



# Rhodes University Institutional Transformation Plan 2019-2022



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## Rhodes University Institutional Transformation Plan. 2018.

### Acronyms.

CHERTL	Centre for Higher Education Research, Teaching and Learning
DVC	Deputy Vice Chancellor
DVC: A&SA	Deputy Vice Chancellor: Academic and Student Affairs
Director: AGCLE	Director: Allan Grey Centre for Leadership Ethics
Director: C&A	Director: Communications and Advancement
Director: CE	Director: Community Engagement
Director: E&IC	Director: Equity and Institutional Culture
Director: HR	Director: Human Resources
Director: I&TS	Director: Information and Technology Services
Director: IP	Director: Institutional Planning
Director: PGSC	Director: Post Graduate Studies Centre
Director: SA	Director: Student Affairs
Executive Director: IOF	Executive Director: Infrastructure, Operations and Finance
HoD	Head of Department
SRC	Student Representative Council
T & L Committee	Teaching and Learning Committee

## I. Section 1: Introduction.

This plan is constructed from recommendations that emerged from the 2017 Rhodes University summit process. A comprehensive list of these recommendations are contained in the Rhodes University Transformation Summit Report.<sup>1</sup> Details on the background to the summit and on its planned outcomes are contained in the Summit Process Project Plan Document.<sup>2</sup>

After the summit, in line with a process agreed to in the Council meeting of the 17<sup>th</sup> of March 2018, recommendations were distributed for consideration and comment amongst the heads of the units that would have to implement the strategies for transformation that were proposed by members of the institution in the summit process. By units here is meant faculties, departments and divisions. In deliberating on the recommendations that fell under their scope of work each head of unit was requested to use the following questions as a guide.

- a) Is there work already being undertaken along the lines of this recommendation?
- b) If the work recommended is not already being done how would you introduce and undertake this work?
- c) What do you think the broad timelines for the implementation of the work that pertains to each implementable recommendation would be?

The second stage of working through the recommendations included an HoD and Deans' workshop at which HoDs, Deans and the DVC Academic and Student Affairs collectively worked through recommendations pertaining to the curriculum, follow up meetings with HoDs, Deans, the DVC: Research and the Vice Chancellor and at least two meetings with each head of division. The purpose of the second stage engagements was the derivation and refining of time bound objectives from the recommendations that were deemed to be implementable. These objectives form the basis of this Institutional Transformation Plan. The process followed is presented diagrammatically below.

Summit output/Recommendations —————> Distributed for consideration —————> Formulation of objectives with times frames for implementation —————> Institutional Transformation Plan.

The derivation of objectives from the summit recommendations was a dialogic process that involved the identification of the most practical way of implementing the recommendations that have been adopted. Thus whilst about 85% of the recommendations were adopted in one form or another, some of the recommendations were not. The recommendations not adopted include ideas that have been previously implemented and which did not yield the desired results, activities for which there exists a much more transformative alternative and ideas whose implementation will not be cost effective. Examples of these include the recommendations that the Oppidan Dining Hall be turned into a space in which staff and students can interact informally, that the institution should grow its own food and that minutes of every Senate and Council committee meeting be translated into Afrikaans and isiXhosa. In his comments, the Executive Director: Infrastructure,

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<sup>1</sup> The report can be accessed at the end of this link:

<https://www.ru.ac.za/media/rhodesuniversity/content/equityinstitutionalculture/documents/Rhodes%20University%20Transformation%20Summit%20Report%20Draft%20for%20Comment..pdf>

<sup>2</sup> The project plan can be accessed at the end of this link: <https://www.ru.ac.za/equityandinstitutionalculture/aside/summitprocess/>

Operations and Finance (IOF) reports that the Oppidan and staff dining hall, which was a space in which staff and students could meet informally, had to be shut down at the beginning of 2018 because it was used by a low number of staff and students. Again, the Executive Director makes the submission that the institution growing its own food would not be cost effective given that the institution does not have a faculty of agriculture. An option that is being explored by the institution is the establishment of partnerships with local community groups and farmers. This option will also provide the institution with an additional opportunity to contribute to the development of Grahamstown. Similarly the Registrar has stated that translating all Senate and Council committees meetings' minutes into Afrikaans and isiXhosa would require significant expenditure which cannot be covered by the unit's current budget. The Registrar's office will, however, adopt a limited version of the recommendation and will translate all contracts and all communication from the unit to the Rhodes community into isiXhosa.

Indeed the main reason given for the lack of adoption of a number of recommendations is the lack of funds that can be/are dedicated to transformation projects. However, since one of the key recommendations that came out of the summit is that the institution should budget for transformation projects as part of the annual budgeting process, forward and long term planning should ideally result in recommendations that were not adopted due to current financial constraints being increasingly evident in the budgets for and in the implementation of transformation strategies of divisions, departments and faculties. Thus one of the key reference documents in the quarterly and biennial reporting against this Institutional Transformation Plan will be the summit report.

Also entailed in the second stage of the process was an attempt to integrate projects that were being executed in parallel but which should have the same outputs/outcomes as those anticipated by some recommendations. This includes an attempt to integrate the curriculum review project which was begun in 2016 into the transformation plan and to make the alignment of the plan to the Institutional Development Plan (IDP) which was adopted by Council on the 14<sup>th</sup> of June 2018 as clear as is possible.

In the summit report the recommendations were clustered under the eight headings of Institutional Identity, the Formal Curriculum, Institutional Culture, Student Matters, Staff Matters, Governance, University Facilities and Services and Income and Financial Management. To achieve the desired level of coherence, the same first seven headings will be used in the plan. The last heading will be changed to Finance, Growth and Sustainability to indicate the adoption of a recommended change in approach to financial management. Again, to achieve clear alignment to the IDP, quantitative performance measures are used. It should be noted that the 0s in the baseline column in the tables below indicate that an objective has not been realised and not that the work towards realising that objective has not begun. Thus for example, in Table 2 against the objective "Adopt a language policy that is aligned to the Revised Language Policy for Higher Education. (2017)", "0" is given as a baseline even though work on reviewing the language policy is already at an advanced stage. The phrase "to be established" as used in the same column means that it is difficult to ascertain, without there being research undertaken, what the extent of the activity in the area covered by the objective is. This means that institutional research undertaken in 2019 has to include research that will attempt to establish baselines for objectives where there are no baselines given.

As determined by the adoption of recommendation 9 in table 6 below there will be reporting against the plan at a biennial gathering of Rhodes University stakeholders that will be convened by the Vice Chancellor and the Directors of Institutional Planning (IP) and Communication and Advancement (C&A) for reporting purposes.

## II. Section 2: Objectives and Targets.

### A. Work Area 1: Institutional Identity.

Institutional identity related recommendations generated in the transformation summit process mainly addressed issues of the future of the name of the institution, the need for a vision and mission statement that resonated with the majority of the members of the institution, the need for a higher degree of congruence to be fostered between stated institutional values and the everyday practices of the (members of) institution and the need for the institution to clearly define its unique identity and to articulate the relationship between this unique identity and the services it offers.

Some of the recommendations that fall under this work area have been adopted and acted on. Thus for example the issue of the name of the institution was resolved when Council voted on the 30<sup>th</sup> of November 2017 to retain the name of the institution. Again, Council adopted the IDP on the 14<sup>th</sup> of June 2018 in which the Vision and Mission Statement used is the current statement. This statement was developed in 2001. One of the immediate impacts of Council adopting the IDP was that the process of developing a new Vision and Mission statement, which had started was halted and deferred to 2021 when the IDP will be reviewed. The reason for the deferment of the process is that the current focus needs to be on embedding the IDP in the institution.

With regards to the recommendation that the symbols and artefacts that are used by the institution to articulate its identity (branding), such as artefacts used to recognise the achievements of alumni or symbols used in marketing and on the institution's stationery, be changed to indicate a change in the institutions self-image, values and institutional culture, the key objective crafted was that the Vice Chancellor convene a Visual Representation Task Team that will drive this work and help consolidate all the efforts that are currently being expended towards the achievement of the broad recommendation.

Linked to the identity of the institution was the issue of the kind of student that the University wants to graduate. The issue was raised at the summit, in the HoDs and Deans workshop held on the 30<sup>th</sup> of May 2018, and in subsequent meetings held with individual HoDs. A concept that has been used in most of these engagements to describe one of the key skills that the institution should strive to foster and nurture in the Rhodes University student is critical thinking. This, can be seen as aligned to the recommendation that the university should construct itself as a space that enables and promotes critical engagement.

Two types of vehicles through which congruence between institutional practices and values articulated in the Vision and Mission can be enhanced are the institution's policies and procedures. The Institutional Planning Unit has introduced a standardised template and policy development framework through which the relationship between any policy and the vision and mission statement will be made explicit. Beyond policy development and implementation, each unit will make explicit in its reporting how its work promotes the goals and values of the institution.

In table 1 is presented objectives derived from the recommendations of the summit that pertain to Institutional Identity.

**Table 1. Institutional Identity.**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. The current vision and mission statement should be reviewed and congruence between institutional behaviour and stated values should be developed.</b>	1.1 Design and implement a process of broad consultation that will result in the development of a new vision and mission statement that resonates with the majority of members of Rhodes University.	A new vision and mission statement, that has gone through the various Senate and Council committees, is adopted by Council.  (0 =New vision and mission statement not adopted. 1 = New vision and mission statement adopted)	0	0	0	1	1	Vice Chancellor and Director: IP and Chair: Academic Freedom Committee.
	1.2 Foster an alignment between the institution’s articulated goals and values and its formal curriculum.	Number of reports (included in reports against Faculty Transformation Plans) that describe how each faculty’s curriculum aligns with the institutions articulated values.	0	6	6	6	6	Deans.
	1.3 Foster an alignment between the institution’s articulated goals and values and the culture of the institution.	Number of reports (included in reports against Faculty and Divisional Transformation Plans) that describe how each Faculty and Division promotes the institutions articulated values in formal and informal spaces.	0	16	16	16	16	Deans, Unit Heads (including Directors) and Directors: SA, and HR.
		Number of reports from the E&IC Directorate that describe how the awareness raising programme aligns with the institutions articulated values.	0	1	1	1	1	Director: E&IC
<b>2. Policies and procedures should be aligned to the vision and</b>	Review institutional policies and procedures to ensure	Percentage of policies and procedures of the institution that reflect alignment to the stated	To be established	100%.	100%	100%	100%	Director: IP

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>mission statement of the institution.</b>	alignment to the vision and mission statement of the University.	institutional values and goals (as outlined in the vision and mission statement).						
<b>3. New symbols for articulating of the institution's identity should be adopted. The new symbols should be designed as a result of a collaboration between members of the institution, including students, and experts in the design field.</b>	3.1. Convene a Visual Representation task team that will design and implement a process to change the institution's identity symbols and artefacts.	A process to change the institution's identity symbols and artefacts is implemented.  (0 =Process not implemented. 1 = Process implemented.)	0	1	1	1	1	Vice Chancellor and Directors: C&A and E&IC
	3.2 Adopt new identity symbols and artefacts.	New identity symbols and artefacts are approved by Council.  (0 =New identity symbols and artefacts not adopted. 1 = New identity symbols and artefacts adopted)	0	0	1	1	1	Vice Chancellor Director: C&A and Visual Representation Task Team.



## **B. Work Area 2. The Formal Curriculum**

The key broad recommendations that came out of the summit regarding the transformation of the curriculum were that the curriculum should be decolonised, that access (physical and epistemological) and success of students with disabilities and students from disadvantaged backgrounds should be enhanced and that a culture of sharing knowledge that will foster the decolonisation and the transformation of the curriculum should be developed in departments and in the institution more broadly.

Throughout the transformation summit process decolonisation was defined as the removing of knowledge and world views (ideologies) produced in the Global North from the centre of the curriculum. This entails the reorientation of the curriculum towards the place where it is developed and facilitated. It therefore also entails the situating of South Africans, Africans and peoples of the Global South as subjects rather than objects of the curriculum. This involves the positioning of peoples in the Global South, alongside peoples in the Global North, as knowers and as producers of knowledge about themselves and others, about their environments and the environments of others and about the world. It also entails a recognition, as Professor Bawa stated in his opening speech at the transformation summit<sup>3</sup>, that South Africans have a responsibility of defining their own knowledge project and of producing knowledge, including theory, about their own spaces and a responsibility of inserting this knowledge into the global space as part of contributing to knowledge that speaks to global concerns. In this theoretical framework there is no relationship of opposition between “intensely local” and “intensely global” knowledge.

The process of decolonising the curriculum also includes the promotion of the use of indigenous South African languages, alongside English, as languages for teaching, learning and research.

Whilst the decolonisation of the curriculum, in the main<sup>4</sup>, addresses the imbalance in the valuation and dissemination of knowledge from the Global North and the Global South and the alienation experienced by students who do not recognise themselves in a Global North centered curriculum, the recommendations pertaining to the physical and epistemological access of students address the problem of different levels of students’ access and success that can be attributed to exclusion along the dimensions of class, gender, sexuality and to disablement.

The objectives crafted from these broad recommendations, as presented in the table below, reflect the strategies proposed and formulated in the summit and in the subsequent recommendations refining processes to develop a decolonised curriculum and to enhance levels of inclusion experienced by all students. These include the increased participation of students in the development of the curriculum, the increased use of Global South scholarship in the curriculum, the facilitation of the development of innovative research that is directed towards answering local and global questions, the increased rate of development of students, from the undergraduate level, to being producers of knowledge, an increased rate of reasonable accommodation for students with disabilities, an increased rate of exposing all students to issues of transformation within departments, and the increased rate of capacitation of lecturers to facilitate a decolonised and an inclusive curriculum.

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<sup>3</sup> Professor Bawa’s opening speech is available at [https://www.ru.ac.za/media/rhodesuniversity/content/equityinstitutionalculture/documents/Transformation%20Summit%20-%2028%20July%202017%20-\(%20Professor%20Ahmed%20Bawa\).pdf](https://www.ru.ac.za/media/rhodesuniversity/content/equityinstitutionalculture/documents/Transformation%20Summit%20-%2028%20July%202017%20-(%20Professor%20Ahmed%20Bawa).pdf)

<sup>4</sup> It is acknowledged here that the Rhodes Must Fall and Fees Must Fall movements expanded the notion of decolonisation to also include the eradication of inequalities that are constructed along the dimensions of class, gender and sexualities.

