



**INSTITUTIONAL TRANSFORMATION PLAN  
2018 – 2022**

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# INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

## OFFICIAL SIGN-OFF

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It is hereby certified that the Nelson Mandela University Institutional Transformation Plan (2018 to 2022):

- Was developed by the senior management of the Nelson Mandela University under the guidance of the Vice Chancellor, Professor Derrick Swartz;
- Was prepared in alignment with Nelson Mandela University's revised Vision 2020 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.

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**PROFESSOR DERRICK SWARTZ**  
**VICE CHANCELLOR**

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**MS NOZIPHO JANUARY-BARDILL**  
**CHAIRPERSON OF COUNCIL**

# INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

## STRATEGIC OVERVIEW

Our Vision 2020 Strategic Plan was approved by Council in 2010 and outlines Nelson Mandela University's vision, mission, values, educational purpose and philosophy, distinctive knowledge paradigm, desired graduate attributes, and strategic priorities, which are 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:

- △ Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- △ 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.
- △ We provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential.
- △ We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- △ We create and sustain an environment that encourages and supports a vibrant research, scholarship and innovation culture.
- △ We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic, and ecological sustainability.

## OUR VALUES

Respect for diversity

- △ We reflect and serve diverse regional, national and global communities
- △ We promote an open society where critical scholarship and the expression of a multiplicity of opinions and experiences are actively encouraged

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- △ We foster an environment in which diversity is appreciated, respected and celebrated
- △ We are committed to accessibility, inclusivity and social justice

## Excellence

- △ We promote, recognise and reward excellence in our teaching, learning, research and engagement
- △ We promote, recognise and reward excellent service delivery to all our stakeholders
- △ We provide a supportive and affirming environment that enables students and staff to reach their full potential
- △ We adopt innovative approaches to promote excellence in our institutional policies, structures, processes and systems

## Ubuntu

- △ We are a people-centred university
- △ We respect the dignity of others
- △ We recognise our mutual interdependence
- △ We promote compassionate and responsible citizenship

## Integrity

- △ We commit ourselves to the highest standards of personal honesty and exemplary moral character
- △ We conduct our activities in an accountable and transparent manner
- △ We ensure the integrity of our information, systems and processes
- △ We acknowledge our personal responsibility for ethical and professional behaviour towards others
- △ We accept responsibility for our actions and the consequences thereof

## Environmental stewardship

- △ We care about the natural environment and recognise our responsibility to conserve, protect and properly manage natural resources for current and future generations
- △ We promote the integration of sustainability principles into our academic practices, institutional operations and design of physical infrastructure

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- △ We encourage mutually beneficial and sustainable approaches to community service and engagement
- △ We inspire students and staff to embrace responsible environmental stewardship

## OUR DISTINCTIVE KNOWLEDGE PARADIGM

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

- △ An open-ended, discursive paradigm based on critical thinking, open-endedness, the primacy of rational discourse in the disputation and scrutiny of all ideas, and the provisional nature of all truth claims.
- △ The idea of the University as an ‘open society’ of scholars committed to the production and dissemination of knowledge that can have a liberating effect on our world.
- △ 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.
- △ Freedom of expression and thought in speech, writing and all artforms.
- △ Advancement of strong disciplinary knowledge whilst aspiring to foster trans-disciplinary thinking in our scholars and students.
- △ A commitment to ethical knowledge, 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 staff and students in the full spectrum of its 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 participative approach to problem-posing and -solving, and the ability to contribute to a multi-cultural 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, values-driven organisational culture that will encourage all members of the university community to contribute optimally to its life.

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## 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

- △ The ability to engage in the expanding knowledge base of their disciplines/professions.
- △ Excellence in both the art and science of their disciplines/professions.
- △ Awareness of the latest advances in and technical competencies required by their disciplines/professions.
- △ Leadership in the production of new knowledge and understanding through inquiry, critique and synthesis.
- △ An appreciation of the interdisciplinary nature of knowledge that combines breadth and depth of understanding.
- △ An awareness of the global context of their disciplines/professions.

### Social awareness and responsible citizenship

- △ Commitment to ethical conduct, social awareness and responsible citizenship.
- △ An acknowledgment of and respect for constitutional principles and values such as equality, equity, quality, humanity, diversity and social justice.
- △ Respect for and awareness of the environment in all its manifestations.
- △ A commitment to improving local, national and global environmental sustainability.

### Adaptive expertise

- △ The ability to apply knowledge and skills in a range of contextual and conceptual frameworks.
- △ Ability to anticipate and accommodate change, ambiguity and differing views.
- △ Self-management including the ability to work autonomously, exercise initiative, and apply time management and organisational skills.
- △ The capacity to sustain intellectual curiosity and a willingness to improve personal performance through self-reflection, the pursuit of lifelong learning, and building networks.

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## Creativity and innovation

- △ Ability to think creatively and to generate a range of innovative ideas that are appropriate to the particular context.
- △ Innovation in their approach to and solution of complex problems.
- △ Commitment to innovative thinking to advance scholarly excellence.

## Critical thinking

- △ Openness to new ideas.
- △ The ability to understand, interrogate and apply a variety of theoretical and philosophical positions and objectively assess the merits of competing and alternative perspectives.
- △ The capacity for critical reflection.

## Excellent intra- and interpersonal skills

- △ Self-awareness.
- △ The ability to relate to and collaborate with others, individually or in teams, to exchange views and ideas and to achieve desired outcomes.
- △ The ability to function in a multi-cultural and -lingual context.

## Excellent communication skills

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



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## NELSON MANDELA UNIVERSITY INSTITUTIONAL TRANSFORMATION PLAN (ITP) 2018 - 2022

### INTRODUCTION

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

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<sup>1</sup>, with the aim of achieving its vision and mission towards providing liberating education.*

*Taking into account the broad parameters identified within White Paper 3, and Nelson Mandela University’s definition of transformation, we will strive to achieve continuous institutional renewal in the following areas:*

- a. The core business relating to the intellectual and academic project, i.e. teaching, learning, research and engagement/outreach.*
- b. Institutional processes and outcomes and the effectiveness thereof.*
- c. Institutional culture*
- d. Demographic profile of staff and students”*

To give effect to the Institutional Transformation Plan (ITP), Nelson Mandela University has adopted a **dispersed model** of transformation with the collective senior leadership, including Executive Management Committee (MANCO) members together with the Executive Deans, as the primary drivers of transformation. Every leader in the University has the responsibility to lead and achieve institutional transformation goals within her/his sphere of influence and responsibility.

For a dispersed model of transformation to be truly effective in its impact, the following elements are fundamental:

- △ Leading and implementing transformation resides with the Vice Chancellor and senior management;
- △ Promoting accountability through setting of clear transformation objectives and target as performance deliverables of senior management;
- △ Commitment and capacitation of leaders at all levels to embrace and implement a common conceptual understanding of transformation;

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<sup>1</sup>Diversity relates to any collective mixture characterised by similarities and differences.

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- △ Transformation should be deemed as a pre-condition for sustainability and be seen as the most compelling institutional imperative for every employee and student and;
- △ A central convening capability, preferably situated in the highest office of the University, should continue to catalyse and track the transformative change process, transversally and holistically, working with leadership and all other stakeholders.

Furthermore, efforts will be intensified at all levels to make the university environment less alienating for many employees and students. In this regard, three main themes will be central to deepening transformation at the University, namely:

- △ Transformation plan with goals and indicators;
- △ Human rights/Diversity/Democratic Citizenship offerings; and
- △ Complaints and Redress Mechanisms for discriminatory behaviours.

## ***i) Transformation plan with indicators***

ITP reflected below contain various targets over the next five years that will form the basis of the transformation implementation trajectory of the University. Senior management together with middle management will be accountable for implementation of initiatives and ensuring that all stakeholders are committed to advancing the Transformation agenda.

## ***ii) Human rights/Diversity/Democratic Citizenship offerings***

Integration of human rights, diversity training and developing cultural diversity literacy during orientation or on-boarding programmes for students and employees, respectively. The ITP provides various initiatives that address the need to integrate social cohesion, human rights and respect for diversity into the praxis of the University.

