Figure 24: Word Tree on Capacity

4.6   SUMMARY OF KEY FINDINGS

Table 5 below reflects the findings arising from this study linked to the objectives.

Table 5: Key Findings from the study

	OBJECTIVE	KEY FINDING
1.	To examine efficiencies gained by adopting a two-tier structure instead of the three-tier structure that included faculties.	The adoption of the two-tier structure led to the streamlining of functions, devolution of authority and responsibility to schools, greater independence and more control and accountability within schools thereby making turnaround times quicker. Some efficiencies gained are also evident in more collaborations and synergistic relationships amongst disciplines contributing to increased research output as well student throughput.
2.	To examine the impact of changes in staff capacity on service delivery/provision.	Broadly, staff are adequately qualified and skilled. However, while some new staff have the qualifications, they lack work experience at University. Academic administration was found to be efficient at the school level but they are understaffed. Most divisions have limited resources which may impact negatively on efficiencies. While some Divisions such as ICS were considered efficient, Divisions such as Finance and HR were hamstrung by a shortage of staff.
3.	To assess the effect of the change in size and structure of staff following some retrenchments during the re-organisation.	The university staffing is much less than it was at the time of the merger and reorganisation while the student numbers have increased. Staff believe that their divisions are inadequately staffed. This was corroborated by data from university intelligence which showed that Finance, Human Resources, Libraries and the College of Humanities need urgent interventions to replace staff that were lost through retrenchment, attrition and retirement in order for the Divisions to perform optimally and efficiently.
4.	To assess the role that Support	Findings show Administration and Support Services play a

	Services play in meeting the university's goals.	key/pivotal role by providing support to academic staff and students and all other stakeholders and help the University to achieve its strategic goals and objectives. As such, Support services function are vital to the running of the university. No matter how great the academics and the students the university attracts, if the systems within which they operate are not functioning optimally, then the university will keep on losing experienced staff, both academic and support and even the students to other universities.
5.	To determine strategies that should be put in place to enhance efficiencies and capacity of support services post College Model adoption.	Creating 'greater communication networks', creating clear channels of communication, hiring fit for purpose staff, increasing staff numbers where necessary especially where there are overburdened and training those who are inefficient or are lacking in capacity were key strategies staff believe could make the university function much better.

4.7 CONCLUSION

This chapter presented the findings from the survey as well as an analysis and discussion of the results. Following the presentation of the demographic profile of the respondents, the findings from questions that respondents were asked about each objective of this research study, were unpacked. Short visuals of tree maps and nodes were also presented concluding with findings. Qualitative results were then supported by valid arguments and discussions and backed by supporting literature and theories, as well as university statistics and data. The next chapter will therefore present the conclusion and recommendations of the study in a structured way, with relevant references to discussion and arguments made in this chapter.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

Along with fiscal responsibility, universities must demonstrate that they are driving efficiencies and improving quality. It is important for the university to identify areas in which operational arrangements hamper efficient and effective service delivery to the academic sector and to assess the functionality of colleges in the form they took at UKZN, with the express purpose of improving their effectiveness, and to refine systems, to ensure that colleges receive the level of institutional support they require to operate efficiently. After that, this chapter will look at the conclusion and recommendations emanating from the research tool questions that were analysed in the previous chapter, as well as discussing whether the objectives were achieved, and research questions were answered.

5.2   DISCUSSION

The College Model simplified internal planning and work allocation facilitated by the expansion in leadership positions. This implies that managers and leaders are now able to focus on the needs of their schools and constituencies in a proactive and practical ways with increased responsiveness. A top heavy management structure means that the University has to contend with additional staff costs when austerity is necessary and has to be exercised. The College Model stimulated greater collaboration among disciplines, team work and quick turnaround in decision making. For practice, this implies that pockets of excellence should be celebrated and allowed to prosper and blossom underguided by the REACH values.

Streamlining of functions and clarity in responsibilities based on clear job descriptions has the potential to increase efficiencies. Co-ordination and cooperation between the schools has increased implying that opportunities for working in transdisciplinary teams are opening up. This in turn opens up opportunities to engage in cutting edge research on common projects. This new bureaucracy brought more admininstrative work for academic staff impacting negatively their research and teaching time. This affects staff's productivity and throughput/outputs and overall University impacts and rankings. Merging of schools with little in common resulted in disciplines working in silos further fragmenting them with each protecting its own interests and competing for resources. This affects service delivery to clients complicated by the presence of disaffected staff with low morale.