The implementation of these strategies, in turn, involves the acceleration, reorientation, expanding and strengthening of existing and the creation of new projects/vehicles. It also includes the reviving of plans that have been proposed and discussed but never implemented. Some of the projects and vehicles that need to be accelerated and strengthened are the curriculum review project and the development and accreditation of short courses that are targeted at Grahamstown's local post- school population. Some of the vehicles that need to be reviewed to explicitly promote transformation include the promotions and Research Committee grant criteria. New proposed initiatives, such as the establishment of an African Universities' Research Alliance Center of Excellence at Rhodes University, will serve to strengthen the institution's membership of Global South research alliances and therefore strengthen the University's capacity to produce knowledge from a Global South perspective. An example of a plan that needs to be revived and updated is the plan for the establishment of a Humanities Centre for Multilingualism which was first presented to the Humanities Faculty in 2009. Updating the plan to achieve higher levels of alignment with the Revised Language Policy for Higher Education (2017) would achieve objective 2.2.

A few particularised recommendations have been subsumed under broader objectives. Thus for example, the recommendation that a more inclusive and clear alternative path for promotion into senior positions for staff with disabilities should be introduced and that this alternative path should include the consideration of staff's contribution to the institution's transformation endeavors is subsumed under the objective 6.4. This objective states that the promotions criteria will be revised to explicitly include criteria that enables the rewarding and recognition of the contribution of lecturers to the transformation of the department space and of the curriculum.

One of the recommendations that came out of the HoD workshop is that CHERTL should conduct a study on why the rate of students' attendance of lectures is falling. CHERTL however, has concluded that what would be more beneficial to lecturers is the undertaking of a study that will "identify what it is about lectures that makes them valuable to students."<sup>5</sup> This will be a repetition of a study undertaken in 2004. The results of the study will feed into academic staff development work.

The achievement of a significant number of objectives that relate to the capacitation of academic staff to facilitate a transforming curriculum depends on the better resourcing of CHERTL. The objectives formulated entail an expectation for CHERTL not only to expand the scope of its activities but to also provide "lecture-room level guidance" that has a "strong practical component"<sup>6</sup> The 4% target for the percentage of academic staff participating in CHERTL showcases/seminars is quite low and it can only be hoped that when CHERTL is better resourced this percentage will increase.

Another unit whose increased level of resourcing is a prerequisite to the achievement of a number of objectives agreed on is the Post Graduate Studies Centre.

Again, the achievement of some of the targets set will be greatly enhanced by departments sharing learning as specified in objective 1.6. Learning, for example, will be derived from the Department of History's commitment to pilot the introduction of isiXhosa as a compulsory language of study for students who want to major in History. This decision is informed by the historical requirement that History majors at Rhodes University were required to learn either German or Dutch as a second language of study.

A recommendation that has elicited much debate and on which there is no consensus is the recommendation that two paths, a teaching path and a research path, be established for academics. The main argument proffered in the recommendation is that the contribution of academics who focus more on teaching and less on

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<sup>5</sup> CHERTL.

<sup>6</sup> This was a sentiment expressed at the HoD workshop and in meetings with a number of HoDs and Departments.

research is not as well recognised as that of academics who research and publish more. Further conversations about academic teaching in a research institution will have to be held.

In table 2 is presented the objectives that will be pursued in the institution’s effort to transform the curriculum.

**Table 2. The Formal Curriculum.**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. Students should be integral to curriculum development processes.</b>	1.1. Ensure that diverse spaces in which students are enabled to contribute ideas and life experiences to the design of the curriculum are created.	Percentage of department reports with evidence of feedback elicited using a range of methods being used in curriculum review processes. Evidence provided in departmental reports to Dean on curriculum development & review which form part of quality assurance processes. Deans to collate and report to T&L Committee. T&L Committee to report to Senate.	To be established	100%	100%	100%	100%	HoDs Deans, and Chair: T&L Committee.
	1.2. Increase the levels of use of student feedback, gathered through various methods and channels, in the development of the curriculum.	Percentage of department reports with evidence of changes to curricula made where student feedback is considered. Evidence provided in departmental reports to Dean on curriculum development and review. Deans to collate and report to T&L Committee. T&L Committee to report to Senate	To be established	100%	100%	100%	100%	HODs and Deans.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	1.3. Increase number of departments seeking help on the development of rigorous and valid evaluations.	Percentage of departments approaching CHERTL for assistance in the development of rigorous and valid evaluations.	40%	50%	50%	50%	50%	Deans, HoD: CHERTL and Chair: T&L Committee.
	1.4. Ensure compliance with the Policy on Evaluation of Teaching and Course design and with the Quality Assurance Framework	Quality Assurance Framework reviewed to include a directive that all departments must report on the procedures for courses evaluation used and on the number of evaluations conducted.  (0 = QA framework for T&L not reviewed. 1 = QA framework for T&L reviewed.)	0	1	1	1	1	DVC: A&SA and Chair: T&L Committee
		Percentage of Departmental reports with a summary of the procedures for courses evaluation used and with details of the number of courses evaluations conducted in each department.	0	100%	100%	100%	100%	Deans
	1.5. Ensure that support is available for the analysis of student performance data.	Percentage of departments requesting support who are funded to acquire support.	100%	100%	100%	100%	100%	HoD: CHERTL
	1.6. Create spaces for co-learning on how to facilitate a learning centred curriculum within and across departments.	Average number of intra-departmental seminars where knowledge on the facilitation of a learner centred curriculum is shared.	4	4	4	4	4	HoDs
		Number of inter-departmental showcases/seminars where	4	4	4	4	4	HoD: CHERTL

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		knowledge on facilitating a learning centred curriculum is shared.						
		Percentage of academic staff participating in showcases/seminars where learning on curriculum transformation is shared between departments.	4%	4%	4%	4%	4%	HoD: CHERTL
	1.7. Undertake a second 'Why go to lectures?' survey. <sup>7</sup>	Why go to lectures? Study undertaken. (0 = Study not undertaken. 1 = Study undertaken.)	0	1	1	1	1	HoD: CHERTL and Chair: T&L Committee.
<b>2. The University should use South African Languages in addition to English in teaching, learning and research and IsiXhosa should be developed, through use, to be the second main</b>	2.1. Adopt a language policy that is aligned to the Revised Language Policy for Higher Education. (2017)	A language policy aligned to the Revised Language Policy for Higher Education is approved by Council. <sup>8</sup> (0 = Reviewed language policy not adopted, 1 = Reviewed language policy is adopted.)	0	1	1	1	1	Chair: Language Committee

<sup>7</sup> The undertaking of this study is dependent on the levels of resourcing afforded to CHERTL.

<sup>8</sup> The four key arguments outlined in the Revised Language Policy for Higher Education (2017) are that, for purposes of social cohesion, justice and transformation, institutions of higher learning should; a) promote the use of indigenous South African Languages as resources of knowledge and for knowledge construction, teaching and learning, b) develop indigenous South African languages through use into languages of scholarship (research, teaching and learning), c) establish or strengthen language centres that will, amongst other tasks, foster language development partnerships between higher education institutions and between the relevant national bodies such as PanSALB and d) report annually, through the Vice Chancellor, to the DHET on progress made in the implementation of the policy.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>language of teaching, learning, research and administration.</b>	2.2. Establish a South African Indigenous Languages Centre.	A reviewed and updated Languages Centre plan is adopted by the IPC <sup>9</sup> .  (0 = Updated Languages Centre plan not adopted. 1 = Updated Languages Centre plan adopted.)	0	1	1	1	1	Director IP and Chair: Language Committee
		Percentage of funding raised for the establishment and full operation of a South African Indigenous Languages Centre.	0%	0%	15%	40%	75%	Director: C&A
	2.3 Promote the use of indigenous South African languages in teaching and learning in departments.	Percentage of tutors trained in the use of indigenous languages in peer learning.	To be established	20%	30%	40%	75%	DVC A&SA, Deans and HoDs.
		Percentage of teaching and research staff who can facilitate the use of indigenous languages for learning in the lecturer room.	23%	23.5%	24%	24.5%	25%	Director: HR and HoDs.
		Number of bilingual isiXhosa and English courses.	0	1	2	3	4	HoDs and Deans.
		Number of disciplines where isiXhosa is used as a language of research.	1	2	3	4	5	HoDs and Deans
	2.4. Support departments and relevant divisions in the implementation of the language policy.	Number of seminars/events <sup>10</sup> designed to promote the implementation of the revised language policy.	2	4	4	4	4	HoD: CHERTL and Chair: Language Committee

<sup>9</sup> Reviewed to align with the requirements of the Revised Language Policy for Higher Education.

<sup>10</sup> The escalation of this work will depend on the levels of resourcing afforded to CHERTL.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		Number of studies that explore the use and impact of multilingualism in teaching and learning in Rhodes University.	0	1	1	1	1	Director: E&IC and Chair: Language Committee
		Number of academic staff development courses in which the relationship between language and epistemological access is explored.	2	2	2	2	2	HoD: CHERTL
		Percentage of units (departments and divisions) engaged with regarding the development and implementation of the language policy.	0	100%	100%	100%	100%	Chair: Language Committee.
<b>3. The use of teaching and learning (including assessment) methods to enhance the levels of accessibility of the curriculum should be increased.</b>	3.1. Expose lecturers to a variety of teaching and learning methods that can be used to increase levels of inclusivity.	Number of academic staff development courses that introduce lecturers to a variety of teaching methods that can be used to enhance the inclusion of a diverse student population.	1	1	1	1	1	HoD: CHERTL
	3.2. Promote initiatives whereby non-traditional methods of assessment, that enable inclusion, are used as long as the methods used demonstrate high levels of validity and reliability.	Percentage of HoD reports to Deans in which assessment methods used to enhance inclusion are outlined to be collated into faculty reports to T&L Committee and on to Senate.	To be established	>90%	>90%	>90%	>90%	DVC: A&SA and Deans.
	3.3. Ensure the use of appropriate assessment tools with	Percentage of assessment plans produced for students with	To be established	>90%	>90%	>90%	>90%	DVC A&SA and Deans.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	the required levels of validity and reliability, in assessment of learning of students with disabilities.	disabilities out of the total percentage of courses taken.						
	3.4. Support lecturers to adopt a scholarly, innovative approach to integrating technology into teaching and learning that is sensitive to the needs of a diverse range of students.	Number of initiatives/interventions at institutional and departmental level through which departments are supported to integrate technology into their teaching and learning.	20	22	25	28	30	HoD; CHERTL
		Number of one to one (individual level) engagements through which lecturers are supported to integrate technology into their teaching and learning.	150	155	160	165	170	HoD: CHERTL
	3.5. Revise promotions criteria to explicitly include the use of diverse teaching and learning (including assessment) methods for the purposes of enhancing inclusivity as a criteria for promotion.	The promotions criteria explicitly include criteria that will reward the use of inclusive teaching methods.  (0 = Criteria not explicit. 1 = Criteria explicit.)	0	1	1	1	1	DVC A&SA and Deans.
	3.6. Expand the reach of the writing	Percentage of departments that participate in the writing intensive project.	25%	30%	50 <sup>11</sup> %	75%	100%	HoD: CHERTL and HoDs.

<sup>11</sup> An increase in the number of courses will depend on the approval of the new Foundation Programme Grant Policy.



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	intensive project to more departments.							
	3.7. Strengthen and institutionalise the flexible curriculum structure.	Total number of courses that contribute towards a flexible curriculum across all faculties.	18	20	21	21	21	DVC A&SA and Deans.
	3.8. Increase the provision of ICT devices and assistive technologies as determined by the needs of all students.	Percentage of students who have disclosed their status provided with assistive devices as needed.	>70%	>90%	>90%	>90%	>90%	Director: SA
<b>4. The curriculum needs to reflect knowledge and theory produced in the Global South, not only the Global North.</b>	4.1. Accelerate the curriculum review project begun in 2016. <sup>12</sup>	Average percentage of courses reviewed in each department.	<10% <sup>13</sup>	>40%	>60%	>80%	100%	DVC A&SA and Deans.
	4.2. Contribute to students' understandings of themselves as producers and not just consumers of knowledge.	RU Learning online course contributing to the development of students' understandings of themselves as producers of knowledge.  (0 = Online course not offered. 1 = Online course offered)	0	1	1	1	1	DVC A&SA and Deans.
		Percentage of courses, dependent on discipline, where authentic texts (as opposed to textbooks) are used.	To be established	40%	60%	80%	100%	DVC A&SA and Deans.

<sup>12</sup> The curriculum review guide prepared by the DVC Academic and Student Affairs outlines "dimensions of colonialism" that should be considered in the interrogation of curriculum ideology, content, and method.