## ***iii) Effective Complaints and Redress Mechanisms***

Complaint mechanisms relating to sexual harassment, gender-based violence and unfair discrimination, as reflected in section 9(3) of our Constitution, will be enhanced through revision of policy and the use of technology to facilitate case management and reporting to Executive Management and relevant stakeholders. In addition, initiatives will be implemented to address and open safe spaces for students and employees to engage (in innovative ways) on the abovementioned social issues, challenging the 'rape culture' prevalent in our communities and HEIs as well.

## **CONTEXTUAL CONSIDERATIONS**

The first two decades since the transition to democracy have largely focused on integrating and rationalising the legal structures of previously segregated universities. The sector is currently experiencing a period faced with challenges of overcoming its internal logics – equity of access and success for students and employees;

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institutional cultures; language policy and practices; diversifying academic staff profile to better reflect society, including the production of new generations of academics; curriculum transformation; resource constraints; and discrimination experienced in copious overt and covert formations;.

These issues, whilst long in the system, have been forcefully placed at the apex of South African public policy in recent times by student protests around fee hikes, 'free' higher education, decolonisation and social transformation. It has 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 numerical majority, many Black 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 rituals and traditions of universities, and its epistemologies.

## CONSULTATION PROCESS

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

- △ Nelson Mandela University Transformation Conceptual Framework
- △ Nelson Mandela University Academic enrolment plan (up to 2020)
- △ Institutional Employment Equity Plan (2018 – 2022)
- △ Annual Performance Plan 2018 (including access, success, efficiency and research output targets and 2017-2019 budget and financial projections)
- △ Revised MANCO portfolios strategic plans (2018-2020)
- △ MANCO-approved B-BBEE strategy
- △ Nelson Mandela University revised governance reporting framework

The Transformation priorities reflected below is aligned with the Nelson Mandela University Transformation Conceptual Framework, and have integrated the Transformation dimensions identified by the Department of Higher Education and Training, as set out below. The format of the ITP was aligned to the ITP template provided to Higher Education Institutions (HEIs) to standardise the responses of the HEIs to the resolutions of the 2<sup>nd</sup> National Higher Education Transformation Summit.

### I. Curriculum Reform

- Review the curriculum to ensure that it is socially relevant and responsive to the development needs of the country.

### II. Student Support

- Ensure the improvement of quality throughput rates of students, particularly those from historically disadvantaged groups.

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## III. Language

- Ensure the implementation of a language policy that promotes access and success of all students
- Ensure the implementation of a language policy that promotes multilingualism

## IV. Disabilities

- Improve access and success of students and employees with disabilities.

## V. Employees Development and Equity

- Ensure implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and retention of designated and underrepresented groups in the academic workforce, professoriate and university management

## VI. Institutional Cultures

- Ensure that the university environment is less alienating for employees and students
- Develop and implement programmes and activities aimed at promoting diversity
- Ensure the diversification of sporting activities to accommodate a wide range of student groups
- Ensure that orientation programmes promote inclusivity, diversity and human rights culture.

## VII. Collaborations

- Increase collaborations and partnerships with other institutional types to share knowledge, resources and assist with capacity building and articulation

## VIII. Governance

- Improve the effectiveness of governance structures in their roles (Council, Institutional Forums, Senate, SRC)

## IX. Complaints

- Ensure that the University has accessible, effective and efficient complaints handling mechanisms and procedures

## X. Monitoring and Accountability

- Ensure that the University has effective transformation oversight and accountability mechanisms in place

The abovementioned dimensions and objectives will be addressed in the various Transformation Priorities set out below.

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<b>TRANSFORMATION DIMENSION 1: ACADEMIC EXCELLENCE</b>					
<b>TRANSFORMATION GOAL 1: Achieve academic excellence through curriculum transformation to ensure that it is socially relevant and responsive to the development needs of the country.</b>					
<b>Objectives</b>	<b>Outputs</b>	<b>Milestones</b>			<b>Responsible office</b>
		<b>2018</b>	<b>2020</b>	<b>2022</b>	
For faculties to engage in transformative curriculum renewal, aligned to our vision and mission, advancing relevance, graduate attributes, disciplinary knowledge and transdisciplinary knowledge, and heeding the call for decolonisation	Curriculum Statements  Curriculum Framework  Revised Academic Planning Framework to assess alignment with curriculum framework  Revised Quality Assurance Framework to assess alignment with curriculum framework	Developed a set of transformative guiding 'curriculum statements' underpinning a 'curriculum framework' for Nelson Mandela University's curriculum renewal efforts.	Conduct assessment of alignment of programmes with curriculum framework	Conduct ongoing assessment of alignment of programmes with curriculum framework	<b>DVC T&amp;L</b>
To develop, support, coordinate and implement institutional projects aimed at driving scholarly development and implementation of a humanising pedagogy.	Humanising Pedagogy Online Portal  Incorporate Humanising Pedagogy into institutional research themes  Humanising Pedagogy scholarly outputs (articles, colloquia)	Release the Humanising Pedagogy Online Portal which details the work done by the Humanising Pedagogy Praxis and Research Niche (HPPRN).  Share readings and related information on the Humanising	Develop the humanising pedagogy as an institutional research theme  Develop project teams on humanising pedagogy scholarship	Scholarly outputs in the form of research articles, online articles on T&L related activity and HP centred colloquiums.	<b>DVC T&amp;L</b>

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Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<p><b>Enabling Curriculum Development</b> by increasing the numbers of academics and academic development employees to develop and renew their curricula in ways that lead to meaningful, transformative learning within an African context while also preparing learners to function as global citizens.</p>	<p>Implement workshops and other activities.</p> <p>Gather evidence of achievement against targets</p> <p>Develop a website to showcase the various curriculum development initiatives</p> <p>Compile an annual report to document curriculum renewal journeys to reflect on the extent to which curricula are being transformed, renewed and Africanised.</p> <p>Use reflections to refine the enabling of curriculum development and renewal</p>	<p>80% annual programme attendance</p> <p>Increased success rates</p> <p>65% rating by students wrt curricula being meaningful and inclusive</p> <p>Positive impact on teaching practice</p>	<p>80% annual programme attendance</p> <p>Increased success rates</p> <p>70% rating by students wrt curricula being meaningful and inclusive</p> <p>Positive impact on teaching practice</p>	<p>80% annual programme attendance</p> <p>Increased success rates</p> <p>75% rating by students wrt curricula being meaningful and inclusive</p> <p>Positive impact on teaching practice</p>	<p><b>DVC T&amp;L</b> <b>Dean T&amp;L</b></p>
<p><b>Creating Space for Curriculum Development (CSCD)</b> and renewal via grants for T&amp;L sabbaticals, workload reduction, sabbaticals</p>	<p>Grants applied for annually</p> <p>Curriculum and learning design implemented</p> <p>Workshops and support offered throughout the year</p> <p>Gather evidence of achievement against targets (indicators)</p> <p>Reflect on lessons learned and refine CSCD where needed</p>	<p>18 grant holders per year</p> <p>75% meaningfulness rating for peer mentoring circles and workshops</p> <p>Positive impact on curriculum &amp; learning design</p>	<p>18 grant holders per year</p> <p>80% meaningfulness rating for peer mentoring circles and workshops</p> <p>Positive impact on curriculum &amp; learning design</p>	<p>18 grant holders per year</p> <p>85% meaningfulness rating for peer mentoring circles and workshops</p> <p>Positive impact on curriculum &amp; learning design</p>	<p><b>DVC T&amp;L</b> <b>DEAN T&amp;L</b></p>