Because of the inception of these mega-schools, while student numbers have increased tremendously, there is need for additional technical and administrative staff to cater for increased research activities and student numbers in the schools. While calls for having support staff servicing disciplines as opposed to clusters were echoed in the study, budget cuts were also noted as affecting divisions in meeting their goals. The modalities of how administrative support at the discipline level have to be worked out. It goes without saying that resources are necessary to ensure the delivery of services in an effective and efficient manner. This implies also that an assessment is necessary to unpack how the distribution of staff (manpower) is aligned to the distribution of functions.

Staff shortages were highlighted by many respondents, also backed up by current university staffing numbers, implying that efficiency and effectiveness are compromised as the few staff are overwhelmed with work. Such critical functions called for urgent action to redress the unpleasant situation. These problems have been compounded by an increase in staff turnover which merits a separate investigation leading to hiring of highly qualified but largely inexperienced staff. Performance management of support staff is not done by cluster leaders; this implies that School Managers may not be aware of the effectiveness and efficiency of the work of their subordinates. Mentorship for support staff was found to be inadequate with no forward planning for people who are leaving. The side-effects have been poor services to students.

Support staff were adjudged to be of critical to the academic enterprise. To realise their effectiveness and efficiencies, they have to be well-trained, qualified, experienced, dedicated and committed to the University and importantly to feel that they are valued. While some members of staff were over-worked while others were being under-utilized in some divisions, workloads have to be revisited in order to bring what I shall call workload justice. This should be accompanied by a University-wide incentive scheme that rewards support staff for performing above the norm, over and above the PM bonus system as is done for academic staff. This implies the need for regular evaluations of roles and responsibilities, talent mapping, skills upgrading and the provision of the necessary resources. For the University to succeed, it has to invest in its most valuable asset – its people – for it to become an employer of choice.

Given the size of the University (a mega-university), with more than 40,000 students, it can be argued that the adoption of the college model was prudent and inevitable so that the

decentralised mini-universities – colleges - could function properly due to the university size. Below are the discussions , conclusions and recommendations as per questions asked in the research tool.

5.2.1   ADVANTAGES BROUGHT BY THE COLLEGE MODEL IN DIVISIONS
Conclusion

It can be concluded that the college brought about some advantages. Some of the advantages include: simplification of internal planning and work allocation; more streamlining of functions, devolution of authority and responsibility to schools allowed for quick decision-making, decentralised budgets, greater independence and more control and accountability within schools with regard to research and higher degrees and teaching and learning matters and increased co-ordination and cooperation between the schools with greater involvement of staff.

Recommendation

The university should leverage on these advantages to meet its goals. The study recommends that streamlining of functions and devolution of authority and responsibility to schools should be capitalised upon, to ensure that its core functions of teaching, learning, research, community engagement and targeted internalisation are achieved.

5.2.2   THE DISADVANTAGES BROUGHT BY THE COLLEGE MODEL
Conclusion

The College Model brought in "top-heavy management" with associated costs which have been impairing communication between divisions and schools. Furthermore, this new bureaucracy has imposed much more administrative work on academic staff, impairing their research, publishing and teaching endeavours. The College Model also lumped some disciplines with little in common together, deepening the divisions between disciplines as they narrowly protected their own interests and competed for resources from a single budget, igniting tensions. For example, life sciences are on two campuses, CHS on four campuses, CAE on three campuses and sometimes provide the same programmes. Job cuts that came with the College Model, limited resources and unclear responsibilities have led to a "loss of

morale" leading to disaffected staff, increased absenteeism and poor service delivery to the University's stakeholders.

Recommendation

It can be recommended that support staff should be deployed to the discipline level, to free academic staff of administrative work and to accord targeted support to both staff and students (given that there are some schools which have many active researchers and post graduate students). This will improve staff morale. Re-orientation to new attitudes and frames that encourage collegiality should be initiated, to address disaffection and estrangement of staff, as well as helping to reduce absenteeism. These measures will ultimately lead to improved service delivery.

5.2.3 EFFECTS OF THE COLLEGE MODEL ON CAPACITY OF STAFF AND EXISTING GAPS
Conclusion

The College Model brought improvements in terms of capacity, with work being streamlined and oversight improving. There has been an increase in Post-Graduate numbers necessitating a need for more technical staff to service academics and the research needs of the many researchers. Contract staff (for example in LANs) were being hired as opposed to permanent staff. Staff shortages were identified in critical areas such as Finance, Human resources and Libraries.

