

# Distribution of Higher Education Spaces to Promote Diversity and Inclusion: An Ethical Perspective

## ICDE 2019: Dublin, Ireland

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05 Nov 2019



**Define tomorrow.**

UNISA |   
university  
of south africa

# Presentation Outline

## Ethical dilemmas at Unisa


- Institutional mission & government regulations
- Student choice & national need
- Conceptualisation of diversity

## Distribution of spaces in the BCom General

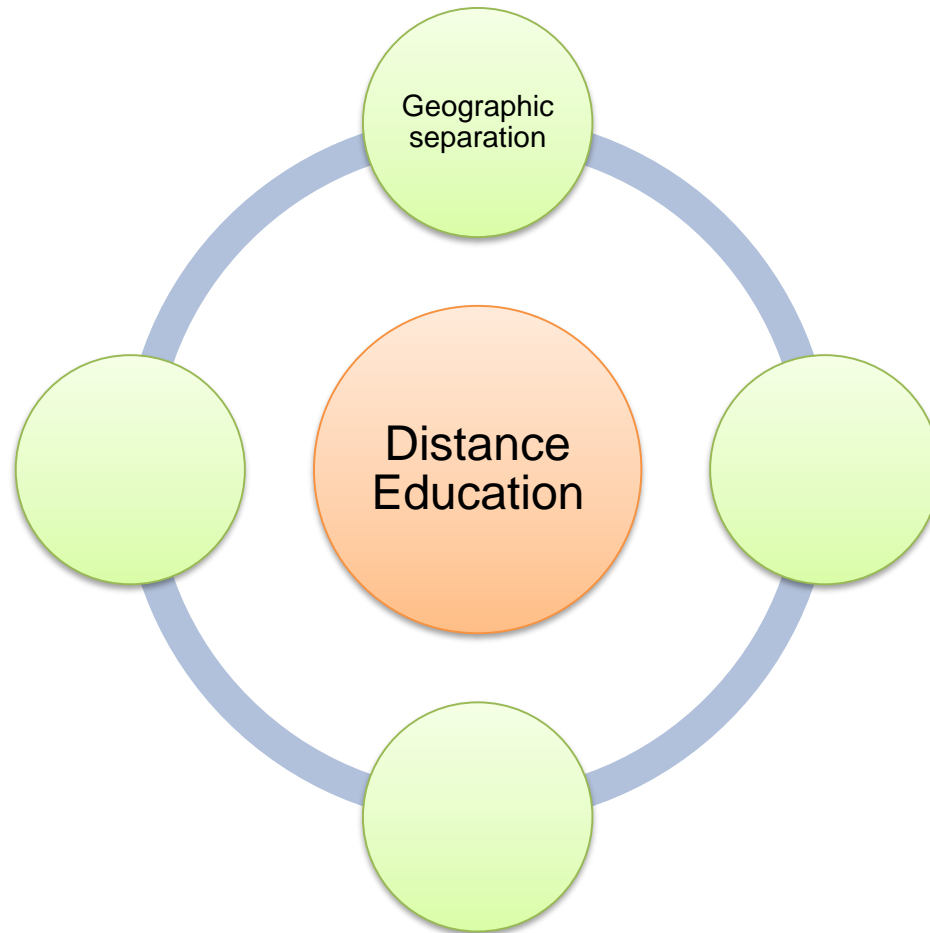
- 2011, 2012, 2013 cohorts
- Channel students to majors equitably?
- Access & Success



# Ethical dilemma

- Ethical problems arise when at least two principles become conflictual (Mills)
  - How institutional mission gave rise to ethical dilemmas
- 