<sup>13</sup> The lower than expected levels of progress are, in part, attributable to CHERTL being under-resourced.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	4.3. Increase support to research proposals that focus on the Global South.	Data is collected to determine what the percentage of research proposals that focus on the Global South that are supported by Research Committee funding is. (0 = Data is not collected. 1 = Data is collected.)	0	1	1	1	1	Director: Research
		An intervention is devised to increase funding to research proposals that will have local impact or focus on the Global South if there is not majority of Local Impact or Global South relevance in Research Committee funding	0	1	1	1	1	DVC: Research and Director: Research
	4.4. Increase opportunities for collaboration with international research groups in the Global South including African partnerships.	Number of research partnerships with institutions in the Global South.	10	10	12	15	17	DVC: Research
<b>5. Through its research, teaching and learning practices the University should be demonstrably responsive to its environment and contribute to the solving of local, national and global problems.</b>	5.1 Increase the access of local students and professionals to the various programmes that the university offers.	Number of learners from Grahamstown East Schools who are admitted to the University.	78	100	105	110	115	Director: CE
		Number of Grahamstown professionals who participate in courses offered by the University.	352	435	520	515	516	Dean: Education
			30	35	40	40	40	HoD: Business School
	5.2 Increase levels of co-creation and sharing of knowledge with Grahamstown,	Percentage of students participating in service learning courses.	800 (10%)	11%	13%	15%	17%	HoDs and Director: CE

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	and Eastern Cape Communities	Number of departments with staff participating in community engagement projects.	9	12	15	19	22	HoDs and Director: CE. HoD: CHERTL
	5.3 Increase levels of co-creation and sharing of knowledge with regional and national bodies.	Number of partnerships with the other universities in the Eastern Cape.	3	3	3	3	3	Vice Chancellor
		Number of targeted research projects for development of the Eastern Cape.	5	6	7	8	10	DVC: Research
	5.4 Increase opportunities for collaboration with national and international research groups including those in objective 4.4.	Number of research partnerships at national and international levels.	20	20	25	30	35	DVC: Research
	5.5 Develop alliances with established publishers in the Global North in disciplines where it is practicable.	Number of publishing alliances developed.	1	2	3	4	5	DVC: Research.
	5.6. Strengthen the technology transfer office.	Two additional technological transfer staff appointed.  (0 = Two additional staff not appointed. 1 = Two additional staff appointed.)	0	1	1	1	1	Director: Research
		Percentage of funding for operational costs of office secured.	50%	100%	100%	100%	100%	Director: Research

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	5.7. Increase usage of RU patents for public benefit projects or commercial use.	Number of RU patents used for public benefit projects or commercial use.	0	4	8	16	20	Director: Research
	5.8 Enhance profiling of engaged research in annual research report.	Engaged research is a leader story in every research report, (0 = Engaged research not leader story. 1 = Engaged research leader story)	0	1	1	1	1	Director: Research and Director: CE.
		Number of engaged research stories in each research publication.	2	>2	>3	>4	>5	Director Research and Director: CE
<b>6. Social transformation issues should be embedded in the curriculum of all faculties and spaces for sharing knowledge on transformation related issues between staff and students outside of the lecture theatre should be created in departments.</b>	6.1. Support lecturers to embed social transformation issues in the curriculum of each department.	Question on extent to which critical debate and discussion on social transformation issues are explored in curricula and / or more broadly in departments, inserted in feedback surveys.  (0 = Question not inserted. 1 = Question inserted)	0	1	1	1	1	HoD: CHERTL and HoDs.
	6.2. Increase the number of students who can access the iNtetho Zobom course.	Percentage growth in the number of students who participate in the iNtetho Zobom course.	12.5%	12.5%	25%	30%	40%	Director: AGCLE
	6.3. Develop departments as spaces for students and staff for critical debate and discussion.	Percentage of students and staff sampled who experience their departments as spaces conducive to critical debate and discussion on issues of transformation.	To be established	>80%	>80%	>80%	>80%	HoDs

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	6.4. Revise promotions criteria to explicitly include criteria that enables the recognition of the contribution of lecturers to the transformation of the department space and of the curriculum.	The promotions criteria explicitly include criteria that will enable the recognition of the contribution of lecturers to the transformation of the department space and of the curriculum.  (0 = Criteria not explicit 1 = Criteria explicit)	0	1	1	1	1	DVC: A&SA and Deans.
<b>7. The University should affirm and strengthen itself as a Research University.</b>	7.1. Encourage the development of innovative and transformative research.	Number of funding instruments that support innovative and transformative research.  (0 = Criteria not explicit 1 = Criteria explicit)	1	2	3	4	5	DVC: Research and Director: Research
		The promotions criteria include explicit criteria that will reward innovative and transformative research  (0 = Criteria not explicit 1 = Criteria explicit)	0	1	1	1	1	DVC: Research.
	7.2. Strengthen programmes and initiatives through which new researchers including undergraduate students and students from disadvantaged and excluded groups are supported and developed.	Full-time Post Graduate Studies Centre Director post established and filled.  (0 = Post not filled. 1 = Post filled)	0	1	1	1	1	DVC: Research
		Full-time Post Graduate Studies Centre Office Administrator post established and filled.	0	1	1	1	1	DVC: Research

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		(0 = Post not filled. 1 = Post filled)						
		Number of programmes offered by PGSC to support new researchers including undergraduate students and students from disadvantaged groups.	1	1	1	1	1	DVC: Research and Director: PGSC
		Number of workshops offered to senior undergraduates, post graduates and early career academics to support their development of research skills and interest.	6	8	10	10	10	DVC: Research and Director: PGSC
		Review of the impact of the PGSC. (0 = PGSC not reviewed. 1 = PGSC reviewed)	0	0	0	1	1	DVC: Research and Director: PGSC.
		The promotions criteria explicitly include criteria that will reward the supervision of South African students from disadvantaged groups.  (0 = Criteria not explicit. 1 = Criteria explicit.)	0	1	1	1	1	DVC: Research
	7.3. Encourage interdisciplinary knowledge production.	Number of research partnerships between departments funded through the research office.	To be established	4	6	7	8	Director: Research
		Number of targeted research projects for the development of the Eastern Cape particularly in	2	5	6	7	8	Director: Research

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		the humanities and the social sciences funded.						
		Number of interdisciplinary partnerships whose work focus is informed by Sustainable Development Goals.	5	10	15	20	25	Director: CE
	7.4. Provide support in research proposal writing to members of academic staff who need it. <sup>14</sup>	Number of academic staff who have received research proposal writing support.	0	20	20	20	20	Director: PGSC
	7.5. Increase the number of post-graduate students and staff who participate in research funding workshops.	A research funding workshop is designed and offered.  (0 = Workshop is not offered, 1 = Workshop is offered.)	0	1	1	1	1	Director: PGSC
		Number of Post Graduate students who participate in the research funding workshop.	0	50	100	100	100	Director: PGSC
	7.6. Facilitate the development of mentoring relationships between experienced and new researchers.	An institutional research mentoring framework is developed and implemented.  (0 = Framework not developed. 1 = Framework developed and implemented.)	0	1	1	1	1	DVC: Research, Director: Research, Director: PGSC.
		Percentage of new researchers being offered the benefit of a research mentoring initiative.	To be established	20%	50%	75%	100%	DVC: Research, Director: Research, Director: PGSC

<sup>14</sup> The provision of such support is dependent on the levels of resourcing afforded to the PGSC and CHERTL.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>8. All lecturers should be capacitated and enabled to be responsive to changing student demographics and thus to address the learning needs of all students by acknowledging their social and cultural backgrounds.</b>	8.1. Update existing academic staff development courses as determined by research into changing staff and student needs.	Percentage of academic staff development courses updated based on research into changing staff and student needs.	100	100	100	100	100%	HoD: CHERTL
	8.2. Ensure that the majority of academics are enabled to be responsive to changing student demographics.	Percentage of staff who apply for probation/promotion whose teaching portfolios reflect knowledge and use of inclusive teaching and learning practices.	To be established	>90%	>90%	>90%	>90%	HoDs, Deans and HoD: CHERTL
	8.3. Ensure that CHERTL is adequately resourced.	A CHERTL resourcing strategy that is informed by the RU context and the needs of the institution is developed and implemented.  (0 = Strategy not implemented. 1 = Strategy implemented.)	0	1	1	1	1	HoD: CHERTL, Director: HR and Chair: Staffing Committee.
<b>9. Processes for the reward and recognition of the work of academic staff should be made more transparent and easier to navigate.</b>	9.1. Foster a shared understanding of the promotions criteria.	Number of annual workshops offered on promotions criteria.	1	1	1	1	1	DVC: A&SA and Chair: T&L Committee
	9.2. Ensure that young and new academics are fairly rewarded and recognised for the work they do.	Percentage of young and new academics that are satisfied with the levels of recognition that they receive in their departments in the development of their careers.	To be established	>75%	80%	>90%	>90%	HoDs
<b>10. The transformation of staff structure should</b>	10.1 Introduce an HoD mentorship programme.	An HoD mentoring framework is developed and implemented.	0	1	1	1	1	DVC: A&SA and Director: HR



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>be pursued vigorously at departmental level.</b>		(0 = Framework not implemented. 1 = Framework implemented.)						
		Percentage of HoDs offered the benefits of mentorship.	0	20%	50%	75%	100%	DVC: A&SA and Director: HR
	10.2. Introduce an early career academics mentoring programme.	An early career academic mentoring framework is developed and implemented.  (0 = Framework not implemented. 1 = Framework implemented.)	0	1	1	1	1	DVC: A&SA and Director: HR
		Percentage of new academics being offered the benefit of a mentoring initiative.	To be established	>20%	>50%	>75%	100%	DVC: A&SA and Director: HR
	10.3. Design and implement career development plans for new academics as part of a broader retention strategy.	Percentage of new academics with career development plans.	To be established	100%	100%	100%	100%	HoDs and Director: HR
	10.4. Prioritise students from disadvantaged backgrounds in the employment of students for departmental projects.	Percentage of students from disadvantaged backgrounds out of all students employed in departments.	To be established	>80%	>80%	>80%	>80%	HoDs
10.5. Introduce students from designated groups to academic employment through	Percentage of students from disadvantaged backgrounds out of all students employed in departments.	To be established	>80%	>80%	>80%	>80%	HoDs	

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	departmental projects.							

### **C. Work Area 3: Institutional Culture.**

The main summit recommendations that pertain to the transformation of the institutional culture are those that highlight a need for a coherent and expanded awareness raising programme, for the strengthening of efforts to eradicate harassment, discrimination and violence including sexual violence, for the enhancement of the inclusion of students from previously disadvantaged backgrounds and students with disabilities generally and in recreational activities, for the visual culture of the institution to reflect a change in its values and for isiXhosa as a language that has been devalued, and Afrikaans as a language of a formerly excluded minority, to be made more visible in the institution.

Again here, the pursuit of the objectives derived from the recommendations require the consolidation, escalation or acceleration of existing initiatives, the implementation of recommendations approved by Senate prior to the unfolding of the 2017 summit process which were reaffirmed in the recommendations submitted to the summit, and the implementation of completely new strategies.

An example of an objective that will be achieved through the consolidating and escalation of projects that already exist and that were piloted in 2018 is objective 1.1. In 2018 new awareness raising programmes were introduced and ones which already existed were expanded. New programmes introduced include a Wardens' Transformation Matters Seminars Programme and expanded programmes include the Silent Protest Programme whose reach was widened to include schools in Grahamstown East and whose period of implementation was lengthened from one day to ten days. An example of an initiative that was piloted, to enable the assessment of impact and cost effectiveness, includes that pertaining to the recommendation that researchers and practitioners who are invited to give talks that are open to all members of the institution be also invited to facilitate seminars in departments. The department level hosting of researchers and practitioners was found to be more impactful, in some instances, than the open talks. This initiative will be escalated in 2019.

Other work that is being undertaken that will be expanded is work that fosters partnerships between the university, town and the township. The increase in the number of partnerships formed is encoded in the performance indicators of objective 11.

In its November 2014 meeting Senate approved the implementation of recommendations concerning the transformation of the visual culture of the institution submitted by the Visual Representation Art and Culture Task Team chaired by Professor Maylam. These recommendations were, after being discussed and updated submitted to the summit by the Visual Culture Working Group since little progress has been made in their implementation. The objectives crafted from these recommendations include objectives 2.1, 2.3, 2.1 and 3.1. Objectives 2.2 and 3.2 are crafted as enabler objectives given that, as indicated in the introduction, funding is identified as one of the main obstacles to the adoption of some recommendations. In this vein, for example, the Executive Director: IOF reports that the project to provide signage in all three Eastern Cape languages will be costly and would divert funds from essential infrastructure maintenance. A strategy therefore that could be adopted as a temporary measure, before the practice of budgeting for such initiatives is mainstreamed as recommended in the summit process, (see recommendation 6 in Table 8), would be to raise funds for this specific project from the relevant government departments and organisations.

A graduation ceremony task team has been formed by the Registrar to consider the visual culture and language usage recommendations that pertain to the graduation ceremony. Amongst other deliberations the task team is considering how the use of isiXhosa and Afrikaans can be increased in the graduation ceremony without lengthening the time taken by the ceremony and how the regalia can be changed to better reflect the institution's context. Related work that has been completed is

the reviewing of the graduation handbook to reflect the organic change in the dress code of the ceremony. This task team will have to be subsumed into or work closely with the Visual Culture Task Team.

With regards to recommendation and objective 5, the Institutional Forum is writing a concept document on the use of gender and race markers in official documents and will submit a proposal to the first Council meeting in 2019. The Council discussion will inform the Registrar’s development of the protocol on the use of these identification markers.

In table 3 is presented the objectives and annual targets relating to the transformation of the institutional culture.

**Table 3: Institutional Culture**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. A comprehensive, coherent and well-coordinated annual awareness-raising programme, in which the majority of staff and students participate and which aligns with the formal curriculum should be designed and implemented from the beginning of each year.</b>	1.1 Expand and introduce coherency between existing awareness raising programmes.	An expanded and coherent awareness raising programme is designed and implemented. (0 = Programme not implemented. 1 = Programme implemented.)	0	1	1	1	1	Director: E&IC
		Percentage of staff and students participating in awareness raising programmes.	To be established	50%	60%	70%	80%	Director: E&IC
	1.2. Create opportunities for guest researchers and practitioners to facilitate seminars in departments on transformation issues.	Number of transformation issues seminars facilitated in departments by guest researchers/practitioners.	4	44	88	88	88	Director: E&IC and HoDs.
	1.3. Create informal spaces for staff and students to interact for purposes of exchanging knowledge on transformation issues and on how to negotiate the institution.	Number of informal events convened that will enable student and staff interaction outside of the departments and lecture rooms.	0	4	4	4	4	Director: E&IC

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	1.4. Compile a list of staff who are willing to volunteer to act as mentors to students and student societies.	A list of staff willing to mentor students and societies is compiled and disseminated.  (0 = List not disseminated, 1 = List disseminated.)	0	1	1	1	1	Director: E&IC
<b>2. The visual culture of the University should be decolonised and the institution's art and artefacts that are rooted in the institution's colonial and in the institution's protest heritages used for awareness raising and education purposes.</b>	2.1. Establish an art fund for the acquisition of new art that will change the orientation of the institution's art collection.	An institutional art fund is established.  (0 = Fund not established. 1 = Fund is established.)	0	1	1	1	1	Visual Representation Task Team.
	2.2. Raise funds for the position of a curator, who will facilitate the use of the university's art and artefacts' collection as a teaching and an awareness raising resource.	Funds are available for the establishment of a curator position.	0	0	1	1	1	Director: C&A
		A position of curator is established and filled.	0	0	1	1	1	Director: IP and Visual Representation Task Team.
	2.3. Curate exhibitions that use the institution's art and artefacts to encourage critical reflection.	Number of awareness raising exhibitions curated.	0	0	2	2	2	Visual Representation Task Team and Director: E&IC
		Percentage of staff and students engaging in various forms with exhibitions.	0	0	25%	25%	25%	Visual Representation Task Team and Director: E&IC
	2.4 Redesign the University's formal regalia to reflect its	The institution's formal regalia is redesigned.	0	0	1	1	1	Registrar and

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	region's cultural context.	(0 = Regalia not redesigned. 1 = Regalia redesigned.)						Visual Representation Task Team.
<b>3. The University should reconstruct itself as a bilingual or a multilingual organisation. IsiXhosa and Afrikaans, the official languages of the Eastern Cape, should be made more prominent in the life of the institution.</b>	3.1. Increase the visibility of isiXhosa and Afrikaans on campus and on official university spaces such as the institution's website, stationery and on signage.	Policy on language usage specifies percentage of use of isiXhosa and Afrikaans as a percentage of total language use on the institution's website.  ( 0 = Policy does not specify usage %. 1 = Policy specifies usage %)	0	1	1	1	1	Chair: Language Committee
		Policy on language usage specifies percentage of use of Afrikaans and isiXhosa as a percentage of total language use on the institution's stationery.  (0 = Policy does not specify usage %. 1 = Policy specifies usage %)	0	1	1	1	1	Chair: Language Committee
	Percentage use of IsiXhosa and Afrikaans as a percentage of total language used in signage <sup>15</sup>	To be established	0	66%	66%	66%	Executive Director IOF	
	3.2. Raise funds for the trilingual signage project.	Percentage funds raised for the signage project.	0	50%	100%	100%	100%	Director C&A
	3.3. Produce all official documents, such as contractual documents and governance communication, in	Percentage of official documents such as contracts and governance communication produced in English, isiXhosa and Afrikaans. <sup>16</sup>	5%	10%	20%	50%	100%	Registrar and HR.