Recommendation

There is a need to hire more staff and hire staff on a permanent, rather than on a contract basis, to increase morale and dedication. In cases where a school operated from two campuses, for example, in one of the schools, there is one Finance and PG officer located in Pietermaritzburg (PMB) to service both sites (PMB and Howard College Campus), it is recommended that there should be two such positions located in both sites (Durban and PMB). While this has costs, it also has a bearing on efficiencies and effectiveness in the discharge of duties, to the satisfaction of the University's stakeholders. There is a need to hire staff in critical areas such as Finance and Library services, which would ensure smooth operations and support teaching and learning respectively. The college of humanities could

also operate much better with more staffing, to ensure that it meets its objectives and those of the university and not be a college that is regarded as the poor cousin of the other colleges.

5.2.4   IMPACT OF COLLEGE MODEL ADOPTION ON SKILLS IN SUPPORT SERVICES

Conclusion

Because performance management of support staff is not done by those who use the services provided, to such a degree that line managers are unaware of the poor service delivery being performed by some support staff, staff feel they are "over-burdened" and "overworked." Some of the work is highly specialised and therefore staff are limited to working within specific Divisions. There is a shortage of skilled technicians because of the label "Technician" used by the University.

Some staff lack practical experience at the university, as those staff being employed are being employed on the basis solely of their qualification, rather than experience to the extent that experienced staff are leaving and then are sometimes replaced by inexperienced staff just because they have a qualification.

Recommendation

It is recommended that the line managers of academic administration and some technical support staff should be supervised by Academic Leaders. While there are adequate skills available from grades five to ten, below this up to grade 15 with no matric, staff are not receiving adequate support in the form of PDP's. UKZN should provide opportunities to such staff without matric to acquire skills such as ABET and other technical. UKZN should re-think the labelling of job titles to attract prospective employees as titles do matter (not just salaries alone). This also applies to a title such as Academic Leader. UKZN should blend both experience and qualifications for purposes of recruitment.

5.2.5 PERFORMANCE OF THE RE-ORGANISED STRUCTURE OF CENTRALISED SUPPORT SERVICES, COLLEGES AND SCHOOLS

The new model is working, as shown by the increasing throughput in research and the number of student graduations. There remain some bottlenecks as things are taking longer to get processed – because of having signatories on different campuses. (For example, accountants in the college office are based in PMB while there are no accountants to sign off at Westville Campus where payment is made). There is a need for clarity of roles with clear lines of reporting, with greater interaction between staff. The new structure also was "very cumbersome and bureaucratic"; top-heavy, inefficient and highly centralised, such that ordinary academics have very little influence on policy or programme decisions. Because it is top-heavy, there are positions that are not necessary which represents a waste of money. Also some functions of college staff are not clear, resulting in confusion as to who is doing what. Colleges have morphed into mini-universities, such that some staff refuse to work beyond their colleges.

Recommendations

There is a need to capitalise on what is working, and signatories should be accessible, available and visible at all campuses or there should be means to "electronise" and automate all forms. Platforms, forums and spaces should be created that provide ordinary academics with the ability to influence policy and programme decisions. The top-heavy structure should be re-visited with a view to rationalising it. There is a need to disentangle the myth of colleges being mini-universities, through leadership and engagements that unite Colleges through collaborative work and projects.

5.2.5 ROLE OF ADMINISTRATION AND SUPPORT SERVICES IN THE UNIVERSITY

Conclusion

Administration and Support Services play a key/pivotal role by providing support to academic staff and students and all other stakeholders and help the University to achieve its strategic goals and objectives. There is a need to improve relationships between academic and Administrative and Support staff.

Recommendation

There is a need to publicise responsibilities and job titles so that clients know who to contact for support. Separate directorates should be created for admin. staff and support staff for more effectiveness and efficiency and for them to consult on matters that affect them. The best candidates should be recruited for jobs with the necessary skills and experience to upholding the REACH values.

5.2.6 ADVANTAGES OF THE OLD FACULTIES MODEL/STRUCTURE

Conclusion

The advantages of the old Faculties Model/the old structure lay in strong (embedded) ties in a specific discipline with more focused planning; smaller schools with more local control and support; and this allowed localised decision-making with a strong focus on academia; particularly teaching. Processes were more efficient; turnaround times were much quicker and staff attitudes were more positive and services provided to students by faculty Deputy Deans and Dean's Assistants were exceptional.

