NELSON MANDELA

UNIVERSITY

INSTITUTIONAL TRANSFORMATION PLAN

2023 – 2027

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OFFICIAL SIGN-OFF

It is hereby certified that the Nelson Mandela University Institutional Transformation Plan (2023 to 2027):

- Was developed by the Senior Management of the Nelson Mandela University under the guidance of the Vice-Chancellor, Professor Sibongile Muthwa;
- Was prepared in alignment with Nelson Mandela University's revised Vision 2030 Strategic Plan; and
- Accurately reflects the performance targets which Nelson Mandela University will endeavour to achieve given the resources made available over the proposed period of the plan.

PROFESSOR SIBONGILE MUTHWA
VICE-CHANCELLOR

MS NOZIPHO JANUARY-BARDILL
CHAIRPERSON OF COUNCIL

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

STRATEGIC OVERVIEW

Our Vision 2030 Strategic Plan was approved by Council in March 2021. It outlines Nelson Mandela University's vision, mission, values, educational purpose and philosophy, distinctive knowledge paradigm, desired graduate attributes, and strategic focus areas and enablers as outlined below:

OUR VISION

To be a dynamic African university recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

OUR MISSION

To offer a diverse range of life-changing educational experiences for a better world.
To achieve our vision and mission, we will ensure that:

Δ Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.

Δ We are committed to promoting equity of access and opportunities to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.

Δ We provide a vibrant, stimulating and richly diverse environment that enables employees and students to reach their full potential.

Δ We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.

Δ We create and sustain an environment that encourages and supports a vibrant research, scholarship, and innovation culture.

Δ We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic, and ecological sustainability.

OUR VALUES

Respect for diversity

Δ We reflect and serve diverse regional, national, and global communities.

Δ We promote an open society where critical scholarship and the expression of a multiplicity of opinions and ideas are actively encouraged.

Δ We foster an environment in which diversity is appreciated, respected, and celebrated.

Δ We foster a culture that welcomes and respects diverse identities, heritages, and life experiences.

Excellence

Δ We encourage the pursuit of the highest levels of academic, civic, and personal achievement.

Δ We provide a supportive and affirming environment that enables our students, employees, and publics to reach their full potential.

Δ We pursue inclusive excellence by embedding equality of access and opportunity in our policies, processes, systems, and practices.

Δ We seek to foster a culture of intellectual and personal growth and lifelong learning.

Δ We promote, recognise, and reward excellence in our teaching, learning, research, innovation, creative outputs, engagement, and service delivery.

Social justice and equality

Δ We are dedicated to the realisation of a socially just, democratic society that promotes equality for all, irrespective of race, gender, sex, pregnancy, marital status, ethnic or social origin, sexual orientation, age, physical and learning abilities, national origins, religion, conscience, belief, culture, or language.

Δ We encourage mutually beneficial, equalising partnerships and engagement with our core publics to co-create sustainable, innovative solutions to persistent societal and planetary challenges.

Δ We cultivate living, learning, and work environments that enable students and employees to realise their full potential without fear of discrimination, harassment, or violence.

Δ We develop our graduates as global citizens capable of developing and applying knowledge across multiple contexts to make meaningful contributions to advance a socially just, equal society.

Ubuntu

Δ We are a people-centred, values-driven university that seeks to foster a compassionate and caring institutional culture.

Δ We respect the dignity of others and strive to be human-centred and relational.

Δ We recognise our mutual interdependence.

Δ We promote socially conscious and responsible citizenship.

Integrity

Δ We commit ourselves to the highest standards of personal honesty and exemplary moral character.

Δ We are dedicated to cultivating an atmosphere of trust.

Δ We take responsibility for our decisions, behaviours, actions, and the consequences thereof.

Δ We ensure the integrity of our policies, information, systems, and processes.

Sustainable stewardship

Δ We are committed to environmental sustainability and recognise our responsibility to conserve, protect, and sustainably manage natural resources for current and future generations.

Δ We promote the integration of sustainability into our governance, leadership, academic core missions, and operations, as well as the design and maintenance of physical and digital infrastructure.

Δ We inspire students and employees to embrace responsible stewardship of all financial, human, infrastructural, and environmental resources entrusted to them.

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OUR DISTINCTIVE KNOWLEDGE PARADIGM

Δ   In responding to the opportunities that arise from being a comprehensive university, Nelson Mandela University adopts a distinctive knowledge paradigm characterised by the following principles:

Δ   An open-ended, discursive paradigm based on critical thinking, open-mindedness, the primacy of rational discourse in the disputation and scrutiny of all ideas, and the provisional nature of all-truth claims.

Δ   The idea of the University as an 'open society' of scholars committed to the production and dissemination of knowledge can have a liberating effect on our world.

Δ   A commitment to the application of knowledge to advance democracy, social justice, public good, and liberation of the human condition from all forms of discrimination and injustice.

Δ   Freedom of expression and thought in speech, writing, and all art forms.

Δ   Advancement of strong disciplinary knowledge whilst aspiring to foster trans-disciplinary thinking in our scholars and students.

Δ   A commitment to ethical knowledge that is neither harmful to the natural nor the social environment, such that it promotes a sustainable future for our planet and all its inhabitants.

OUR EDUCATIONAL PURPOSE AND PHILOSOPHY

We provide transformational leadership in the service of society through our teaching and learning, research and engagement activities. To achieve this, we are committed to developing the human potential of our employees and students in the full spectrum of cognitive, economic, social, cultural, aesthetic, and personal dimensions in the pursuit of democratic citizenship. We adopt a humanising pedagogical approach that respects and acknowledges diverse knowledge traditions and engages them in critical dialogue in order to nurture a participatory approach to problem-posing and -solving and the ability to contribute to a multicultural society. We inspire our stakeholders to be passionate about, and respectful of, an ecologically diverse and sustainable natural environment. We will be known for our people-centred, caring, and values-driven organisational culture that will encourage all members of the university community to contribute optimally to its life.

OUR DESIRED GRADUATE ATTRIBUTES PROFILE

Through benefitting from a life-changing educational experience, Nelson Mandela University graduates and diplomates will be known for demonstrating the following graduate attributes:

In-depth disciplinary/interdisciplinary knowledge

Δ   The ability to engage in the expanding knowledge base of their disciplines/professions.

Δ   Excellence in both the art and science of their disciplines/professions.

Δ   Awareness of the latest advances in and technical competencies required by their disciplines/professions.

Δ   Leadership in the production of new knowledge and understanding through inquiry, critique, and synthesis.

Δ   An appreciation of the interdisciplinary nature of knowledge that combines breadth and depth of understanding.

Δ   An awareness of the global context of their disciplines/professions.

Social awareness and responsible citizenship

Δ   Commitment to ethical conduct, social awareness, and responsible citizenship.

Δ   An acknowledgement of, and respect for, constitutional principles and values such as equality, equity, quality, humanity, diversity, and social justice.

Δ   Respect for, and awareness of, the environment in all its manifestations.

Δ   A commitment to improving local, national, and global environmental sustainability.

Adaptive expertise

Δ   The ability to apply knowledge and skills in a range of contextual and conceptual frameworks.

Δ   Ability to anticipate and accommodate change, ambiguity, and differing views.

Δ   Self-management, including the ability to work autonomously, exercise initiative, and apply time management and organisational skills.

Δ   The capacity to sustain intellectual curiosity and a willingness to improve personal performance through self-reflection, the pursuit of lifelong learning, and building networks.

Creativity and innovation

Δ   Ability to think creatively and generate a range of innovative ideas that are appropriate to the particular context.

Δ   Innovation in their approach ~~to and solution to~~ complex problems.

Δ   Commitment to innovative thinking to advance scholarly excellence.

Critical thinking

Δ   Openness to new ideas.

Δ   The ability to understand, interrogate and apply a variety of theoretical and philosophical positions and objectively assess the merits of competing and alternative perspectives.

Δ   The capacity for critical reflection.

Excellent intra- and interpersonal skills

Δ   Self-awareness.

Δ   The ability to relate to and collaborate with others, individually or in teams, to exchange views and ideas and to achieve desired outcomes.

Δ   The ability to function in a multi-cultural and multi-lingual context.

Excellent communication skills

Δ   The ability to articulate ideas and information confidently and coherently in visual, verbal, written, and electronic forms to audiences of different sizes in a range of situations.

Δ   Respect for the multitude of voices, stories, perspectives, and knowledge systems.

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STRATEGIC FOCUS AREAS AND ENABLERS
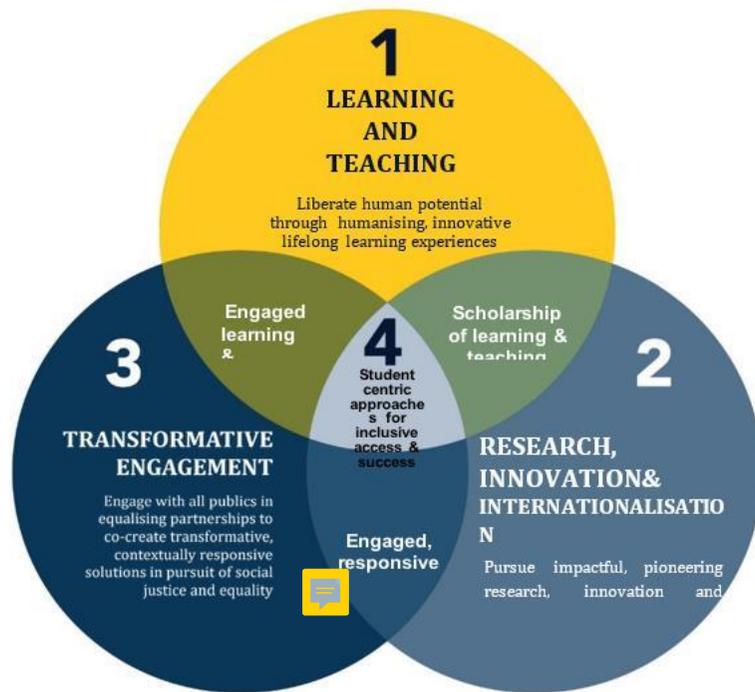
NELSON MANDELA UNIVERSITY INSTITUTIONAL TRANSFORMATION PLAN (ITP) 2023 - 2027

INTRODUCTION

In May 2021, the Council of Nelson Mandela University approved the following statement of commitment to an inclusive institutional culture:

"Nelson Mandela University is committed to inclusive excellence and values that celebrate all forms of diversity. We recognise that the University is both a contested and generative space, supporting the concurrent existence of multiple perspectives and experiences.

"Our mission, vision, and values require us to engender an inclusive culture free from bias, prejudice, discrimination, and hurtful/hateful conduct towards our students, employees, alumni, and other relevant stakeholders. As an elaboration of our values, distinctive knowledge paradigm, and educational purpose and philosophy, we recognise that an inclusive institutional culture is a foundational enabler of excellence in all its manifestations. We denounce all forms of behaviour that conflict with our values.

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"We support educational experiences and conditions that encourage social inclusion and cohesion, contributing to a society based on democratic values, social justice and fundamental human rights.

"We are committed to eliminating all forms of discrimination and exclusion, including discrimination on the grounds of race, gender, sex, pregnancy, ethnic or social origin, colour, sexual orientation, age, disability, religion, consciousness, belief and culture."

Included in the above statement of commitment were action statements which provided practical steps on how the above principles and values ~~can~~ be embedded within the University praxis.

Δ   Fostering mutual respect, collaborative relationships, unambiguous communication, explicit understandings of expectations, and critical self-reflection.

Δ   Honouring freedom of expression, ideals of citizenry, and civility of discourse as fundamental to personal, professional, and organisational growth.

Δ   Challenging and dismantling systemic oppression.

Δ   Freely expressing who we are, and voicing our own opinions.

Δ   Fully participating in teaching, learning, work, and social activities.

Δ   Feeling safe from abuse, harassment, bullying, and/or unfair criticism.

Δ   Providing effective leadership in the development, coordination, implementation, and assessment of a comprehensive range of programmes and services to promote diversity and understanding of differences.

Δ   Offering educational opportunities toward the development of socially responsible leaders who are willing to engage in discourse and decision-making that can lead to co-created, transformational change within the University and our broader society.

Δ   Intentionally nurturing a culture of open-mindedness, compassion, and inclusiveness among individuals and groups.

Δ   Purposefully building teams/groups whose members have diverse cultures, backgrounds, and life experiences.

Δ   Creating and maintaining opportunities for engagement, education, and discourse related to issues of equity, diversity, and inclusion.

Δ   Providing effective reporting mechanisms to address any form of exclusion and discrimination at the University.

In keeping with the Constitution, Nelson Mandela University aims to cultivate an affirming, enabling, and welcoming environment for all employees, students, and stakeholders by recognising the human potential in each person irrespective of race, gender, religion, sexual orientation, culture, or political ideology.

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CONTEXTUAL CONSIDERATIONS

The situational analysis reflected in our Vision 2030 strategic plan provides a broad overview of the current contextual considerations (national and global) and their implications for the Vision 2030 strategy and, consequently, the Vision 2030-aligned ITP. Below are excerpts of some of the key issues highlighted in our Vision 2030 strategic plan.

Δ   **Role of Universities in Advancing Social Justice and Equality**
South Africa's National Development Plan for 2030 outlines the main functions of universities in society as follows, namely to: provide people with indispensable high-level skills; serve as the dominant producers of new knowledge; critique information and find new local and global applications for existing knowledge; and provide opportunities for social mobility thereby strengthening equity, social justice, and democracy.

The constant and ever-increasing pace of change nationally and globally acts as a driver for universities to fundamentally revisit their core purposes, academic missions, and operating models to ensure that they thrive within a volatile, uncertain, complex, and ambiguous context. These external drivers have manifested themselves in a variety of forms, such as the impact of the COVID-19 global pandemic, shifts in the global and national economies, demographic trends, and rising societal expectations of universities to tangibly contribute towards the public good. Challenges such as food security, quality health and education for all, secure and clean water, green and efficient energy sources, climate change, and inclusive communities need the engagement of universities responding at global and local levels as catalysts for development.

Δ   **Widening Inequality (Economic, Technological, Access to Healthcare)**
In 2020, the risk of a global pandemic became a reality   and demonstrated the need to strengthen strategic foresight to anticipate future trends. The COVID-19 pandemic has widened disparities in health outcomes, technology, and workforce opportunities, and it has strained weak safety nets and economic structures beyond capacity. Whether these gaps can be narrowed will depend on the decisiveness of the actions taken in the wake of COVID-19 to rebuild an inclusive and accessible future.

The COVID-19 pandemic and the ensuing lockdown triggered a sharp decline in economic activity in South Africa. Persistent electricity shortages, rising government debt, and policy uncertainty will continue to hold back investment and underscore low growth. The economy is set to recover only incrementally from the coronavirus recession as sectors reopen. The government relief plan will mitigate the fall in household consumption, but investment will decline to a record low level. The impact of the pandemic on livelihoods has been significant, especially for the youth, unskilled workers, and working mothers, owing to long-standing gender, race, age, and income inequalities. Disadvantaged groups went into the crisis with lower resilience as a result of disparities in well-being, financial security, and access to healthcare, education, and technology. Rising poverty levels mean that more families, barely managing to survive before the pandemic, will struggle more acutely as unemployment increases. Tackling the interlinked challenges of poverty and health starts with recognising that treating patients medically ought to be accompanied by integrated approaches to health care that address the underlying social determinants of health, such as access to decent housing, education, and social services.