<sup>15</sup> The meeting of the targets will be dependent on funding being raised for the trilingual signage project.

<sup>16</sup> The meeting of these targets will be dependent on the operationality of the indigenous languages centre.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	English, isiXhosa and Afrikaans.							
	3.4. Conduct official ceremonies, such as the graduation ceremony, in English, isiXhosa and Afrikaans.	Percentage of use of Afrikaans and isiXhosa as a percentage of total language usage in formal ceremonies. <sup>17</sup>	30%	40%	50%	50%	66%	Registrar.
<b>4. There is need to develop an easier process for changing the residences' names.</b>	Review residences naming policy and process to make it procedurally easier and to include the sensitisation of students to the values underpinning transformation.	The residences naming policy and process are reviewed.  (0 = Policy and process are not reviewed. 1 = Policy and process are reviewed.)	0	1	1	1	1	Director: SA
		Percentage of sampled students and staff involved in a name change process who experience the procedures of residences name change as easier than before the policy and process was reviewed.	0	>75%	>75%	>75%	>75%	Director: SA
<b>5. In contexts where there is no strategic purpose or legal requirement, labels and titles that reinforce racial identities and gender binaries should not be required.<sup>18</sup> The use of the gender neutral titles, for example, should be promoted.</b>	Adopt a protocol guiding the use of race and gender markers of identification on institutional forms.	A protocol guiding the use of race and gender markers, including titles, is adopted by Council.  (0 = Protocol not adopted by Council 1 = Protocol adopted by Council.)	0	1	1	1	1	Registrar.
		Percentage of documents produced in each unit (Division, Faculty) that use gender neutral titles.	To be established	>25%	>50%	>75%	100%	Registrar, Deans, Director IP, Directors.
<b>6. All students should be enabled and supported</b>	6.1. Increase the opportunities for	A strategy for increasing opportunities for students with	0	1	1	1	1	Director: SA

<sup>17</sup> This will include music and poetry and other forms of language use.

<sup>18</sup> Strategic purposes would include the collection of statistics for curriculum transformation and other transformation initiatives.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>to participate in extra-curriculum activities including sport.</b>	participation of students with disabilities in sport and other recreational activities	disabilities to participate in sports and other recreational activities is developed and implemented.  (0 = Strategy not implemented. 1 = Strategy)						
		Percentage of students with disabilities sampled who are satisfied with opportunities available for their participation in sport and other recreational activities.	To be established	>80%	>80%.	>85%	>90%	Director: SA
	6.2. Increase the variety of sports to include sports that are offered only in disadvantaged schools and indigenous sports.	Number of new and indigenous sports added to the list of sports offered by the institution.	0	2	3	4	5	Director: SA
<b>7. The institution should improve its capacity to operationalise policies that are designed to protect and promote the rights of staff and students and to support students and staff who have been subjected to harassment and violence.</b>	7.1. Improve existing policies and procedures to enable institutional responses to complaints of harassment, discrimination and assault (including sexual assault) to be clear, consistent, swift and as transparent as is legally possible.	A position of a reporting manager is created and filled.	1	1	1	1	1	Vice Chancellor and Director: E&IC.
		Anti-harassment, discrimination policy and procedures are reviewed to achieve clarity, consistency, the necessary speed and the most possible degree of transparency in the institution's response to complaints/reports.  (0 = Policies not reviewed. 1 = Policies reviewed)	0	1	1	1	1	Director: E&IC
		The Sexual Assault policy and procedures are reviewed to achieve clarity, consistency, the necessary	0	1	1	1	1	Director: Special Projects.



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		<p>speed and the most possible degree of transparency in the institution's response to complaints/reports.</p> <p>(0 = Policies and procedures not reviewed. 1 = Policies and procedures reviewed)</p>						
		Percentage of students and staff who are satisfied with the institution's response to their complaints out of the total number of staff and students who have reported incidences of harassment, discrimination and assault.	To be established	>75%	>75%	>90%	>90%	Directors: Special Projects, E&IC, SA, and HR.
	7.2. Disseminate information on the institution's procedures for reporting and responding to incidences of harassment, discrimination, and assault.	Percentage of students and staff sampled who have knowledge of procedures to follow in reporting harassment, discrimination and assault.	To be established	>90%	>90%	>90%	>90%	Directors: SA, HR and E&IC.
		Percentage of students and staff sampled who have knowledge of procedures followed by the institution in responding to reports of harassment, discrimination and assault.	To be established	>90%	>90%	>90%	>90%	Directors: SA, HR and E&IC.
	7.3. Improve the resourcing of the Counselling Centre.	Percentage of Counselling Centre positions filled.	80%	100%	100%	100%	100%	Director: SA
		Percentage, out of the total number of students who have accessed the Counselling Centre who are satisfied with the support they received from the centre.	To be established	>90%	>90%	>90%	>90%	Director: SA
	7.4 Develop a social media policy that will address the issue of hate speech online.	A social media policy that also addresses hate speech on web pages associated with the institution is developed and implemented.	0	1	1	1	1	Director: C&A

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		(0 = Policy not implemented 1 = Policy implemented.)						
<b>8. Research into institutional culture should be conducted regularly.</b>	8.1 Conduct institutional culture research.	Number of institutional culture studies conducted annually.	1	2	2	2	2	Director: E&IC
	8.2 Conduct institutional culture policies implementation research.	Number of institutional culture policies implementation studies conducted annually.	0	2	2	2	2	Director: E&IC
<b>9. Transformation related policies should be reviewed regularly and widely distributed.</b>	Ensure that transformation related policies are reviewed as necessary and within the stated review period.	Percentage of transformation related policies that are reviewed within the stated review period.	To be established	100%	100%	100%	100%	Director: IP
<b>10. Individuals and groups whose contribution to the transformation of the culture of the institution is above the average should be rewarded.</b>	Design and implement a transformation awards process.	A transformation awards process is designed and implemented.  (0 = Process is not implemented. 1 = Process is implemented.)	0	1	1	1	1	Director: E&IC
<b>11. There is need for the institution to break down the barriers between itself, the town and the township.</b>	Build relationships that foreground partnerships between the university, the town and the township in the pursuit of sustainability of Grahamstown and the university.	Increase in the percentage of partners in co-managed programmes.	60%	65%	70%	75%	80%	Director: CE
		Percentage increase in the number of reciprocal partnerships in the Trading Live Programme.	2%	2%	2%	2%	2%	Director: CE.

#### **D. Work Area 4: Student matters.**

Recommendations that pertain to student matters that were formulated in the summit process include recommendations on fees, on the subsistence of students from low income backgrounds, on challenges faced by Oppidan students, and on the institution's strategies for responding to students' political activism.

As is the case with the formal curriculum and institutional culture some of the work recommended is work that was already being undertaken. This includes the very specific recommendations that companies in the private sector and the Sector Education and Training Authorities (SETAs) be approached for the funding of scholarships and bursaries for students. The Director of Communications and Advancement, for example, confirms that a number of companies and three SETAs, are already contributing towards funds such as the Isivivane Fund, which was established in June 2017 for the purpose of increasing the institution's ability to offer financial support to students. Similarly, commenting on the broad recommendation that students from low income families should be enabled to afford to live and study in Grahamstown, the Director of Student Affairs states that there are already two initiatives<sup>19</sup> designed to respond to this need. That members of the institution recommended the adoption of strategies that are already being implemented can be said to reflect a lack of widespread awareness of these initiatives. However, the recommendations could also be said to speak of a need for the level of impact of such work to be increased. The extent to which the institution will be under pressure to increase its ability to provide financial assistance to students will also depend, as the Executive Director of Infrastructure, Finance and Operations points out, on the implementation of the new national students funding framework.

Again some of the recommendations on student matters seek to address problems for which alternative strategies to address the problems identified have already been devised. Thus, for example, the recommendation that Oppidan students who are on low income be given an opportunity to access one full meal a day from the institution's dining halls can be seen as already (partially?) addressed through the development of a policy that requires that all students on NSFAS be allocated and take up accommodation in the residences. Should the implementation of this policy result in all students having an opportunity to access one full meal a day there will be no need for objective 3.2. It is also anticipated that the policy will address the issue of affordable accommodation for NSFAS students. In the summit process the recommendation that the institution should work in partnership with estate agents and landlords to ensure that student accommodation costs are fair and affordable to the majority of students was made. Both the Executive Director of Infrastructure, Finance and Operations and the Director of Student Affairs report that the Grahamstown Business Forum will establish a task team that will work closely with a University task team comprising of Oppidan students and Rhodes University staff to attend to Oppidan accommodation matters. This partnership will also facilitate the implementation of the policy on the accreditation of student rental accommodation which is being developed.

Besides accommodation and subsistence, the other main issue that was raised in Oppidan life related recommendations was the matter of transport. In response to the recommendation that a second Oppidan bus be introduced, both the Executive Director of Infrastructure and Operations and the Director of Student Affairs state that the institution cannot afford to allocate funds towards the acquisition and running of a second bus. Again, the Director of Student Affairs indicates that it is anticipated that there will be less need for the Oppidan bus when the requirement that NSFAS students take up residence on campus is introduced. Objective 4.4 reflects the principle that, as long as there is need, the institution will attempt to ensure that there is a safe and affordable mode of transport for use by Oppidan students that will enable them to equitably access the institution's facilities. The objective as crafted allows for the exploration of different strategies through which this goal can be realised. One of the strategies suggested at the transformation summit was that a partnership between the university and business in Grahamstown

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<sup>19</sup> These are the pocket money and toiletry initiatives.

that will enable this project to survive be established. A second strategy suggested was that the University should partner with the municipality to develop the town as a cycling town. This would include the laying of cycling routes.

Another recommendation made to address a problem for which a different solution is being developed is the recommendation that Council should establish a Fees Committee. In this case the difference between what was recommended and what is being operationalised is slight because instead of a Fees Committee being established strategies to improve the levels of functionality of the Financial Aid Committee are being devised. The Financial Aid Committee will, it is anticipated, function effectively to enable all qualifying and admitted students to access the institution’s offerings.

With regards to the recommendation that the Division of Student Affairs be better capacitated, the DVC Academic and Student Affairs reports that the current Director is remodeling the Division to better capitalise on expertise already existing in the Directorate in the pursuit of the Division’s goals.

Objectives 8.1 and 8.2 crafted from the recommendations that the institution should recognise the students’ right to dissent can be seen as intrinsically aligned to the commonly held opinion that one of the key skills that the institution should strive to nurture in the Rhodes University student is critical thinking.

In table 4 is given the objectives that have been crafted from summit recommendations that pertain to student matters.

**Table 4. Student Matters.**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. The institution should strengthen structures that enable it to assist students who need to access finance to fund for their studies.</b>	1.1. Increase funds available for students’ financial assistance.	Percentage by which funds for student financial assistance is increased annually.	To be established	5%	5%	5%	5%	Director: C&A
	1.2 Establish a unit for counselling students on finance and financial assistance.	A unit that provides financial advice to students is established. (0 = Student Finance Advisory Unit not established. 1 = Student Finance Advisory Unit established.)	0	1	1	1	1	Director: SA
	1.3. Disseminate information about scholarships and bursaries widely amongst potential and existing students.	Number of different media used in the dissemination of information about existing PG bursaries and scholarships.	6	8	8	8	8	Director: Research
		Number of different media used in the dissemination of information	1	3	3	4	5	Registrar and Director: C&A

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		about existing UG bursaries and scholarships.						
		Number of different school quintile groupings targeted in the dissemination of information about existing bursaries and scholarships as part of the student recruitment process.	2	3	3	3	3	Registrar.
	1.4. Resuscitate the Financial Aid Committee	The Financial Aid Committee is fully operational.  (0 = Committee not fully functional. 1 = Committee fully functional.)	1	1	1	1	1	Registrar.
<b>2. In addition to other kinds of support, learners from Grahamstown East schools should be supported financially to gain entry to the institution.</b>	Increase number of learners from Grahamstown East who access Rhodes University scholarships.	Number of students who receive bursary assistance that is specifically targeted at Grahamstown East students to fund their undergraduate studies at Rhodes University.	3	4	4	5	5	Registrar
		Number of students who receive bursary assistance that is specifically targeted at Grahamstown East students to fund their post graduate studies at Rhodes University.	3	4	4	5	5	Director: Research
<b>3. The subsistence of students from low income backgrounds should be supported. This should entail a process of means testing.</b>	3.1. Increase initiatives to support students from low income backgrounds to subsist during their period of study.	Number of initiatives designed to support the subsistence of students from disadvantaged backgrounds during their period of study.	2	3	4	5	6	Director: SA
	3.2. Ensure the provision of meals at lunch time to Oppidan students who, as	Percentage of Oppidan students who cannot afford one healthy meal a day who have an opportunity to	100%	100%	100%	100%	100%	Director: SA