Recommendation

Academics should be freed to focus on teaching and learning, research and community engagement by not involving them in administrative tasks such as ERS and DP appeals. There is a need for staff to be more client-centric at all levels.

5.2.7 EFFICIENCY OF SUPPORT SERVICES - ACADEMIC ADMINISTRATION, HUMAN RESOURCES, FINANCE AND INFORMATION TECHNOLOGY

Conclusion

Academic administration is efficient at the school level. HR was described as less efficient and as being divorced from schools. ICS were adjudged to be efficient, although also far removed from schools. Finance was not functioning optimally because of inadequate staff numbers. Most divisions had limited resources which resulted in inefficiencies.

Recommendation

There is the need to revisit the structure of HR and HR Officers. Consultants should be trained in all aspects of HR Function as staff cannot advise staff in areas outside their portfolio. Libraries are also lagging in services and there is a need for more staff who can

update the shelves. Campus Maintenance services also came out as being inefficient and there is a need to insource all the services such as plumbing, and electricians as external service providers are milking the limited university resources dry.

5.2.8   WHAT IS NOT WORKING IN THE COLLEGE MODEL AND WHAT NEEDS TO CHANGE

Conclusion

Cross-cutting Deans, namely the Dean of Research and Dean of Teaching and Learning do not have line management responsibilities and have no admin. support which makes their work difficult. Academic Leaders do not have the power or the budgets to implement projects.

Recommendation

There is a need to re-consider and evaluate the value the positions of Dean of Research and Dean of Teaching and Learning and to assess what they are bringing to the academic enterprise. Services such as Academic Administration, HR, Finance, and ICS should be decentralised so that they can provide more hands-on and relevant services to the university community.

5.2.9   WHAT IS WORKING WELL IN THE COLLEGE MODEL

Conclusion

There is improved collaboration between schools, with more sharing of information and best practice in schools bringing about some synergies.

Recommendation

There is a need to capitalise on the collaborations and increase information, skills and know-how, sharing through cross-pollination of knowledge and practices.

5.2.10 STRATEGIES TO ENHANCE EFFICIENCIES AND CAPACITY OF SUPPORT SERVICES POST COLLEGE MODEL ADOPTION

Conclusion

It can be concluded that to enhance efficiencies, it is necessary to improve the communication networks by opening channels of communication, hiring fit-for-purpose staff, increasing staff numbers where necessary, and retraining those who are inefficient or are lacking in capacity.

Recommendation

It is recommended that Academic leaders should have their own discretionary budgets. There is a need to employ additional well-trained support staff, reduce outsourcing of work which CMS can perform, and to adopt a service ethos, thus ensuring that all posts, and academic and support services, are filled, and linked to a system that incentivises staff to take up leadership roles. Staff need to be involved when decisions are made that affect them. There is a need to undertake team-building exercises; and to improve on communications at all levels.

5.2.11 GENERAL COMMENTS MADE BY THE PARTICIPANTS

Conclusion

It can be concluded that academic and technical staff work in silos thus impacting teaching programmes.

Recommendation

There is a need for academic staff to include the technical staff in their programme plans to ensure that technical staff are fully utilised and provide the best possible support to the teaching programme.

5.3 AREAS FOR FURTHER RESEARCH

Firstly, this study could be replicated using a larger sample. Secondly, other scholars could undertake comparative studies that analyse the efficiencies and effectiveness of administrative and support staff at universities, using a Faculty Model and UKZN as distinct from this study, which only examined the phenomenon at UKZN, after the adoption of the

College Model. There is a need to undertake a comprehensive study which investigates both the qualitative and quantitative outcomes related to the financial impact or savings derived from adoption of the College Model.

5.4   CONCLUSION

This Chapter presented the conclusions and recommendations deriving from the findings of this study. The recommendations if implemented by the University have the potential to improve the efficiencies and effectiveness of the College Model at UKZN. This study has shown that the new model has its advantages and disadvantages.   What is necessary, going forward, is for UKZN to embrace the advantages presented in this study and eliminate or improve the negative impact of the disadvantages. Some of the conclusions enunciated in this Chapter inform both policy and practice.   There is also a need to look not just inside the university but also outside, for effective change solutions. Effective solutions to improve ways of dealing with key problems may lie hidden in pockets with other sister universities locally and internationally. With all that the premier university of African scholarship should be refined through the reorganisation of the College Model to become a truly South African university that is academically excellent, innovative in research and critically engaged with society.