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In response to the pandemic, Universities across the world implemented various emergency remote learning interventions to recover the 2020 academic year against the backdrop of national lockdowns, social distancing regulations, and quarantines to curb the spread of the virus. In South Africa, large proportions of the student population lack access to mobile devices, data connectivity, electricity, water, and conducive study spaces, all of which serve as significant barriers to remote learning. In response, universities invested in large-scale data purchases and mobile devices for digitally excluded students to ensure that no student was left behind in completing the 2020 academic year. Among the many inequalities exposed by COVID-19, the digital divide is one of the starkest, with only 37% of South African households having consistent access to the internet through cell phones or computers. The imperative of continuing online learning while leaving no student behind becomes almost impossible. Against this backdrop, the pandemic is challenging deep-rooted notions of when, where, and how education is delivered to promote access to higher education opportunities, including lifelong learning, as well as how universities contribute to socially engaged scholarship to improve digital inclusivity for those who are the most vulnerable and/or marginalised. A widening digital gap can entrench societal fractures and undermine prospects for inclusive recovery. A considered digital transformation strategy to eradicate the risk of being excluded will need to address digital inclusivity to enable students and employees with the relevant digital tools, online access, and knowledge to participate and eradicate the risk of being excluded.

Δ **Changing World of Work**

The shape that the workforce of the future takes will be the result of complex, changing, and competing forces, some of which are certain, but the speed at which they unfold can be hard to predict. With automation and artificial intelligence replacing human tasks and changing the skills that organisations are looking for, the attraction and retention of suitably qualified and skilled employees will require serious and deliberate consideration. By replacing employees performing routine methodical tasks, automation can amplify the comparative advantage of those employees performing tasks requiring skills and attributes that are uniquely human, such as problem-solving, adaptability, collaboration, leadership, creativity, innovation, imagination, and design thinking. Attracting and retaining pivotal talent will be a significant challenge in the future, and organisations will need to devote careful attention to the employee value proposition – the reasons why these employees were attracted to working with them in the first place. Collectively, the macro trends shaping the future world of work require employers to adopt a set of new principles as an increasingly critical condition for survival. These include embracing experimentation, adaptability, complexity and systemic views of organisation, human-centricity, and inspiration in place of control.

In South Africa, of the 14.2 million ~~persons~~ who were employed in the second quarter of 2020, more than half (58.1%) were expected to work during the national lockdown ~~by the organisations they work for~~. Although most of those who worked during the national lockdown did so from their usual place of work, about 17% indicated that they worked from home. The proportion of those who worked from home was higher among professionals (44.7%) and managers (40.6%), indicating access to tools of the trade to facilitate work from home for these employees. COVID-19 has provided an opportunity to develop policy and regulatory frameworks that ensure a better employment future after the crisis by accelerating the digitalisation of work.

∆ **Gender inequalities and GBV**

In addition to economic inequality, the COVID-19 crisis has exacerbated gender inequalities in education and work. As the world witnesses an increased feminisation of poverty, women make up a large proportion of the informal sector of employment and are disproportionately affected by limited access to safe places of work, education, skills, resources, and technology. This often leaves women without the protection of labour laws or social benefits such as pensions, health insurance, or paid sick leave. They routinely work for lower wages and in unsafe conditions, including the risk of sexual harassment. This is a key imperative, given that GBV continues to be one of the most intractable challenges confronting South Africa, where the rate of femicide is five times higher than the global average, with women from low-income households and those aged between 18 to 24 years being most likely to experience physical violence. GBV is an expression of gender inequality and toxic masculinity, requiring the same effort and attention that governments globally have devoted to curbing the spread of COVID-19. GBV occurs in all societies, social classes, and cultural groups and, pre-COVID-19, it affected one in three women in their lifetime.

Higher education institutions need to shape their futures by reflecting on what has worked well in managing the pandemic and how these innovations can be scaled up and mainstreamed to enhance student access for success while also embracing the future world of work and creating optimal conditions for flexible and remote ways of working for employees. These longstanding issues have raised crucial questions about how the higher education system aligns with South Africa's Constitutional ideals of equality and social inclusivity. Even though they are the population's numerical majority, many Black (African, Coloured, Indian, Chinese) students have consistently expressed a sense of not belonging, of not seeing sufficient 'role models' like themselves in different spheres, particularly the academic system; of not seeing their language, customs, cultures, and histories of knowledge reflected in the epistemologies, rituals, and traditions of universities. Universities can make a substantial contribution, not only as providers of education and research but as actors playing an active role in the development of their economic, social, and cultural surroundings.

CONCEPTUAL FRAMING OF TRANSFORMATION

The Council-approved Nelson Mandela University Transformation Conceptual Framework (27 November 2010) frames transformation as follows: *"Transformation is therefore viewed as a complex, multifaceted and integrated process of continuous institutional renewal in all aspects of its functionality (academic, administrative and support service), in an ongoing effort to represent excellence, through diversity[1], with the aim of achieving its vision and mission towards providing liberating education."*

The Transformation Barometer (DHET, 2015) was presented at the 2nd National Higher Education Summit in October 2015, where the following Transformation dimensions, themes and sub-themes were outlined:

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[1] Diversity relates to any collective mixture characterised by similarities and differences.

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I.   Institutional culture
- Δ Governance and Management
- Δ Professionalisation of 'Transformation' work
- Δ Social structure of the academy
- Δ Social inclusion/ cohesion
- Δ Language and Symbols

II.   Equity and redress
- Δ Access and success (employees)
- Δ Support/ opportunity
- Δ Diversity and inclusivity

III.   Research, scholarship and post-graduate studies
- Δ Knowledge transformations
- Δ Diversity and inclusivity
- Δ Internationally recognised research on 'race', 'gender', 'disability' and social justice

IV.   Leadership, relations with external stakeholders, and community engagement
- Δ Diversity, training, development and professional growth
- Δ Transformational leadership
- Δ Socially just, diverse, inclusive community engagement
- Δ Equity-based external engagement

V.   Teaching and learning
- Δ Inclusive enrolment planning
- Δ Access and success (students)
- Δ Critical pedagogies
- Δ Diversity competencies

These themes are also reflected in the broad parameters identified within White Paper 3:
- Δ The core business relating to the intellectual and academic project, i.e. teaching, learning, research and engagement/outreach;
- Δ Institutional processes and outcomes and the effectiveness thereof;
- Δ Institutional culture; and
- Δ Demographic profile of employees and students.

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Having taken into account the themes reflected in White Paper 3 as well as those in the Transformation Barometer, the Nelson Mandela University Institutional Transformation Plan (ITP) includes the following key dimensions and transformation goals:

I. INCLUSIVE TRANSFORMATIVE INSTITUTIONAL CULTURE

1. Uphold ethical governance and leadership practices at all levels of the University to promote trust and maintain the highest standards of integrity, including Council, Institutional Forum, Senate and the SRC.
2. Embedding the institutional transformation architecture across all MANCO portfolios to ensure effective transformation oversight and accountability (internally and externally).
3. Enable the development and implementation of student- and employee-related structured programmatic interventions focused on promoting inclusivity, diversity and a human rights culture.
4. Promote an inclusive, transformative institutional culture through innovative, creative signs and symbol expressions across all campuses.
5. Ensure the development and implementation of a language policy that promotes multilingualism within all spheres of the University.
6. Integration of the provision of universally accessible infrastructure and support resources in the learning, living and working environments, respectively, across all MANCO portfolios.
7. Improve the accessibility and effectiveness of the student and employee complaints handling mechanisms and procedures.

II. TEACHING AND LEARNING - CURRICULUM REFORM INCLUSIVE OF A RESPONSIVE AND COMPREHENSIVE PROGRAMME AND QUALIFICATION MIX (PQM)

1. Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country.
2. Modify the PQM to provide a range of access routes and learning pathways for multi-generational learners from diverse educational backgrounds.
3. Facilitate articulation and recognition of prior learning through inclusive enrolment planning.
4. Enable inclusive technology-enabled hybrid learning and working environments.
5. Ensure the overall improvement of access, success and throughput rates of students, particularly students from historically disadvantaged groups and students with disabilities.
6. Provide holistic and humanising learning, development and support experiences and interventions within and beyond the classroom in alignment with the graduate attributes.

III. ADVANCE RESEARCH, INNOVATION AND SCHOLARSHIP THROUGH PARTNERSHIPS AT REGIONAL, NATIONAL, AFRICAN AND GLOBAL LEVELS

1. Increase strategic collaborations and partnerships with Universities and other institutional types at regional, national, continental and global levels to address key challenges facing society.
2. Promote the sharing of knowledge, resources and capacity building of UG, PG, academic, and PASS employees through strategic regional, national, continental and global collaborations and partnerships.
3. Advance and support research and scholarship related to key social challenges, including race and racism, gender and gender-based violence, social justice and substantive equality, disability and universal accessibility, and transformation studies.
4. Review recognition, rewards, resourcing and workload models to provide an enabling environment for the generation of impactful research and innovation outputs that are locally relevant and globally significant.
5. Increase the provision of accessible, high-quality technology-enabled library and information services in alignment with globally relevant pedagogical and scholarship approaches.

IV. REVISIONING ENGAGEMENT THROUGH EQUALISING PARTNERSHIPS WITH DIVERSE PUBLICS.

1. Reimagine engagement, as the third core mandate of the University, to co-create sustainable, creative and innovative solutions to societal challenges through equalising partnerships with diverse publics.
2. Embed the institutional engagement mandate across all University portfolios to enable broad-scale impact in the interest of the public good.
3. Advance the scholarship and praxes of an engaged transformative university – locally responsive, nationally active, regionally alive, and globally aware - to advance the social value of research and learning and teaching.
4. Review the financial, human resources, and infrastructural resourcing of the Engagement mandate as a core function of the University.

V. EMPLOYEE ACCESS, CAPACITY DEVELOPMENT AND SUCCESS, INCLUDING REDRESS

1. Improve alignment of the employment equity plan with the integrated talent management strategy of the University.
2. Enhanced alignment of the workforce skills and competency profile associated with the Vision 2030 strategic outcomes and skills development plans for academic and PASS employees.
3. Ensure implementation of integrated programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and retention of designated and underrepresented groups (including employees with disabilities) across all occupational categories, particularly academic posts at associate professoriate and full professoriate as well as university management (middle, senior and executive) levels.
4. Review recognition, rewards, resourcing and workload models to provide an enabling working environment for all employees of the University.
5. Review the social structure of the academy to identify patterns of privilege and/or exclusion to inform the development and implementation of countermeasures to promote an inclusive and supportive intellectual environment.

VI. SUSTAINABLE RESOURCE STEWARDSHIP

1. Improve alignment and expansion of the responsiveness and efficiency of technologically-enabled business processes with Vision 2030 outcomes.
2. Foster sustainable resource (human, financial, infrastructural, environmental) stewardship within the University.

To give effect to the dimensions and goals identified above, Nelson Mandela University has adopted a **dispersed model** of transformation with the collective senior leadership of the University, including Executive Management Committee (MANCO) members together with the Executive Deans, Senior Directors and Campus Heads, as the primary drivers of transformation. The collective senior leadership, through directing and enabling the implementation of Vision 2030-aligned ITP across their sphere of influence and responsibility, will advance the University's transformation. Further to this, Council has approved the establishment of an executive position, namely Deputy Vice-Chancellor Engagement and Transformation, to provide a facilitative, supportive and coordination role to all MANCO portfolios in advancing the University's transformation agenda.

In addition to the executive role that was established, the following elements are fundamental in enabling the dispersed model of transformation to be impactful:

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∆ Aligning the University's 2030 strategic vision and priorities with the transformation dimensions, including clearly defined objectives and targets outlined in the ITP;

∆ Publicising and cascading the ITP and its goals and indicators across the University;

∆ Embedding transformation across all MANCO portfolios to promote accountability through the establishment of a well-defined institutional transformation architecture (policies, governance, reporting on implementation progress);

∆ Commitment and capacitation of leaders at all levels to embrace and implement a common conceptual understanding of transformation as a social justice imperative and pre-condition for long-term sustainability;

∆ Provision of capacity development opportunities to both employees and students that specifically focus on building an inclusive institutional culture (as reflected in the Statement of Commitment to an Inclusive Institutional Culture) which includes human rights, diversity, and democratic citizenship offerings;

∆ Provision of a facilitative, supportive and coordination role to MANCO portfolios by the Deputy Vice-Chancellor Engagement and Transformation, as the central convening capability in monitoring the implementation of the ITP; and

∆ Ensuring the refinement and implementation of complaints and redress mechanisms for discriminatory behaviours, including gender-based violence (GBV).

CONSULTATION PROCESS

The ITP is a product of consultations with all MANCO portfolios as well as drawing from the following source documents:

∆ Nelson Mandela University Transformation Conceptual Framework (including the Transformation Barometer)

∆ Vision 2030 Strategy

∆ Nelson Mandela University Academic Enrolment Plan (mid-year review) (2023-2025)

∆ Institutional Employment Equity Plan (2023 -2027)

∆ MANCO Portfolios Strategic Plans (2022- 2027)

∆ MANCO-Approved B-BBEE Policy and Strategy

∆ Nelson Mandela University Revised Governance Reporting Framework.

Annexure A provides the transformation goals associated with the six transformation dimensions identified above.

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ANNEXURE A

TRANSFORMATION DIMENSION 1: INCLUSIVE TRANSFORMATIVE INSTITUTIONAL CULTURE

1.1 TRANSFORMATION GOAL: Uphold ethical governance and leadership practices at all levels of the University to promote trust and maintain the highest standards of integrity, including Council, Institutional Forum, Senate, and the SRC.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
1.1. 1 Establish an Institutional Policy on Ethical Governance, including Standard Operating Procedures / Practice Notes across all MANCO portfolios which promote ethical conduct and integrity.	Council-approved Institutional Governance Standard Operating Procedure.	Implement Institutional Governance SoP.	Review and amend existing Institutional Governance SoP, where necessary.	Implement Institutional Governance SoP.			**Registrar/ MANCO**
1.1. 2 Establish institutional governance criteria to guide the review of Institutional Regulatory Code (IRC) policies.	Governance criteria to review and manage institutional policies.	1. Establish Policy review criteria. 2. Propose annual review criteria to Registrar.	1. Implement review criteria. 2. Number of policies reviewed.	1. Number of policies reviewed.			**Registrar**
1.1. 3 Develop a Combined Assurance Model for the University.	Council-approved Institutional Combined Assurance Model.	June 2023 Approval of Combined Assurance Model by Council.	December 2024, annual approval of combined assurance plan. Review of Combined Assurance Model.	December 2025, annual approval of combined assurance plan. Review of Combined Assurance Model.	December 2026, annual approval of combined assurance plan. Review of Combined Assurance Model.	December 2027, annual approval of combined assurance plan. Review of Combined Assurance Model.	**Registrar/ MANCO**
1.1. 4 Expand the Code of Conduct of MANCO and Council to include interventions relating to the new code of good practice on the prevention and elimination of harassment in the workplace.	Revised codes of conduct for Council and MANCO, respectively.	Draft amendments pending the approval of relevant equity-related policies. Approval of amendments by December 2023.	Implement revised Codes as part of the annual Council induction process.	Implement revised Codes as part of the annual Council induction process.	Implement revised Codes as part of the annual Council induction process.	Implement revised Codes as part of the annual Council induction process.	**Registrar/ MANCO**
1.1. 5 Develop, resource and implement the provision of appropriate capacity development opportunities to embed the University values, including ethical conduct and transformational leadership competencies, for employees and students, across all levels of the University.	Approved Integrated skills and competency plan for employees and students, respectively, which embeds University values, including ethical conduct and transformational leadership.	Develop a university competency framework inclusive of preferred leadership and management competencies aligned to university values and the achievement of vision 2030 objectives at all levels.	Coordinate, integrate, manage, and collaborate in partnerships of joint accountability with faculties/departments, research units, and LT Collab in facilitating and delivering competency-based professional development interventions to both academic staff and PASS staff.	Continuously prioritise innovative (Digital) HRD practices, including driving the transformational leadership agenda through mentoring, coaching and promotion of continuous professional development of all staff.	Review, improve and align values-driven competencies across the institution.	Evaluate the university competency framework and different HRD programmes driving the framework.	**DVC POPs/ ED HR/ D SA; DVC TL; DVC RII; DVC ETP**