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<b>TRANSFORMATION DIMENSIONS: ACADEMIC EXCELLENCE</b>					
<b>TRANSFORMATION GOAL 2: Achieve academic excellence through broadening student access, particularly those with disabilities and from historically disadvantaged groups</b>					
<b>Objectives</b>	<b>Outputs</b>	<b>Milestones</b>			<b>Responsible office</b>
		<b>2018</b>	<b>2020</b>	<b>2022</b>	
Diversify the undergraduate student profile	Overall number		N= 5640	N=6224	<b>DVC T&amp;L</b> <b>DVC R&amp;E</b>
	Male %		48.1%	48.2%	
	Female %		51.9%	51.8%	
	African %		64.7%	65.4%	
	Coloured %		14.0%%	14.0%	
	Indian %		1.7%	1.9%	
	White %		19.6%	18.7%	
	South African %		96.1%	96.1%	
International %		3.9%	3.9%		
Diversify the post-graduate student profile (Masters & Doctoral)	<b>MASTERS</b>				<b>DVC R&amp;E</b>
	Overall number		N=2135	N=2367	
	Male %		50.8%	50.6%	
	Female %		49.2%	49.4%	
	African %		58.3%	59.1%	
	Coloured %		12.2%	12.2%	
	Indian %		2.7%	3.1%	
	White %		26.8%	25.6%	
	South African %		92.0%	92.6%	
	International %		8.0%	7.4%	
	<b>DOCTORAL</b>				<b>DVC R&amp;E</b>
	Overall number		N=644	N=745	
	Male %		56.2%	56.1%%	
	Female %		43.8%	43.9%	
	African %		51.9%	52.6%	
Coloured %		10.1%	10.1%		
Indian %		5.1%	5.9%		
White %		32.8%	31.4%		
South African %		71.1%	73.0%		

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Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Diversify the post-graduate student profile (Masters & Doctoral) (contd)	International %		28.8%	27.0%	<b>DVC R&amp;E</b>
Develop and Implement communication and marketing strategies to attract and retain diverse students, including students with disabilities, excellence in sports, and contribute to the Nelson Mandela University's enrolment targets.	New Nelson Mandela University student recruitment and retention strategy and plan	Develop and implement the new Nelson Mandela University student recruitment and retention strategy and plan.	Enhance and implement the student recruitment and retention strategy and plan.	Review the student recruitment and retention strategy and plan and revise as required.	<b>DVC IS</b>
	Increased new partnerships	Increase new partnerships by 5%	Increase new partnerships by 7%	Increase new partnerships by 10%	
To widen access to deserving students via innovative strategies	RPL policy	Reviewed Recognition of prior Learning (RPL) policy	Assess and review admissions via RPL access route	Assess and review admissions via RPL access route	<b>DVC T&amp;L</b>
	Reviewed admissions policy	Review admission policy wrt APS; Testing process; Articulation	Assess and review admissions via testing and articulation access route	Assess and review admissions via testing and articulation access route	
Provide improved technology platforms to support the Nelson Mandela University's student recruitment and retention strategy	User-friendly student recruitment web port that provides easy access to information of all study and student support programmes, university life and enrolment information, including online applications.	Roll out and maintenance of the student recruitment web portal and digital communication tools and platform.	Maintenance and enhancement of the student recruitment web portal and digital communication tools and platform.	Review, revision if deemed necessary, and enhancement of the student recruitment web portal and digital communication tools and platform.	<b>DVC IS</b>



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Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Provide improved technology platforms to support the Nelson Mandela University's student recruitment and retention strategy (contd)	Migration of materials and content to online communication channels.  The web and digital platforms becoming an integral and key recruitment platform				<b>DVC IS</b>
	Developed Student Recruitment Web Portal	Launch Student Recruitment Portal	Review and Enhance Portal functionality	Review and Enhance Portal functionality	<b>DVC IS</b>
	Create facilities on campus for self-service for Academic Administration	Pilot self-service facility at South Campus by July	Expand the pilot	Review facilities and implement improvements	<b>DVC IS</b>
	Improved efficient application processes	Commence with applications as of 1 April	Reduced turnaround time from 10 days to 7 days	Reduced turnaround time from 7 days to 5 days	<b>DVC IS</b>
	Building on the success of 2017 online registration, further refinement of system and processes	Reduce the registration period by 2 days. Investigate the possibility to allow registrations of new students after the welcoming ceremony	Reduce the registration period by 4 days. If feasible piloting registration of new students after welcoming ceremony	Review system and implement improvements	<b>DVC IS</b>
Ensuring improved undergraduate student success rate (%)	Reduced the success rate gap between demographic groupings; based on: <ul style="list-style-type: none"> <li>ethnicity (currently White students have 8% higher success rate than African students, to be reduced to 4% by 2022)</li> <li>gender (currently females are 6% higher than males, to be reduced to 4% by 2022)</li> </ul>	8%  6%	6%  5%	4%  4%	<b>DVC T&amp;L</b>

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<b>TRANSFORMATION DIMENSIONS: ACADEMIC EXCELLENCE</b>					
<b>TRANSFORMATION GOAL 3: Ensure the improvement of student success/throughput, particularly those with disabilities and from historically disadvantaged groups</b>					
<b>Objectives</b>	<b>Outputs</b>	<b>Milestones</b>			<b>Responsible office</b>
		<b>2018</b>	<b>2020</b>	<b>2022</b>	
Ensuring improved throughput rate for 3 year contact undergraduate diplomas (%)	<p>Improved overall throughput rate for 3 year contact undergraduate diplomas, from 27% in minimum time to 33% by 2022; while simultaneously narrowing the gap between African and white students from 16% to 10%</p> <ul style="list-style-type: none"> <li>• Overall</li> <li>• Gap between African and White</li> </ul>	27% 16%	30% 13%	33% 10%	<b>DVC T&amp;L</b>
Ensuring improved throughput rate for 3 year contact undergraduate degrees (%)	<p>Improved overall throughput rate for 3 year contact undergraduate degrees, from 25% in minimum time to 33% by 2022; while simultaneously narrowing the gap between African and white students from 15% to 10%</p> <ul style="list-style-type: none"> <li>• Overall</li> <li>• Gap between African and White</li> </ul>	25% 15%	29% 13%	33% 10%	<b>DVC T&amp;L</b>
Ensuring improved throughput rate for contact undergraduate degrees of 4 or more years duration (%)	<p>Improved overall throughput rate for contact undergraduate degrees of 4 or more years, from 38% in minimum time to 42% by 2022; while simultaneously narrowing the gap between African and white students from 36% to 28%</p> <ul style="list-style-type: none"> <li>• Overall</li> <li>• Gap between African and White</li> </ul>	38% 36%	40% 32%	42% 28%	<b>DVC T&amp;L</b> <b>DVC R&amp;E</b>

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Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Ensure improved graduate share in masters programmes (%)	Improved African graduate share in masters programmes from 51% to 55% in 2022	51%	53%	55%	DVC R&E
Ensure improved graduate share in doctoral programmes (%)	Improved African graduate share in doctoral programmes from 50% to 55% in 2022	50%	52%	55%	DVC R&E
<b>First-Year Success (FYS) Peer Learning Circles (PLCs)</b> A FYS programme is offered throughout the first-year of study, to assist students to adapt to the demands of academic life	<p>Increased student involvement in FYSFirst-year student success rates</p> <p>First-year dropout rates decrease</p> <p>Rating of first-year experience by students</p> <p>Rating of quality of the peer facilitation in Buddy PLCs</p>		<p>70% of first-years involved in FYS</p> <p>82% success rate 3yr deg = 18%, 3yr dip = 18%, 4yr deg = 12%</p> <p>90% of 1<sup>st</sup> yrs rate their experience as “excellent” or “good”</p> <p>70% of 1<sup>st</sup> years rate Buddy facilitation quality as “excellent” or “good”</p>		DVC T&L DEAN T&L
<b>Supplemental Instruction (SI) PLC</b>	Student success rates in modules where SI is offered – for first time and in general		Incl. in 78% of the modules where SI offered for first time.		DVC T&L DEAN T&L