REFERENCE LIST

Andrews, M., 2017, 'Imagining The Future and Higher Education's Role in it', University World News, viewed 12 August 2017 from http://www.universityworldnews.com/article.php?story=20170424191012448 .

Bennis, W., 1996, *On Becoming a Leader*, 1st Edn, Pearson Education,Toronto.

Burnes, B., 2004, *Managing Change: A Strategic Approach to Organisational Dynamics*, 1st Edn, Pearson Education Limited, London.

Caiden, E. R., 1979, Administrative Reform: A view from the field, *Policy Studies Journal* 8(3), 456-462.

Chirikov, I., 2013, 'University Mergers Need To Confront Identity Issues', University World News, Global Edition, viewed 12 August 2017 from http://www.universityworldnews.com/article.php?story=20130327151746138

Coelli, T., 2005, *An Introduction to Efficiency and Productivity Analysis,* 1st Edn, Springer Publishers, New York.

Coker, C., 2000, Resistance to change and obstacles that can be overcome, *Business Journal* 15 (17), 24-27.

Cooper, D.R. & Schindler, P.S., 2008, *Business Research Methods,* 6th Edn, McGraw Hill, Singapore.

Creswell, J.W., 2014, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th Edn, SAGE Publications, London.

Department of Education, 2004, *Creating Comprehensive Universities in South Africa: A Concept Document*, South Africa, viewed 22 August 2017 from http://www.gov.za/sites/www.gov.za/files/universities_0.pdf

Garvin, D. A., 1993, Building a Learning Organization, *Harvard Business Review* 71(4), 78–91.

Graetz, F., 2000, Strategic Change Leadership*, Management Decisions* 38(8), 550-564.

Jackson, T., 1999, Managing Change in South Africa: Developing People and Organizations, *International Journal of Human Resource Management* 10(2), 306-326.

Jansen, J. D. (Ed.), 2004*, Mergers In Higher Education: Lessons Learned In Transitional Contexts,* UNISA Press, Pretoria.

Kotter, J. P., 1995, Leading Change: Why Transformation Efforts Fail, *Harvard Business Review* 73(2), 59–67.

Kotter, J. & Schlesinger, L., 1979, Choosing strategies for change, *Harvard Business Review* 57(2), 106-114.

Lemay, A., 2002, '*Efficient inclusion checking for deterministic tree automata and XML Schemas*', Science Direct, viewed 22 August 2017 from https://www.sciencedirect.com/science/article/pii/S0890540109000704

Ligami, C., 2017, 'Universities under Pressure to Focus on Quality', University World News, viewed 12 August 2017 from http://www.universityworldnews.com/article.php?story=2017050508365690

Luchinskaya, D., 2011, 'Russia: Modernising the Higher Education System'*,* University World News. viewed 12 August 2017 from http://www.universityworldnews.com/article.php?story=20111007130249809

Makgoba, M.W. & Mubangizi J.C. (Eds), 2010, *The Creation of the University of KwaZulu-Natal: Reflections on a Merger and Transformation Experience* ,Excel Books, New Delhi .

Marshal, J. & Conner, D.R, 1996, '*Another Reason Why Companies Resist Change*', Strategy and Business Online, viewed 12 September 2017 from https://www.strategy-business.com/article/8614?gko=988ad

Merriam, S.B. & Tisdell, E., 2016, *Qualitative Research: A Guide to Design and Implementation,* 4th Edn, Jossey-Bass Publishers, San Francisco.

Ministry of Education, 2004, *Creating Comprehensive Universities in South Africa: A Concept Document*, South Africa, viewed 22 August 2017 from http://www.dhet.gov.za/Management%20Support/Creating%20Comprehensive%20Universities%20in%20South%20Africa%20A%20concept%20document.pdf

Mouton, J., 2001, *How to Succeed In Your Masters and Doctoral Studies: A South African Guide and Resource Book,* 1st Edn, Van Schaik, Pretoria.

Munn, B., 2011, '*Implementing the Revised College Model',* Presentation at UKZN, viewed 9 April 2017 from http://crtt.ukzn.ac.za/Libraries/Presentations/Prof_Bob_Munn_s_Presentation_Final.sflb.ashx

Myklebust, J.P. & Dobson, I.R., 2016, 'Academics Question Pressure to Merge Universities', University World News, viewed 22 August 2017 from http://www.universityworldnews.com/article.php?story=20160916170857191 .