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1.1 TRANSFORMATION GOAL: Uphold ethical governance and leadership practices at all levels of the University to promote trust and maintain the highest standards of integrity, including Council, Institutional Forum, Senate, and the SRC.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
1.1. 6 Participate in the orientation/induction of newly elected SRC members to orientate them in the functioning of the committees and foster a culture of collaboration between Institutional Governance and Student Governance.	SRC induction schedule to include Governance & Committee Framework training.	1. Implement the orientation and engagement programme on the appointment of new SRC members prior to being allocated to the various committees. 2. Survey SRC members to ascertain the value of the orientation and engagement programme. 3. Use feedback to improve the orientation and engagement programme.	1. Implement the orientation and engagement programme on the appointment of new SRC members prior to being allocated to the various committees. 2. Survey SRC members to ascertain the value of the orientation and engagement programme. 3. Use feedback to improve the orientation and engagement programme.	1. Implement the orientation and engagement programme on the appointment of new SRC members prior to being allocated to the various committees. 2. Survey SRC members to ascertain the value of the orientation and engagement programme. 3. Use feedback to improve the orientation and engagement programme.			**Registrar**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

		Milestones					Responsible Portfolio
OBJECTIVES	**Outputs**	**2023**	**2024**	**2025**	**2026**	**2027**	
1.2 TRANSFORMATION GOAL: Embedding the institutional transformation architecture across all MANCO portfolios to ensure effective transformation oversight and accountability (internally and externally).							
1.2.1. Realigning institutional policies & praxes to ensure effective transformation oversight and accountability, both internally and externally.	Revised equality-related policy regimen; realignment of ETC functions; working groups; equality complaints mechanism; related to key transformational areas; submission of statutory reports to DHET and quarterly report to internal governance structures (ETC, Senate, SSC, IF, MANCO, Council).	Revision of relevant policies; alignment of governance structure and function with ETP; formation of working groups related to key transformational areas; submission of statutory reports to DHET and quarterly report to internal governance structures (ETC, Senate, SSC, IF, MANCO, Council).	Implementation of relevant policies; alignment of governance structure and function with ETP; formation of working groups related to key transformational areas; submission of statutory reports to DHET and quarterly reports to internal governance structures (ETC, Senate, SSC, IF, MANCO, Council).	Implementation of relevant policies; alignment of governance structure and function with ETP; formation of working groups related to key transformational areas; submission of statutory reports to DHET and quarterly reports to internal governance structures (ETC, Senate, SSC, IF, MANCO, Council).	Implementation of relevant policies; alignment of governance structure and function with ETP; formation of working groups related to key transformational areas; submission of statutory reports to DHET and quarterly reports to internal governance structures (ETC, Senate, SSC, IF, MANCO, Council).	Evaluate the implementation of Transformation 1 architecture against V2030 outcomes.	**DVC ETP; MANCO**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

1.3 TRANSFORMATION GOAL: Enable the development and implementation of student- and employee-related structured programmatic interventions focused on promoting inclusivity, diversity, and a human rights culture.							

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
1.3.1. Develop a structured set of feature modules, including Social Consciousness and Sustainable Futures, to embed University values and foster distinctive Mandela University graduate attributes.	A cohort of feature modules to embed university values and graduate attributes.	Continued piloting of SCSF module. Evidence of impact gathered through stories.	Launch the SCSF module as an elective in formal programmes.	Offer SCSF as an elective module and explore developing a second feature module.	Offer SCSF and develop 2nd feature module.	Evaluate outcomes of SCSF 2nd feature module against graduate attributes and university values.	**DVC LT/ D LT; DVC RII; DVC ETP; D SA**
1.3.2. Co-create and implement a student-centric framework.	Approved and implemented framework.	Research and development of the framework.	Implementation and review.	Implementation and review.	Implementation and review.	Implementation and review.	**D SA**
1.3.3. Conduct a baseline Climate survey to inform the development of an appropriate organisational development plan.	Completed Climate survey with recommendations.	Conduct a baseline climate survey with employees.	Develop and implement a plan linked to recommendations from Climate Survey.	Continue to implement the plan linked to recommendations from Climate Survey.	Continue to implement the plan linked to recommendations from Climate Survey.	Evaluate the implementation of the Climate Survey recommendation ns.	**DVC POps/ ED HR**
1.3.4. Develop and implement an integrated employee health and well-being strategy and plan.		Integrated health and wellness strategy approved. Wellness Service Providers sourced to meet the evolving employee health and well-being needs and challenges.	Implementation of customised Employee Wellness Programmes; Identify wellness champions for every faculty and directorate. Introduce Education, Training and Development interventions for staff to change from a curative to a preventative approach.	Health and reward centre designed and costed. Preventative lifestyle training and development continue.	Health and reward centre commissioned. Education, Training and Development of staff that orientates them towards preventative rather than curative continues.	Health and reward centre commissioned. Education, Training and Development of staff that orientates them towards preventative rather than curative continues.	**DVC POps/ ED HR**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

1.3 TRANSFORMATION GOAL: Enable the development and implementation of student- and employee-related structured programmatic interventions focused on promoting inclusivity, diversity, and a human rights culture.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
1.3.5. Facilitate the expansion and integration of advocacy, awareness and training activities to promote equality and social inclusion.	Annual integrated advocacy training and awareness plan.	Conduct consultations with all relevant stakeholders on planned interventions relating to equality promotion and social inclusion. Develop an integrated implementation plan.	Annual review of the integrated implementation plan to ensure relevance and inclusion of all voices.	Annual review of the integrated implementation plan to ensure relevance and inclusion of all voices.	Annual review of the integrated implementation plan to ensure relevance and inclusion of all voices.	Evaluate the impact of the advocacy plan towards promoting an inclusive institutional culture.	**DVC ETP; D SA; DVC POps/ ED HR; DVC LT; DVC RII**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

1.4 TRANSFORMATION GOAL: Promote an inclusive, transformative institutional culture through innovative, creative signs and symbol expressions across all campuses.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
1.4.1. Develop and implement an Arts, Culture and Heritage Strategy and implementation plan in support of Institutional Values and V2030.	Approved Arts, Culture and Heritage Strategy and implementation plan.	Develop an Arts, Culture and Heritage Strategy and implementation plan.	Archives Policy and Implementation Plan. Nelson Mandela University Museum (ex Exhibition Centre). Phase 3 and Phase 4 of Naming and Renaming Implementation. Signs and Symbols Implementation.	Public Art related to Signs and Symbols. The Library 2 rollout of Signs and Symbols.	Art Complex with Public Engagement encompassing all the elements created since the implementation of the Arts, Culture and Heritage Strategy.	Evaluate impact of implementation of Arts, Culture and Heritage Strategy on employee and student experience of an inclusive, transformative institutional culture.	**DVC POps/ SD CM/ SD ISSO**
1.4.2. Develop and implement an integrated Choir Policy and implementation plan.	Approved Integrated Choir Policy.	Develop and implement an Integrated Choir policy.	Promote Choir as a vehicle to advance Mandela University Brand.	Generate third-stream revenue via the commercialisation of Choir outputs (audio-visual).	Grow third-stream revenue via the commercialisation of Choir outputs (audio-visual).	Evaluate the impact of the choir on advancing the Mandela brand nationally and internationally.	**DVC POps/ SD CM**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

1.5 TRANSFORMATION GOAL: Create an inclusive institutional culture through the development and implementation of a language policy that promotes multilingualism within all spheres of the University.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
1.5.1. Develop, resource and implement the University Language Policy.	Approved Language Policy.	Finalise revisions to draft policy and submit for approval.	Resource and implement Language Policy.	Continue implementation of language policy, expanding translation capabilities and access to online language proficiency interventions for students and staff needing to learn any of the official languages reflected in the language policy.	Continue implementation of language policy and the associated capacity development interventions.	Evaluate the implementation of the Language policy against the lived experiences of our students and staff.	**DVC LT/ D LT; DVC POps/ ED HR; MANCO**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

1.6 TRANSFORMATION GOAL: Enable an inclusive and enabling learning, living and working environment for persons living with disabilities, through the integration of universally accessible infrastructure and support resources, across all MANCO portfolios.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
1.6.1. Revision of the Policy Promoting Universal Accessibility and Reasonable Accommodation.	Integrated policy.	Further consultation and drafting of policy, including practice notes.	Implementation of approved revised policy; reporting on employee and student profiles and interventions implemented.	Implementation of approved revised policy; reporting on employee and student profiles and interventions implemented.	Implementation of approved revised policy; reporting on employee and interventions implemented.	Evaluate policy implementation against end-user experience. Reporting on employee and student profiles and interventions implemented.	D SA; DVC POps/ ED HR
1.6.2. Mainstream the inclusion of universal accessibility principles and procedures across all MANCO portfolios to provide a more inclusive learning and working environment for students and employees, respectively.	Accessibility Audit Report and Recommendations. Inclusive and accessible infrastructure and support services for students and employees with disabilities.	Conduct a comprehensive accessibility audit across all campuses and generate a report with recommendations.	Develop a 5-year implementation plan to address the recommendations reflected in the accessibility report.	Integrate resource provision to implement the universally accessible recommendation across all MANCO portfolios.	Integrate resource provision to implement the universally accessible recommendation across all MANCO portfolios.	Integrate resource provision to implement the universally accessible recommendation across all MANCO portfolios and evaluate progress made regarding increased accessibility.	D SA; MANCO
1.6.3. Provision of sporting facilities and associated infrastructure to enable persons with disabilities to fully participate in sporting and other co-curricular activities.	Accessibility Report and recommendation; Accessible sporting codes and infrastructure for inclusive participation in student life by persons with disabilities.	Conduct an audit of accessible sporting facilities and other associated infrastructure. Develop a report with recommendations.	Resource implementation of recommendations.	Resource implementation of recommendations.	Resource implementation of recommendations.	Evaluation progress with implementation of recommendations against expanded sporting codes for persons with disabilities.	D SA; MANCO

1.7 TRANSFORMATION GOAL: Enable an inclusive and safe living, learning and working environment through improved accessibility and effective complaints mechanisms for students and employees, respectively.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
1.7.1. Conduct policy review of student-related academic complaints mechanism.	Approved revised policy for Student Academic-related Complaints and associated practice notes.	Consult on revisions to the academic complaints process. Revise policy and develop practice notes.	Implementation of the revised policy. Report on trends via relevant governance structures.	Implementation of the revised policy. Report on trends via relevant governance structures.	Implementation of the revised policy. Report on trends via relevant governance structures.	Evaluate the outcome of the revised policy against end-user experiences. Report on trends via relevant governance structures.	**DVC LT/ D LT**
1.7.2. Conduct a policy review of the student disciplinary code and alignment with misconduct associated with other institutional policies (equality-related policies, residence policies, student rules).	Revised student disciplinary code of conduct and associated practice notes.	Consult on revisions to student disciplinary policy and process. Revise policy and develop practice notes.	Implementation of the revised policy. Report on trends via relevant governance structures.	Implementation of the revised policy. Report on trends via relevant governance structures.	Implementation of the revised policy. Report on trends via relevant governance structures.	Evaluate the outcome of the revised policy against end-user experiences. Report on trends via relevant governance structures.	**Registrar/ SD LS**
1.7.3. Conduct a review of equality-related policy regimes and complaints mechanisms for students and employees.	Revised equality-related policy regime for students and employees and associated practice notes/standard operating procedures.	Implement the revised policy regime. Develop practice notes across all policies. Report on trends via relevant governance structures.	Implement the revised policy regime. Develop practice notes across all policies. Report on trends via relevant governance structures.	Consult on equality-related policy regime change. Revise policies and practice notes. Report on trends via relevant governance structures.	Implement the revised policy regime. Report on trends via relevant governance structures.	Implement the revised policy regime. Evaluate the policy implementation against end-user experience. Report on trends via relevant governance structures.	**DVC ETP**
1.7.4. Conduct a policy review of the employee disciplinary code and align it with misconduct associated with other institutional policies (equality-related policies).	Revised employee disciplinary code and associated practice notes.	Conduct consultations with organised labour and any other stakeholders/ governance structures. Revised policy .	Implementation of the revised policy. Report on trends via relevant governance structures to inform appropriate interventions.	Implementation of the revised policy. Report on trends via relevant governance structures to inform appropriate interventions.	Implementation of the revised policy. Report on trends via relevant governance structures to inform appropriate interventions.	Implement the revised policy regime. Evaluate the policy implementation against end-user experience. Report on trends via relevant governance structures to inform appropriate interventions.	**DVC POps/ ED HR**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

TRANSFORMATION DIMENSION 2: TEACHING AND LEARNING - CURRICULUM REFORM INCLUSIVE OF A RESPONSIVE AND COMPREHENSIVE PROGRAMME AND QUALIFICATION MIX (PQM)

2.1 TRANSFORMATION GOAL: Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
2.1.1. Develop a curriculum review framework based on a team-based curriculum design approach that is underpinned by design thinking.	Approved Curriculum Review Framework.	Develop a curriculum review conceptual framework document from a team-based curriculum design approach that is underpinned by design thinking.	Pilot the approach in two faculties.	Expand the pilot to involve curriculum design initiatives across all faculties. Initiate the development of impact assessment protocols.	Refine the team-based curriculum design approach and implement it fully. Pilot some impact assessments at a module level.	Fully implement impact assessments at a module level.	DVC LT/ D LT; DVC RII
2.1.2. Digitalise curriculum processes to enable improvement of curriculum management, including practice notes.	Online tool to facilitate curriculum management.	Map processes involved in curriculum development at module, programme, and qualification levels, aligned to relevant SAQA requirements, including our graduate attributes.	Develop an online digital curriculum development tool and pilot implementation.	Revised tool based on feedback from the pilot process.	Implement the revised digital curriculum development tool.	Evaluate the tool against quality assurance standards.	DVC LT/ D LT; LT Collab; EXECUTIVE DEANS
2.1.3. New and redesigned niche inter-disciplinary Ocean Science UG and PG programmes and engagement projects scaled up across relevant faculties.	Expanded UG and PG programmes and engagement projects/qualifications related to Ocean Sciences (OS).	Faculties identify opportunities and establish interdisciplinary programme teams to drive curriculum design. Master's in Maritime Management launched. Collaborative master's programme with other SA and French universities in the planning phase.	1st intake for Master's in Maritime Management. Inter-university and -disciplinary master's programmes get internal and external approval. Faculties identify and develop OS-related programmes on an ongoing basis and report annually on progress.	Inter-university and -disciplinary master's programmes launched and started. Faculties identify and develop OS-related programmes on an ongoing basis and report annually on their progress, success, and challenges.	Faculties identify and develop OS-related programmes on an ongoing basis and report annually on their progress, success, and challenges.	Ongoing identification and development of OS-related programmes by faculties and annual reporting on their progress, success, and challenges.	DVC LT/ D LT; DVC RII
2.1.4. Advance critical pedagogies through the development of a humanising, student-centric philosophy, including diversity competencies.	Approved Curriculum Review Framework, including a humanising student-centric philosophy and diversity competencies.	Establish a working group to draft the characteristics of the philosophy and diversity competencies. Develop awareness-raising and conscientising activities and pilot them.	Approve characteristics, continue with awareness-raising and conscientising activities and gather stories about implementing this philosophy and diversity competencies in curriculum design, LT delivery and socially just assessment.	Continue with awareness-raising and conscientising activities, gather stories about implementing this philosophy and diversity competencies in curriculum design, LT delivery and socially just assessment, and pilot some impact assessment projects.			DVC LT/ D LT; DVC RII

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

2.1 TRANSFORMATION GOAL: Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
2.1.5. Develop key characteristics and expectations associated with the LT experience provided at Mandela University.	Approved key characteristics and expectations of Mandela University LT experience.	Deanery distils the characteristics and then tests them in faculties and the LT Collab to refine them. LTC approves the characteristics. Awareness-raising activities in faculties. Teaching Development in LT Collab includes these in BYJ and TEP.	Awareness-raising activities in faculties. Teaching Development in LT Collab includes these in BYJ and TEP.	Impact assessment regarding the extent of characteristics adoption.	Review based on evaluation outcome and continue with awareness-raising activities in faculties. Teaching Dev in LT Collab includes these in BYJ and TEP.	Continue with awareness-raising activities in faculties. Teaching Development in LT Collab includes these in BYJ and TEP.	**DVC LT/ D LT; EXECUTIVE DEANS**

