

# THE FOCUS AND FUNCTIONING OF THE WORKSTREAMS

## RAW MATERIALS

- The Khampepe Report's findings and recommendations
- The workstream remits in the CIRCoRE Terms of Reference
- Dialogue across campus and with external partners to consult to gain legitimacy, acceptance, insight, etc. for the development of the proposals



# WORKSTREAM PRINCIPLES

- Starting point: What's happening on campus?
- The data and information
- Accessing models and examples from other institutions?
- Conceptualisation meets information gathering, research, consultation and proposal generation
- The scholarly conversation at CIRCoRe's core – invite and stage debate
- Use of internal and external academic and organisational experts to advise the various dimensions of the processes
- Vigorous and productive debate in workstreams
- Short, medium and long-term proposal generation – this is important for the logical unfolding of the CIRCoRe process and its legitimacy



# WORKSTREAMS' REMIT AND FOCI DEVELOPMENT

- Map the workstream's focus onto the Khampepe report
- Take the framing around the workstream's focus where it needs to go
- Map it onto a literature and theory
- Map the workstream's conceptual underpinnings
- Map the practical and operational remit
- Identify the workstream's institutional locus/spaces - where does the core business of this workstream work land? Which spaces, activities, behaviour?
- The exact framings, foci, nature of the discussion and proposal development will be determined by the conceptual/operational focus and the requisite dimensions of work of each workstream
- The workstream's deliberations and proposals will land in the 5<sup>th</sup> workstream on 'Strategic Alignment'
- Workstream functioning is distinct from each other but the CIRCoRe process holds the integration together
- The **ambition** of each remit's operations and deliverables should commensurate with the 2-year duration of the process



# WORKSTREAM SPECIFICITIES DETERMINING FOCUS AND REMIT

- Workstream examples:

- Student life/communities:

the commuter student, residential studentification and learning ecologies

- Compulsory core offering:

mainstreaming a 'critical social justice citizenship' orientation to the curriculum within disciplines

- Institutional culture:

engaging/shifting the 'naturalness and hardness of institutional culture within specific sites

- Race, Categorisation, Science:

categorical conflation

- Structural alignments:

'Moving the cemetery' or 'Building the aircraft while flying it': Structure, culture, agency, policies mapped onto changes trajectories



# THE CIRCORE AUGMENTATION FUNCTIONS TO SUPPORT THE WORKSTREAMS:

- Information and data gathering
- Research and scholarly processes
- Monitoring and Evaluation
- Communication



# PRACTICALITIES

- The remit and focus should be developed by the workstream members in the first weeks starting at the 13 May STIAS workshop
- Financial support for seminars/workshops/symposia, consultant experts, etc.
- Supporting limited 'buy-out' for work done
- Minute-taking and record keeping – appointing PG students to each workstream??
- Meeting frequency?
- Venue: library meeting room next to CIRCoRe office
- Workstream members' participation in dialogue and consultation with stakeholders
- Workstream heads **lead, chair and coordinate** workstream processes, reports back to CIRCoRe



# OUTLINE OF AGENDA FOR THE 13 MAY CIRCORE/WORKSTREAMS WORKSHOP, STIAS

- Three or Four sessions?:
  - Constituting the WORKSTREAMS' conceptual focus and operational remit – THIS IS A KEY OBJECTIVE OF THE DAY
  - Constituting the CIRCoRe as a Community of Practice
  - Critical discussion of the normative and conceptual objectives of the CIRCoRe process and the concomitant structural and operations dimensions of the CIRCoRe process
  - Re-organising the organogram –examples from universities who did this

What else? Too many? Should one or two go, be combined, etc.?