Myklebust J, P., 2017, 'In Search of a New Form of University Governance', University World News, viewed 12 August 2017 from http://www.universityworldnews.com/article.php?story=2017030918094136

Olson, G. A., 2010, 'Why Universities Reorganize', The Chronicle of Higher Education, viewed 2 May 2017 from https://www.chronicle.com/article/Why-Universities-Reorganize/123903

Peters, G. & Savoie, D.J., 1998, *Governance in the Twenty-first Century: Revitalizing the Public Service,* 1st Edn, McGill-Queens University Press, Kingston.

Peters, T. J., Phillips, J. R. & Waterman, R. H., 1980, ' *Structure is not organization',* Management Model Institute, viewed 22 August 2017 from https://managementmodellensite.nl/webcontent/uploads/Structure-is-not-organization.pdf

Potocan, M., Üngan C. & Nedelko, Z., 2016, *Handbook of research on managerial solutions in non-profit organizations,* 1st Edn, University of Pittsburg Press, Pennsylvania.

Ross, K., 2013, '*Lean Is Even More Important In Services than Manufacturing',* Industry Weekly, viewed 2 September 2017 from Http://Www.Industryweek.Com/Blog/Lean-Even-More-Important-Services-Manufacturing.

Rwirahira, R., 2017, ' Rwanda Higher Education Board Plans Reforms to Boost Sector', The East African, viewed 13 November 2017 from Http://Www.Theeastafrican.Co.Ke/Rwanda/News/Higher-Education-Board-Plans-Reforms-To-Boost-Sector-/1433218-4103092-Kp5632/Index.Html

Saunders, M., Lewis, P. & Thornhill, A., 2009, *Research Methods for Business Students,* 5th Edn, Pearson Education Limited, London.

Schraeder, M.& Self, D.R., 2003, Enhancing the Success of Mergers and Acquisitions: An Organisational Culture Perspective, *Management Decisions* 41(5), 511–522.

Sharma, Y., 2016, 'Universities Must Think Outside The Box To Embrace Change', University World News, viewed 22 August 2017 from http://www.universityworldnews.com/article.php?story=20160930080015385 .

Simon, H., 2008, '*Proverbs of Administration',* University of Albany, viewed 22 August 2017 from https://www.albany.edu/faculty/mdeegan/Apr29-Herbert%20Simon.pdf

Smith, D., 1995, *The Dark Side of Excellence: Managing Strategic Failures, Handbook of Strategic Management,* Butterworth Heinermann Publishers, London.

Theron, A. V. & Dodd, N. M., 2011, Organisational Commitment in a Post-Merger Situation, *South African Journal of Economic and Management Sciences* 14(3), 333-345.

Turner, M.& Hulme, D., 1997, *Governance, Administration and Development: Making the State Work,* Kumarian Press, London.

UKZN, 2004, '*University of KwaZulu-Natal Colleges and Governance',* University of Kwa-Zulu Natal Colleges reorganisation structure, viewed 20 April 2017 from http://registrar.ukzn.ac.za/Libraries/policies/College_Governance_Structures_-_CO15141004.sflb.ashx

UKZN, 2010, '*External Review of the College Model Report of the Review Panel to the Vice-Chancellor and Council',* University of Kwa-Zulu Natal, viewed 22 August 2017 from http://crtt.ukzn.ac.za/Libraries/Notices/VC_Communique_College_Review_Report_letter__Comb.sflb.ashx

UKZN, 2017, *University of KwaZulu Natal Institutional Intelligence Report*, University of Kwa-Zulu Natal statistical data, Accessed and downloaded 10 October 2017 from https://ii.ukzn.ac.za/Account/Login

Vorotnikov, E., 2015, 'Higher Education Reforms to Create 150 Big Universities', University World News, viewed 22 August 2017 from http://www.universityworldnews.com/article.php?story=2015082807462235

Webbstock, D., 2006, '*The Sustainability and Feasibility of Programmes: A Case Study of the University Of KwaZulu-Natal'*, viewed 22 August 2017 from http://www.che.ac.za/sites/default/files/publications/d000132_Webbstock_Prg_UKZN.pdf

Welman, J.C., Kruger, S.J. & Mitchell, B., 2005, *Research Methodology,* 3rd Edn, Oxford University Press ,Cape Town.

Wilmot, A., 2011, *Designing Sampling Strategies for Qualitative Social Research*, 1st Edn, Oxford University Press, Newport.

Zell, H., 2017, 'The African University Press – A Gloomy Picture', University World News, viewed 22 August 2017 from http://www.universityworldnews.com/article.php?story=20170922175606239

Zikmund, W., 2002, *Business Research Methods,* 1st Edn, Cengage Learning, Mason.