2.2 TRANSFORMATION GOAL: Modify the PQM to provide a range of access routes and learning pathways for multi-generational learners from diverse educational backgrounds.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
2.2.1. PQM and curricula reviews by multi-disciplinary teams, which include alumni, PG students, and external stakeholders against a set of criteria.	A revised PQM providing a range of access routes and learning pathways.	Pilot *Coursetune*. Develop criteria for reviewing programmes and modules (for the University but also aligned to professional body requirements where needed).	Appoint a project manager and coordinators. Pilot some programme and curriculum reviews in each faculty. Engage in PQM discussions within faculties and across the institution.	Refine reviewed programmes & curricula against Mandela Uni criteria. Continue to upscale several programme reviews. Develop new programmes to enhance PQM.	Refine reviewed programmes & curricula against Mandela Uni criteria. Conclude outstanding programme reviews. Develop new programmes to enhance PQM.	Evaluate revised PQM against increased access, via a range of access routes and learning pathways, to multigenerational learners from diverse educational backgrounds.	**DVC LT/ D LT; EXECUTIVE DEANS**
2.2.2. Develop an operational resource model (HR, financial, infrastructural) which supports inter- and trans-disciplinarity embedded in programmes.	Approved resourcing model that supports inter-/ transdisciplinary programmes/ modules/ activities. Increased number of programmes with inter/trans-disciplinary modules/activities.	Develop a resourcing model to support inter-/ transdisciplinary programmes/ modules. Incentivise the implementation of inter-/transdisciplinary programmes/ modules.	Increase the number of inter-/trans-disciplinary programmes/ modules/ activities.	Increase the number of inter-/trans-disciplinary programmes/ modules/ activities.	Increase the number of inter-/ transdisciplinary programmes/ modules/ activities.	Evaluate the outcomes of inter-/ trans-disciplinary programmes/ modules/ activities against the increased access routes and learning pathways to multigenerational learners from diverse educational backgrounds.	**DVC LT/ D LT; DVC RII**
2.2.3. Diversify the number of career clusters and pathways at Mandela University in alignment with the new and future world of work.	Completed career pathways and clusters mapped out across all faculties and qualification levels.	Scope the project, conceptualise the approach to be followed, and appoint a research assistant.	Gather information and draft pathways.	Finalise, validate, and approve career clusters and pathways.	Integrated the approved career clusters and pathways into the institutional and faculty marketing and student recruitment strategies.	Evaluated whether there is an increase in career cluster and pathway enrolments across faculties.	**SD IP/ REGISTRAR; DVC LT; DVC RII**
2.2.4. Provision of flexible module choices in (some) programmes to enable students to personalise their programmes according to their career pathways.	Expanded the number of elective modules and streams to personalise career pathways.	Explore software options and map business processes.	Parallel with the programme and curricula reviews and pathway development, research career areas pursued by graduates. Research conclusions will guide elective modules that can be added to a programme.	Decide what streams and/or elective modules to add to programmes and seek formal approval for this.	Expand the streams and/or elective modules to add to programmes and seek formal approval for this.	Continue expanding the streams and/or elective modules to add to programmes and seek formal approval for this.	**DVC LT/ D LT**
2.2.5. Develop and implement a new timetabling framework in support of the blended learning approach.	Approved new timetabling framework.	Conduct broad consultation/brainstorming on the revisions required.	Ongoing revisions are required.	Ongoing revisions are required.	Ongoing revisions are required.	Ongoing revisions are required.	**DVC LT/ D LT**

2.2 TRANSFORMATION GOAL: Modify the PQM to provide a range of access routes and learning pathways for multi-generational learners from diverse educational backgrounds.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
2.2.6. Modifying the ITS SLP administrative procedures to accommodate the proposed stackable credentials as relates to SLP offerings.	Revised ITS for SLPs.	Modifying the SLP administrative system. Maintaining a SLP register of new (stackable) SLPs developed. Support the various administrative SLP processors: online/hybrid offerings, registration, certification, and verification.	Revised SLP administrative system. Maintaining a SLP register of new (stackable) SLPs developed. Support the various administrative SLP processors: online/hybrid offerings, registration, certification, and verification.	Revised SLP administrative system. Maintaining a SLP register of new (stackable) SLPs developed. Support the various administrative SLP processors: online/hybrid offerings, registration, certification, and verification.	Revised SLP administrative system. Maintaining a SLP register of new (stackable) SLPs developed. Support the various administrative SLP processors: online/hybrid offerings, registration, certification, and verification.	Evaluate the revised SLP administrative system against broadening access via alternative access routes.	**DVC ETP; DVC LT; EXECUTIVE DEANS**
2.2.7. Providing guidance governed by the SLP policy and other related policies on the proposed design and offering of hybrid and fully online SLPs and stackable credentials.	Stackable online and hybrid SLPs.	Monitor, manage, and support new SLP programme approval. Consultation sessions with academics/ managers developing new SLPs. Ensuring compliance with SLP policy, certification policy, and CHE requirements.	Ongoing: Monitor, manage, and support new SLP programme approval. Consultation sessions with academics/managers developing new SLPs. Ensure compliance with SLP policy, certification policy, and CHE requirements.	Ongoing: Monitor, manage, and support new SLP programme approval. Consultation sessions with academics/managers developing new SLPs. Ensure compliance with SLP policy, certification policy, and CHE requirements.	Ongoing: Monitor, manage, and support new SLP programme approval. Consultation sessions with academics/managers developing new SLPs. Ensure compliance with SLP policy, certification policy, and CHE requirements.	Ongoing: Monitor, manage, and support new SLP programme approval. Consultation sessions with academics/managers developing new SLPs. Ensure compliance with SLP policy, certification policy, and CHE requirements.	**DVC ETP; DVC LT; DVC RII**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

2.3 TRANSFORMATION GOAL: Facilitate articulation and recognition of prior learning through inclusive enrolment planning.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
2.3.1. Revision of RPL policy to provide for alternative access routes.	RPL policy to inform principles and framework for the development of stackable SLPs.	Revise the RPL policy to align with national policy outcomes.	Approve the revised RPL policy and implementation thereof.	Implementation of the revised RPL policy.	Implementation of the revised RPL policy.	Evaluate the implementation of the RPL policy against national RPL policy objectives.	**DVC LT/ D LT; EXECUTIVE DEANS**
2.3.2. Stackable SLPs that build towards career pathways and open access to qualifications via RPL in support of lifelong learning.	Mapping the stackable SLPs to provide career-specific pathways.	Appoint project manager/coordinator. Develop a map of SLPs. Facilitate discussions regarding delivery mode, rationalising some SLPs so as not to duplicate them, and develop a process to expand SLPs. RPL policy to be revised and expanded.	Consolidated list of SLPs and CPD SLPs that get designed for online delivery, where possible. Stackable opportunities linked to career pathways are identified, and a guidance strategy for students is developed.	Consolidated list of SLPs and CPD SLPs that get designed for online delivery, where possible. Stackable SLP opportunities linked to career pathways.	Continue expanding the number of SLPs for a range of purposes.	Continue expanding the number of SLPs for a range of purposes.	**DVC LT/ D LT; EXECUTIVE DEANS**
2.3.3. Develop and implement an articulation policy that provides for intra- and interinstitutional (vertical, horizontal, and diagonal) articulation with clearly defined, accredited, and registered learning pathway opportunities.	Approved articulation policy and accredited registered pathways. Online tool to facilitate intra-institutional articulation implementation across departments/ schools/faculties.	Establish an articulation substructure of the TLC with TOR. Establish an articulation working group within each faculty. Identify articulation programmes and pathways.	Initiate articulation discussion via formalised intra- and/or interinstitutional forums with selected TVET colleges, industry, and professional bodies; each faculty enter into specifically related discussions regarding articulation strategies and pathways. Develop faculty-related articulations and associated processes.	Each faculty pilots 1 articulation pathway at intra- and interinstitutional levels.	Revise proposed articulations based on lessons learned from pilots. Submit revised proposals for approval, registration, and accreditation.	Evaluate the implementation of articulation pilots across all faculties.	**REGISTRAR/ DVC LT/ D LT/ EXECUTIVE DEANS**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

2.4 TRANSFORMATION GOAL: Enable inclusive technology-enabled hybrid learning and working environments.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
2.4.1. Resource and expand the provision of improved technology-enabled classrooms to facilitate blended learning.	Expanded provision of improved technology-enabled classrooms to facilitate blended learning.	80% of medium to large classrooms enabled; 50% of small classrooms enabled.	90% of medium to large classrooms enabled; 70% of small classrooms enabled.	100% of medium to large classrooms enabled; 80% of small classrooms enabled.	90% of small classrooms are enabled.	100% of small classrooms are enabled.	**DVC POps/ CIO/ SD ISSO/ DVC LT/ D LT**
2.4.2. Expanded access to ICT resources for employees and students, including Wi-Fi densification to enhance learning and working environments.	Provision of laptops/smart devices (whichever is appropriate) to Employees. Implementation of phases 2 - 7 of the student computing device initiative. Expanded Wi-Fi coverage across all campuses, including student residences (on-campus and accredited).	Replace employee PCs with laptops as part of a 5-year replacement cycle; provide smart devices to employees, where appropriate. 40% of students with access to subsidised computing devices. Expanded Wi-Fi coverage across all campuses, including student residences (on-campus and accredited).	Replace employee PCs with laptops as part of a 5-year replacement cycle; provide smart devices to employees, where appropriate. Increase in the number of students with access to mobile computing devices. Expanded Wi-Fi coverage across all campuses, including student residences (on-campus and accredited).	Replace employee PCs with laptops as part of a 5-year replacement cycle; provide smart devices to employees, where appropriate. Increase in the number of students with access to mobile computing devices. Expanded Wi-Fi coverage across all campuses, including student residences (on-campus and accredited).	Replace employee PCs with laptops as part of a 5-year replacement cycle; provide smart devices to employees, where appropriate. Increase in the number of students with access to mobile computing devices. Expanded Wi-Fi coverage across all campuses, including student residences (on-campus and accredited).	Replace employee PCs with laptops as part of a 5-year replacement cycle; provide smart devices to employees, where appropriate. Increase in the number of students with access to mobile computing devices. Expanded Wi-Fi coverage across all campuses, including student residences (on-campus and accredited).	**DVC POps/ CIO**
2.4.3. Ensure alignment of administrative systems and processes with the transforming academic project.	Revised ITS, rules, and processes.	Map existing systems, rules, and processes. Identify aspects that need to be refined.	Re-engineer systems and processes. Refine rules.	Implement re-engineered systems and processes and refined rules.			**REGISTRAR; DVC LT/ D LT; DVC POps/ CIO**
2.4.4. Provision of the ICT and LT Helpdesks' 24/7 support to employees and students.	Increased ICT and LT support, i.e. balance between the number of requested logged and requests responded to. User satisfaction ratings for LT and ICT Helpdesks are 70% and higher.	Scope HR and financial resources required for 24/7 helpdesks. Seek resources and start implementing as soon as resources are found.	Implement 24/7 ICT and LT Helpdesk support .	Continue to implement 24/7 ICT and LT Helpdesk support .	Continue to implement 24/7 ICT and LT Helpdesk support .	Evaluated the implementation of 24/7 ICT and LT helpdesks against the increased student success rate.	**DVC LT/ D LT; DVC POps/ CIO; ED HR**

2.5 TRANSFORMATION GOAL: Ensure the overall improvement of access, success and throughput rates of students, particularly students from historically disadvantaged groups and students with disabilities.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
2.5.1. Review, integrate, and implement an integrated student recruitment strategy at regional, national, and international levels, according to academic enrolment plan targets, intentionally building the Mandela brand in focus areas according to niche approaches.	Approved integrated student recruitment strategy.	Integrated Student Recruitment Strategy, including vehicle fleet, developed and approved. Annual UG and PG recruitment campaigns implemented for the 2024 intake. Annual online Internationalisation Campaign implemented. VC Expansion into Africa. Faculty-based online Open Days and other campaigns. Faculty Retention Webinars. Annual MBChB campaign. Implementing faculty-specific campaigns to advance the University's positioning.	Implemented UG and PG recruitment & online Internationalisation Campaigns for the 2025 intake. Hybrid Open Days for GQ and George Campuses. Implementation of niche programme recruitment and retention campaigns, including the MBChB programme. Implement other Faculty strategies advancing Mandela University's positioning.	Expansion of student recruitment vehicle fleet. Implemented UG and PG recruitment strategies (Regional, National, and International) for the 2026 intake. Hybrid Open Days for GQ and George Campuses. Implementation of niche programme recruitment and retention campaigns, including the MBChB programme.	Expansion of recruitment strategies for UG and PG (Regional, National, and International) for the 2027 intake based on institutional enrolment targets. Hybrid Open Days for GQ and George Campuses. Introducing further enhancements to digital strategies, including automation of certain student recruitment practices.	Review the UG and PG recruitment strategies (Regional, National, and International) relative to institutional targets. Hybrid Open Days for GQ and George Campuses. Introduce enhancements to digital strategies, including automation of certain student recruitment practices. Evaluate the strategies relative to V2030 outcomes.	**REGISTRAR; DVC LT/ D LT; EXECUTIVE DEANS; DVC RII; DVC POps/ SD CM**
2.5.2. Provide specialised computing resources in support of access and success relating to the core functions of learning and teaching, research and engagement, particularly for persons with disabilities.	Technology-enabled resources to enhance access and success relating to the core functions of learning and teaching, research and engagement, particularly for persons with disabilities.	Research and improvement in technology-supported learning, teaching, research, and engagement for persons with disabilities.	Continued research and improvement in technology-supported learning, teaching, research, and engagement for persons with disabilities.	Continued research and improvement in technology-supported learning, teaching, research, and engagement for persons with disabilities.	Continued research and improvement in technology-supported learning, teaching, research, and engagement for persons with disabilities.	Continued research and improvement in technology-supported learning, teaching, research, and engagement for persons with disabilities.	**DVC POps/CIO; DVC LT; DVC RII; DVC ETP; D SA**
2.5.3. Re-engineer digital student application and enrolment systems, including late registration and changes in qualifications. Decentralise the processing of postgraduate students' applications and admissions to newly created posts of Faculty Postgraduate Consultants.	New streamlined online application and enrolment system, including late registrations and changes in qualifications for UG and PG students. Automated academic application systems for UG and decentralised processing of PG at faculty level, including academic selection by faculties.	Development of a new integrated system complete with a communications engine.	The rollout of the new streamlined system with the integration of the new ECM system.	Maintenance.	Maintenance.	Maintenance.	**REGISTRAR; DVC POps/ CIO; DVC LT; DVC RII; EXECUTIVE DEANS**