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Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<p>Provision of SI sessions by SI leaders (trained senior student) to support mainly first year students in high risk and gateway modules.</p> <p>Provision of SI sessions by SI leaders (trained senior student) to support mainly first year students in high risk and gateway modules. (contd)</p>	<p>Increase in number of modules where SI is offered</p> <p>Rating of student experience of SI PLCs</p> <p>Rating of quality of the peer facilitation in SI PLCs</p>		<p>Incl in 76% of modules where SI offered improved by more than university average. SI offered in 125 modules</p> <p>70% rate their experience as “excellent” or “good”.</p> <p>70% rate SI facilitation quality as “excellent” or “good”</p>		<p><b>DVC T&amp;L</b> <b>DEAN T&amp;L</b></p>
<p><b>Tutor and Mentor PLCs</b> Small group, interactive, peer-facilitated learning offered in modules and in the residences.</p>	<p>Student success rates increase</p> <p>Increase in number of modules where tutorials or mentoring is offered</p> <p>Rating of student experience of tuts/ mentoring</p> <p>Rating of quality of the peer facilitation in tuts/mentor sessions</p>		<p>60% of modules with tuts/mentor sessions improved by more than university average.</p> <p>400 modules with tuts/ mentoring sessions</p> <p>70% rate their experience as “excellent” or “good”.</p> <p>70% rate facilitation quality as “excellent” or “good”</p>		<p><b>DVC T&amp;L</b> <b>DEAN T&amp;L</b></p>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<p><b>Writing Development PLCs</b> Online and classroom assistance is offered by the writing assistants/tutors in module learning circles</p>	<p># hours spent doing assigned writing</p> <p>Success rates in modules with intensive writing development</p> <p>Modules with a writing intensive component</p>		<p>98 hrs first-years, 120 hrs seniors</p> <p>82% success rate in modules with</p> <p>Intensive writing dev. 50 modules (note: this target will be adjusted once the baseline survey has been done)</p>		<p><b>DVC T&amp;L</b> <b>DEAN T&amp;L</b></p>
<p><b>PG Orientation PLCs</b> To assist PG students to adapt to the demands of PG studies, face-to-face sessions are blended with online learning opportunities and resources.</p>	<p>PG success rates</p> <p>Quality of PG learning environment provided</p> <p>Participation in peer learning support circles</p>		<p>Hons: 82%; M&amp;D: 72%</p> <p>76% rate their experience as “excellent” or “good”.</p> <p>60% PG students participate on PLCs</p>		<p><b>DVC T&amp;L</b> <b>DVC R&amp;E</b> <b>DEAN T&amp;L</b></p>
<p><b>Intern PLCs</b> Senior students are provided with work integrated learning opportunities on campus or in communities to enhance their career development.</p>	<p>Percentage of students undertaking internships</p> <p>Percentage of students doing service learning</p>		<p>30% of students involved in internships</p> <p>20% of students do service learning</p>		<p><b>DVC T&amp;L</b> <b>DVC R&amp;E</b> <b>DEAN T&amp;L</b></p>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Provide expanded access for students to Nelson Mandela University e-learning resources	Developed and implemented student computing device access and provisioning mechanisms	At least 1 mechanism available for all first year students to own a fit for purpose computing device	Pervasive access to fit for purpose devices	Pervasive access to fit for purpose devices	<b>DVC IS</b>
	Strategic partnerships with surrounding metropolitan areas and cities to provide free access for university students to e-learning resources	90% of public libraries in Nelson Mandela Bay  2 public spaces in the George municipal area	Increase in number of public spaces with access to university resources	Increase in number of public spaces with access to university resources	<b>DVC IS</b>
	Strategic partnerships with telecommunications companies for free/subsidised access to university information resources	Service Agreements in place with all cellular providers to zero-rate limited offerings	Review and expand offerings	Review and expand offerings	<b>DVC IS</b>
To develop a language policy which enhances T&L	To create a language policy which reflects the three languages of the Eastern Cape, underpinned by a principled commitment to multilingualism and linguistic citizenship.  To collaborate with relevant language specialists on best practice	Raising awareness around the impact of language practices on student success	Develop an Institution language policy and practice guide based on praxis	Review the language policy and revise accordingly	<b>DVC T&amp;L</b>
Enhance teaching and learning environment for students with disabilities	Developed teaching and learning guidelines for students with disabilities	Development of the teaching and learning guidelines for students with disabilities  Collaborate with teaching and learning in the development and implementation of best practice guidelines	Teaching and learning guidelines for students with disabilities are implemented	Teaching and learning guidelines for students with disabilities are implemented, monitored and reviewed	<b>DVC T&amp;L</b> <b>DEAN T&amp;L</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
Provide academic support for sports students	Academic support programmes for sports students in conjunction with HEADS	80%	85%	90%	DVC T&L DVC IS
<b>TRANSFORMATION DIMENSIONS: ACADEMIC EXCELLENCE</b>					
<b>TRANSFORMATION GOAL 4: Ensure the improvement of holistic student support (academic, psychosocial, financial, infrastructure) to enable increased student success/throughput, particularly those from historically disadvantaged groups</b>					
Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
<b>Beyond the Classroom PLCs</b> BtC is a co-curricular leadership programme	Percentage of students participating in BtC and other CCR activities Percentage of students in leadership positions		31% in BtC; 49% in CCR 27% students in leadership positions		DVC T&L DEAN T&L
Enhance co-curricular programmes to support integrated student learning.	Enhanced and implemented co-curricular programmes to support the integrated learning outcomes.	Learning outcomes identified and implemented for 2 SGD programmes	Realign all programmes to support integrated learning outcomes.	Implement, monitor and review the integrated learning programmes	DVC T&L DEAN T&L DVC IS
Promote 'Living the Mandela' Values through sport	An active Nelson Mandela University	2 programmes run particularly for health and wellness	4 programmes run particularly for health and wellness	5 programmes run particularly for health and wellness	DVC T&L DEAN T&L DVC IS
Create a stable, safe, responsive and secure environment that is conducive to learning, growth and success.	Ensure that all efforts are made to research and introduce applicable safety and security standards to reduce risk factors that in any way threaten life, limb and property	Update the existing Security standard operational procedure manual and draft operational instructions	Identify new approaches / improve existing systems with a view at improving service delivery and standards.	Align current systems with needs of current student, employee, and university environment	DVC IS

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
Create a stable, safe, responsive and secure environment that is conducive to learning, growth and success. (contd)		<p>Assess and ensure applicable standard are in place and any obsolete, dysfunctional technological installations are upgraded to provide continuity of service.</p> <p>Collaborate with ICT in using technology to create awareness and provide incident information to employees and students.</p>	Engage with potential Service Providers in respect of electronic solutions, which are more accurate and reduce human error.	Enhance current reporting systems improve access information by stakeholders.	<b>DVC IS</b> <b>ED HR</b>
Enhance teaching and learning environment for students with disabilities as well as academic support for sports students	Developed teaching and learning guidelines for students with disabilities	<p>Development of the teaching and learning guidelines for students with disabilities</p> <p>Collaborate with teaching and learning in the development and implementation of best practice guidelines</p>	Teaching and learning guidelines for students with disabilities are implemented	Teaching and learning guidelines for students with disabilities are implemented, monitored and reviewed	<b>DVC T&amp;L</b> <b>DEAN T&amp;L</b>
	Academic support programmes for sports students in conjunction with HEADS	80%	85%	90%	



## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
Provide student mobility solutions in collaboration with other stakeholders	Efficient student mobility strategy and plan	<p>New service launched at start of academic year.</p> <p>Investigate potential incorporation of train services into the student (mobility) shuttle services</p> <p>Investigate student fare for additional service by Algoa Bus company.</p> <p>Launch Student Mobile Application system</p>	Continue to review routes to ensure aligned with changing student timetables and schedules.	Continually review transport strategy as to align with a developments in Metro integrated Public Transport System.	<b>DVC IS</b>
	Effective transport of students and visitors to the campus from the George CBD	<p>Start of service operated by George Municipality as the service provider.</p> <p>Implement the Go George system route from George CBD to George Campus (Phase 5) of Go George.</p>	Continue monitoring progress with implementation of Go George route from George CBD to George Campus (Phase 6).	Monitor success and close project.	
Improve nutrition status of students	Improved food security provision to financially needy students	<p>Increase sponsor and funder partnerships by 10%.</p> <p>Collaborate with internal stakeholders to enhance access to the programme</p>	Increase partnerships with sponsors and funders by 20%	Increase partnerships with sponsors and funders by 30%	<b>DVC IS</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
To contribute in the development of an integrated strategic approach to the student enrolment process	An integrated enrolment process - Integrated financial aid, scholarship and bursary administrative processes and systems - NSFAS process / administration - Institutional concessions	Updated framework / policy	Annual update	Annual update	<b>DVC IS ED FINANCE</b>
Improve student-centeredness of academic administration processes	Move end of year re-examinations from January to December	50% of students writing re-examinations in November/December	75% of students writing re-examinations Nov/Dec	80 % of students writing re-examinations Nov/Dec	<b>DVC IS</b>
	Improved administration of assessment marks, namely: tests, assignments, practicals, etc	Implement at scale, and monitor, guidelines on administration of assessment marks	Implement improvements	Review strategies; implement improved strategies	<b>DVC IS</b>
Implement approved Infrastructural Strategic Planning	Create and maintain Life Cycle Analyses (LCA) for all major Estates and Facilities Management products and deliverables	Conduct benchmarking exercise Benchmark of document completed.	Review	Review	<b>DVC IS</b>
Develop new student accommodation infrastructure	Increased provision of student accommodation	Planning phase completed. Resolve on the acceptable financing model.  Construction initiated (funding dependent).	Construction underway.	Project completed (funding-dependent).	<b>DVC IS</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Provide a student-centric infrastructure that fosters an integrated living and learning experience for students	Developed student centric infrastructure strategy and implementation plan	The business model for the development of an integrated student residences in town (Student Village City) finalized and presented to potential financiers, for funding considerations. In partnership with Estates and Facilities, champion the improvement of infrastructure to ensure equal access for disability students	Implementation of the initial steps towards the establishment of the university-wide Student Centre.	An integrated student residences in town (Student Village City) is established, and the process of building the Student Centre is underway.	DVC IS
Provision of appropriate formal and informal living and learning spaces.	Sufficient computer laboratories	80%	90%	100%	DVC IS
	Expanded Digitally enabled learning spaces	Review digital classrooms	Review digital classrooms	Review digital classrooms	DVC IS
<b>TRANSFORMATION DIMENSIONS: ACADEMIC EXCELLENCE</b>					
<b>TRANSFORMATION GOAL 5: Ensure implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and retention of designated and underrepresented groups in the academic workforce, especially senior academic positions</b>					
Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
Targets according to EE plan (2018-2022) reflecting diversity of employees ( <b>academic</b> ) according to gender; group; age; disability; nationality	<b>Permanent Academics (%)</b> Male Female African Coloured Indian White		<b>50.5%</b> <b>49.5%</b> <b>20%</b> <b>13.6%</b> <b>3.7%</b> <b>62.7%</b>	<b>50.0%</b> <b>50.0%</b> <b>22%</b> <b>14.6%</b> <b>3.7%</b> <b>59.7%</b>	<b>DVC T&amp;L</b> <b>DVC R&amp;E</b> <b>ED HR</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
<p><b><u>Nurturing Emerging Scholars and Teachers (NEST):</u></b>  <b>Senior Buddies</b>            Provide senior students with structured opportunities to use and enhance their learning facilitation skills and develop their administrative and evaluation skills.</p>	<p>Increased student involvement in FYS</p> <p>First-year student success rates</p> <p>Rating of quality of the peer facilitation in Buddy PLCs</p> <p>Rating of support Senior Buddies provide to Buddies</p> <p>Rating of co-training quality</p>		<p>70% of first-years involved in FYS</p> <p>82% success rate</p> <p>70% of 1<sup>st</sup> years rate Buddy facilitation quality as “excellent” or “good”</p> <p>To be determined</p> <p>To be determined</p>		<p><b>DVC T&amp;L</b>  <b>DEAN T&amp;L</b></p>
<p><b>SI Assistant Coordinators</b>            Provide senior students with experience of being a SI leader for whom structured opportunities are provided to use and enhance their learning facilitation skills and develop their evaluation skills</p>	<p>Rating of quality of the peer facilitation in SI PLCs</p> <p>Rating of support SI leaders receive from SI Assistant Coordinators</p> <p>Rating of co-training &amp; monitoring of quality</p>		<p>70% rate SI facilitation quality as “excellent” or “good”</p> <p>To be determined</p> <p>To be determined</p>		<p><b>DVC T&amp;L</b>  <b>DEAN T&amp;L</b></p>
<p><b>Teaching (and Research) Assistants</b>            Provide senior students with experiences to enhance specific skills.</p>	<p>Rating of quality of the peer facilitation in tuts/mentor sessions</p> <p>Rating of quality of the teaching and learning facilitation in modules</p>		<p>70% rate facilitation quality as “excellent” or “good”</p> <p>To be determined</p>		<p><b>DVC T&amp;L</b>  <b>DEAN T&amp;L</b></p>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<p><b>Teaching (and Research) Assistants</b></p> <p>Provide senior students with experience of peer learning facilitation and enhance their learning facilitation, teaching and research skills. (contd)</p>	<p>Rating of support tut leaders receive from T &amp; R Assistants</p> <p>Rating of co-training &amp; monitoring of quality</p> <p>Rating of research skills</p>		<p>To be determined</p> <p>To be determined</p> <p>To be determined</p>		<p>DVC T&amp;L</p> <p>DEAN T&amp;L</p>
<p><b>Writing Coordinator</b></p> <p>Provide senior student with experience in facilitating student writing/language development for whom structured opportunities are provided to use and enhance their learning facilitation, teaching and research skills.</p>	<p># hours spent doing assigned writing</p> <p>Success rates in modules with intensive writing development</p> <p>Rating of support writing assistants receive from Writing Coordinator</p> <p>Rating of co-training &amp; monitoring of quality</p> <p>Rating of research skills</p>		<p>98 hrs first-years, 120 hrs seniors</p> <p>82% success rate in modules with intensive writing dev.</p> <p>To be determined</p> <p>To be determined</p> <p>To be determined</p>		<p>DVC T&amp;L</p> <p>DEAN T&amp;L</p>
<p><b><u>Supporting Early Career Academics as emerging and engaged teachers and researchers:</u></b></p>	<p>Compulsory attendance by all new employees</p>		<p>100% Attendance by new employees</p>		<p>DVC T&amp;L</p> <p>DVC R&amp;E</p> <p>DEAN T&amp;L</p>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<p><b>‘Beginning your Journey@NMU’ (BYJ@NMU)</b>  <b>Programme: Holistic induction of early career academics</b></p> <p><b>BYJ@NMU Mentoring circles</b>                      The proposal is to offer two (2) BYJ@NMU Mentoring Circles on PE campuses and 1 in George</p>	All new employees and interested early career academics connected to a mentoring circle co-ordinated by relevant Professional Support Employees		100% Attendance by new employees		DVC T&L DVC R&E DEAN T&L
<p><b>Teaching Development: Foundations of Teaching Practice</b>                      Early career and new academics are provided with sound foundations of teaching and learning facilitation.</p>	Attendance  Training satisfaction rating  All new and early career academics have a teaching portfolio  1 <sup>st</sup> year student success rates		100% attendance  90% satisfaction rating  100% early career academics have teaching portfolio  82% student success rates		DVC T&L DVC R&E DEAN T&L
<p><b>Masters Support Programme (MSP)</b>                      The MSP will offer support to employees needing to acquire Masters degrees.</p>	Improve completion rates of employees enrolled for Masters degrees		Reduced proportion of employees without a Masters qualification to 18%		DVC R&E

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<b>Doctoral Study Support Programme (DSP)</b> The Doctoral Proposal Development Programme consists of 4 week-long modules	Improve completion rates of employees enrolled for doctoral degrees		48% of employees hold a doctoral qualification		<b>DVC R&amp;E</b>
<b>Building emerging academics as emerging research supervisors</b> Formalise the Enhancing Postgraduate Supervision (EPGS) course	Compulsory attendance by all new employees responsible for postgraduate supervision All new employees and interested early career academics connected to the PGS circle co-ordinated by relevant Professional Support Employees		100% Attendance by new employees		<b>DVC T&amp;L</b> <b>DVC R&amp;E</b> <b>DEAN T&amp;L</b>
<b>Enabling quality research outputs for early career academics and postgraduate students</b> The Department of Research Capacity Development (through the RDG), has offered an annual programme of research methodology and practical research workshops to supplement formal courses.	Participation rates of individual workshops by emerging academics and postgraduate students		Average size of Workshops is approx. 20 – 25 depending on topic and experiential nature		<b>DVC R&amp;E</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<p><b>Supporting emerging academics with funding</b> Access to research funding is an important enabler for emerging academics to achieve their career goals.</p>	Increased application rates from under-represented groups		At least 30 Teaching Research Grants awarded At least 30 Seed Funding Grants awarded		<p><b>DVC T&amp;L</b> <b>DVC R&amp;E</b> <b>DEAN T&amp;L</b></p>
<p><b><u>Supporting Mid-career &amp; Senior Academics for assuming academic leadership:</u></b> <b>Enhancing facilitation tools and technologies</b> Exposure to transformation programmes relating to decolonisation of teaching and learning practices and leadership of research teams.</p>	Programmes attended by at least 20% of academics in mid-career band		25% of mid-career academics participate in workshops (To be adjusted based on evaluation outcomes)		<p><b>DVC T&amp;L</b> <b>DVC R&amp;E</b> <b>DEAN T&amp;L</b></p>
<p><b>Growing mid- and senior-level academic leadership</b> The LEAP (Leadership Advancement Programme) and high-powered Breakfast Sessions are aimed at developing mid-level leadership capacity.</p>	Workshop and PLC initiatives attended by at least 20% of academics and PASS employees in mid-career band (or in mid-level leadership positions)		25% of mid-career academics participate in workshops (To be adjusted based on evaluation outcomes)		<p><b>DVC T&amp;L</b> <b>DVC R&amp;E</b> <b>DEAN T&amp;L</b></p>



## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
<p><b>Mentorship &amp; Coaching Development</b></p> <p><b>Mid-career academics</b> will be provided with career development opportunities</p>	<p>30% of mid-career academics attend PLCs for own mentoring needs</p> <p>At least 40 mid-career academics sign up for mentoring training</p> <p>At least 40 applications received for Mid-career Innovation Grants (MIGs)</p>		<p>40% of this category partake in mentoring activities with peers</p> <p>25% of this category partake in workshops</p> <p>At least 30 MIGs awarded</p>		<p><b>DVC T&amp;L</b></p> <p><b>DVC R&amp;E</b></p> <p><b>DEAN T&amp;L</b></p>
<p><b>Pathways for Mid-Career &amp; Senior Academic Advancement</b></p> <p>A vital component of the mid-career stage is to provide opportunities for Productive Decision-making at Mid-Career.</p>	<p>30% of mid-career academics attend Career Decision-making sessions for own development needs</p> <p>Mid- and later-career academics participate in CPD activities I TL, R and E</p>		<p>40% of mid-career academics attend Career Decision-making sessions for own development needs</p> <p>30% mid- &amp; senior career academics participate in CPD activities</p>		<p><b>DVC T&amp;L</b></p> <p><b>DVC R&amp;E</b></p> <p><b>DEAN T&amp;L</b></p>
<p><b>Strengthening Doctoral supervision &amp; re-imagining supervision practices</b></p> <p>At the mid-career and senior levels, strengthening of research supervision capacity to enhance PhD graduation rates</p>	<p>Mid- and later-career academics participate in continued development as doctoral supervisors</p>		<p>30% mid- &amp; senior career academics participate in doctoral supervision CPD activities</p> <p>At least 1% improvement in doctoral completion rates</p>		<p><b>DVC T&amp;L</b></p> <p><b>DVC R&amp;E</b></p> <p><b>DEAN T&amp;L</b></p>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

<b>TRANSFORMATION DIMENSIONS: ACADEMIC EXCELLENCE</b>					
<b>TRANSFORMATION GOAL 6: Increase collaborations and partnerships with other institutional types to share knowledge, resources and assist with capacity building and articulation</b>					
<b>Objectives</b>	<b>Outputs</b>	<b>Milestones</b>			<b>Responsible Office</b>
		<b>2018</b>	<b>2020</b>	<b>2022</b>	
Review Internationalisation policy and strategy, with a focus on African partnerships and building partnerships to enhance ocean sciences capabilities	Reviewed Internationalisation Policy and Strategy	<p>Increased African partnerships</p> <p>Increased partnerships to in alignment with University's strategic growth trajectory (Ocean Sciences capabilities)</p>	<p>Review all partnerships and identify new opportunities</p> <p>Increased engagement and research partnerships to support the University's strategic growth trajectory</p>	<p>Review all partnerships and identify new opportunities</p> <p>Increased engagement and research partnerships to support the University's strategic growth trajectory</p>	<b>DVC R&amp;E</b>
Develop and implement strategic partnerships with PSET institutions to assist in the provision of capacity building opportunities	Programmes focused on building leadership capacity in PSET institutions (CIPSET)	<p>Increased strategic partnerships with PSET institutions</p> <p>Develop programmes to build leadership capacity in PSET institutions</p>	<p>Review all strategic partnerships with PSET institutions</p> <p>Implementation of programmes to build leadership capacity in PSET institutions</p>	<p>Review all strategic partnerships with PSET institutions</p> <p>Review of programmes to build leadership capacity in PSET institutions</p>	<b>DVC R&amp;E</b>
Develop strategic partnerships to identify learners and students, particularly learners with disability; with excellent sporting abilities from quintile 1 and 2 schools.	<p>Building relationships with organisations involved in community and education development programmes in targeted learners and areas.</p> <p>Established strategic partnerships with NGOs, community organisations and foundations involved in projects supporting learners and students from disadvantaged communities and schools.</p>	Implementation of the strategic partnership plan.	Implementation of the strategic partnership plan, and maintenance and enhancement of strategic partnerships and relations.	Review of strategic partnership strategy and revision as required.	<b>DVC R&amp;E</b> <b>DVC T&amp;L</b> <b>DVC IS</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