APPENDICES

APPENDIX 1: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

<div align="right">07 July 2017</div>

The Registrar

University of Kwa-Zulu Natal

Dear Mr. Mokoena

My name is Slindokuhle Patiance Shamase and I am currently beginning a research project for my Master of Business Administration(MBA) at the University of Kwa-Zulu Natal Graduate School of Business and Leadership.

Subject to approval by University Ethics this study will be using a questionnaire to assess Efficiencies and Capacity of Support Services Post College Model Adoption at the University Of Kwa-Zulu Natal. The study will focus on adoption of the College Model at the University of Kwa-Zulu Natal. It will evaluate the outcomes and assess whether the goals and objectives of the adoption of the College Model were achieved. It will focus on those that were aimed at improving the efficiencies and capacities in support services such as Administration, Information Technology, Human Resources and Finance. These services will be at the core of this investigation.

I am writing to ask your permission to be allowed access the universities mailing list, intelligence reports and an opportunity to interview staff with a questionnaire to fill out. This should not take a large amount of time and can be conducted at a convenient time and date to be arranged. All I will need is to arrange a suitable time with staff and we complete the questionnaires. I would also like to email these to get as much feedback from the university community.

 All answers and results from the questionnaires will be kept strictly confidential and the results will be reported in a research paper available to all participants on completion.
If this is possible please could you E-mail me at shamase@ukzn.ac.za to confirm that you are willing to allow access to the university community providing they agree to take part.

Yours sincerely

Slindokuhle Patiance Shamase (Ms)

APPENDIX 2: GATEKEEPERS APPROVAL

UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

17 July 2017

Ms Slindokuhle Patiance Shamase (SN 200301659)
Graduate School of Business and Leadership
College of Law and Management Studies
Westville Campus
UKZN
Email: shamase@ukzn.ac.za   slindo.shamase@gmail.com

Dear Ms Shamase

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Efficiencies and Capacity of Support Services Post College Model Adoption at the University Of KwaZulu-Natal".

It is noted that you will be constituting your sample as follows:
- by performing interviews with academic and support members of staff on all five Campuses.

- with a request for responses on the website. The questionnaire must be placed on the notice system http://notices.ukzn.ac.za. A copy of this letter (Gatekeeper's approval) must be simultaneously sent to (govenderlog@ukzn.ac.za) or (ramkissoonb@ukzn.ac.za).

Please ensure that the following appears on your questionnaire/attached to your notice:
- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR SS MOROLONG
REGISTRAR

APPENDIX 3: ETHICAL CLEARANCE

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

21 August 2017

Ms Slindokuhle Patiance Shamase (200301659)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Shamase,

Protocol reference number: HSS/1340/017M
Project title: Efficiencies and Capacity of Support Services Post College Model adoption at the University of KwaZulu-Natal

                                                                    Full Approval – Expedited Application
In response to your application received on 04 August 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Rosemary Sibanda
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

INFORMED CONSENT FORM

28 August 2017

RESEARCH: EFFICIENCIES AND CAPACITY OF SUPPORT SERVICES POST COLLEGE MODEL ADOPTION AT THE UNIVERSITY OF KWAZULU NATAL

Greetings Community of the University of Kwa-Zulu Natal

My name is **Slindokuhle Shamase** (Student Number 200301659) from the University of KwaZulu Natal, Westville. I am conducting a study entitled: "Efficiencies and Capacity of Support Services Post College Model Adoption at the University of KwaZulu Natal". This study is supervised by Dr Rosemary Sibanda at the Graduate School of Business and Leadership (GSB), University of KwaZulu Natal.

You are being invited to consider participating in this study that involves operations and ideas around the Support Services at the University. The purpose of this study is to evaluate the outcomes produced through the implementation of the College Model and its effect on the functions of support services in UKZN, post the external review of the college model in 2010. It will look specifically at challenges, successes and lessons learned. One of the overarching objective of this study is to look at the capacity of support services for sufficiency to adequately support staff and students towards meeting the university's goals and objectives. The second objective relates to assessing the ability of the re-structured units to deliver on their mandates. The study is expected to enrol 150 participants who work in the university, particularly those working at the university before and after the reorganisation.