## Unisa context as ODL institution



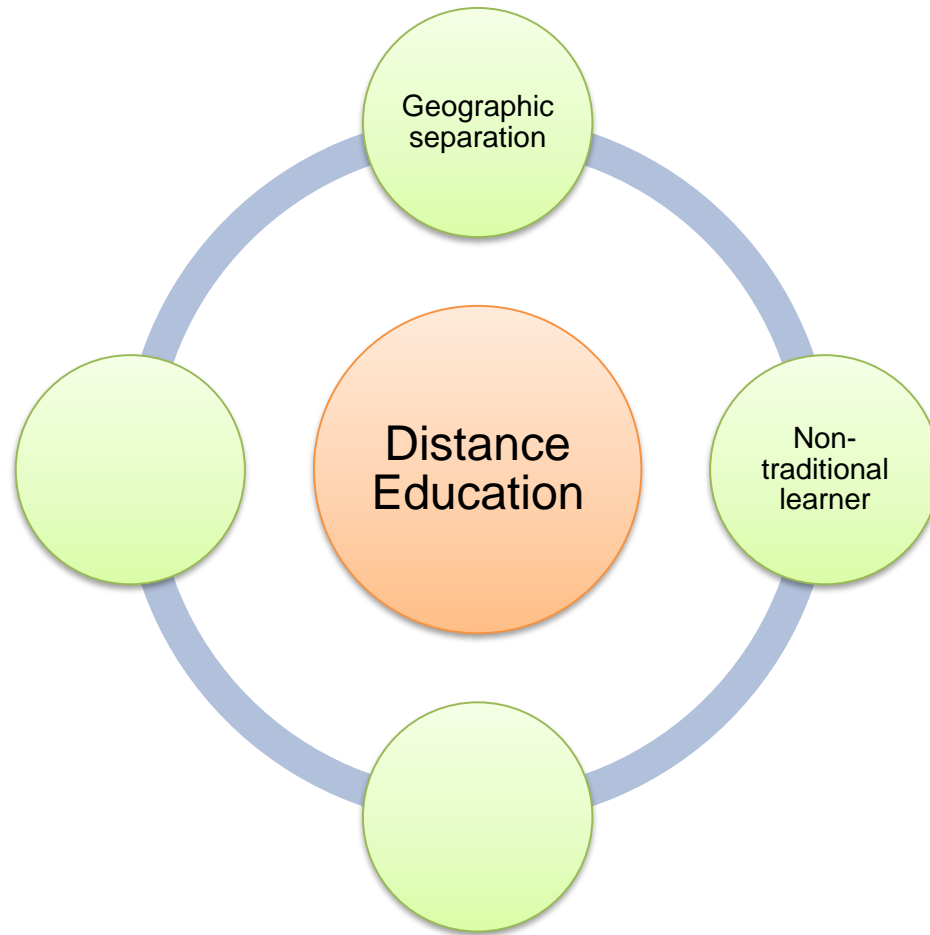
Provide mostly undergraduate teaching (over **80%**)