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	determined through a means test, cannot afford a single healthy meal a day.	have a meal at lunch time at one of the institution's dining halls.						
<b>4. Oppidan students should be afforded the same level of support as students in residence.</b>	4.1. Ensure that matters relating to the welfare of Oppidans, such as issues of safety, are discussed in student leadership training.	Percentage of student leaders, out of the total number of students who have participated in leadership training, who exhibit a comprehensive understanding of Oppidan specific issues.	To be established	>90%	>90%	>90%	>90%	Director: SA
	4.2. Ensure, through an accreditation process, that accommodation that is rented out to students meets set standards including standards of safety and of Wi-Fi access.	An accreditation of "digs" accommodation policy is approved by Senate for implementation.  (0 = Policy is not approved by Senate. 1 = Policy is approved by Senate.)	0	1	1	1	1	Executive Director: IOF and Director: SA.
	4.3. Through partnerships with GHT landlords, ensure that the rental fee of accredited student accommodation is fair to the majority of students.	An annual survey reveals that student accommodation rental fee is not higher than national average.	0	1	1	1	1	Executive Director: IOF and Director: SA.
	4.4. Ensure that the Oppidan bus is kept running and that a second bus, depending on need, is introduced.	A plan that will result in there being a sustainable system of transport for Oppidan students is designed and implemented.  (0 = A plan is not implemented. 1 = A plan is implemented.)	0	1	1	1	1	Director: SA

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	4.5 Raise funds that will augment funds allocated from the central budget towards improving Oppidan life.	An Oppidan General fund is established.  (0 = Fund is not established. 1 = Fund is established.)	0	1	1	1	1	Director: SA and SRC
		Percentage increase in funds raised for Oppidan Fund.	0	5%	5%	5%	5%	Director: C&A
<b>5. An information pack, detailing what the students should expect including details of the costs of subsistence and average costs of accommodation should be forwarded to students before they are scheduled to arrive in Grahamstown.</b>	Forward to all admitted students an information pack with details of key points to note about the town including a summary of the average cost of subsistence in Grahamstown.	An information pack on Grahamstown is compiled and disseminated to all new students.  (0 = Information pack not disseminated. 1 = Information pack disseminated.)	1	1	1	1	1	Registrar
<b>6. The institution should develop and implement a plan that will decrease student debt.</b>	Design and implement a plan to decrease existing student debt.	A plan to decrease existing student debt (RU Council Loans) is developed and implemented. (0 = Plan is not implemented. 1 = Plan implemented.)	1	1	1	1	1	Executive Director: IOF
		Percentage by which student debt is progressively reduced as a percentage of total student debt per year.	To be established	>5%	>10%	>15%	>20%	Executive Director: IOF
<b>7. The development of supportive, nurturing and mutually respectful relationships between students and other stakeholders outside of</b>	7.1. Facilitate a process of developing a restorative relationship between the institution's leadership and students.	A process to restore the relationship between the institution's leadership and students is designed and executed.  (0 = Relationship restoration process not executed. 1 =	0	1	1	1	1	Director: SA

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>the formal curriculum should be enabled.</b>		Relationship restoration process executed.)						
	7.2 Introduce a structure that will enable supportive partnerships to develop between current students and alumni.	A structure that will enable the development of supportive relationships between alumni and current students exists.  (0 = A student/alumni relationships structure does not exist. 1 = A student/alumni relationships structure exist)	0	1	1	1	1	Director: C&A
<b>8. The institution should protect the students' right to dissent.</b>	8.1. Develop mechanisms of nurturing and engaging with radical and dissenting student voices without silencing them.	A concept document on student engagement is written and submitted to Council.  (0 = Document not submitted to Senate. 1 Document submitted to Senate)	0	1	1	1	1	DVC A &SA and Director: SA
	8.2. Fund students to execute projects and to hold seminars and on issues that they are passionate about.	Number of student conceived/led projects/seminars funded.	3	6	6	6	6	Directors: SA and E&IC
<b>9. The institution has to devise means and mechanisms that make provision for the recognition of student formations that develop outside of formal governance structures.</b>	Introduce procedures for engaging with student formations outside of the formal governance structures.	Procedures for engaging with student formations outside of the governance structures are designed and approved by Council.  (0 = Procedures not approved. 1 = Procedures approved.)	0	0	1	1	1	Registrar
<b>10. Communication about and between students and other stakeholders should be improved.</b>	10.1. Use different means (media) for communicating with students' parents/guardians to	Percentage of parents/guardians reached by communication from institution.	To be established	>90%	>90%	>90%	>90%	Directors: C&A and SA



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	ensure the inclusion of all parents/guardians in communication.							
	10.2. Increase scope of communication with students' parents/guardians beyond communication about fees to include updates on important issues.	Percentage of parents/guardians satisfied by the breadth of communication received from the institution.	To be established	>75%	>75%	75%	75%	Directors: C&A and SA
<b>11. The Directorate of Student Affairs should be better capacitated.</b>	Increase the levels of functionality of the Directorate of Student Affairs.	Percentage of students and staff internal to the directorate who experience the levels of functionality of the DSA as more than adequate.	To be established	75%	75%	75%	75%	Director: SA

## **E. Work Area 5: Staff Matters.**

Recommendations on staff matters concern, in the main, the transformation of the staff structure, the status and valuation of support staff, the use of isiXhosa for administration purposes, management practices and accountability regarding the performance of ones duties. Again here some recommendations speak of the need to accelerate, strengthen or to bring together aspects of work that is already being undertaken, some require the resuscitation of ideas or practices that have been put on hold whilst some propose the adoption of new initiatives that it is perceived will contribute to the transformation of the institution.

The first recommendation under staff matters speaks of a need to accelerate the rate at which the staff structure is transforming. The annual targets for objectives 1.1 and 1.2 are staff transformation targets stated in the IDP that was approved by Council in June 2018. Given that the planned 1% annual increase in the proportion of black staff, translates to it taking fifty seven years for the academic staff structure to resemble national demographics, the question that needs to be asked is whether or not a 1 % per annum planned increase adequately reflects the need for urgency that is clearly articulated in recommendation 1. It therefore is vital that these low targets are revised upwards in the review of the IDP in 2021. In the review, the impact of the retention strategy that will have been implemented from 2019 and the possibility of the institution capitalising on the outcomes of human resources development strategies that are being implemented across the sector should be factored in. The Director of Human Resources points out that much progress has been made in transforming the profile of the support divisions and that difficulties are experienced, largely, in attempts to change the academic staff profile. The Director states that there is need for staff profile transformation targets to be included in the KPA's of the executive management and Deans. Such an initiative should therefore be part of the broader improved staff recruitment, selection and retention strategies that will be developed in line with the first and second recommendation.

Whilst in the IDP there are no targets given for the recruitment of persons with disabilities into higher occupational levels there is need for such targets to be provided in this plan against the recommendation that the institution should devise a strategy to increase the representation of people with disabilities at higher occupational levels. Objective 1.2, therefore, has been crafted from this recommendation. Since the national average for people with disabilities is 7%, these targets can be seen as reflecting the sense of urgency encoded in the recommendation.

A number of initiatives that were seen as potentially contributing to the retention of black staff ,in particular, were recommended. These, it is anticipated, will be factored into a broad and comprehensive retention strategy that will also be informed by institutional research that already exists. The initiatives include the provision of a midday meal in the dining halls for staff who need this facility, the provision of cheap rental accommodation for staff who find the costs of accommodation in Grahamstown prohibitive and the development of a remuneration policy that factors in sectoral and contextual matters such as the high cost of living in Grahamstown. One of the strategies that is being developed to respond to the needs that the recommended actions are designed to address is the planned use of the wardening housing stock as a means to make housing available to academic staff. The Division of Student Affairs is developing residences as living and learning spaces. The filling of wardening posts with academic staff will, it is anticipated, not only contribute to the extension of academic practice to the residences but will also enable a pool of academic staff (12.5%) to access affordable accommodation. All these initiatives should ideally be part of a comprehensive retention strategy. Against recommendation 2 therefore is formulated only one objective under which all the minor recommendations can be subsumed. The Executive Director also reports that the Human Resources and Finance Divisions are undertaking a comparative study of remuneration across the higher education sector.

The issue of the professional development of support staff is one that dominates most support staff discussions on transformation. Objectives 3.1 to 3.8 are formulated from minor recommendations that fall under the higher level recommendation 3 which essentially proposes the introduction of a coherent and

comprehensive professional development system for support staff. Objective 3.3 should be seen as the support staff equivalent of objective 10.3 in table 2 that speaks of the need to design of career development plans for new academics. The implementation of Objective 3.3, therefore, will also contribute to narrowing the gap between conditions of service of academic and support staff and can be implemented even without there being a promotions system for support staff introduced. In response to the recommendation that the maintenance project be used as a vehicle for professional development for staff in the IOF Division, the Executive Director reports that staff in the division are trained as a matter of course. The only new requirement therefore would be that the division reflects, in its reports, what the number of existing staff that benefit from training that is linked to the maintenance project is each year.

Another key group of recommendations whose adoption entails the strengthening of existing systems is that which speaks of the need to increase levels of accountability for performance amongst staff and amongst individuals in leadership positions. Objective 7.1 as crafted leaves the Director of Human Resources with the freedom to creatively design a system that will enhance accountability for individual performance in an institution in which, in dominant discourse, collegiality is often positioned as opposed to human resources performance management systems and where the drive is to minimise the differences in conditions of employment between academic and support staff. With regards to the goal of minimization of differences in conditions of service between those of academic and support staff, the Director of Human Resources reports that this goal will be achieved through the implementation of the harmonisation of conditions of service project whose implementation began in 2016 and which will be completed in 2019. This is reflected in objective 4.2.

Recommendations that propose the resuscitation of ideas once considered but not adopted at institutional level include the proposals that dependents who are neither biological nor legally adopted children nor partners of staff should also benefit from the remission of fees and that the current staff fees remission policy be reviewed to allow for a full remission of fees. A team convened by the Equity and Institutional Culture Committee in 2015 was tasked with exploring the viability of these two proposals. In the resumption of this exploration, work that had already been undertaken by the team will, ideally, be built on.

A recommendation that has not been turned into a separate implementable objective, for purposes of minimising repetition, but which needs emphasis, as has been done in the crafting of objective 10, is that which proposes that consistent effort should be taken to ensure that staff with disability are also included in human resources committees, particularly when the matter at hand involves a person with a disability. The realisation of the principle of “*nothing about us without us*” should be attempted at all times. This practice should be made easier by an acceleration in the transformation of staff structure.

Two key recommendations that propose initiatives that have already been made policy or procedure which have not been included in the list of recommendations in the table below are that the parental leave policy should not assume that one partner is entitled to more parental leave than another should both partners be employees of the institution and that the institution should provide assistive devices for all staff with disabilities as is needed. The current parental leave policy states that “Where both partners are employed at Rhodes University for at least one year, they may make a choice as to who utilises maternity and paternity benefits, subject to legal requirements regarding the mother” (2011, pg. 1). Again, the current disability policy addresses issues of reasonable accommodation. Reasonable accommodation is a legal requirement.

As stated in section D, that initiatives that are already encoded in policy were recommended for adoption by the institution reflects a lack of awareness of the institution’s practices and policies and might reflect the need for greater efforts to be made towards ensuring that staff and student of the institution are aware of what is contained in its policies.

Examples of recommendations that address concerns for which alternative solutions are already been implemented or being considered are the proposal that staff who live in the township be provided with transport in winter months and that employees with children should not have working hours that start earlier than eight in the morning . A transport allowance is received by the majority of staff that live in the township when required to be at work before seven in the morning and

after six in the evening. Again, given that the operations of the university need staff that will begin work before eight in the morning and that no individual can be legally excluded from work on the basis of having children, a limited but more practical alternative would be to extend the hours of the day care centre in order to address the need for childcare of staff with pre-school children. This is formulated as objective 7.1 in table 7.

Some of the recommendations that were not adopted because their adoption would impact negatively on the transformation efforts of the institution include the proposal that a promotions system for support staff be introduced and that the use of the casuals' system be discontinued. The Director of Human Resources points out that the introduction of a promotions system for support staff would effectively impose a limit on the institution's ability to recruit externally. Amongst other factors, external recruitment for both academic and support staff positions is necessary for the transformation of the staff structure. The Director also points out that the pool of casual workers who, in the main, are called in to undertake duties of permanent staff who are on leave, enables individuals to gain experience that will give them advantage when permanent positions are filled.

Another recommendation that was not adopted is the recommendation that the clocking in system which applies only to staff in grades one to five should be abolished. The Executive Director IOF reports that the clocking in system was introduced to address problems of high levels of absenteeism and that the institution does not, at present, have the capacity to introduce an alternative system.

Table 5 contains objectives crafted from recommendations pertaining to staff matters.

**Table 5: Staff Matters.**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. An improved staff recruitment and selection strategy that will promote an accelerated transformation of the staff structure should be developed and implemented.</b>	1.1. Ensure that the transformation of the staff structure is promoted vigorously at department, division as well as at institutional level.	Percentage of permanent black academic staff out of total academic staff.	32.6%	33%	34%	35%	36%	Director: HR
		Percentage of permanent black women academic staff at associate professor/professor levels.	7%	7.5%	8%	8.5%	9%	Director: HR
		Percentage of black staff at higher support occupational levels.	51%	51.5%	52%	53%	54%	Director: HR
		Percentage of female staff at higher support occupational levels.	28%	28.5%	29.0%	29.5%	30.0%	Director: HR
	1.2. Develop and implement a dedicated strategy to	Increase in percentage of employees with disabilities out of	1%	2%	3%	4%	5%	Director: HR

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	increase the representation of people with disabilities at higher occupational levels.	total percentage of employees at higher occupational levels.						
	1.3. Ensure that recruitment and selection processes are seen to be transparent and fair and enable the institution to comply with Employment Equity legislation.	Percentage of staff sampled who perceive recruitment processes as being transparent and fair.	To be established	>75%	>75%	>75%	>75%	Director: HR
		Number of unfair and discriminatory practices cases lost by the institution in the labour courts system.	To be established	0	0	0	0	Director: HR
		The institution is not penalised by the department of labour for failing to implement an Employment Equity Plan and strategy that results in the transformation of the staff structure.  ( 1 = Institution is penalised by the DOL. 0 = Institution is not penalised by DOL)	To be established	0	0	0	0	Director: HR
<b>2. A comprehensive retention strategy that, among other effects, facilitates the retention of staff from designated groups should be developed and implemented.</b>	Develop and implement a retention strategy that draws explicitly on existing institutional research and submit recommendations.	Study that will enable a better understanding of the high turnover rate of Black academic staff and professionals is conducted.  (0 = Study is not conducted. 1 = Study is conducted.)	0	1	1	1	1	Director: E&IC
		Retention strategy based on institutional research including summit submissions is approved by Council.	0	1	1	1	1	Director: HR