<b>TRANSFORMATION DIMENSION: ENABLING INSTITUTIONAL CULTURE</b>					
<b>TRANSFORMATION GOAL: Ensure that the university environment and experience for employees, students and external stakeholders reflect respect for human dignity, inclusivity, diversity and a human rights culture</b>					
<b>Objectives</b>	<b>Outputs</b>	<b>Milestones</b>			<b>Responsible Office</b>
		<b>2018</b>	<b>2020</b>	<b>2022</b>	
Embed desired institutional culture	Organizational Development and Change Management capability;  Engaged Employees;  Supportive Culture championing Coaching and Mentoring;  Performance driven culture;  Pro-active Employee Relations Philosophy integrated with Wellness;  Effective and harmonised partnership with Organised Labour	Conduct Climate Survey Establish University  Competency Framework  Introduce On-Boarding Program  Change Management Program implemented and Changed  Champions identified and trained  SABPP Audit	Conduct SABPP Audit  SABPP Audit implementation medium to long-term action plan	Ongoing implementation of medium to long-term action plan	<b>ED HR</b>
Develop and implement a strategy and plan to enable embracing of a transformational leadership philosophy that contributes to the development of the next generation of leaders.	A people development strategy and plan that focuses and enables employees to perform around strategic and game changing institutional activities and projects, implemented in ways that enables employees to grow be highly productive performers.	Development and implementation of the people development and growth strategy and plan.	Implementation of the people development and growth strategy.	Review the people development and growth strategy and plan towards ongoing development and growth of employees.	<b>MANCO</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
Develop and implement a strategy and plan to enable embracing of a transformational leadership philosophy that contributes to the development of the next generation of leaders. (contd)		Assign employees to game changing projects that enables them to develop and grow, improve their performance and productivity.  Ensure employees undergo relevant training and development programmes.	Assign employees to game changing projects that enables them to develop and grow, improve their performance and become more productive  Ensure employees undergo relevant training and development programmes.		<b>MANCO</b>
Develop and implement a strategy and plan to encourage and promote employees and student activities particularly through the arts, culture and heritage programmes, to build and enhance social cohesion.	Successful promotion of social cohesion, multi-culturalism and diversity through Alumni and University Arts, Culture and Heritage programmes and activities.	Develop and implement a strategy and plan to encourage and promote employees and student activities particularly through the arts, culture and heritage programmes to build and enhance social cohesion.	Implement a strategy and plan to encourage and promote employees and student activities particularly through the arts, culture and heritage programmes to build and enhance social cohesion.	Review, enhance and implement a strategy and plan to encourage and promote employees and student activities particularly through the arts, culture and heritage programmes to build and enhance social cohesion.	<b>DVC T&amp;L DVC IS ED HR</b>
Engender transformative leadership ethos across the university	Inculcated and experienced culture of transformative leadership across the university	Two programmes on transformative leadership are implemented per annum	Two programmes on transformative leadership are implemented per annum	Two programmes on transformative leadership are implemented per annum	<b>MANCO</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Engender transformative leadership ethos across the university (contd)	Improved understanding of diversity matters leading to improved institutional culture	Workshops and team building programmes	Workshops and team building programmes	Workshops and team building programmes	<b>MANCO</b>
	Continue with the task of transforming graduation ceremonies in the spirit of the new name of the University	Autumn Graduation ceremonies	Autumn and Summer Graduation ceremonies	Implement improved strategies	<b>DVC IS</b>
	Contribute to emerging institutional culture of the University	Strategies implemented	Implement improvements	Review strategies; implement improved strategies	<b>MANCO</b>
Develop and implement a stakeholder communication and engagement strategy and plan to promote and foster a transformative, values-based institutional culture that gives expression to the legacy and values of Nelson Mandela.	Nelson Mandela University having and being known for its transformative, values-based institutional culture that gives expression to the legacy and values of Nelson Mandela	Develop and implement a stakeholder communication and engagement strategy and plan that promotes and fosters a transformative, values-based institutional culture that gives expression to the legacy and values of Nelson Mandela.	Implement a stakeholder communication and engagement strategy and plan to reflect the legacy and values of Nelson Mandela.	Review, enhance and implement a stakeholder communication and engagement strategy and plan to reflect the legacy and values of Nelson Mandela.	<b>MANCO</b>
Co-create student engagement platforms to promote social cohesion, human rights, respect for diversity	Programmes created and implemented to deepen deliberative democracy and social cohesion	Development and roll out of the programmes	Implementation of the roll-out plan	Implement and review the plan	<b>DVC IS</b> <b>DVC T&amp;L</b>
Foster a positive transformative culture and Employee Relations environment	ER philosophy and strategy in place ER scorecard developed and tracked Regular HR Consultants briefings of Line Managers	Develop an ER strategy informed by the ER philosophy  Develop ER metrics / scorecard	Maintain effective communication strategies to empower managers' wrt HR policies and Industrial Relations protocols.	Ongoing monitoring and evaluation of success of implementation of strategy	<b>ED HR</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Foster a positive transformative culture and Employee Relations environment (contd)	Engagement strategy with union and employees in place	Monitor current trends and continue to develop and implement strategies to ensure compliance with labour relations frameworks.	Develop new partnership initiatives with organised labour in advancing Vision 2020 objectives.  Design and implement an employee engagement strategy and plan	Ongoing monitoring and evaluation of success of implementation of strategy	ED HR
Develop and implement a plan to explore use of isiXhosa as part of the communication activities particularly among service workers.	Implementation of a CSL/HR engagement plan with employees to try to ensure each one is valued and recognised through the intentional exploration of using Mother-tongue communication as a means of achieving a sense of belonging.	Engagement and communication to examine the challenges associated with Mother-tongue usage. To have a better understanding of the use of isiXhosa.	Implementation of a plan informed by the findings of 2018's engagement.	A review of the progress around the plan, and implementation of agreed-upon improvements towards the end goal of having all employees feeling that they are equally valued.	DVC IS DVC T&L ED HR
<b>TRANSFORMATION DIMENSION: ENABLING INSTITUTIONAL CULTURE</b>					
<b>TRANSFORMATION GOAL 7: Ensure implementation of programmes and measures designed to accelerate focused recruitment, capacity development, greater representation and retention of designated and underrepresented groups, including persons with disabilities, in university management and professional, administrative, and support services employees</b>					
Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
Diversify workforce profile in line with Employment Equity Plans and Targets	5 -year Employment Equity Plan in place;  Employee Equity Forum established;	Establish Employment Equity Forum	Progress monitored against plans and targets	Progress monitored against plans and targets	ED HR

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible Office
		2018	2020	2022	
Diversify workforce profile in line with Employment Equity Plans and Targets (contd)	Employment Equity Initiatives integrated to other University-wide Transformative Initiatives;  Annual Reporting to DoL	Progress monitored against plans and targets	Progress monitored against plans and targets	Progress monitored against plans and targets	<b>ED HR</b>
Deliver the right people capabilities to execute the University strategy: Talent Management (attraction; retention; leadership development; learning and development; reward and recognition)	Strategic Workforce Planning (SWP) and People Plans for all Faculties/Departments in place;  Articulated Employee Value Proposition (EVP);  Employees Attributes in place;  Integrated Talent Management Strategy aligned to the University Employee Value Proposition (EVP)	Develop Employees Attributes;  EVP;  Implement People Plans for all Faculties/Departments;  Implement Talent Management Strategy	Monitor and Evaluate Progress	Ongoing monitoring and evaluation of the extent of success with implementation of people plans with special focus on success planning of University and career development management of employees	<b>ED HR</b>
Develop and implement a positioning and branding strategy based on the new Nelson Mandela University name to project and communicate a compelling value proposition that enables the attraction and retention of talented employees.	An established strong Nelson Mandela University identity and brand known for its compelling value proposition and innovative niche areas, as well as investment in talented and high-performing employees, which, in turn, contributes to the attraction and retention of talented employees.	Develop and implement a positioning and branding strategy based on the new Nelson Mandela University name to project and communicate a compelling value proposition that enables the attraction and retention of talented employees.	Implement a positioning and branding strategy based on the new Nelson Mandela University name to project and communicate a compelling value proposition that enables the attraction and retention of talented employees.	Review, enhance and implement a positioning and branding strategy for the Nelson Mandela University to communicate a compelling value proposition that enables the attraction and retention of talented employees.	<b>DVC IS</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

<b>TRANSFORMATION DIMENSION: ENABLING INSTITUTIONAL CULTURE</b>					
<b>TRANSFORMATION GOAL 8: Ensure ethical leadership and accountability through improved effectiveness of governance structures, including Council, Institutional Forum, Senate, Student Support Services Council and the Student Representative Council</b>					
<b>Objectives</b>	<b>Outputs</b>	<b>Milestones</b>			<b>Responsible office</b>
		<b>2018</b>	<b>2020</b>	<b>2022</b>	
Review of policies to align with Vision, Mission and strategic plan	Reviewed institutional policies	Ongoing review and refinement of institutional policies	Ongoing review and refinement of institutional policies	Ongoing review and refinement of institutional policies	<b>MANCO</b>
Strengthen ICT governance processes	Improved ICT governance processes in line with recognised governance frameworks, i.e. King IV, COBIT 5, SANS 27001 and NIST Cyber Security frameworks	ICT governance risks in line or below institutional risk appetite	ICT governance risks in line or below institutional risk appetite	ICT governance risks in line or below institutional risk appetite	<b>DVC IS</b>
Improve student experience of complaints and disciplinary processes	Improved efficient central student disciplinary processes	Reduced turnaround time from 20 days to 10 days	Review and improve processes	Ongoing review and improve processes	<b>DCV IS</b>
Migrate from a manual student / employees complaints system to an electronic system	Electronic student / employees case-management system capturing cases	Develop an electronic student / employees complaints mechanism Implement a pilot of the new system	Review of institutional student / employees case-management system Automated quarterly reports to MANCO including trend analysis	Review and refine institutional student / employees case-management system	<b>DCV IS ED HR</b>
Design a programme to train students to defend respondents in Student DC hearings	Training programme for students by Legal Services	Ongoing training of law students	Ongoing training of law students	Ongoing training of law students	<b>DCV IS</b>



## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

TRANSFORMATION DIMENSION: SUSTAINABLE RESOURCE STEWARDSHIP					
TRANSFORMATION GOAL 8: Foster sustainable resource stewardship within the University					
Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Develop and implement integrated planning systems (strategic academic, financial, infrastructural, HR) at all levels of the institution to achieve academic size and shape targets in a strategic and sustainable manner	Annual financial viability report per Module, Program, Department, School, Faculty and Campus	Annual refinement and submission	Annual refinement and submission	Annual refinement and submission	<b>ED FINANCE MANCO</b>
Enable the development of a financially viable and sustainable institutional organisation structure (policies, systems and processes)	University Structures that are Fit for Purpose	Ongoing Review of Structures including Job Analysis and Job Profiling	Established University Structures with Funded and Unfunded jobs	Conduct SABPP audit and climate survey to ascertain extent of alignment of organisational structure to Vision, Mission and strategic plan	<b>ED HR MANCO</b>
Develop and implement a strategy and plan to contribute to financial sustainability by implementing responsible resource stewardship.	Contribute to embedding a sustainability and stewardship culture and practices in the University.	Develop and implement a strategy and plan to contribute to financial sustainability by implementing responsible resource stewardship	Implement a strategy and plan to contribute to financial sustainability by implementing responsible resource stewardship	Review, enhance and implement a strategy and plan to contribute to financial sustainability by implementing responsible resource stewardship	<b>MANCO</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Develop and implement a strategy and plan to contribute to financial sustainability by implementing responsible resource stewardship. (contd)	Stakeholder communication and engagement strategy and plans actively contributing to the promotion and embedding of a sustainability and resource stewardship culture and practices within the institution.	Develop and implement stakeholder engagement strategies and plans to promote and embed a sustainability and resource stewardship culture and practices within the institution.	Implement stakeholder engagement strategies and plans to promote and embed a sustainability and resource stewardship culture and practices within the institution.	Review, enhance and implement stakeholder engagement strategies and plans to promote and embed a sustainability and resource stewardship culture and practices within the institution.	<b>DVC IS</b>
Develop and implement a strategy and plans to enable strategy-aligned budgeting and resource allocation to foster innovation and sustainable growth within the University.	Existence of a strategy and plans, and a practice that enables strategy-aligned budgeting and resource allocation to foster innovation and sustainable growth within the University.	Develop and implement a strategy and plans to enable strategy-aligned budgeting and resource allocation to foster innovation and sustainable growth within the University.	Implement a strategy and plans to enable strategy-aligned budgeting and resource allocation that fosters innovation and sustainable growth within the University.	Review, enhance and implement a strategy and plans to enable strategy-aligned budgeting and resource allocation to foster innovation and sustainable growth within the University.	<b>MANCO</b>
Implementing financial policy to underpin long term financial health and reviewing performance	Sustainability (cost and revenue) performance indicators – ownership with relevant MANCO members	Annual review of approved indicators	Annual review and refinement of approved indicators	Annual review and refinement of approved indicators	<b>ED FINANCE MANCO</b>
Develop an institutional strategy to attract national and international research and engagement project funding	R&E Funding Strategic Plan (national and international)	Increase successful applications for national and international grants	Increase successful applications for national and international grants	Increase successful applications for national and international grants	<b>DVC R&amp;E</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Explore third-stream income opportunities (including commercialisation)	Generate additional income through strategic sports partnerships	15% growth on 2017 baseline	Evaluation and 15% growth on 2019 Baseline	Evaluation and 15% growth on 2021 baseline	DVC IS
	Developed and implemented EFM commercialization strategy and plan	Develop the EFM Commercialisation Strategy and Plan in support of the University Commercialisation Strategy	Review of strategy and continuous service improvements	Review of strategy and continuous service improvements	DVC IS
	Improved financial position of Student Housing and evidence of sustainability.	5% increase in the Student Housing reserve account	10% increase in the Student Housing reserve account	10% increase in the Student Housing reserve account	DVC IS
	Support Services to hire out academic venues during recess	Review the policy on hiring the venues	Identify potential venues	Piloting of selected venues	DVC IS
Improve ICT business operating model	Operational activities are aligned in a manner that control undetected waste of the resources.	Business Process Improvement	Business Process Improvement	Business Process Improvement	DVC IS
	Fit for purpose Business Intelligence Solutions, including proactive analytic dashboards	Implement Key indicator dashboards	Review technology offerings	Review technology offerings	DVC IS
Develop and implement a strategy and plan to communicate and profile Nelson Mandela University's through its BBBEE initiatives and activities.	Nelson Mandela University approach and strategy to BBBEE to be widely known and assist in profiling and positioning the university, and, in turn, enhance the University's competitiveness.	Develop and implement a strategy and plan to communicate, profile and enhance Nelson Mandela University's competitiveness through its BBBEE empowerment initiatives and activities.	Implement a strategy and plan to communicate, profile and enhance Nelson Mandela University's competitiveness through its BBBEE initiatives and activities.	Review strategy and plan to communicate, profile and enhance Nelson Mandela University's competitiveness through its BBBEE initiatives and activities.	DVC IS

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Implement business models for the re-integrated services (in support of enterprise development element of BBBEE)	Implemented business model for the delivery of catering, cleaning, gardening and security services.	<p>Reintegrated Cleaning and Gardening Services function by January 2018.</p> <p>Collaborate with HR to review current university Policies to enable implementation of the integrated business model.</p> <p>Provide input to the establishment of a shared service support function.</p> <p>Collaborate with HR related to Skills Assessment, Gap Analysis, Training and Development Plan.</p>	<p>Continue transition from the current operational models to the integrated business model.</p> <p>Implementation of entrepreneurship opportunities.</p>	<p>Development of Agricultural Cooperatives to supply agricultural products to University catering operations and commercial outlets.</p>	<b>DVC IS</b>
Implement sustainability index.	Sustainability index monitoring and initiatives.	<p>Implement sustainability initiatives related to:</p> <ul style="list-style-type: none"> <li>- New residences</li> <li>- Projects identified in Sustainability Index</li> <li>- Life Cycle Analysis platform</li> </ul>	<p>Continue sustainability initiatives related to:</p> <ul style="list-style-type: none"> <li>- New residences</li> <li>- Projects identified in Sustainability Index</li> <li>- Life Cycle Analysis platform</li> </ul>	<p>Continue sustainability initiatives related to:</p> <ul style="list-style-type: none"> <li>- New residences</li> <li>- Projects identified in Sustainability Index</li> <li>- Life Cycle Analysis platform</li> <li>- Institutional Sustainability reporting</li> </ul>	<b>DVC IS MANCO</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Implement sustainability index. (contd)		<ul style="list-style-type: none"> <li>- Institutional Sustainability reporting</li> <li>- Energy, Water, Waste Management</li> </ul> <p>Cost reduction strategies</p>	<ul style="list-style-type: none"> <li>- Institutional Sustainability reporting</li> <li>- Energy, Water, Waste Management</li> </ul> <p>Cost reduction strategies</p>	<ul style="list-style-type: none"> <li>- Energy, Water, Waste Management</li> </ul> <p>Cost reduction strategies</p>	
Efficient and cost effective printing solutions	Reduced wastage and improved third stream income for the university	10% increase in printing revenue.	10% increase in printing revenue.	10% increase in printing revenue.	<b>DVC IS</b>
	Affordable, high quality and readily available imaging services to all employees and students. (Scan, copy, fax, print services).	MFD at all residences.  Deployment of new integrated printing solution for all employees and students.	MFD at all residences.	MFD at all residences.	<b>DVC IS</b>
	Expand no. of financially viable ICT centres (SITS, COPYSHOP)	Established SITS centres and ICT Convenience stores	Review and expand model	Review and expand model	<b>DVC IS</b>
Review business processes to eliminate wastage e.g. reduce printed material	Re-engineered and improved business processes	Digitise all prospectuses and registration guides	Start with the digitisation of the curriculum control process	Curriculum control process digitised	<b>DVC IS</b>
Efficient and optimized waste management and recycling	Developed waste management and recycling plan	Plan with specifications and relevant costings including a phased implementation plan crafted and submitted for approval by Manco. Tender launched.	Contract management, service revision, enhancements identified where necessary.	Contract management, service revision, enhancements identified where necessary.	<b>DVC IS</b>

## INSTITUTIONAL TRANSFORMATION PLAN: 2018 – 2022

Objectives	Outputs	Milestones			Responsible office
		2018	2020	2022	
Enhance ICT infrastructure in support of the university green imperatives	Enabling technology solutions which support university green imperatives	Collaborate with EFM to provide BI platforms for sustainability reporting	Review and enhance solutions	Review and enhance solutions	DVC IS
	Reduction in power consumption by procuring energy saving hardware	Implement power monitoring systems in data centres  In collaboration with EFM, investigate Internet of Things (IOT) technology to assist with Energy and Water Management	Review and enhance solutions	Review and enhance solutions	