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**Abstract**

No institution of higher education in the world can make valid claims that it is immune to the effects of change and transformation. An array of trends such as the massification of higher education, widened access, response to new demands of technology, globalisation, internationalisation, increased accountability, the use of new modes of delivery and materials, as well as dwindling higher education resources, are placing enormous pressure on staff (Green and Hayward, Transforming Higher Education. Phoenix: Oryx Press, 1997). Not only are traditional academic roles changing, but ? in certain instances ? working conditions have become unfavourable and unsupportive of staff?s efforts to pursue the mission of higher education. The article presents the outcome of a case study that was undertaken in a historically White Afrikaans university to investigate the implications of change and transformation on academic staff. Although the case study was conducted within a localised boundary of space and time of one institution, the authors are of the opinion that enough evidence exists that, given the dominating ruling culture of the apartheid?s regime, to which no university in South Africa

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was immune, it is most likely that other institutions will relate with the findings of the research. The study was emancipatory in that it sought to inform the university management about how transformation was affecting academics and their job satisfaction and to establish which strategies the University had in place or hoped to put in place to make the environment favourable for change. Academics were also involved in making recommendations on how the areas of dissatisfaction could best be addressed. (HRK / Abstract übernommen), Mapesela, Mabokang, E-Mail: [mapesela.rd@mail.uovs.ac.za](mailto:mapesela.rd@mail.uovs.ac.za)