2.5 TRANSFORMATION GOAL: Ensure the overall improvement of access, success and throughput rates of students, particularly students from historically disadvantaged groups and students with disabilities.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
2.5.4. Re-engineer integrated student access and enrolment systems for student housing to be included in the online application system.	A new student housing system integrated into the student online application system to enable a comprehensive view of all students across on- and off-campus residences, including electronic accreditation of off-campus housing.	Accreditation of off-campus student housing roll-out.	Student residence applications for on- and off-campus housing are integrated into the new technology platform for the student online application system.				**D SA/ REGISTRAR/ DVC POPs/ CIO/ SD ISSO**
2.5.5. Develop and implement technology-enabled academic monitoring and coaching system to improve student success across all faculties (RADAR).	Digital student information and performance monitoring tool for modules/ qualifications across faculties.	Assess upgrades needed to RADAR and develop a resourcing plan. Run workshops for academics on how to use RADAR effectively.	Link student information and performance monitoring tool per module to qualification level. Run workshops for academics on how to use RADAR effectively.	Link student module and qualification information and performance system to academic support /coaching functionality. Run workshops for academics on how to use RADAR effectively.	Rollout of Integrated Student Information, Performance, Academic Support and Development tool. Run workshops for academics on how to use RADAR effectively.	Rollout of Integrated Student Information, Performance, Academic Support and Development tool. Run workshops for academics on how to use RADAR effectively.	**DVC LT/ D LT; EXECUTIVE DEANS; LT Collab**
2.5.6. Enhance student support and success using learning analytics to uncover student learning patterns and behaviours.	A cohort of learning analytic tools to advance student success. The number of learning analytic data available. The number of academics trained in using learning analytics. The number of uptakes of using learning analytics.	Workshop to plan what analytics are needed and what is available. Cascade the planning to faculties to include all academic voices.	Develop dashboards and pilot hands-on training opportunities in some academic departments.	Refine training based on feedback and scale up the training to more academic departments.	Continue refining the training based on feedback and scale up training in more academic departments.	Evaluate the impact of learning analytic tools against the increased student success rates.	**DVC LT/ D LT/ EXECUTIVE DEANS; DVC POps/ CIO**
2.5.7. Review the Master and Doctoral Degrees' Policy and other postgraduate policies and procedures.	A revised Master and Doctoral Degrees' Policy and other postgraduate policies and procedures.	Conduct extensive consultations with academics and PG students across all faculties.	Include themes arising from consultations into amendments of policies.	Approve amended policies and implement them.	Implement amended policies.	Evaluated the impact of revised policy implementation against PG users' experience.	**DVC RII; DVC LT/ D LT/ EXECUTIVE DEANS; REGISTRAR**
2.5.8. Implement an integrated PG service function.	Integrated PG service function (PG School).	Undertake a systems redesign process. Consider the feasibility of including a one-stop service and identifying mechanisms for quality assurance, for example, a postgraduate school.	Initiation a task team on postgraduate enrolment, access, and success. The conceptualisation of a Postgraduate School.	Approval of the Postgraduate School by Council.	Launch of PG school.	Evaluate the impact of the revised services model on PG completion and retention.	**DVC RII; REGISTRAR; DVC POps/ CIO**

2.5 TRANSFORMATION GOAL: Ensure the overall improvement of access, success and throughput rates of students, particularly students from historically disadvantaged groups and students with disabilities.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
2.5.9. Develop a PG student academic support and monitoring framework and implementation plan.	Approved PG student academic support and monitoring framework and an implementation plan.	Undertake a systems redesign process, tracking postgraduate students from application to registration and postgraduate degree completion.	Develop and implement a well-publicised range of broad-based research skills development activities for postgraduate students and supervisors.	Develop an integrated online platform providing an updated calendar of research capacity programmes to support the progress of PG studies and monitor the progress of PG performance.	Implement an integrated PG student academic support and monitoring tool.	Evaluated the impact of PG academic support and monitoring interventions against PG completion and retention rate per cohort.	DVC LT/ D LT/ EXECUTIVE DEANS
2.5.10. Develop and implement an UG student academic support framework and implementation plan.	Approved UG student academic support framework and implementation plan.	Research and identify offline modules and determine whether fully online versions could be developed. Identify recess programmes that can be developed as fully online.	Start developing the outstanding modules for fully online studies or completion via an online recess programme.	Expand the development of the online recess programmes and outstanding modules to improve the throughput rate. Research the impact of the above.	Expand the development of the online recess programmes and outstanding modules to improve the throughput rate. Research the impact of the above.	Expand the development of the online recess programmes and outstanding modules to improve the throughput rate. Research the impact of the above.	DVC LT/ D LT/ EXECUTIVE DEANS
2.5.11. Improve capacity for and support of students, peer facilitators, and lecturers to thrive and become competent in mixed-mode LT.	The number of students involved in digital literacy capacity development. The number of peer learning facilitators capacitated for mixed-mode LT Facilitation. The number of lecturers who participate in basic, intermediate, and advanced LT development for mixed-mode context. The number of educational technologists. The number of learning-experience designers. The number of Digi Buddies.	Increase the number of teaching enhancement programmes offered, educational technologists and learning experience designers available. Students have access to the Digi Ready site, and 1st-years have access to Digi Buddies.	Expand and grade teaching enhancement programmes and enhance the hybrid experience. Educational technologists and learning experience designers available. Review the Digi Ready site and enhance it where needed. Digi Ready Buddies are available for 1st – years.	Expand and grade teaching enhancement programmes and enhance the hybrid experience. Educational technologists and learning experience designers available. Review the Digi Ready site and enhance it where needed. Digi Ready Buddies are available for 1st – years.	Review and refine the teaching enhancement programme and assess its impact. Educational technologists and learning experience designers available; Assess the impact on digital literacy of Digi Ready and computer literacy modules. Digi Ready Buddies are available for 1st – years.	Convert teaching enhancement programme to a PG Dip. Educational technologists and learning experience designers are available. Enhance digital literacy development initiatives for students. Digi Ready Buddies are available for 1st – years.	DVC LT/ D LT/ EXECUTIVE DEANS
2.5.12. Development and implementation of a Student Accommodation Master Plan to support the provision of suitable and universally accessible student housing.	Approved Student Accommodation Master Plan for on- and off-campus residences.	Stakeholder consultations leading to the development of a student accommodation master plan.	Engage with DHET and SHIP programme on the funding strategy.	Engage with DHET and SHIP programme on the funding strategy.	Construction of the funded student accommodation buildings.	Review and evaluate progress made regarding student accommodation relative to the approved master plan.	D SA; DVC POps/ SD ISSO; DVC LT

2.5 TRANSFORMATION GOAL: Ensure the overall improvement of access, success and throughput rates of students, particularly students from historically disadvantaged groups and students with disabilities.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
2.5.13. Develop a framework, including policy and position papers, to inform innovative and socially just assessments of student learning, including e-assessments.	Revised Assessment Policy.	Develop position papers on innovative and socially just assessments for learning, work-based assessment, authentic workplace-related assessment tasks, team-based assessment, and continuous assessments. Revise the Assessment Policy. Position paper on e-assessment. Develop an e-assessment policy. Refine and expand the training programmes for academics. Purchase and install the appropriate software. Pilot an e-assessment centre.	Provide self-reflection and awareness-raising opportunities for academics. Capacitate lecturers in the range of assessment approaches. Establish some CoPs. Equip lecturers to capacitate students in self-assessment. Consider potential rule changes and additions relating to e-assessments. Conduct training .	Institute external quality review of e-assessment tasks and practices. Conduct an impact assessment across lecturers, modules, and students.			**DVC LT/ D LT/ EXECUTIVE DEANS**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

		Milestones					Responsible Portfolio
OBJECTIVES	**Outputs**	**2023**	**2024**	**2025**	**2026**	**2027**	
2.6.1. Co-create and implement an African-purposed holistic student-centric development framework.	Approved African-purposed student-centric development framework. Implemented programmes.	Research and development of the framework.	Implementation.	Implementation and review.	Publication of outcomes.	Programme evaluation.	**D SA/ DVC LT/ D LT**
2.6.2. Co-create and implement a suite of programmes geared to foster a vibrant and thriving multicultural student community.	An approved suite of student programmes and the implementation thereof.	Programme development.	Programme development.	Programme review and implementation.	Programme review and implementation.	Programme Evaluation.	**D SA**
2.6.3. Establish a community of practice to co-create and implement inclusive, accessible and holistic student success programmes .	Co-created and implemented programmes.	Establishment of the Community of Practice. Development of the collaborative programme.	Implementation.	Implementation, monitoring, and review.	Implementation, monitoring, and review.	Implementation, monitoring, and review.	**D SA/ DVC LT/ D LT**
2.6.4. Expand human resources in Emthonjeni Student Wellness (ESW) and Student Health Services (SHS) and the hours when services can be accessed by adjusting working hours and CoS and bringing services closer to students.	Expanded student wellness and health services support based on national norms.	Scope national/ international trends relating to the provision of student wellness support.	Co-created staggered implementation and resourcing plan to expand support provision that is aligned with national norms. HR engages with unions regarding adjustment to CoS for ESW and SHS staff.	Incrementally implement the plan and track whether student access and satisfaction increase.	Incrementally implement the plan.	Assess whether expanded support provision positively impacts student retention and success rates.	**DVC TL/ D LT/ D SA; DVC POPs/ ED HR**
2.6.5. Contribute to the food security of needy students.	Implemented food security initiatives.	Research on food security needs of students. An integrated plan for tackling food security at Mandela University.	Implementation of the food security plan.	Implementation of the food security plan.	Implementation of the food security plan.	Implementation of the food security plan. Impact evaluation conducted.	**D SA/ DVC POps**

2.6 TRANSFORMATION GOAL: Provide African-purposed holistic and humanising learning, development and support experiences and interventions, within and beyond the classroom, in alignment with the graduate attributes, to support student success.

2.6 TRANSFORMATION GOAL: Provide African-purposed holistic and humanising learning, development and support experiences and interventions, within and beyond the classroom, in alignment with the graduate attributes, to support student success.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
2.6.6. Provision of multi-purpose learning and social meeting spaces for students that enable integration of learning experiences.	Increased repurposing and development of modern learning and living spaces across all campuses. The number of pods for online and individual learning. The number of repurposed and modernised spaces for student learning and social engagement purposes.	Co-create a plan where implementation can be staggered and source resources for the first phase of implementation in 2023.	Continued implementation and expansion of integrated multipurpose spaces.	Continued implementation and expansion of integrated multipurpose spaces.	Continued implementation and expansion of integrated multipurpose spaces.	Evaluate the impact of the enabling learning environment on holistic student development and student success.	**DVC LT/ D LT/ DVC POps/ SD ISSO/ D SA**
2.6.7. Provision of suitable additional recreational spaces for employees and students across different campuses.	Shared services centres.	Establishment of a Shared Services Centre on North Campus.	Establishment of a Shared Services Centre on the George and Missionvale campuses.	Establishment of a Shared Services Centre on South and 2nd Avenue Campuses.			**DVC POps/ SD ISSO**
2.6.8. Enable experiential learning experiences across curricula and co-curricular learning spaces.	Revise and broaden the scope of the Co-Curricular Record Policy.	Create an inventory of structured work experiences, entrepreneurial development activities, WIL simulations, Youth Labs, Innovation Hubs, and community-based learning experiences. Review their outcomes and propose revisions and additions. Revise and broaden the scope of the CCR policy.	Approve the revised policy. Develop a menu of opportunities for students and a manual for how badging works. Run an awareness-raising campaign to get more students to participate in these opportunities. Gather digital stories of students participating in these activities.	Expand the number of students participating in inspiring experiential learning activities and the collection of stories from students about the experiences they gained.	Expand the number of students participating in inspiring experiential learning activities and the collection of stories from students about the experiences they gained.	Evaluate the implementation of the CCR policy against holistic student development outcomes.	**DVC LT/ D LT/ EXECUTIVE EANS; D SA**

TRANSFORMATION DIMENSION 3: KNOWLEDGE TRANSFORMATIONS - ADVANCE RESEARCH, INNOVATION, AND SCHOLARSHIP THROUGH PARTNERSHIPS AT REGIONAL, NATIONAL, AFRICAN, AND GLOBAL LEVELS

3.1 TRANSFORMATION GOAL: Increase strategic collaborations and partnerships with universities and other institutional types at regional, national, continental and global levels to address key challenges facing society.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
3.1.1. Identify and forge strategic partnerships to increase the African footprint.	A data bank of partnership agreements. An efficient and effective information management system that disseminates information quickly and provides easy access to faculties and other internal stakeholders on Mandela University's international partnerships agreements.	Policy mapping. Policy gaps identified. Policy revisions.	Design and implement an information management system to capture and track all the partnerships (regional, national and international).	Create networking platforms and opportunities to identify collaborators for research projects dealing with key social challenges.	Expand the number of social challenges research projects with international collaborators.	Evaluate the impact of the strategic partnership projects on expanding scholarship and addressing these social challenges.	**DVC RII/ SD OIE; DVC LT; DVC ETP**
3.1.2. Expand the provision of international opportunities for researchers, in particular emerging researchers who are conducting research involving key social challenges.	Internationalisation strategy aligned with the V2030 outcomes.	Identification of strategic international partners to advance strategic research projects.	Develop and resource partnership agreements to advance strategic research projects relating to key social challenges.	Identify, plan, and implement impactful research projects that involve emerging researchers.	Monitor implementation of strategic partnership agreements and the relevant scholarship outputs.	Evaluated the impact of strategic international partnership against the V2030 outcomes.	**DVC RII/ SD OIE**
3.1.3. Enhance the international stature of the institutional research themes.	A new research entity focused on sustainability.	Align the international linkages to global sustainability development goals and organisation to elevate institutional research themes and contribute to SDG 2030.	Funding for the new Mandela Institute for Sustainable Futures (MISF).	MISF launched and funded.			**DVC RII; DVC ETP**
3.1.4. Attract/Recruit PG international students to study at Mandela University in alignment with enrolment plan targets.	Revised PG strategy addressing the increased number of students funded and increased funding levels, enhanced and attractive support programmes, and better support for faculties via the improved systems and processes, as discussed in TD2 (2.5.3).	A 6% increase in postgraduate enrolments.	A 6% increase in postgraduate enrolments.	A 6% increase in postgraduate enrolments.	A 6% increase in postgraduate enrolments.	A 6% increase in postgraduate enrolments. Evaluated PG enrolments relative to the enrolment plan targets .	**DVC LT/ EXECUTIVE DEANS; DVC RII/ SD OIE**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

3.1 TRANSFORMATION GOAL: Increase strategic collaborations and partnerships with universities and other institutional types at regional, national, continental and global levels to address key challenges facing society.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
3.1.5. Attract/Recruit international UG students to study at Mandela University in alignment with the enrolment plan targets.	Revise the recruitment strategy for international students to include specific funding and support mechanisms, more efficient enrolment, VISA support and qualification checks, and better support for faculties via the improved systems and processes, as discussed in TD2 (2.5.3).	Increased international student enrolments for UG programmes.	Increased international student enrolments for UG programmes.	Increased international student enrolments for UG programmes.	Increased international student enrolments for UG programmes.	Evaluate the impact of the revised strategy on international UG student enrolment.	**DVC LT/ EXECUTIVE DEANS; DVC RII/ SD OIE**

3.2 TRANSFORMATION GOAL: Promote the sharing of knowledge, resources, and capacity building of UG, PG, academic, and PASS employees through strategic regional, national, continental, and global collaborations and partnerships.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
3.2.1. Globally oriented learners who are fostered through adopting a virtual global classroom approach with collaborative online international learning (COIL) experiences.	An increased number of students from international partner universities enrolled in/involved in programmes/ modules/projects.	Explore possibilities with international partners, facilitated via the Office for International Education.	Pilot a few COIL experiences and reflect on the learnings gained. Document students' stories about their experiences.	Increase the number of COIL experiences and reflect on the learnings gained. Document students' stories about their experiences.	Increase the number of COIL experiences and reflect on the learnings gained. Document students' stories about their experiences.	Evaluated the COIL experiences against the enriched UG and PG student experiences.	**DVC LT/ EXECUTIVE DEANS; DVC RII; DVC ETP**
3.2.2. Enhance the employability of students via the graduate-in-training programme.	Graduate-in-training absorbed or employed into entry-level positions in their field of study at the university, in alignment with EE targets.	Implementation of internship opportunities via the graduate-in-training programme to promote employability.	Implementation of internship opportunities via the graduate-in-training programme to promote employability.	Implementation of internship opportunities via the graduate-in-training programme to promote employability.	Implementation of internship opportunities via the graduate-in-training programme to promote employability.	Implementation of internship opportunities via the graduate-in-training programme to promote employability.	**DVC ETP/ DVC POps**
3.2.3. Identifying and facilitating work-integrated and service-learning opportunities to enhance the readiness of graduates for life and work.	Evidence of the interventions implemented to enhance work-integrated learning (WIL) and experiential learning (EL) opportunities for our graduates.	Graduate placement office to conduct consultations with faculties regarding WIL and EL opportunities via the private sector, industrial partners, and SETAs. Develop an integrated plan to facilitate WIL and EL opportunities. Host career fairs, annual graduate recruitment programmes, and employer on-campus presentations. WIL and EL opportunities via SETAs.	Implementation of the integrated plan to facilitate WIL and EL opportunities. Host career fairs, annual graduate recruitment programmes, andemployer on-campus presentations. WIL and EL opportunities via SETAs.	Continue with the implementation of the integrated plan to facilitate WIL and EL opportunities. Expand the number of career fairs, annual graduate recruitment programmes, employer on-campus presentations, WIL, and EL opportunities via SETAs hosted per annum. Expand the number of WIL and EL opportunities via SETAs.	Continue with the implementation of the integrated plan to facilitate WIL and EL opportunities. Expand the number of career fairs, annual graduate recruitment programmes, employer on-campus presentations, WIL, and EL opportunities via SETAs hosted per annum. Expand the number of WIL and EL opportunities via SETAs.	Evaluate the impact of WIL and EL opportunities provided via University-facilitated processes.	**DVC ETP/ DVC LT/ EXECUTIVE DEANS**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