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		(0 = Retention strategy is not approved by Council. 1 = Retention strategy is approved by Council.)						
		Reports on the implementation of the retention strategy are submitted to relevant committees and the Institutional Forum and Council quarterly.  (0 = Reports are not submitted to the relevant committees. 1 = Reports are submitted to the relevant committees.)	0	1	1	1	1	Director: HR
<b>3. The institution should invest in all its employees, view all of them as assets rather than as costs and create conditions that will enable all of them to develop long careers in the institution for mutual benefit.</b>	3.1. Ensure that a comprehensive orientation/induction programme for all new employees, enables a working understanding of the institution's purpose, values and policies.	Percentage of new employees sampled who exhibit a working understanding of the institution's mission and vision, its key policies and how it functions within the first three months of employment.	To be established	>90%	>90%	>90%	>90%	Director: HR
	3.2. Undertake research into factors that impact negatively on the professional development of all staff.	A study into the factors that impact negatively on staff's professional development is undertaken.  (0 = A study into barriers to professional development of staff is not undertaken. 1 = A study into barriers to professional development of staff is undertaken.)	0	1	1	1	1	Director: E&IC
	3.3. Introduce a coherent support staff development system.	Percentage of support staff with professional development plans.	To be established	>50%	>70%	>80%	100%	Director: HR

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	3.4. Use the operations programme including the maintenance project as a vehicle for the development of support staff in lower occupational levels.	Percentage increase in the budget for the development of staff through the operations programme (on the job training).	2019 Baseline.	R390.00 0.00	1%> CPI	1% >CPI	1%> CPI	Executive Director: IOF
	3.5. Offer a broad range of short courses that can be accessed by support staff.	Number of short courses offered that can be accessed by support staff.	11	13	15	17	19	Director: HR
		Number of support staff accessing short courses offered through HR.	228	270	310	330	350	Director: HR
	3.6. Increase funding for support staff development needs.	A costed support staff development plan with annual increase in expenditure based on the CPI is developed.  (1 = Costed plan developed. 0 = Costed plan not developed.)	0	1	1	1	1	Director: HR.
<b>4. The divide between academic and support staff should be minimised.</b>	4.1. Introduce a generic job title that does not define support staff negatively in relation to research and teaching staff.	A proposal for a change in the generic title of non- academic staff is approved by Senate.  (0 = A proposal is not submitted to Senate. 1 = A proposal is submitted to Senate.)	0	1	1	1	1	Director: E&IC
	4.2. Complete implementation of the harmonisation of conditions of service project.	Percentage of support and academic staff sampled who experience the differences between conditions of service of academic and support staff as fair.	To be established	>75%	>75%	>75%	>75%	Director: HR and Executive Director: IOF

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	4.3. Convene the VC's forum each semester to create a space in which all staff participate to discuss matters of concern to the institution.	Number of VC's Forum's convened.	1	2	2	2	2	Vice Chancellor and Director: C &A.
<b>5. The institution should develop and implement a remuneration policy whose implementation will result in transparent, equitable and fair remuneration practices.</b>	5.1 Develop a comprehensive institutional remuneration and staff benefits policy.	A comprehensive remuneration and benefits policy that also outlines the institution's remuneration philosophy is approved by Senate and Council. (0 = Comprehensive Policy not approved 1 = Comprehensive policy approved)	0	1	1	1	1	Executive Director: IOF and Director: HR.
	5.2. Ensure that the existing acting allowance protocol is consistently applied.	Percentage of line managers who have a working knowledge of the acting allowance protocol.	To be established	>100%	>100%	>100%	100%	Director: HR
	5.3. Explore the re-establishment of reciprocal relationships between institutions of higher learning such that staff whose dependents study at other institutions also benefit from a remission of fees.	A report on reciprocal remission of fees relationships is submitted to Council.  (0 = A report is not submitted to Council. 1 = A report is submitted to Council.)	0	1	1	1	1	Vice Chancellor and Executive Director: IOF
<b>6. The institution should introduce and implement policies that will promote fair and</b>	6.1. Ensure that individuals in supervisor, management and leadership positions	A training programme for the development of staff who are in and who assume leadership positions is implemented.	0	1	1	1	1	Director: HR



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>nurturing management practices.</b>	are trained in transformative leadership practices.	(0 = A training programme is not implemented. 1 = A training programme is implemented)						
	6.2. Ensure consistency in the implementation of HR policies.	Percentage of staff in leadership positions who are censured for inconsistency in the application of labour related policies and of unfair or discriminatory practices.	To be established	<5%	<5%	<5%	<5%	Director: HR and Director: E&IC.
	6.3 Ensure that the timelines given in the Grievance Procedure for All Staff are observed.	Percentage of staff who have been through a grievance process who do not experience delays in the execution of the procedure.	To be established	>95%	>95%	>95%	95%	Director: HR
<b>7. There is need for the performance of individuals to be measured or assessed. There should be criteria used to determine failure or success in the performance of certain projects and individuals should be held accountable for their performance.</b>	7.1 Devise and implement a system that will facilitate the assessment of performance in the fulfillment of duties and tasks and facilitate individual accountability at all levels of the institution.	A system of that will facilitate the assessment of performance and enable individual accountability is devised and implemented.  (0 = A system is not devised and implemented. 1 = A system is devised and implemented.)	0	1	1	1	1	Director: HR
	7.2 Explore the extent to which the lack of implementation of policies and plans is attributable to a lack of the necessary skills amongst the institution's employees including staff employed at leadership level.	A study into the relationship between policy slippage and existing skills is submitted to Senate and Council via the staffing committee.  (0 = A study is not submitted to Senate and Council. 1 = A study is submitted to Senate and Council.)	0	1	1	1	1	Director: IP

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>8. Human resources policies that are formulated based on the model of a modern(ist) family should be reviewed to eliminate discrimination.</b>	8.1. Develop a model and policy that would enable dependents who are non-biological or legally adopted children or partners of members of staff to also benefit from the remission of fees.	A model that would enable a broader category of dependents to benefit from the remission of fees is approved by Council.  (0 = A model is not submitted to Council. 1 = A model is submitted to Council)	0	1	1	1	1	Director: HR and Director; E&IC
	8.2. Explore the viability of a policy that would enable dependents who are non-biological or legally adopted children or partners of members of staff to also benefit from the member's medical aid contributions.	A report on the viability of a policy that would enable dependents who are non-biological or legally adopted children or partners of members of staff to also benefit from the member's medical aid contributions is submitted to Council.  (0 = A report is not submitted to Council. 1 = A report is submitted to Council)	0	1	1	1	1	Director: HR
<b>9. IsiXhosa, the language of the majority of the staff in lower occupational levels, should be adopted as a second language of work at the institution.</b>	9.1. Produce standard staff administration documents such as policies and contracts in both isiXhosa and English.	The language policy is reviewed to specify the need to produce staff administration documents in both isiXhosa and English and is approved by Council.  (0 = Language policy is not reviewed and approved by Council. 1 = Language policy is reviewed.)	0	1	1	1	1	Chair: Language Committee.
	9.2. Conduct HR processes, such as disciplinary processes and interviews, in English and isiXhosa	The language policy specifies the need for HR processes such as disciplinary and recruitment processes to be conducted in isiXhosa and English as is	0	1	1	1	1	Chair; Language Committee.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	as necessary. This includes assessments written as part of the selection process.	necessary and is approved by Council. (0 = Language policy is not reviewed and approved by Council. 1 = Language policy is reviewed.)						
	9.3. Introduce a process for rewarding managers and people in supervisory positions who are already employed for learning isiXhosa within a set period in order to improve their leadership capabilities.	A process for rewarding staff in supervisory, management and leadership positions for learning isiXhosa is introduced.  (0 = A process is introduced. 1 = A process is not introduced)	0	1	1	1	1	Director: HR
	9.4. Introduce the knowledge of isiXhosa as an advantageous competency in the recruitment of support staff supervisors and managers in sections where the majority of employees have a much higher language competency in isiXhosa than in English.	The staff recruitment policy is reviewed to explicitly include knowledge of isiXhosa as an advantageous competency for employment in supervisory or management positions in units where the majority of staff have a substantially higher competence in isiXhosa.  0 = The staff recruitment policy is not reviewed. 1 = The staff recruitment policy is reviewed)	0	1	1	1	1	Director: HR
<b>10. Human resources management committees should be broadly representative and diverse.</b>	Ensure that HR committees such as selection, promotion, disciplinary, grievance and harassment	Percentage of HR committees that reflect a high degree of diversity along the lines of race, gender, and occupational.	To be established	>90%	>90%	>90%	>90%	Director: HR

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	committees have broad representation and include staff with disabilities.							
<b>11. Given that all employees benefit from the work undertaken by organised labour, procedures that will facilitate the monetary contribution of all staff towards organised labour should be instituted.</b>	Maintain a system that will facilitate the contribution of all staff to union funds, or to the agency shop fee or to the DOL managed conscientious objectors' fund.	Percentage of employees that contribute to union funds or to the agency shop fee or to the DOL managed conscientious objectors' fund.	100%	100%	100%	100%	100%	Director: HR.

## **F. Work Area 6: Governance and Institutional Management.**

The main issues that recommendations which fall under the governance work area attempt to address are the levels of functionality and inclusivity of the existing governance model, the levels of accountability and transparency enabled by the model, the effectiveness of student representation and how dissent is handled in governance meetings.

Again, whilst a number of recommendations require the expansion of or formal institutionalisation of initiatives that had already been ushered in prior to the summit, the adoption of a few recommendations in this work area necessitates the introduction of new governance practices.

The Registrar indicates that work that is already being undertaken includes that which falls under the category of recommendations that pertain to the assessment of the degree of the functionality of governance committees and of the degree to which they enable accountability, transparency and transformation. Work to increase the effectiveness of decision making and resolutions implementation processes of committees and of Council and Senate has also been undertaken. This work is necessarily part of the broader and deeper process entailed in a review that should ultimately address the question of how, within the boundaries of the Higher Education Act, the institution's governance system can be made more effective and efficient and made to promote rather than impede the institution's ability to transform and to adapt to its changing environment. This work should, as recommended at the summit and as reflected in objective 1.1 in the table below, also entail the study of governance systems of comparable institutions. Work in pursuit of objective 2 has also begun even though the work will only be completed in 2021. The period that will be taken by this work is determined by the pace of the Department of Higher Education and Training's and Parliamentary processes since a change in the institutional rules will involve their being submitted for consideration by these two bodies.

Other work that has begun is the redesign of the training programme offered to student leaders. The Director of Student Affairs states that student leaders have been consulted and have provided input into the design of a new student leadership training programme. Again, with regards to recommendation 8, the Institutional Transformation Plan is being developed and is aligned to the Institutional Development Plan which, as indicated in previous sections, has already been approved by Council. Space to report against both these plans to the institution's stakeholders will be created in the middle of 2019.

Work whose scope needs to be expanded includes the extension of the reach of the SRC mentorship programme to avail opportunities for mentorship to all student leaders. This will result in the realisation of the recommendation that all student leaders be mentored. Similarly, whilst at the end of 2017 the governance meetings' management protocol was reviewed and new practices introduced to include, for example, the sending out of resolutions taken in governance meetings separately from the full minutes to committee members in order to increase rates of follow through on the resolutions, this change in minutes taking and dissemination procedures does not, as yet, respond to the recommendation that it should be clearly stated in the protocol that any member has a right to require that their lack of agreement with or objections to decisions taken in governance meetings be recorded. This means that in the overall context of work undertaken to improve accountability of members of committees and the degree of transparency of committee processes, work towards the realisation of objective 6 still needs to be initiated.

Again, recommendations made on the representativity of governance committees emphasise the need for differences along the dimensions of disability and occupational level to be considered in the constitution of committees, of Senate and of Council in addition to already considered dimensions of difference such as gender and race. Thus the recommendations that persons with disabilities and early career academics including N. Gap lecturers should be represented in relevant

committees and at Senate should be seen as entailed in objective 4.1. Objective 4.2 also addresses the need for an expanded understanding of participation whereby diversity is not only measured in terms of the number of socially differentiated bodies in committees.

An example of an objective that requires the institutionalization of new practice is objective 9 whose pursuit will be realized through a biennial report back against this plan and the IDP to a gathering of members of the institution.

A recommendation which has not been included in the table below in any form but which was included in the summit report is the proposal that the SRC should not align itself with any national political party but should serve the students based on their needs as they arise from the Rhodes University context. The recommendation was not included because officially students who campaign to serve on the SRC do not do so on a political party aligned ticket. What might be meant by this recommendation is that the requirement that the SRC not be aligned to a political party be maintained or reinforced.

Another governance related recommendation from which no objectives have been formulated is that which states that there is a need for all members of the institution to develop a sense of agency and ownership of the institution. Thus, it is proposed, members of the institution should perceive themselves as the university rather than being at the university, an entity that exists outside of them. No objectives could be derived from this recommendation because it can be argued that the development of a sense of ownership of the institution is an outcome of inclusivity and is fostered through forms and patterns of participation and relationships developed with different actors at various levels of the institution. The work therefore that should promote such identification with the institution is work that falls under the broad areas of institutional leadership at departmental, divisional and institutional level and work that falls under the goal of transforming the culture of the institution, at all levels, into a more inclusive culture.

In table 6 is presented objectives and performance indicators that fall under the governance and institutional management work area.