# University of South Africa (Unisa)



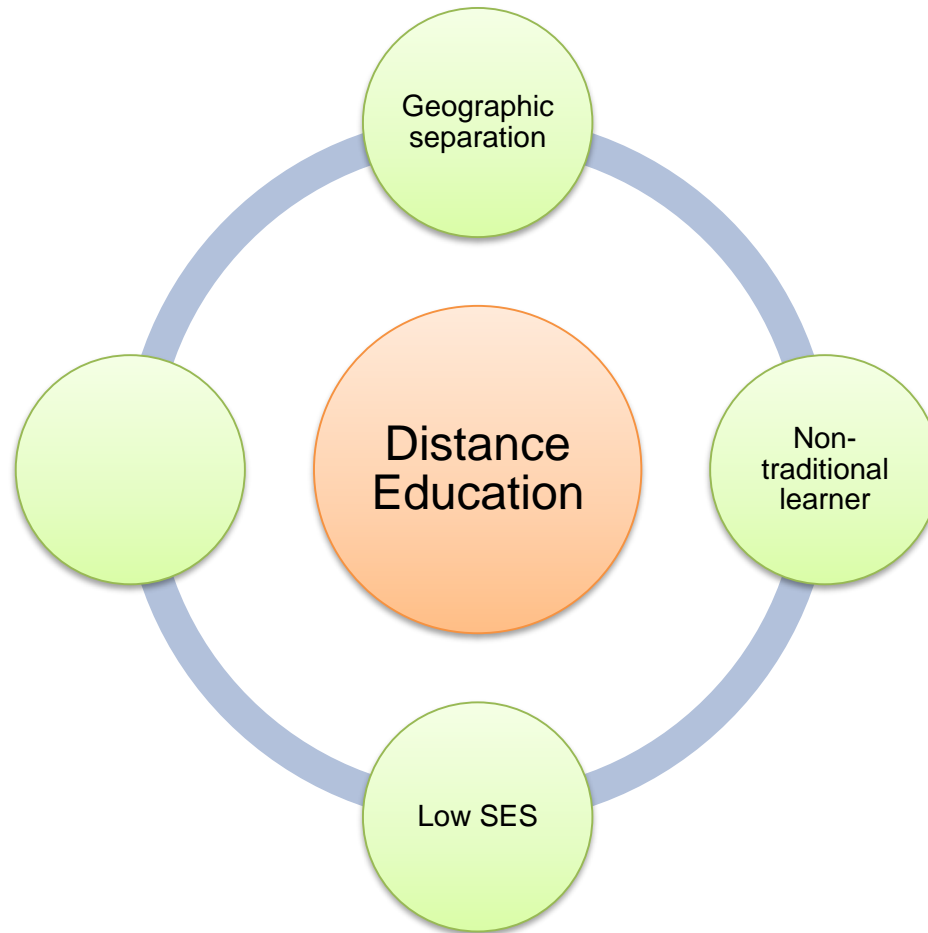
Image from Bing

## Unisa context as ODL institution



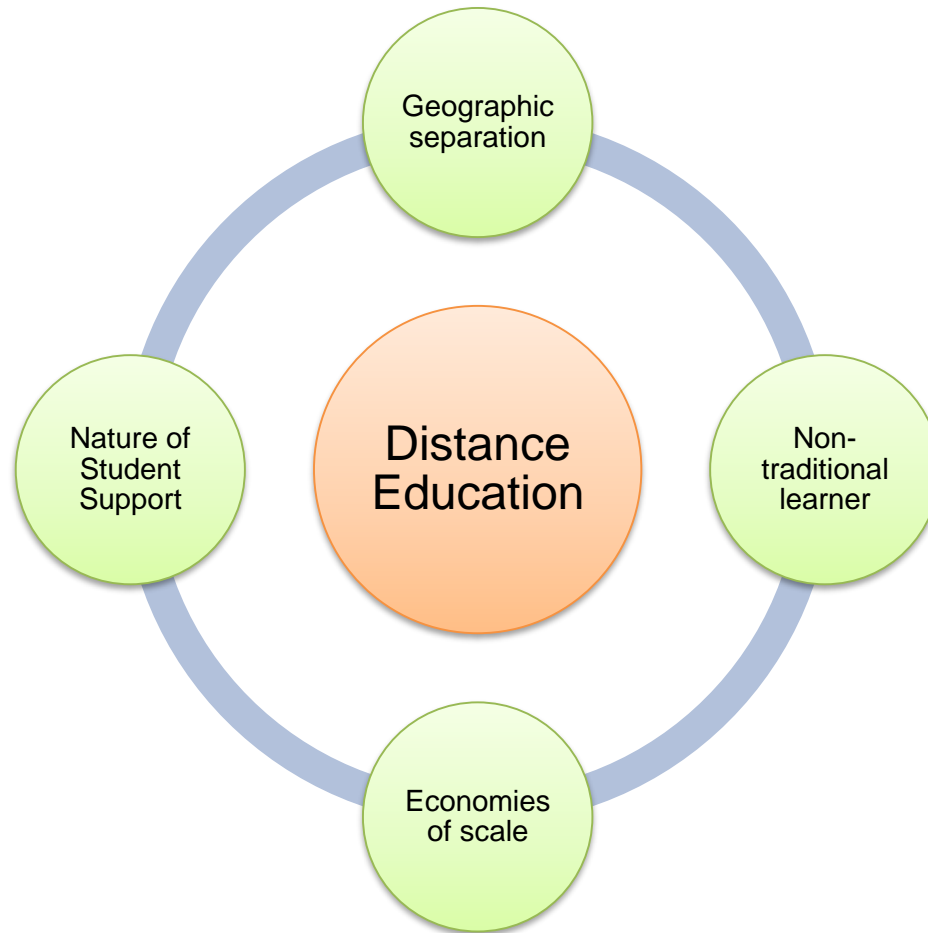
18 – 24 year cohort (FFS) less than 25% of student population

## Unisa context as ODL institution



Most FFS students on government loans/bursary (NSFAS)