3.3 TRANSFORMATION GOAL: Advance and support research and scholarship related to key social challenges, including race and racism, gender and gender-based violence, social justice and substantive equality, disability and universal accessibility, and transformation studies.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
3.3.1. Conduct research, promote the social justice agenda, deliver on national imperatives, and address social, regional, and local challenges.	Increase outputs by making a substantive contribution to the body of knowledge pertaining to the key social challenges.	Creating platforms to identify funding opportunities that respond to global challenges.	Develop and implement systems for tracking research grants.	Track research outputs.	Track research outputs.	Evaluate the research impact on the key social challenges.	**DVC RII; DVC ETP; DVC LT**
3.3.2. Produce and disseminate scholarship produced in research centres, units, and chairs that address race and racism, gender and GBV, social justice and substantive equality, disability and universal accessibility, and transformation studies.	Increase outputs by making a substantive contribution to the body of knowledge.	Creating transdisciplinary spaces for scholars to network and share ideas for possible collaborations.	Identify funding opportunities for research aimed at addressing these key social challenges.	Track research outputs.	Track research outputs.	Evaluate the research impact on key social challenges.	**DVC RII; DVC ETP; DVC LT**

3.4 TRANSFORMATION GOAL: Review recognition, rewards, resourcing and workload models to provide an enabling environment for the generation of impactful research and innovation outputs that are locally relevant and globally significant.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
3.4.1. Ensure current policies are revised and/or new policies are developed to enable the integration of different output types associated with research-active universities.	Approved revised/new policies.	Implementation of the revised policies to support and enable research productivity and outputs. Drafting of new policies.	Implementation of the revised policies to support and enable research productivity and outputs. Approval of the new policies.	Implementation of the revised/new policies to support and enable research productivity and outputs.	Implementation of revised/new policies to support and enable research productivity and outputs.	Evaluate the shifts in networks, inclusive distribution of resources, and opportunities.	**DVC RII**
3.4.2. Provision of an enabling and supportive research environment to PG students and academic researchers through internal development opportunities as well as national and international exchange for development opportunities.	Increase PG and early career academic research outputs aligned to national norms. Increased national and international development exchange programmes for PGs and academics to enhance research and research communication skills.	Develop funding mechanisms to enable the academic exchange programmes to enhance skills transfer.	Expand access to funding opportunities (national and international) supporting strategic research projects.	Identify any institutional barriers experienced by historically disadvantaged PGs and academics relating to access and/or participation in institutional intellectual networks/communities and associated infrastructure.	Implement interventions to address any barriers identified.	Monitor the research outputs relative to the national norm.	**DVC RII; DVC LT**
3.4.3. Contribute to the development and approval of clear promotion criteria in a transdisciplinary context.	Approved promotion Criteria.	Implement development programmes to support mid- and early-career academics to meet promotion criteria.	Implement development programmes to support mid- and early-career academics to meet promotion criteria.	Implement development programmes to support mid- and early-career academics to meet promotion criteria.	Implement development programmes to support mid- and early-career academics to meet promotion criteria.	Evaluate the shifts in networks, inclusive distribution of resources, and opportunities.	**DVC RII; DVC LT**
3.4.4. Develop a research-related rewards and recognition framework taking into account (i) academic age, (ii) discipline, (iii) broad range of scholarly outputs, (iv) strategic goals and research themes (e.g. race and racism, gender and GBV, social justice and substantive equality, disability, universal accessibility and transformation studies).	Approved research-related rewards and recognition framework as part of the performance management system.	Benchmark reward mechanisms and strategies to incentivise academic staff.	Develop research-related incentive rewards and recognition framework.	Pilot research-related incentive rewards and recognition framework.	Revise research-related incentive rewards and recognition framework based on recommendations of the pilot implementation.	Integrated research-related incentive rewards and recognition framework into the institutional performance management system. Evaluate the research output ratio relative to the national norms.	**DVC RII; DVC LT; DVC POps**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

3.4 TRANSFORMATION GOAL: Review recognition, rewards, resourcing and workload models to provide an enabling environment for the generation of impactful research and innovation outputs that are locally relevant and globally significant.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
3.4.5. Appoint a diverse cohort of distinguished HEAVAs across knowledge domains to integrate their knowledge, research, and teaching experience into the academic community for added support.	Funding programme to enable support of HEAVA activities such as PG and Early-Career Researcher supervision/mentoring; increased PG and early-career researchers' outputs from HEAVA activities and enhancement of HEAVA outputs.	Enhance supervisory capacity and mentorship opportunities for early-career researchers.	Implement a mentorship programme with early-career academics.	Evaluate the shift of research outputs (journal articles, book chapters, conference proceedings, etc.) relative to the national norms.			**DVC RII; DCV LT; DVC ETP**
3.4.6. Ensure well-maintained infrastructure to support impactful research and innovative outputs.	Expanded funding mechanisms and improved internal processes and infrastructure to ensure that research-related business processes and facilities are modern and well-maintained to support an increase in research outputs.	Develop and implement effective research equipment management and maintenance strategy, including a resourcing model for equipment and facility maintenance and an integrated, transparent, and functional business process between maintenance/ procurement departments and research facilities.	Continuous upgrading of research infrastructure to enable and support the implementation of modern and innovative research techniques.	Continuous upgrading of research infrastructure to enable and support the implementation of modern and innovative research techniques.	Continuous upgrading of research infrastructure to enable and support the implementation of modern and innovative research techniques.	Evaluate the shift in research outputs (journal articles, book chapters, conference proceedings, etc.) in internationally accredited journals with an impact factor >1.	**DVC RII; DVC POps**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

3.5 TRANSFORMATION GOAL: Increase the provision of accessible, high-quality technology-enabled library and information services in alignment with globally relevant pedagogical and scholarship approaches.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible**
		2023	**2024**	**2025**	**2026**	**2027**	**Portfolio**
3.5.1. Enabling physical library facilities that are fully supported at a multi-campus level to be infrastructurally fit for purpose and support service ready.	An increased proportion of library and information services collections and databases available online and/or through open access.	Analyse usage of online databases and review selection in consultation with all faculties.	Continue to review online database relevance and expand online tools/databases in support of the core functions of Learning & Teaching and Research & Engagement.	Continue to review online database relevance and expand online tools/databases in support of the core functions of Learning & Teaching and Research & Engagement.	Continue to review online database relevance and expand online tools/databases in support of the core functions of Learning & Teaching and Research & Engagement.	Evaluated end-user experience of LIS.	**DVC RII; DVC LT; DVC ETP**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

TRANSFORMATION DIMENSION 4: REVISIONING ENGAGEMENT THROUGH EQUALISING PARTNERSHIPS WITH DIVERSE PUBLICS.

4.1 TRANSFORMATION GOAL: Reimagine engagement, as the third core mandate of the University, to co-create sustainable, creative, and innovative solutions to societal challenges through equalising partnerships with diverse publics.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
4.1.1. Realigning engagement strategy, policies, and praxes to Vision 2030 and repositioning the engagement and institutional posture of a Transformative Responsive University and Engaged Citizen.	Amended policies: Engagement Policy; Engagement Excellence Awards Policy; Engagement Advancement Funding Policy & Criteria; and Entities Policy. Integrated and aligned engagement strategies, policies, and praxes.	Institutional consultation processes and workshops as related to Engagement Policies, HOC outputs, Stakeholder Engagement Strategy, Engagement Forum, etc.	Submission of first drafts for faculty and key stakeholder input.	Finalisations of policies and strategies and submission to internal committee approval structures.	Implement and oversee the aligned policies and strategies.	Amend as required.	**DVC ETP; DVC LT; DVC RII; ED SLD**
4.1.2. Providing facilitative and coordinative support for the building of equalising connections between the University and society, inclusive of community-based organisations and formations.	Updated and user-friendly Engagement MIS of institutional partnerships, stakeholders, and MOUs. Reports on outputs linked to partnerships developed via formal MOU and Engagement Entity Annual reports. Integrated archive and procedures for initiating MOUs.	Initiation of MIS updating process with internal stakeholders. Initiation of mapping the Engagement Office external stakeholder database linked to the institutional engagement stakeholder strategy. Completed archive. Updated database of MOUs overseen by the EngagementOffice. Annual Engagement Office Report and Annual Entities' Reports.	Initiation of the MIS updating process with internal stakeholders. Continued mapping of the Engagement Office external stakeholder database linked to the institutional engagement stakeholder strategy. Completed archive. Updated database of MOUs overseen by the Engagement Office. Annual Engagement Office Report and Annual Entities' Reports.	Annual updating as required. Annual updating of MIS, as required. Annual Engagement Office Report and Annual Entities' Reports.	Annual updating as required. Annual updating of MIS, as required. Annual Engagement Office Report and Annual Entities' Reports.	Annual updating as required. Annual updating of MIS, as required. Annual Engagement Office Report and Annual Entities' Reports.	**DVC ETP**

4.1 TRANSFORMATION GOAL: Reimagine engagement, as the third core mandate of the University, to co-create sustainable, creative, and innovative solutions to societal challenges through equalising partnerships with diverse publics.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
4.1.3. Establish community-based learning as a core, niche feature of our humanising approach to medical education.	Community Advisory Board established and functioning. Identified impact indicators.	Establish Community Advisory Board. Initiate research to develop indicators. Impact assessment.	Finalise indicators. Develop and pilot 360-degree assessment protocols.	Conduct a comprehensive assessment of the indicators. Identify aspects where the impact can be enhanced. Share emerging stories on how the pedagogical approach is impacting and shaping the attributes of our medical students (MBChB).	Expand the impact assessment of the humanising approach to medical education to other medical qualifications.	Refine the humanising community-based approach to medical education based on findings from the impact assessment.	**DVC LT/ DLT**
4.1.4. Strengthening the University's engagement relationships with industry, the state, and the public and private sectors.	A mapping report reflecting quadruple helix projects and partnerships. Mapping reports on research focus areas and SDG- linked engagement projects. Employer and Stakeholder databases. Collaboration between the Engagement Office and Alumni Office for graduate mentorship and employment opportunities. Capacity development opportunities.	Ongoing input to internal structures, committees, and forums. Formalised MOUs and SLAs. Initiation of mapping projects and projects based on the mapping reports. Input is provided on an annual basis for the Sustainability Report. The number of projects supported annually. Ongoing database updates. Ongoing capacity development.	Ongoing input to internal structures, committees, and forums. Formalised MOUs and SLAs. Initiation of mapping projects and projects based on the mapping reports. Input is provided on an annual basis for the Sustainability Report. The number of projects supported annually. Ongoing database updates. Ongoing capacity development.	Ongoing input to internal structures, committees, and forums. Formalised MOUs and SLAs. Initiation of mapping projects and projects based on the mapping reports. Input is provided on an annual basis for the Sustainability Report. The number of projects supported annually. Ongoing database updates. Ongoing capacity development.	Ongoing input to internal structures, committees, and forums. Formalised MOUs and SLAs. Initiation of mapping projects and projects based on the mapping reports. Input is provided on an annual basis for the Sustainability Report. The number of projects supported annually. Ongoing database updates. Ongoing capacity development.	Ongoing input to internal structures, committees, and forums. Formalised MOUs and SLAs. Initiation of mapping projects and projects based on the mapping reports. Input is provided on an annual basis for the Sustainability Report. The number of projects supported annually. Ongoing database updates. Ongoing capacity development.	**DVC ETP; DVC LT; DVC RII**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

4.2 TRANSFORMATION GOAL: Embed the institutional engagement mandate across all University portfolios to enable broad-scale impact in the interest of the public good.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
4.2.1. Directing the strategic positioning of engagement and coordinating engagement across the divisions, units, faculties, and entities of the University.	Annual reports on engagement activities, annual entity reports, and scholarly publications.	Input to the quarterly committee meetings and ongoing consultation. Ongoing consultation. Annual reports. 3 Articles. The number of new entities established. The number of new collaboratives initiated. The number of new projects initiated.	Input to the quarterly committee meetings and ongoing consultation. Ongoing consultation. Annual reports. 3 Articles. The number of new entities established. The number of new collaboratives initiated. The number of new projects initiated.	Input to the quarterly committee meetings and ongoing consultation. Ongoing consultation. Annual reports. 3 Articles. The number of new entities established. The number of new collaboratives initiated. The number of new projects initiated.	Input to the quarterly committee meetings and ongoing consultation. Ongoing consultation. Annual reports. 3 Articles. The number of new entities established. The number of new collaboratives initiated. The number of new projects initiated.	Input to the quarterly committee meetings and ongoing consultation. Ongoing consultation. Annual reports. 3 Articles. The number of new entities established. The number of new collaboratives initiated. The number of new projects initiated.	**DVC ETP; DVC LT; DVC RII**
4.2.2. Ensuring that the engagement activities of the University are impactful and responsive to societal challenges.	Mapping report - engagement linked to research focus areas, SDGs, and Africa Agenda 2063 Goals. Engagement excellence awards that profile excellence and best practice. Updated policy framework. Project Engagement Framework: Development, Monitoring, Evaluating, Learning, Supporting & Reporting (DMELSR).	Annual Engagement excellence awards. Funding via EAF. Capacity development interventions. Profiling in institutional publications, websites, and colloquia. Annual Mandela University Engagement Impact Report. Rollout and orientation of DMELSR.	Annual Engagement excellence awards. Funding via EAF. Capacity development interventions. Profiling in institutional publications, websites, and colloquia. Annual Mandela University Engagement Impact Report. Rollout and orientation of DMELSR.	Annual Engagement excellence awards. Funding via EAF. Capacity development interventions. Profiling in institutional publications, websites, and colloquia. Annual Mandela University Engagement Impact Report. Rollout and orientation of DMELSR.	Annual Engagement excellence awards. Funding via EAF. Capacity development interventions. Profiling in institutional publications, websites, and colloquia. Annual Mandela University Engagement Impact Report. Rollout and orientation of DMELSR.	Annual Engagement excellence awards. Funding via EAF. Capacity development interventions. Profiling in institutional publications, websites, and colloquia. Annual Mandela University Engagement Impact Report. Rollout and orientation of DMELSR.	**DVC ETP; DVC LT; DVC RII**
4.2.3. Co-create and implement a transformative student engagement plan.	Co-created and implemented a transformative student engagement plan.	Community mapping. Student engagement. Co-creation of the plan.	Implementation of the transformative student engagement plan.	Implementation and review.	Publication of outcomes.	Programme evaluation.	**ED SLD; DVC ETP**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