**Table 6. Governance and Management.**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. A task team needs to be constituted to determine the levels of functionality of the existing governance structures with respect to enabling the institution to effectively pursue its stated</b>	Review the institution's governance structures to determine their levels of functionality, accountability, efficiency <sup>20</sup> and ability to enable the adaptation and	A report, with recommendations, on the institutions governance structures is produced and submitted to Senate and Council.  (0 = A report is not submitted to Senate and Council. 1 = A report is submitted to Senate and Council.)	0	1	1	1	1	Registrar

<sup>20</sup>E.g. absence of duplication of functions and discussions.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>transformation and sustainability goals.</b>	transformation of the institution. The review should include a study of other models of governance structures that have emerged from different institutional cultures.							
<b>2. Institutional rules should be revised and updated so that structures such as the Institutional Forum are enabled to function effectively.</b>	Revise institutional rules to increase the functionality of governance structures including the Institutional Forum.	Revised institutional rules are approved by Senate and Council. (0 = Revised rules not approved. 1 = Revised rules approved.)	0	0	0	1	1	Registrar.
<b>3. To increase transparency and accountability every member of the institution should have knowledge of how the institution is governed.</b>	3.1. Raise awareness amongst staff and students about the purpose and functioning of each governance structure, including awareness about lines of accountability.	Percentage of staff and students sampled who reflect awareness of how the governance structure of the institution functions.	To be established	>90%	>90%	90%	90%	Registrar

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	3.2. Ensure that members of the institution who participate in governance structures and the institution's leadership have a demonstrable knowledge of King IV principles of governance.	Percentage of staff and students who participate in governance structures of the institution who have a demonstrable knowledge of King IV principles of governance.	To be established	>90%	>90%	>90%	>90%	Registrar
<b>4. The inclusion of a wider variety of voices and the representation of all constituencies in decision making processes and committees should be ensured.</b>	4.1 Ensure a high level of diversity in members of governance structures.	Percentage of Senate and Council Committees who have high diversity and representativity levels along the dimensions of race, gender, disability and occupational levels.	To be established	>50%	>60%	>75%	100%	Registrar
	4.2. Ensure that factors such as language used, frequency of meetings and power dynamics do not form barriers to the effective participation of some members of committees.	A governance meetings protocol that will address barriers to effective participation in meetings that have been identified in institutional research is developed and implemented.  (0 = meetings protocol not developed. 1 = meetings protocol developed.)	0	1	1	1	1	Registrar
<b>5. New forms of organisational structures should be instituted to enable the institution to respond to new kinds of challenges.</b>	Formalise the Extended Leadership Forum.	Terms of reference for the Extended Leadership Forum are drawn up and approved by Senate and Council.  (0 = Terms of reference not drawn up. 1 = Terms are drawn up.)	0	1	1	1	1	Vice Chancellor
<b>6. Dissent needs to be legitimised.</b>	Make explicit in the meetings' protocol	Percentage of committee members sampled who are aware of their	To be established	100%	100%	100%	100%	Registrar, Director: HR



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	that any member has a right to request that their lack of agreement with and objections to decisions made in management and governance committee meetings be recorded.	right to request that their lack of agreement with and objections to decisions made in management and governance committee meetings be recorded.						and Director: SA.
<b>7. Student leadership and representation needs to be more effective.</b>	7.1. Convene a consultative and self-reflexive summit at which the SRC's role in the Rhodes Must Fall era, its relationship to the student body in all its diversity, its relationship to the institution's leadership, its methods of operation and its constitution will be reflected on.	An SRC consultative and self-reflexive summit is convened.  (0 = An SRC summit is not convened. 1 = An SRC summit is convened.)	0	1	1	1	1	SRC
	7.2. Devise more inclusive methods of consulting with, reporting to and communicating with students.	An SRC communications strategy is developed and implemented.  (0 = An SRC communications strategy is not implemented. 1 = An SRC communications strategy is implemented.)	0	1	1	1	1	SRC
	7.3. Provide voter education to students.	A programme for student voter education is designed and implemented.	1	1	1	1	1	The Registrar.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		(0 = A programme is not implemented. 1 = A programme is implemented.)						
	7.4. Redesign the training programme offered to student leaders based on the results of consultation with students.	The training programme for student leaders is redesigned and implemented.  (0 = The programme is not redesigned. 1 = The programme is redesigned)	0	1	1	1	1	Director: DSA
	7.5. Expand SRC mentorship programme to include all student leaders.	Percentage of student leaders who take up mentoring opportunities offered in an expanded student leadership mentorship programme.	To be established	100%	100%	100%	100%	Director: DSA
	7.6. Devise an alternative route for collecting information on student concerns, suggestions, and recommendations on broad institutional matters through the department to be presented to faculty and to structures beyond the faculty.	A route, through the department to faculty for collecting information on student concerns, student suggestions and recommendations on institutional matters is instituted.  (0 = A route is not instituted. 1 = A route is instituted )	0	1	1	1	1	Deans.
<b>8. A plan with clear lines of accountability, that advances transformation, that will ensure sustainability, that is informed by the local, national and global environment, that outlines the vision of the</b>	Develop the Institutional Transformation Plan.	An Institutional Transformation Plan (ITP) is approved by Council.  (0 = ITP is not approved by Council. 1 = ITP is approved by Council.)	0	1	1	1	1	Director: E&IC

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>institution and goals towards which members of the institution should work to achieve, and that has clear timeframes for decision making and implementation should be developed.</b>								
<b>9. A gathering of all the institution's stakeholders where the institution's leadership will report on progress on strategic objectives agreed on should be held annually.</b>	Convene a biennial report back summit.	A report back summit is convened.  (0 = A report back summit is not convened. 1 = A report back summit is convened.)	0	1	0	1	0	Vice Chancellor, Director: IP and Director: E&IC.

## G. Work Area 7: Infrastructure and Facilities

Recommendations that pertain to infrastructure and facilities require the institution to invest creativity and funding in the augmentation of old buildings and the design and use of space and infrastructure to support transformation. These recommendations address, in the main, issues of physical access for students and staff with disability, of gendering, of safety and of environmental sustainability. The key point of departure in the processing of these recommendations, as in the processing of all other recommendations submitted to the summit process, is the understanding that transformation is integral to the core business of the institution and is also essential to its sustainability. This, as proposed in recommendation 6 in Table 8, requires the commitment of funds from the main stream budget to transformation initiatives. Raising funds for transformation initiatives is also one of the priorities of the Communications and Advancement Division.

Recommended tasks that are already being undertaken include the implementation of a maintenance plan. The Executive Director: Infrastructure, Operations and Finance also indicates that the retrofitting of old buildings to make them accessible to persons with disabilities is part of the maintenance plan. New buildings are already designed to be accessible to persons with disability. Another example of a recommended task whose undertaking has begun is the development of an accessibility map. Details of such initiatives and their timelines can be collated into a single accessibility plan that, as recommended in the summit process, is informed by universal and inclusive design principles. Included in this plan should also be the objective of improving campus grounds, roads and pathways to render them accessible and safe. This plan and the monitoring of its implementation should also be informed by the *Strategic Policy Framework on Disability for the Post-School Education and Training System* that was gazetted in March 2018. The monitoring strategy for this policy framework is currently being developed by the Department of Higher Education and Training. Objective 3.1 therefore, addresses the need to bring all the summit recommendations on infrastructure and disability and directives in the new disability framework for higher education under one coherent plan.

Some of the strategies followed to enhance the levels of physical accessibility of the institution to persons with disabilities are also used to enhance levels of inclusion of gender non-conforming staff and students. Thus the refurbishing of buildings is also seen as offering opportunities to provide gender neutral bathrooms in old buildings that had no such facilities. New buildings, are also designed to have gender neutral bathrooms. A new initiative that has been recommended that relates to gendering is that the two new undergraduate residences be designated as gender neutral residences. The performance indicator crafted for objective 4.1 allows for the piloting of this initiative in 2019.

Other recommendations that pertain to student accommodation are that student residences should be built in town and in the township and that accommodation for students with families should be provided. With regards to the first of these, the Executive Director: Infrastructure, Operations and Finance indicates that the high costs of maintaining residences outside of the main campus should be considered. A factor that is also relevant for consideration here is that, as is pointed out in *The Policy on the Minimum Norms and Standards for Student Housing at Public Universities* of 2015, situating student accommodation away from the main campus impacts negatively on the ability of the students accommodated in these far off residences to access university academic facilities such as main libraries and sports fields. One of the directives in the policy reads thus; “the housing facility must preferably be situated within the campus security perimeter, thereby affording residents the freedom to make full use of the academic, social, cultural and sporting programs of the university without restriction or hindrance.” (2015, pg8.). The consideration that in adopting the first of these recommendations the university would actually be funding a project that would contribute to the disadvantaging of the students who need university accommodation the most determines that this recommendation is not included in the table below. The second of these recommendations is included as articulated in objective 5. The report mentioned in the performance indicator should ideally also include bench marking against national and international practice.

Operational level recommendations that are subsumed under the broad recommendation that campus safety should be improved through consultation with staff and students include the recommendations that the number of computers available for use in residences needs to be increased so that students do not have to walk to and from computer labs at night, that trees should be trimmed and dark places electrified in order to increase visibility on campus at night and that emergency exits with ramps need to be installed in all residences. No specific objectives were crafted from these recommendations since the performance indicator crafted for objective 6 leaves the Infrastructure, Operations and Finance Division with the freedom to implement these or alternative strategies whose outcome would be the achievement of the absence of incidences on campus that can be attributed, by an independent panel, to negligence on the part of the institution in safety planning.

Again, under the broad objective 7.1 is subsumed the recommendation that the University should invest in technologies that will enable a more sustainable use of natural resources. Specified technologies include solar energy and rainwater harvesting and grey water recycling technologies. Another recommendation subsumed under this broad objective is that the Infrastructure, Operations and Finance division should form partnerships with departments such as the Environmental Science Department and the Environment Committee in conceptualizing and implementing projects that promote the sustainable use of resources on campus. Through such partnerships policies, guidelines and awareness raising programmes will be designed and implemented to foster the adoption of behaviours that will contribute to environmental sustainability.

Recommendations that fall under infrastructure and facilities for which no objectives have been formulated include the recommendations that in each hall of residence rooms that can be booked for purposes of practicing religion should be made available and Christian societies should be able to book the Chapel of St Mary and All the Angels without there being a fee charged. No objectives were crafted from these recommendations because there are already spaces in halls of residences, such as the common rooms, that can be booked for different kinds of activities. Again, all societies and organisations who use the chapel are charged a fee to cover the costs of setting up and of cleaning the chapel after it has been used.

In table 7 is presented infrastructure and facilities related objectives

**Table 7: Infrastructure and Facilities**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. The institution needs to invest in the maintenance of the physical infrastructure that it has. Scheduled and preventative maintenance will enable</b>	Implement existing maintenance plan.	Number of reports submitted to the IPC Infrastructure Planning Sub-Committee and to Council that indicate progressively that an adequate budget is being allocated to campus infrastructure maintenance.	0	4	4	4	4	Executive Director: IOF

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>the institution to keep the costs of maintenance lower than the costs that will be incurred should further deterioration of the infrastructure be allowed.</b>								
<b>2. The use of available space should be optimised to promote the development of supportive relationships, the breaking down of hierarchies and to enable the development/safeguarding of individual spiritual and psychological wellbeing.</b>	2.1 Promote the use of university space to support the development of inclusive relationships.	A clause is inserted in the Space Allocation and Utilisation Policy that addresses the need to use space allocation and design as a means of supporting the development of inclusive relationships.  (0 = A clause is not inserted in policy. 1 = A clause is inserted in policy.)	0	1	1	1	1	Executive Director: IOF
	2.2 Design departments and division spaces to encourage more interaction and integration between staff and students from different demographic groups.	Percentage of staff and students sampled who experience the institution's space design and allocation as enabling the development of inclusive relationships. <sup>21</sup>	To be determined	>90%	>90%	>90%	90%	HoDs, Division Heads and Executive Director: IOF.
<b>3. The institution's physical infrastructure should be made accessible to all students</b>	3.1. Develop and implement a plan to incrementally render the physical	Percentage of new buildings that conform to the latest legislative and policy requirements.	To be established.	100%	100%	100%	100%	Executive Director: IOF

<sup>21</sup> This will be triangulated with other methods of research.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>and staff and should, in turn, facilitate students' and staff's access to the curriculum and to work respectively, and to other offerings of the institution.</b>	infrastructure of the institution universally accessible.							
		Percentage of refurbishment funds dedicated to retrofitting old buildings to render them universally accessible.	0	>5% <sup>22</sup>	>5%	>5%	>5%	Executive Director: IOF
	3.2. Develop and make available in print, on line and in forms that will enable tactile reading on boards at key points around campus an accessibility map of the institution.	An accessibility map is developed and widely accessible.  (0 = Accessibility map not developed and accessible. 1 = Accessibility map developed and accessible.)	0	1	1	1	1	Executive Director: IOF
	3.3. Ensure that all disability parking is situated close to the buildings that need to be accessed.	Percentage of disability parking situated within 50 meters of the accessible entrance of the buildings that need to be accessed <sup>23</sup> .	To be established	100%	100%	100%	100%	Executive Director: IOF
	3.4 Improve campus grounds, including roads and pathways to render them accessible and safe for all students and staff including	A minimum of 5% of the grounds and gardens' budget is allocated towards improving the safety levels of the campus grounds.	0	>5%	>5%	>5%	>5%	Executive Director: IOF

<sup>22</sup> The actual amount greater than 5% will be determined by the needs of the project.

<sup>23</sup> This figure is specified in The South African National Standard for Building Regulations.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	members of the university with disabilities.							
	3.5. Improve signage that will provide information that will better enable students, staff and visitors with disabilities to navigate the campus.	A dedicated budget for campus signage, including disability signage, is created.  (1 = Dedicated signage budget created. 0 = Dedicated signage budget not created.)	0	1	1	1	1	Executive Director: IOF
<b>4. A “one stop shop” accessibility web page should be created for the sharing of information, ideas and other resources that will enhance the inclusion of students and staff with disabilities.</b>	Develop a web page for sharing information and resources that will enhance the inclusion of staff, students and visitors with disability.	An RU disability web page is launched.  (0 = Web page not launched. 1 = Web page launched.)	0	1	1	1	1	Chair: Disability Committee.
<b>5. Physical spaces enhance the inclusion of individuals who do not subscribe to the gender</b>	5.1 The feasibility of introducing gender neutral residences is explored.	A feasibility study on gender neutral residences is completed.	0	1	1	1	1	DVC: Academic and Student Affairs.



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>binary and heteronormativity should be created.</b>	5.2 Ensure that gender-neutral bathrooms are available at all places that are frequented by staff and students such as the library, departments and the lecture theatre complexes.	Percentage of buildings that have gender neutral bathrooms.	0	10%	15%	20%	25%	Executive Director: IOF
<b>6. The institution needs to introduce residences for students with families.</b>	Determine the viability of introducing family accommodation for students.	A report on the viability of introducing family accommodation for students is submitted to the IPC.	0	0	1	1	1	Executive Director: IOF
<b>7. The service offered in the Day Care Centre should be made more accessible and accessibility should be extended to students who have children.</b>	7.1 Extend the opening hours of the day care centre and capacitate it to accommodate more children to respond to need.	The operational capacity and hours of operation of the day care centre are extended.  (0 = Operational capacity and hours not extended. 1 = Operational capacity and hours extended.)	0	1	1	1	1	Executive Director: IOF and Director: HR
	7.2. Extend services offered at the day care centre to students with children.	Services offered at day care centre are also extended to students with children.  (0 = Services not extended students. 1 = Services extended to students)	0	1	1	1	1	Director: HR
<b>8. Consultation on how safety can be increased on campus should be undertaken.</b>	Ensure that existing levels of campus safety are adequate.	Number of incidences on campus grounds and in residences that are attributable to inadequacy in safety measures in place.	To be determined	0	0	0	0	Executive Director: IOF

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>9. The institution should further develop its identity as an institution that values business and ecological sustainability through adopting everyday practices that promote environmental sustainability and that will also ultimately reduce operating costs.</b>	9.1 Develop and implement an environmental sustainability plan.	An environmental sustainability plan is developed and implemented.  ( 0 = A plan is not implemented. 1 = A plan is implemented)	0	1	1	1	1	Chair; Environmental Committee & Executive Director: IOF.
	9.2 Promote environment sustainability behaviors/practices on campus.	Percentage of Rhodes University staff and students who self-report that they contribute through practice, to environmental sustainability on campus.	To be determined	>50%	>60%	>70%	>90%	Chair: Environmental Committee & Executive Director: IOF

## H. Work Area 8: Finance, Growth and Sustainability.

The recommendations that relate to the finances of the institution foreground the need for actions such as reviewing the operating model of the institution and undertaking long term planning that will include the design of strategies for the growth and sustainability of the institution. Long term planning, it is recommended, should entail a change from a cost management approach of financial management, to an approach based on a long term growth strategy and an investment in change and adaptation that will ensure the sustainability of the university. In this schema finances *serve* the long term goals of the institution rather than the goals of the institution being determined by available finances. Long term planning, including financial planning, it is recommended, should involve the use of expertise that exists within the institution, in the academic departments, and the use of integrated planning. It should also involve the use of modernised systems of data collection and analysis that will improve the quality of information used in planning.

