

**Seeking Barriers to the Development of Knowledge
Transgressivity Potential (KTP): Lessons from a Postgraduate
Student Survey at The University of Johannesburg**

Bronwyn Dworzanowski-Venter and Tapiwa Chagonda

*University of Johannesburg, Johannesburg, Gauteng Province, South Africa, 2006
E-mail: bjd2006@gmail.com*

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ABSTRACT Institutional mergers coupled with the distinction between teaching-focused 'comprehensives' and traditional, research-intensive universities are evidence of differentiation in action within South African higher education. Comprehensive institutions such as the University of Johannesburg (UJ) are relatively underresearched. A UJ-based survey of postgraduate students (n=300) suggests the possibility of knowledge transgressivity within and outside of UJ. However, the development of a transdisciplinary platform [to facilitate the evolution of knowledge transgressivity potential (KTP)] between natural and social science-focused postgraduates, is likely limited by perceptual class and race barriers, with the former proving most influential. Moreover, inter institutional KTP between UJ, as a comprehensive, and WITS, as a traditional university, is present, but limited by material class barriers, such as fees differentials. Nevertheless, findings suggest that KTP could be developed at the junior postgraduate level if class perceptions and structural legacies are to be overcome. Comprehensives like UJ are capable of more than solely fulfilling an undergraduate teaching function as such, they should enjoy more research attention. While all South African universities contribute to transformation and competitiveness in distinct ways, the rigid demarcation, and potentially inadvertent 'privileging' of some South African universities, should be avoided. This is critical as such demarcation cannot lead to long-term institutional integration and increased potential for true knowledge transgressivity.