The study will use data collection methods including a questionnaire, one on one interviews, and focus group discussions. The duration of your participation if you choose to enrol and remain in the study is expected to be no more than 30 Minutes. The study will not involve any risks or discomfort to you, however I hope that the study will create participation of staff and their views in the operations of the university.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (Approval number **HSS/1340/017M**). In the event of any problems or concerns you may contact the researcher at: ***Graduate School of Business and Leadership, University of KwaZulu Natal, Durban Westville Campus, Cell: 082 742 2972, Extension:1178/5150 Email: shamase@ukzn.ac.za or slindo.shamase@gmail.com*** or the UKZN Humanities and Social Sciences Research Ethics Committee/administration, Contact details as follows: ***Research office, Westville Campus, Govan Mbeki Building, Private Bag X 54001, Durban, 4000, Kwazulu Natal, South Africa, Tel: 031 260 4557, fax: 301 260 4609, email: HSSREC@ukzn.ac.za***

Thank you for agreeing to take part in the study. Before we start I would like to emphasize that:

1. Your participation in this research is entirely voluntary;
2. Your names and details will not be disclosed in the research study;
3. You are free to refuse to answer any questions;
4. You may stop at any time to ask for clarity;
5. And, you are free to withdraw from the survey at any time.

The survey will be kept strictly confidential and will be available only to members of the research team. You are however advised that the contents of this survey may be disclosed if disclosure is required by the Law. Excerpts from the surveys may be made

DECLARATION

I…………………………………………………………………… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   **DATE**

………………………………   **…………………………………**

APPENDIX 5 : QUESTIONNAIRE

RESEARCH QUESTIONNARE

Topic: Efficiencies and Capacity of Support Services Post College Model Adoption at UKZN

Master in Business Administration (MBA)

Graduate School of Business Leadership

College of Law and Management Studies

University of KwaZulu-Natal

Researcher: Slindokuhle Patiance Shamase

Supervisor: Dr Rosemary Sibanda

Introduction

The aim of this interview is to gather information in order to examine the outcomes of the adoption of the College Model at the University of KwaZulu-Natal after the Faculties layer was scrapped off. The major objective in this study is to analyse the effects of the adoption of the College Model on the Support Staff Capacity and Efficiency.

Your response to this interview will be treated with confidentiality.

Name: _____

Email: _____

Telephone: _____

SECTION A: BACKGROUND

This section of the questionnaire refers to your background information. The information will allow me compare respondents. Your response will remain confidential and no names will be used in the study.

1. Gender

☐ **Male**

☐ **Female**

☐ **Prefer not to say**

2. Age

☐ **Older than 25 but younger than 35**

☐ **Older than 35 but younger than 50**

☐ **Older than 50 but younger than 65**

☐ **Older than 65**

3. Race?

☐ **African**

☐ **Coloured**

☐ **Indian**

☐ **White**

☐ **Other**

4. Which of the following describes your position in your organisation?

☐ **Academic**

☐ **Academic Leadership**

☐ **Support Staff**

☐ **Support Staff Leadership**

5. Your educational qualifications?

☐ **School leaving certificate**

☐ **Industry specific training**

☐ **Bachelor's Degree**

☐ **Post Graduate**

6. How long have you worked in the university?

☐ **Less than 3 years**

☐ **More than 3 years but less than 7 years**

☐ **More than 7 years but less than 10 years**

☐ **More than 10 years but less than 15 years**

☐ **More than 15 years**

SECTION B: EFFECT OF THE COLLEGE MODEL ON CAPACITY OF SUPPORT SERVICES

1. **What are the advantages that the College Model has brought in your division?**

2. **What are the disadvantages that the College Model has brought in your division?**

3. **How has the College Model affected the capacity of staff in terms of numbers in divisions that provides support to your department/college/school? Are you adequately staffed? Where are the gaps and shortages?**

4. How has the College Model affected the capacity of staff in terms of skills in Support Services? Are they adequately skilled? Where are the gaps and shortages?

5. Is the way the university is structured working? That being the re-organised structure of centralised support services, colleges and schools?

6. What role should Administration and Support Services play in the university to help meet its objectives and goals?

7. What were the advantages of the old Faculties Model or the old structure? Please specify the activities or services affected?

8. How Efficient is Support Services, that being, Academic Administration, Human Resources, Finance and Information Technology (IT)?

9. What does not work in the College Model and needs to change?
10. What works very well in the College Model?

11. What strategies should be put in place to enhance efficiencies and capacity of support services post College Model adoption?

12. Any other comments?

Date: _____

Sign: _____

Thank you for your time - it is highly appreciated.