Some of the strategies recommended that would, it is perceived, contribute towards the growth and sustainability of the institution include the reduction of the institution's reliance on student fees, the increase in other streams of income such as the government block grant and third stream income, the introduction of new mediums of teaching and learning, the development of an improved marketing and branding strategy, the strengthening of partnerships with stakeholders that the institution is dependent on in order to thrive, an increase in the effectiveness and efficiency of business processes and the use of the institution's existing assets more creatively and optimally.

Objectives derived from all of these recommended strategies are presented as contained or subsumed under the broad recommendation that an integrated growth and sustainability plan be developed. By definition such a plan would need the convening of a team consisting of the DVCs, Deans, Registrar and heads of some support divisions such as the Executive Director: Infrastructure Operations and Finance and Directors: Finance, Institutional Planning, Communications and Advancement and Information Technology and Services. This recognition determined the formulation of objective 3. The plan, necessarily aligned to and detailing more operational level objectives than the IDP should also be informed by learning from the implementation of the 2017-2019 Institutional Viability Plan.

Recommendations that specify the kind of information that should be gathered to better enable planning include those that propose that the institution should gather information on factors that attract applicants to the institution, factors that influence course or subject choice, and that contribute to students' progression to post graduate study. They also include recommendations on the undertaking of research on factors that determine preference for other institutions and that result in a drop in student enrolments. Other research recommended is that which would make causes of and patterns and levels of wastage better understood. The recommendations on the reduction of wastage are entailed in objective 4.18.

There are a number of recommendations that detail how some business processes can be made more effective in the pursuit of the goal of sustainability. These include recommendations that the application process should be simplified through the use of an (software) application that provides a simple entry point for prospective and current students and which will lead to several features that include concise information on funding, on departments, lecturers and a visual representation of the campus. The application process, it is also recommended, should be multilingual, and free. It should also be made engaging to the target group with podcasts by and video clips of lectures. Another recommendation on business processes is that procurement processes should be developed such that it becomes viable to procure goods and services from local small businesses including from local farming cooperatives. These recommendations are subsumed under objective 4.19.

With respect to the broad recommendation 5 the Executive Director: Infrastructure, Operations and Finance reports that the Budget Executive Committee, the Finance Committee and Council are presented with the institution’s budget each quarter to scrutinize. The recommendation as submitted to the summit, however, speaks of the need for other members of the institution to feel informed about and to engage with the institution’s budget at a more open and dialogic setting than the one created at budget committee meetings.

Broad recommendation 6 can be seen to underpin the main streaming of transformation. Whilst it is stated in numerous documents that each member of the institution has a duty to contribute towards the transformation of the institution, without the purposeful budgeting for transformative initiatives, such as for example, the retrofitting of old buildings to make them universally accessible, such initiatives will consistently and constantly be relegated to the realm of the inessential, peripheral and impossible to achieve goals. In this example, commitment to transformation means consciously ensuring that in budgeting for the maintenance of old buildings the features that would render them universally accessible are also budgeted for. The recommendation therefore pertains to the consistent application of this principle across all budgeting processes of the institution.

A recommendation for which an objective was not crafted is that which proposes that the institution should grow its own food. As indicated in the introduction the adoption of this recommendation would undermine plans to source agricultural produce from local farming cooperatives.

In the table below is presented the objectives crafted from finance related recommendations.

**Table 8: Finance, growth and sustainability**

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>1. The operating model of the University needs to be reviewed.</b>	Review the operating model of the institution.	A report of a comprehensive review of the operating model of the institution is submitted to the integrated planning task team.	0	0	1	1	1	Vice Chancellor and Director: IP
<b>2. Improved information systems that enable efficient, gathering, sharing and analysis of accurate information should be adopted to</b>	Enhance the capacity of the institution’s information systems to provide necessary and accurate data for planning, management	Percentage of RU staff who are involved in planning and management activities who experience the information systems as helpful or very helpful in their pursuit of	To be determined	>90%	>90%	>90%	>90%	DVC: Research, Director: I&TS and Modernisation Task Team.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
<b>enhance planning, financial management, marketing and resources mobilisation.</b>	and resources mobilisation.	planning and general management activities.						
<b>3. The institution should practice integrated planning so that planning is informed by, among other factors, assessment of data and includes all stakeholders to achieve high levels of cohesion between faculty and divisional plans. This planning should inform budgeting and resources allocation.</b>	Convene an Integrated Planning Task Team (IPTT) constituting of personnel in the relevant positions and using expertise that exists in the institution.	An integrated planning task team is convened.	0	1	1	1	1	Vice Chancellor, Executive Director: IOF and Director: IP.
<b>4. There needs to be a change from a cost management approach to financial management, to an approach based on a long term growth strategy and investment in change and adaptation that will ensure the sustainability of the university.</b>	4.1 Develop and implement an integrated institutional growth and sustainability plan.	Increase in primary reserve ratio	0.03	0.07	0.08	0.09	0.11	Vice Chancellor, Executive Director: IOF, Director: IP and Integrated Planning Task Team.
	4.2 Conduct a mid-term review of the implementation of the 2017-2019 Institutional Viability Plan.	An institutional viability plan review report is submitted to the Integrated Planning Task Team (IPTT)  (0 = An IVP review report is not submitted. 1 = An IVP review report is submitted to the IPTT)	0	1	1	1	1	Vice Chancellor, Executive Director: IOF and Director IP.

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	4.3 Undertake a feasibility study into the establishment of new faculties and departments such as Automotive Engineering and Veterinary Science Departments.	A new faculties and departments feasibility study is undertaken.  (0 = A new faculties and departments feasibility study is not undertaken. 1 = A new faculties and departments feasibility study is undertaken.)	0	1	1	1	1	Director: IP
	4.4 Undertake a feasibility study into the establishment of an innovation hub that will specialise in technological innovation.	An innovation hub feasibility study is undertaken.  (0 = An innovation hub feasibility study is not undertaken. 1 = An innovation hub feasibility study is undertaken.)	0	1	1	1	1	Director: IP
	4.5 Explore the possibility of introducing a two semester academic year with a long winter break during which conferences and winter schools are run.	A report on the viability of a longer winter break is submitted to the IPC.  ( 0= A long winter break viability report is not submitted to the IPC. 1 = A long winter break viability report is submitted to the IPC)	0	1	1	1	1	Director IP
	4.6 Increase block grant.	% growth in UG student numbers	0,9%	2,5%	2,0%	3,5%	3,5%	Deans and Director: IP
		% growth in PG student numbers	1,5%	2,2%	7,0%	3,5%	3,5%	Deans and Director: IP
		% growth in UG graduation rate	4,9%	3,6%	2,1%	3,5%	3,5%	Deans and Director: IP
		% growth in PG graduation rate	-5,8%	1,9%	7,0%	3,5%	3,6%	Deans and Director: IP

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		% growth in research output.	3%	4%	5%	6%	7%	DVC: Research and Director: Research
	4.7. Revise percentage levied on external contract funds.	Increase cost recovery levy for categories of external funding where research productivity and community engagement is not adversely affected.	Capped at 10% Effectively 4%	10%	15%	15%	15%	DVC: Research and Executive Director: IOF
	4.8. Introduce E-learning including blended learning and short courses.	Number of reports on e-learning and blended and short courses introduced.	0	6	6	6	6	Director: IP and Deans
	4.9. Develop and implement a brand improvement plan.	Percentage of sampled stakeholders, including prospective students and staff, who view the institution favourably and who know of the institution's unique offerings.	To be determined	>60%	>75%	>80%	>90%	Director: C&A
	4.10. Develop a marketing strategy that will also define what the Rhodes experience is and what the University's value proposition is.	A marketing strategy is developed and implemented.  (0 = A marketing strategy is not developed. 1 = A marketing strategy is developed.)	0	1	1	1	1	Director: C&A
	4.11. Increase funding from the public sector.	Percentage increase in funding obtained from the public sector.	To be established	5%	5%	5%	5%	Director: C&A
	4.12. Improve systems of communicating with and engagement of alumni such that alumni are more involved in the mobilisation of	Percentage increase in the number of alumni involved in the mobilisation of resources on behalf of the institution.	To be established	5%	5%	5%	5%	Director: C&A

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	resources on behalf of the institution.							
	4.13. Disaggregate, in fund raising plan, targets for various spheres of university work e.g. physical structures, systems and culture.	Disaggregated targets for various spheres of work are detailed in fundraising plan.  (0 = Targets are not disaggregated in fund raising plan. 1 = Targets are disaggregated in fund raising plan.)	0	1	1	1	1	Director: C&A
	4.14. Increase the rate of procurement of services from small and emerging local businesses.	Percentage increase in the use of services offered by local small businesses and farmers' cooperatives in the everyday operations of the university.	To be determined	5%	10%	15%	20%	Executive Director: IOF and Director: CE
	4.15. Ensure that the partnership with Makana results in an improvement in the town's capacity to support the institution to grow.	Percentage reduction in the number of barriers to the growth of the institution imposed by the quality of the service received from Makana.	To be determined	25%	25%	25%	25%	Vice Chancellor and Executive Director: IOF
	4.16. Increase efficiency and effectiveness of business processes in relation to the achievement of the institution's transformation, growth and sustainability goals.	A report on the efficiency and effectiveness of business processes is submitted to the integrated planning task team.  (0 = A business processes report is not submitted to the IPTT. 1 = A business processes report is submitted to the IPTT)	0	1	1	1	1	DVC: Research, Director: I&TS and Modernisation Task Team.



Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
	4.17. Decrease waste in the use of resources.  (This will include increase in the efficient use of material and human resources)	A waste reduction plan is developed and submitted to the integrated planning task team).  (0 = A waste reduction plan is not developed and submitted to the integrated planning task team. 1 = A waste reduction plan is developed and submitted to the integrated planning task team.)	0	1	1	1	1	Executive Director: IOF
<b>5. The University should democratise financial planning processes.</b>	5.1 Hold an open budget workshop to which staff and students' representatives are invited each year at the start of the budgeting processes.	An open budget workshop is held.  (0 = An open budget workshop is not held. 1 = An open budget workshop is held.)	1	1	1	1	1	Executive Director: IOF
	5.2 Avail to members of the institution detailed reports on income and expenditure each semester.	Number of times that detailed income and expenditure reports are made available to members of the institution in an open dialogic forum.	0	2	2	2	2	Executive Director: IOF
<b>6. The University leadership needs to demonstrate a commitment to transformation and demonstrate a recognition that transformation requires financial investment.</b>	A percentage of the strategic projects fund is allocated to transformation projects annually.	Percentage of divisions and departments who are aware of the process to be followed in the application of funding from the strategic projects fund for transformation related projects.	0	100%	100%	100%	100%	Executive Director: IOF and Director: C&A
		Number of divisions and departments who have applied for and have been granted funds	0	Will be determined after	Projected after 1 <sup>st</sup> yr. of			Vice Chancellor and Executive Director: IOF

Broad Recommendation.	Objective	Performance Indicator	2018/Baseline	Annual Targets				Overseeing unit/Driver(s)
				2019	2020	2021	2022	
		to pursue transformation related projects.		first year of application.	application			
		Amount allocated from the strategic projects fund to transformation projects.	0	Will be determined after first year of application.	Projected after 1st yr. of application			Vice Chancellor and Executive Director: IOF

### III. Section 3. Conclusion: Monitoring and Reporting.

The Institutional Transformation Plan is one of the outputs of a project of Council, (the summit process), that was made possible by the participation of members of the institution and other relevant stakeholders. It is the first transformation plan of the institution that has been developed through a combination of top down and bottom up processes that availed, over a period of six months, spaces at which recommendations for the transformation of the institution were made following debate on and discussion of the various transformation issues that are relevant to the functioning of the institution. One of the recommendations that emerged from the process followed was that progress on the implementation of adopted recommendations be periodically reported on at a gathering to which all stakeholders who participated in the summit process are invited. From this recommendation has been crafted objective 9 in table 6. Therefore the main reporting activity against the objectives that constitute the Institutional Transformation Plan will be reporting by all units responsible for the implementation of the objectives crafted at an institutional summit that will be convened biennially.

A second method of monitoring progress that will be used is the submission of quarterly reports to Council on the implementation of aspects of the plan. What will be reported on each quarter will be determined by the Vice Chancellor and Council. The third method that will be used is the undertaking of institutional research. Institutional research will not only enable the establishment of baselines and the impact of the execution of the plan, but it will also assist in the improvement of strategies used and also suggest other alternative strategies that may be used to achieve the outcomes sought.

Needless to emphasise, the Institutional Transformation Plan is a response to a changing environment in which transformation and adaptation to the environment is necessary for the sustainability of the institution. Such an understanding of the planning process determines, therefore, that in learning through implementation some of the objectives and targets can be revised to respond to new circumstances and to new information. Low targets can, for example, be revised upward to reflect success in other areas of work. This might be work undertaken internally or in the higher education sector broadly. Again, new objectives can be crafted should a strategy devised prove not to be as successful as envisaged in enabling the achievement of a specific outcome. This speaks of the need for implementers of the plan to be highly aware of and responsive to their environment in addition to being open to learning. It also speaks of the necessity for all implementers of the plan to be creative and innovative. Again, perhaps needless to emphasise, without creativity and innovation there is no transformation.