4.2 TRANSFORMATION GOAL: Embed the institutional engagement mandate across all University portfolios to enable broad-scale impact in the interest of the public good.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
4.2.4. Adapting and improving the activity and process flow in the newly established Career Services Department to best serve the needs of students and external stakeholders in support of Vision 2030.	A benchmarking report to inform changes being implemented.	Conduct a web-based benchmarking initiative. Ongoing reviews for effective delivery. Networking through SAGEA and SASCE. Participation in Universum and SAGEA Survey. Attend National University Career Services Forums. Work Preparedness Workshops (CV preparation and interviewing skills). Online and in-person career fairs.	Conduct a web-based benchmarking initiative. Ongoing reviews for effective delivery. Networking through SAGEA and SASCE. Participation in Universum and SAGEA Survey. Attend National University Career Services Forums. Work Preparedness Workshops (CV preparation and interviewing skills). Online and in-person career fairs.	Conduct a web-based benchmarking initiative. Ongoing reviews for effective delivery. Networking through SAGEA and SASCE. Participation in Universum and SAGEA Survey. Attend National University Career Services Forums. Work Preparedness Workshops (CV preparation and interviewing skills). Online and in-person career fairs.	Conduct a web-based benchmarking initiative. Ongoing reviews for effective delivery. Networking through SAGEA and SASCE. Participation in Universum and SAGEA Survey. Attend National University Career Services Forums. Work Preparedness Workshops (CV preparation and interviewing skills). Online and in-person career fairs.	Conduct a web-based benchmarking initiative. Ongoing reviews for effective delivery. Networking through SAGEA and SASCE. Participation in Universum and SAGEA Survey. Attend National University Career Services Forums. Work Preparedness Workshops (CV preparation and interviewing skills). Online and in-person career fairs.	**DVC ETP; DVC LT; DVC RII**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

4.3 TRANSFORMATION GOAL: Advance the scholarship and praxes of an engaged transformative university - locally responsive, nationally active, regionally alive, and globally aware - to advance the social value of research and learning and teaching.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
4.3.1. Developing and promoting the scholarship of engagement by functioning as a strategic engagement capacity development resource for supporting and driving the integration, anchoring, and embedding of engagement into the T&L and Research Practices of the University.	Workshops and consultations. Presentations to Entity Management Committees, Faculty Engagement Committees, Institutional Committees, Engagement Forum, and CoP. Integration of engagement into T&L and Research. Facilitation, coordination, and information dissemination on collaborative opportunities.	Ongoing provision of capacity development opportunities. Conducting consultations – 3 webinars, retreats, and workshops; 1 colloquium; and 2 Engagement Forum meetings.	Ongoing provision of capacity development opportunities. Conducting consultations – 3 webinars, retreats, and workshops; 1 colloquium; and 2 Engagement Forum meetings.	Ongoing provision of capacity development opportunities. Conducting consultations – 3 webinars, retreats, and workshops; 1 colloquium; and 2 Engagement Forum meetings.	Ongoing provision of capacity development opportunities. Conducting consultations – 3 webinars, retreats, and workshops; 1 colloquium; and 2 Engagement Forum meetings.	Ongoing provision of capacity development opportunities. Conducting consultations – 3 webinars, retreats, and workshops; 1 colloquium; and 2 Engagement Forum meetings.	**DVC ETP; DVC LT; DVC RII**
4.3.2. Identify, plan, and implement strategic, transformative engagement projects via the Hubs of Convergence, Engagement Entities, and other transdisciplinary research projects .	Scholarship and praxes that contribute to social change.	Plan, resource, and implement strategic, transformative engagement projects.	Implement strategic, transformative engagement projects.	Continue to implement strategic, transformative engagement projects.	Continue to implement strategic, transformative engagement projects.	Evaluate the implementation of the strategic, transformative projects against V2030 outcomes.	**DVC ETP; DVC RII; DVC LT**

4.4 TRANSFORMATION GOAL: Review the financial, human resources, and infrastructural resourcing of the Engagement mandate as a core function of the University.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible**
		2023	**2024**	**2025**	**2026**	**2027**	**Portfolio**
4.4.1. Provision of appropriate resources (financial, human, infrastructure) to support Engagement as the third core function of the University, including its Transformation mandate.	ETP will be fully resourced by 2027.	20% of the ETP operational posts are permanent. Adequate office space. Financial support for strategic engagement and transformation projects.	40% of the ETP operational posts are permanent. Adequate office space. Financial support for strategic engagement and transformation projects.	60% of the ETP operational posts are permanent. Adequate office space. Financial support for strategic engagement and transformation projects.	80% of the ETP operational posts are permanent. Adequate office space. Financial support for strategic engagement and transformation projects.	ETP is equitably resourced. Evaluate the impact of ETP on advancing v2030 outcomes.	**MANCO**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

TRANSFORMATION DIMENSION 5: EMPLOYEE ACCESS, CAPACITY DEVELOPMENT AND SUCCESS, INCLUDING REDRESS

5.1 TRANSFORMATION GOAL: Improve alignment of the employment equity plan with the integrated talent management strategy of the University.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
5.1.1. Develop and implement the Employment Equity Plan 2023 - 2027 and submit annual reports.	Council EE plan (2023 - 2027) and annual EE reports.	Diversify employee demographic profile in alignment with 2023 targets. Submit annual EE report.	Diversify employee demographic profile in alignment with 2024 targets. Submit annual EE report.	Diversify employee demographic profile in alignment with 2025 targets. Submit annual EE report.	Diversify employee demographic profile in alignment with 2026 targets. Submit annual EE report.	Diversify employee demographic profile in alignment with 2027 targets. Submit annual EE report.	**DVC POps/ ED HR; MANCO**
5.1.2. Develop and implement an integrated workforce strategy and plan to address the evolving functionalities within the University, specifically addressing the high staff-to-student ratios across faculties.	Revised integrated workforce strategy and plan in alignment with enrolment and employment equity plan targets, respectively.	Council-approved integrated workforce strategy and a plan to normalise staff-to-student ratios.	Implement integrated workforce strategy and plan, including strategic talent acquisition framework. Diversify employee profiles at all levels.	Implement integrated workforce strategy and plan, including strategic talent acquisition framework. Diversify employee profiles at all levels.	Implement integrated workforce strategy and plan, including strategic talent acquisition framework. Diversify employee profiles at all levels.	Implement integrated workforce strategy and plan, including strategic talent acquisition framework. Diversify employee profiles at all levels.	**DVC POps/ ED HR; MANCO**

5.2 TRANSFORMATION GOAL: Enhanced alignment of the workforce skills and competency profile associated with the Vision 2030 strategic outcomes and skills development plans for academic and PASS employees.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
5.2.1. Conduct a workforce skills audit and address deficiencies/ scarcities by the implementation of the workplace strategy and plan to upskill, train, and reorientate employees to respond to the new world of work.	University workplace strategy and plan to upskill, train, and reorientate employees based on the skills audit conducted.	Conduct University-wide skills audit across all job families based on the requisite skill sets required in the new world of work.	Implement the workplace strategy and plan to upskill, train, and reorientate employees to respond to the new world of work.	Implement the workplace strategy and plan to upskill, train, and reorientate employees to respond to the new world of work.	Implement the workplace strategy and plan to upskill, train, and reorientate employees to respond to the new world of work.	Evaluate the implementation workplace strategy and plan to determine the alignment of employee skills with the new world of work.	**DVC POps/ ED HR; MANCO**
5.2.2. Provision of a broader range of capacity-building opportunities for academics to enhance pedagogies and LT methodologies.	Capacity-building opportunities to include a broader range of pedagogies and LT methodologies.	Scope which pedagogies are being used. Refine TEP to include more pedagogies and LT approaches.	Scale up the number of academics participating in TEP.	Undertake an impact assessment to see what effect different pedagogical approaches have on lecturer satisfaction, the quality of the student learning experience, and student success. Start distilling enabling aspects across pedagogies that are similar.			**DVC LT/ D LT; DVC RII**
5.2.3. Provision of relevant training, in particular ICT-related, to enhance the skills and competencies required for a hybrid working environment.	Improved ICT-related skills across all occupational levels and job families.	ICT-related skills audit to be conducted on all employees.	Structured ICT training provided to all employees across all job families and occupational levels.	Structured ICT training provided to all employees across all job families and occupational levels.	Structured ICT training provided to all employees across all job families and occupational levels.	Evaluate ICT skills/competencies relative to the established baseline.	**DVC POps/ ED HR; CIO**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

5.3 TRANSFORMATION GOAL: Ensure implementation of integrated programmes and measures designed to accelerate focused recruitment, capacity development, greater representation, and retention of designated and underrepresented groups (including employees with disabilities) across all occupational categories, particularly academic posts at associate professoriate and full professoriate as well as university management (middle, senior, and executive) levels.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
5.3.1. Implement diverse mechanisms to attract and retain academics.	Diverse talent management strategies focused on diversification and retention of academics.	Workshop arranged by ED HR to review existing attraction and retention mechanisms, identify gaps, and how to strengthen and expand these. Workshop expanding sabbaticals to remain current in LT and working in industry/ professional work sessions.	Introduce enhanced attraction, remuneration, and retention mechanisms and expanded sabbatical options. Workshop to explore activities to create a vibrant academic and wellness culture in faculties and LT Collab.	Refine enhanced attraction, remuneration, and retention mechanisms and the expanded sabbatical options.	Continue to implement academic-related personnel talent management strategies.	Evaluate the implementation of talent management strategies against an increasingly diverse senior academic profile.	DVC LT/ DVC POps/ ED HR/ DVC RII
5.3.2. Revise and integrate promotion policy across all job families and categories to facilitate the elimination of barriers to underrepresented groups.	Revised promotions policy to enable the advancement of all employees across job families and occupational categories.	Research advancement strategies for PASS employees.	Develop Integrated Promotions Policy and pilot with the PASS division (Finance).	Refine the Integrated Promotions Policy and implement it across all MANCO portfolios. Monitor promotions against equity plan targets.	Continue to implement the Integrated Promotions Policy across all MANCO portfolios. Monitor promotions against equity plan targets.	Evaluate the policy implementation against targets set in the EE plan over the past 5 years.	DVC LT/ DVC POps/ ED HR/ DVC RII
5.3.3. Develop and implement a fair and equitable remuneration strategy and plan to attract and retain designated and under-represented groups, including scarce skills.	Approved remuneration strategy.	Develop a remuneration strategy and implementation plan to readdress the academic lag to 90%. TGP system developed.	Readdress the academic lag to 95%. Conversion to TGP. Performance reward model developed and approved. Work smart (a.k.a. flexible work) policy and delivery policy developed. Retention index set up. Fit-for-purpose structures and pay – Review Scarce and Critical Skill Policy.	Readdress the academic lag to 100%. Performance reward model fully implemented. Work smart policy implemented. Exits within the approved retention index. Fit-for-purpose structures and pay – Finalise governance sign-off and implement New Remuneration Philosophy and Principles.	Leveraging technology to support 'pay' decision-making and implement accurate payroll – ensure the development and implement the simulation tool for TGP conversion. Pilot implementation of the TGP model.	Refine the TGP model and implement it university-wide. Evaluate whether the lag in academic remuneration has been eliminated.	DVC POps/ ED HR/ DVC LT/ED F
5.3.4. Implement various strategies to expand the base of active researchers.	Increased rated researchers.	Linking research productivity to rank and discipline. Increase the number of staff with PhDs to provide instruction. Staff participating in instruction programmes.	Linking research productivity to rank and discipline. Increase the number of staff with PhDs to provide instruction. Staff participating in instruction programmes.	Linking research productivity to rank and discipline. Increase the number of staff with PhDs to provide instruction. Staff participating in instruction programmes.	Linking research productivity to rank and discipline. Increase the number of staff with PhDs to provide instruction. Staff participating in instruction programmes.	Evaluate the strategies implemented with increased research outputs and rated researchers.	DVC RII; DVC LT; ED of Faculties

5.4 TRANSFORMATION GOAL: Review recognition, rewards, resourcing, and workload models to provide an enabling working environment for all employees of the University.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
5.4.1. Develop an integrated talent retention, reward, recognition, and workload policy for academic and PASS employees in alignment with sectoral employment equity targets.	An approved integrated talent retention, rewards, recognition, and workload policy.	Research and benchmarking for integration of the policies relating to employee rewards, recognition, and workloads.	Approved integrated talent retention, rewards, recognition, and workload policy.	Implementation of the integrated talent retention, rewards, recognition, and workload policy.	Implementation of the integrated talent retention, rewards, recognition, and workload policy.	Evaluate and review the integrated talent retention, rewards, recognition, and workload policy outcomes relative to the sectoral employment equity targets.	**DVC POPS/ ED HR/ DVC LT/ DVC RII; MANCO**
5.4.2. Develop and implement an integrated reward, recognition, and workload model and strategies for academic and PASS employees aligned to sectoral EE targets.	An approved integrated employee rewards, recognition, and workload model and strategy. Implementation of the associated strategies.	Research and benchmarking relating to employee rewards, recognition, and workload models and strategies. A workshop where faculties present workload models and workload pictures of their staff. Develop a report with areas for improvement, refinement, and any resource implications.	An approved integrated reward, recognition, and workload model. Link to the workplace.	Pilot implementation of the integrated reward, recognition, and workload model.	Refine integrated reward, recognition, and workload model and link performance to salary increases.	Integrated reward, recognition, and workload model and link performance to salary increases. Link workload model to integrated strategic workforce plan.	**DVC POPS/ ED HR/ DVC LT/ DVC RII; MANCO**
5.4.3. Changed Conditions of Service for academics and PASS staff in alignment with changing world of work.	Changed Conditions of Service.	Brainstorming workshop with Transversal Deanery and HR.	Engage Unions and draft the CoS changes as part of the envisaged flexible work arrangements.	Finalise changes to the CoS.	Implement the CoS changes.	Evaluate the changes in CoS against staff wellness and staff satisfaction levels.	**DVC POPS/ ED HR/ DVC LT/ DVC RII; MANCO**
5.4.4. Enabling a supportive environment for academic leaders.	A cohort of structured support interventions for academic leaders.	Work with HR to expand capacity development and support interventions for academic leaders, including a coaching programme which covers dispute resolution skills, basic counselling skills, and basic labour relations training.	Work with HR to pilot the coaching programme for academic leaders.	Review the coaching programme based on feedback from the pilot intervention. Expand implementation to all academic leaders .	Continue implementation of the coaching programme for all academic leaders.	Evaluate the impact of the coaching programme on staff wellness and staff climate in academic departments.	**DVC LT/ D LT; DVC POps/ ED HR**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

5.5 TRANSFORMATION GOAL: Review the social structure of the academy to identify patterns of privilege and/or exclusion to inform the development and implementation of countermeasures to promote an inclusive and supportive intellectual environment.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
5.5.1. Analyse the mechanics of Institutional Culture within the social structure of the academy through patterns of privilege and in/exclusion (demographics profiles based on population groups and gender) in academic decision-making structures, including but not limited to institutional governance structures requiring faculty representation. FMC, Faculty-based structures linked to learning and teaching, research PG, capacity develop opportunities; resources, academic networks.	Demographic representation patterns across faculty-related governance and operational structures.	Map all decision-making structures within the University requiring faculty representation and demographic representation. Map all decision-making structures within faculties and demographic representation.	Analyse trends in the patterns of representation. Implement interventions to improve proportional diversity across institutional and/ or faculty structures.	Continue to improve proportional diversity across institutional and/ or faculty structures.	Continue to improve proportional diversity across institutional and/ or faculty structures.	Evaluate the shifts in experiences of in/exclusion, networks, resources, and opportunities.	**DVC ETP; REGISTRAR/ DVC LT/ ED of Faculties**