## Unisa context as ODL institution

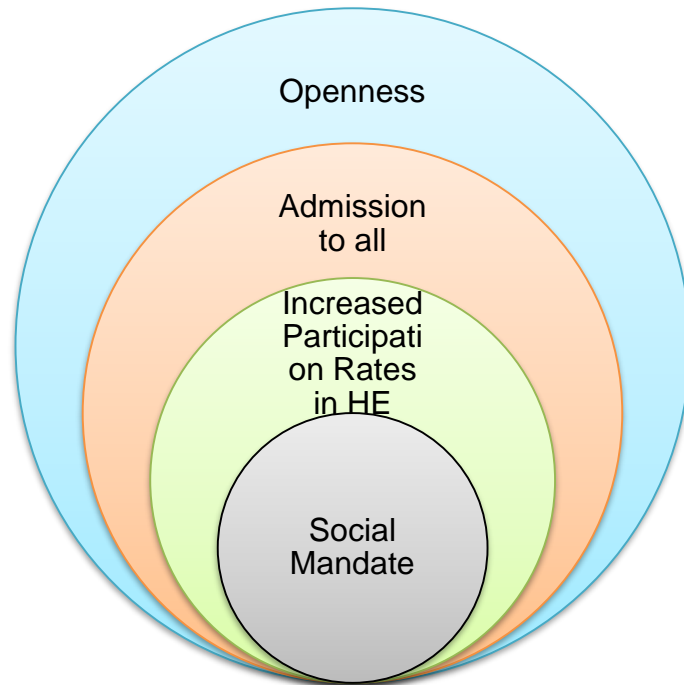


Student support needs of the few very costly for the institution

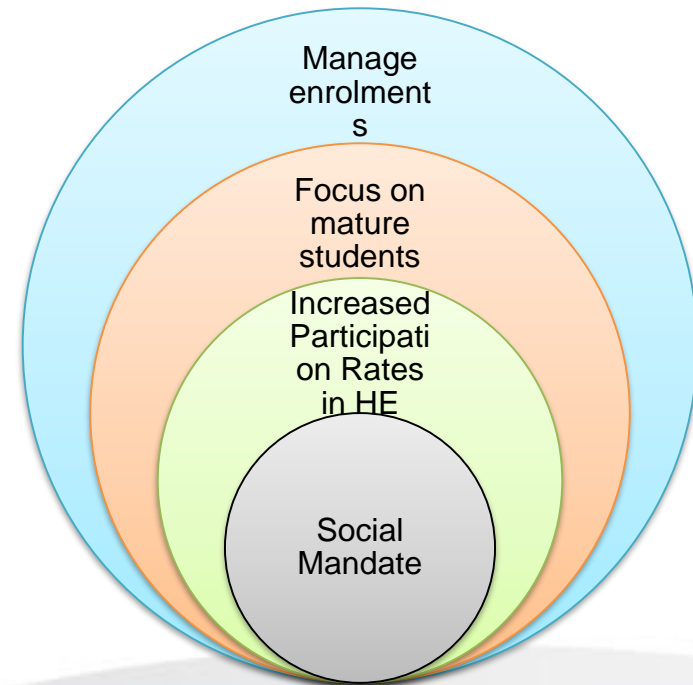


# Openness vs Financial Sustainability

Unisa mission

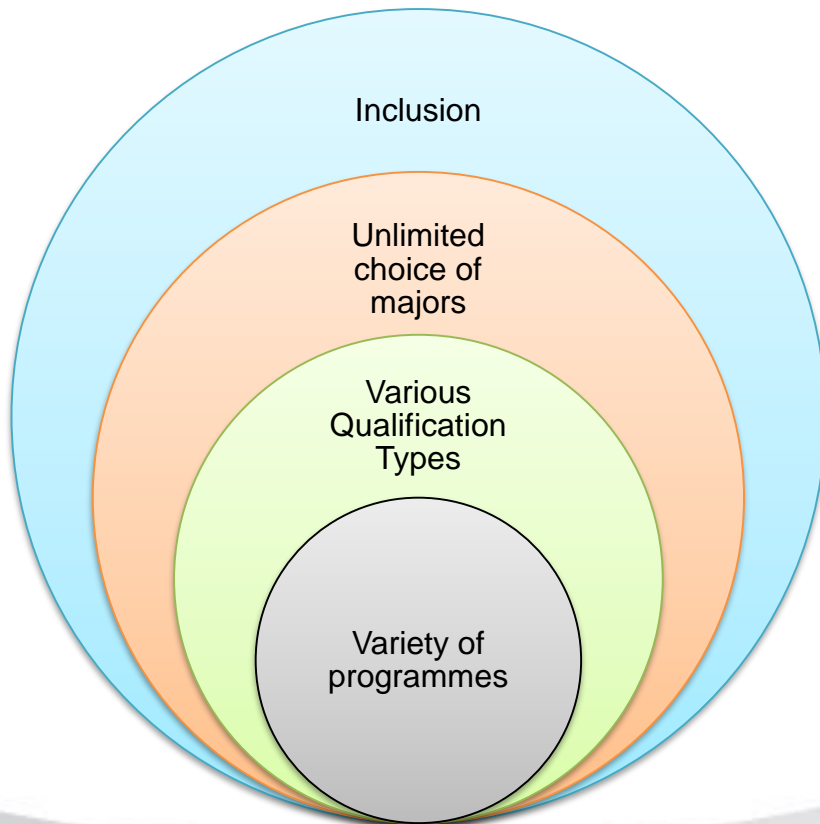


Govt direction



# Student needs vs National imperatives

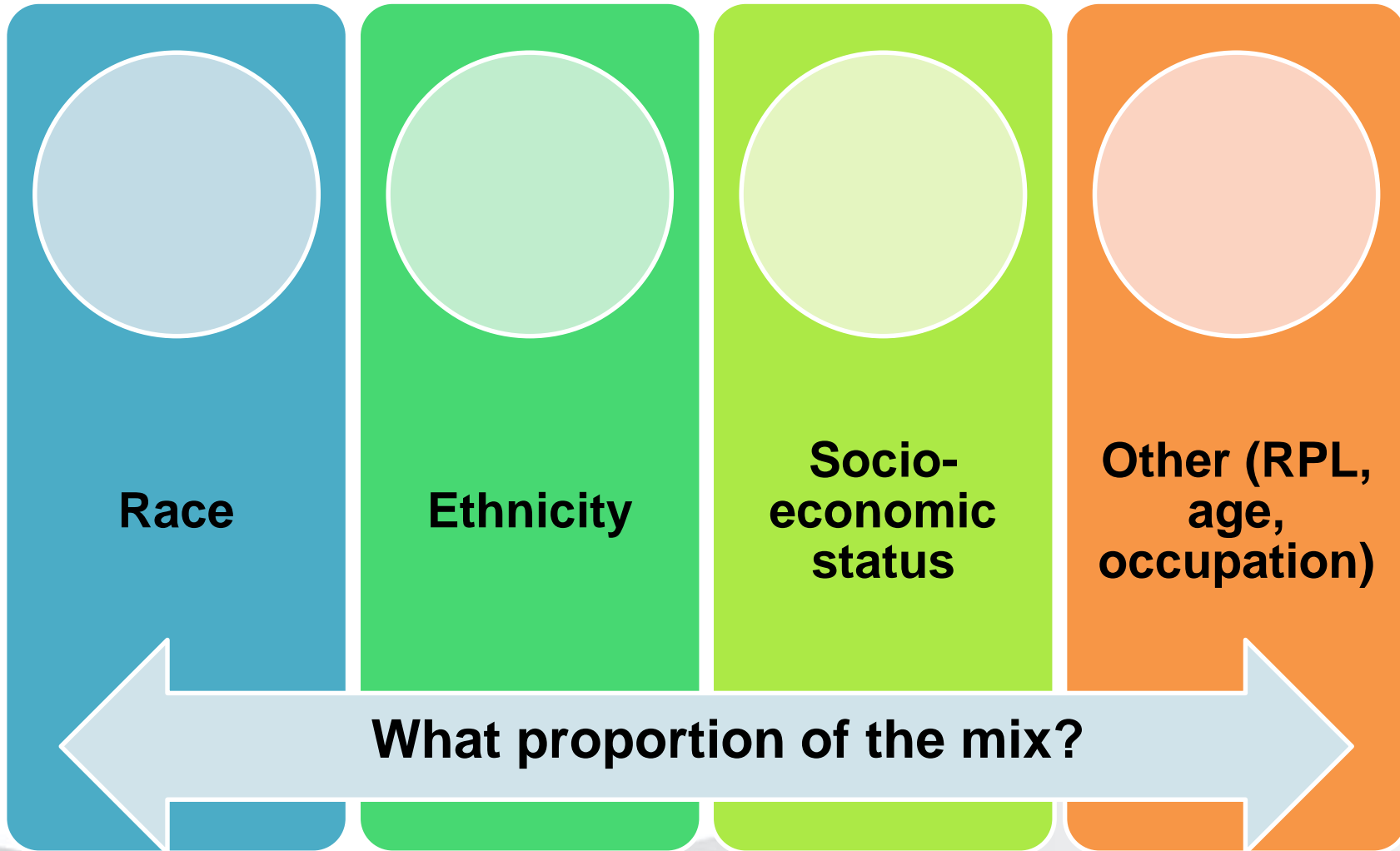
## Student Choice



## Govt/industry dictates



# Actively promote diversity or leave to market needs



# Unisa Bachelor of Commerce

Use data below to make access decisions?

FFS graduates less than matured students

10.94% Entering  
7.52% FTE

$\leq 24$  years: 1014  
 $\geq 25$  years: 954

FTE  
(17.5%)

graduates

## Openness vs Financial Consideration in BCom

### Openness

- Most students take four major combinations
- Based on registration trends, discontinue non-viable majors?



### Financial Consideration

- Subsidies favour more outputs
- Matured students tend to complete more than FFS students in this programme. Should this be a factor in recruitment?

# Conclusion



**Distribution of spaces in ODL is messy, problematic and fraught with ethical dilemmas**

**Enrolment management is a barrier for ODL**

**Chasms in the institution develop if practice is not shaped at leadership level**

**Not planning for inclusion may lead to reversal of the diversification project**



Thank you