TRANSFORMATION DIMENSION 6: SUSTAINABLE RESOURCE STEWARDSHIP

6.1 TRANSFORMATION GOAL: Improve alignment and expansion of the responsiveness and efficiency of technology-enabled core and business processes with Vision 2030 outcomes.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
6.1.1. Review, resource, and implement an integrated institutional ICT strategy, including ICT governance, to optimise operations and improve technology-enabled business processes in support of the evolving needs of the University and its stakeholders.	Approved integrated institutional ICT strategy. Reduced costs (estimated). Improved efficiencies monitored via end-user experience and satisfaction of University business processes such as customer relationship management (CRM) and artificial intelligence (AI) systems.	Approved integrated institutional ICT strategy. Achieve 20% of ICT strategic goals.	Achieve 40% of ICT strategic goals.	Achieve 60% of ICT strategic goals.	Achieve 80% of ICT strategic goals.	Achieve 100% of ICT strategic goals.	**DVC POps/ CIO; MANCO**
6.1.2. Develop and implement expanded Cloud operations, including security technologies strategy.	Expansion of cloud adoption and security technologies.	Cloud and security technologies strategy finalised.	Establish a hybrid data centre with multiple cloud providers and expanded security technologies.	50% of identified workloads migrated, and expanded security technologies implemented.	75% of identified workloads migrated, and expanded security technologies implemented.	100% of identified workloads migrated, and expanded security technologies implemented.	**DVC POps/ CIO; MANCO**
6.1.3. Develop, resource, and implement an institutional business intelligence and analytics capability.	University-wide data warehouse and BI capabilities.	Data warehouse development is underway. Initial PowerBI reports.	75% of reporting on the PowerBI platform.	All reporting is managed through the PowerBI platform. Self-sufficient users using pre-built datasets.	Self-sufficient users using pre-built datasets.	Self-sufficient users using prebuilt datasets.	**DVC POps/ CIO/ SD IP; MANCO**
6.1.4. Implement technological interventions to enable remote work (office mobility).	Microsoft A5 licenses remain in place to enable communication via MS Teams voice capability.	50% of departments activated for voice capability on MS Teams.	MS Teams voice deployed across the institution.	MS Teams voice deployed across the institution.	MS Teams voice deployed across the institution.	MS Teams voice deployed across the institution.	**DVC POps/ CIO**
6.1.5. Development and implementation of an accessible digital site containing training material and user support on institutional policies, procedures, guidelines, and practice notes across all MANCO portfolios.	Accessible digital site for staff and students, respectively, containing training material and user support on institutional policies, guidelines, and standard operating procedures/practice notes.	Developed site.	Review and update the site.	Review and update the site.	Review and update the site.	Review and update the site.	**DVC POps/ CIO; MANCO**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

6.1 TRANSFORMATION GOAL: Improve alignment and expansion of the responsiveness and efficiency of technology-enabled core and business processes with Vision 2030 outcomes.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
6.1.6. Development of a digitally-enabled sustainability strategy and waste management plan.	Technology-enabled monitoring of specific parameters to enhance cost savings and reduce wastage.	An approved sustainability strategy and waste management plan.	Technology-enabled monitoring of various variables, including paper, electricity, water usage, alternative energy and water sources, waste generated, and recycling initiatives.				**DVC POps/ SD ISSO**
6.1.7. Provision of shared services centres across campuses to enhance the academic project and advance institutional objectives.	Multiple shared services centres.	Pilot the establishment of the Shared Services Centre. Filling of all critical vacancies.	Review and update the shared services model based on feedback from the pilot project.	Roll out centres to other departments and faculties in a phased approach.	Roll out centres to other departments and faculties in a phased approach.	Review the shared services model and evaluate whether centres have effectively and efficiently enhanced the academic project and institutional objectives.	**DVC POps/ SD SS**
6.1.8. Utilisation of an Integrated Workplace Management System to enhance efficiencies relating to work order turnaround and space management.	Implementation of the Archibus Integrated Workplace Management System (IWMS).	Phase 1 - Purchase and installation of the IWMS (space).	Phase 2 - Further implementation of the Work Order modules of the IWMS.	Training for all users is implemented.	Ongoing training for all users. Review installation, effectiveness, and data.	Evaluate the implementation of IWMS against enhanced efficiencies relating to work order turnover and space management.	**DVC POps/ SD ISSO**
6.1.9. Implementation of an e-HR Strategy to enhance leave management, effect salary-related control systems, and optimise HR back-office operations.	Implementation of an e-HR digital transformation strategy.	Finalise the e-HR Strategy and seek approval from the relevant governance structures. Finalise the leave policy for approval and capacitate back-office with the necessary skills, competencies, and resources to optimise their services.	Stakeholder engagement, training, and development for key stakeholders.	Implement the e-HR Strategy.	Review and evaluate the implementation of the e-HR digital transformation strategy.	Ongoing refinement of the e-HR Strategy in alignment with V2030 outcomes.	**DVC POps/ ED HR/ CIO**

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

6.1 TRANSFORMATION GOAL: Improve alignment and expansion of the responsiveness and efficiency of technology-enabled core and business processes with Vision 2030 outcomes.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
6.1.10. Develop a new Supplier Portal to enable greater agility through IT web-based platforms to support monitoring of all elements relating to BBBEE strategy implementation.	Enhance the BBBEE recognition level by improving the Supplier Portal to enable better communication with existing and prospective suppliers.	Service Catalogue for Communication and Marketing linked to CRM system. Develop a web page for tender information.	Service Catalogue for Communication and Marketing linked to CRM system. Develop a web page for tender information.	Support Finance and ICT Services requirements through web-based implementations.	Support Finance and ICT Services requirements through web-based implementations.	Evaluate the impact of the new Supplier Portal against the scoring of relevant BBBEE scorecard elements.	**ED F/ DVC POps/ CIO/ SD CM**

6.2 TRANSFORMATION GOAL: Foster sustainable resource (human, financial, infrastructural, environmental) stewardship within the University.

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
6.2.1. Develop a multi-year integrated resource (human, financial, infrastructural, and environmental) and sustainability plan for the University.	Council-approved multi-year integrated resource and sustainability plan with specific indicators and targets (financial indicators used in AFS, EE targets, enrolment plan targets, and environmental sustainability targets).	Development and approval of a multi-year integrated resource and sustainability plan. Milestones as set out in the multi-year integrated resource and sustainability plan for 2023.	Milestones as set out in the multi-year integrated resource and sustainability plan for 2024.	Milestones as set out in the multi-year integrated resource and sustainability plan for 2025.	Milestones as set out in the multi-year integrated resource and sustainability plan for 2026.	Milestones as set out in the multi-year integrated resource and sustainability plan for 2027.	ED F/ SD SRMA; MANCO
6.2.2. Review and optimise efficiencies in the staffing model.	Approved academic to PASS staffing model .	Conduct a benchmark exercise. Analyse and refine internal academic: PASS ratios, and align to national norms for University type. Lead the engagements with Internal stakeholders.	Engagements to continue with Faculties in Q1 and Q2. Collate all inputs and arrive at the ideal ratios per Faculty for their signoff.	Engage with governance structures and organise labour on the ideal ratios and their impact on the salary bill.	Implement and monitor headcount based on approved ratios and salary bill.	Evaluate the impact of the new staffing model on overall institutional efficiency and effectiveness.	DVC POps/ ED HR; MANCO
6.2.3. Review and integrate the university resource mobilisation strategy and relevant plans to align with V2030.	A Multi-year Integrated Institutional Resource Mobilisation Strategy and Plans aligned with V2030.	Develop and implement the Integrated Institutional Resource Mobilisation Plan (2023-2027) for Mandela University. Milestones as set out in the Integrated Institutional Resource Mobilisation Plan for 2023.	Milestones as set out in the Integrated Institutional Resource Mobilisation Plan for 2024.	Milestones as set out in the Integrated Institutional Resource Mobilisation Plan for 2025.	Milestones as set out in the Integrated Institutional Resource Mobilisation Plan for 2026.	Milestones as set out in the Integrated Institutional Resource Mobilisation Plan for 2027.	ED F/ SD SRMA; MANCO
6.2.4. Annually review the alignment of the budget directives with the V2030 strategic outcomes and Annual Performance Plan targets to enhance budgeting processes and SRAC allocations.	Approved budget directives and resourcing plans that enable strategic outcomes and APP targets.	The 2024 budget directives and resourcing plans that enable strategic outcomes and APP targets for 2024.	The 2025 budget directives and resourcing plans that enable strategic outcomes and APP targets for 2025.	The 2026 budget directives and resourcing plans that enable strategic outcomes and APP targets for 2026.	The 2027 budget directives and resourcing plans that enable strategic outcomes and APP targets for 2027.	The 2028 budget directives and resourcing plans that enable strategic outcomes and APP targets for 2028. Evaluate the impact of budgetary alignment with V2030 outcomes.	ED F; MANCO

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	**2024**	**2025**	**2026**	**2027**	
6.2.5. Updated affordability and academic models (Strategic Planning, Infrastructure, Academic, HR, and Finance).	Updated costing models to be utilised by MANCO in decision-making on the academic project.	Annual review and update of the costing models.	Annual review and update of the costing models.	Annual review and update of the costing models.	Annual review and update of the costing models.	Annual review and update of the costing models. Evaluate the implementation of revised costing models against V2030 outcomes.	ED F; MANCO
6.2.6. Revised Resource Allocation Model (RAM) model to adequately support and sustain the academic project in faculties, including promotions.	Revised RAM.	Analyse RAM deficiencies. Factor funding for promotions into the revision of the RAM. Earmark funding in the RAM for promotions. Refine RAM to influence the 2024 budget.	Implement refined RAM.	Continue to implement the refined RAM.	Continue to implement the refined RAM.	Evaluate the implementation of refined RAM against V2030 academic outcomes.	DVC LT; ED of faculties; ED F; MANCO
6.2.7. Annually generate multi-year financial data analytics at operational, management, and strategic levels to enhance budgeting and SRAC decision-making.	Multi-year financial data analytical report.	Multi-year financial data analytical report up to 2022.	Multi-year financial data analytical report up to 2023.	Multi-year financial data analytical report up to 2024 .	Multi-year financial data analytical report up to 2025 .	Multi-year financial data analytical report up to 2026 .	ED F/ SD IP
6.2.8. Annual financial viability report per Module, Programme, Department, School, Faculty, and Campus.	Annual viability report submitted to DVC LT and all faculties.	Annual financial viability report for 2022 (Academic).	Annual financial viability report for 2023 (Academic).	Annual financial viability report for 2024 (Academic) .	Annual financial viability report for 2025 (Academic) .	Annual financial viability report for 2026 (Academic) .	ED F/SD IP; MANCO
6.2.9. Annual financial viability report provided to MANCO portfolios associated with PASS divisions according to an appropriate costing model.	Annual viability report submitted to all MANCO members with support services provision.	Annual financial viability report for 2022 (PASS).	Annual financial viability report for 2023 (PASS) .	Annual financial viability report for 2024 (PASS) .	Annual financial viability report for 2025 (PASS) .	Annual financial viability report for 2026 (PASS) .	ED F/ SD IP; MANCO
6.2.10. Revise and align space utilisation and optimisation model with V2030 outcomes.	Revised space utilisation and optimisation model.	Complete an audit of space usage on all campuses.	Finalise audit report and consultation with stakeholders and obtain appropriate approval.	Scope any consolidation of functions within facilities to enable efficiencies.	Implement further consolidation of functions within facilities to enable efficiencies.	Monitoring and review of the impact of the revised space utilisation and optimisation model.	ED F; MANCO

INSTITUTIONAL TRANSFORMATION PLAN: 2023 – 2027

6.2 TRANSFORMATION GOAL: Foster sustainable resource (human, financial, infrastructural, environmental) stewardship within the University.							
OBJECTIVES	**Outputs**	**Milestones**					**Responsible Portfolio**
		2023	**2024**	**2025**	**2026**	**2027**	
6.2.11. Diversify the primary income streams beyond government subsidy and student fees.	Increase the proportion of income from alternative sources by 5% annually.	Baseline Rand value of 2022 + 5%.	Baseline Rand value of 2023 + 5%.	Baseline Rand value of 2024 + 5%.	Baseline Rand value of 2025 + 5%.	Baseline Rand value of 2026 + 5%.	**SD SRMA; MANCO**
6.2.12. Establish strategic linkages and partnerships to enhance resource mobilisation linked to the University priorities (Ocean Sciences, Medical School, Engagement, and Revitalising the Humanities).	The number of new strategic partnerships established and associated resources mobilised.	5 new successful partnerships. R15 million mobilised.	5 new successful partnerships. R15 million mobilised.	5 new successful partnerships. R15 million mobilised.	5 new successful partnerships. R15 million mobilised.	5 new successful partnerships. R15 million mobilised.	**SD SRMA**
6.2.13. Establish an effective SRAC implementation mechanism for coordinating resource mobilisation through ongoing refinement of the terms of reference in alignment with V2030.	Coordinated strategic resource mobilisation across the University.	Report on the implementation of the SRFSC mandate to coordinate, plan and monitor strategic resource mobilisation across the institution.	Report on the implementation of the SRFSC mandate to coordinate, plan and monitor strategic resource mobilisation across the institution.	Report on the implementation of the SRFSC mandate to coordinate, plan and monitor strategic resource mobilisation across the institution.	Report on the implementation of the SRFSC mandate to coordinate, plan and monitor strategic resource mobilisation across the institution.	Report on the implementation of the SRFSC mandate to coordinate, plan and monitor strategic resource mobilisation across the institution.	**SD SRMA**
6.2.14. Identify new opportunities for resource mobilisation for the University through continuous environmental scan prospects for tenders and Request For Proposals (RFPs).	The number of successful bids submitted annually (on average) in response to RFPs or tenders.	5 bids in response to RFPs or tenders.	5 bids in response to RFPs or tenders.	5 bids in response to RFPs or tenders.	5 bids in response to RFPs or tenders.	5 bids in response to RFPs or tenders.	**SD SRMA**
6.2.15. Increase the proportion of funding generated via commercial projects conducted by the Nelson Mandela University Investment Company.	At least two pipeline projects are referred to the Investment Company each year.	Cultivate a pipeline of potential commercialisation projects.	Two potential commercialisation opportunities for the Mandela University Investment Company.	Two potential commercialisation opportunities for the Mandela University Investment Company.	Two potential commercialisation opportunities for the Mandela University Investment Company.	Two potential commercialisation opportunities for the Mandela University Investment Company.	**SD SRMA**
6.2.16. Increase in the number of bursaries and scholarships, including PG, secured over the 5-year period.	R5 million increase per annum over the next 5 years. Increase PG funding by 5%.	R100 million; increase PG funding by 5%.	R105 million; increase PG funding by 5%.	R110 million; increase PG funding by 5%.	R115 million; increase PG funding by 5%.	R120 million; increase PG funding by 5%.	**SD SRMA**

OBJECTIVES	Outputs	Milestones					Responsible Portfolio
		2023	2024	2025	2026	2027	
6.2 TRANSFORMATION GOAL: Foster sustainable resource (human, financial, infrastructural, environmental) stewardship within the University.							
6.2.17. Diversify income sources for bursaries and scholarships.	Private sector donor contributions increase year on year by 5%.	20% of funds are from the private sector.	25% of funds are from the private sector.	30% of funds are from the private sector.	35% of funds are from the private sector.	40% of funds are from the private sector.	SD SRMA; DVC RII; DVC TL
6.2.18. Develop and implement an Alumni Fundraising strategy and an operational online alumni fundraising platform resulting in annual donor and donation targets attained.	An approved Alumni Fundraising Strategy.	Achieving annual donor and donation targets set out by the Alumni Fundraising Strategy.	Achieving annual donor and donation targets set out by the Alumni Fundraising Strategy.	Achieving annual donor and donation targets set out by the Alumni Fundraising Strategy.	Achieving annual donor and donation targets set out by the Alumni Fundraising Strategy.	Achieving annual donor and donation targets set out by the Alumni Fundraising Strategy.	SD SRMA
6.2.19. Conduct a review and gap analysis of the 2017 Business Models associated with support services.	Approved revised business model of support services.	Revise the 2017 business models.	Revision and approved amendments of Business Models.	Pilot the implementation of Revised Business Strategies.	Successful implementation of Revised Business Strategies.	Monitoring and evaluation for continuous improvement.	DVC POps
6.2.20. Develop, resource, implement, and monitor BBBEE strategy with targets, to achieve level 4 recognition with collective ownership and oversight.	MANCO approved BBBEE strategy with targets to achieve level 4 recognition and a digital dashboard to enable monitoring and reporting by MANCO members.	MANCO approved BBBEE strategy with targets.	Achieve BBBEE level 6 recognition.	Achieve BBBEE level 5 recognition.	Achieve BBBEE level 4 recognition.	Achieve BBBEE level 4 or higher recognition.	MANCO/ ED F oversight