

INSTITUTIONAL DEVELOPMENT PLAN 2018 – 2022

Transformation, sustainability, local relevance & global impact



RHODES UNIVERSITY

Where leaders learn

This Institutional Development Plan collates, consolidates and expresses our choices and decisions and sets out our institutional goals and strategies that will be pursued. It is not cast in stone but will remain a flexible 'living document', ever-evolving and adapting as new strategies and approaches are implemented to advance our mission and vision as new imperatives and opportunities arise.

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I. ACRONYMS

ACRONYM/TERM

APP	Annual Performance Plan
CA	Communications and Advancement
CE	Community Engagement
CHERTL	Centre for Higher Education Research, Teaching & Learning
DHET	Department of Higher Education and Training
DVC: A & SA	Deputy Vice Chancellor Academic & Student Affairs
DVC: RD	Deputy Vice Chancellor Research & Development
ED: IOF	Executive Director: Infrastructure, Operations & Finance
FTE	Full Time Equivalent
GRADUATION RATE	The number of students who graduated within a year as a ratio of the number of enrolled students within the same year (including cancellations). $\text{Graduated (Year n)/Enrolled (Year n)} \times 100$
HE	Higher Education
HEIS	Higher Education Institutions
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub-Framework
HR	Human Resources
ICT	Information and Communication Technologies

DEFINITION

ACRONYM/TERM

IEF	Infrastructure & Efficiency Funding
IPU	Institutional Planning Unit
ITS	Information Technology Service
I/R STAFF	Instructional/Research Staff
KPI	Key Performance Indicators
NA	Not applicable
NGAP	Next Generation of Academics Programme
NDP – 2030	National Development Plan
NGO	Non-Governmental Organization
NPHE	National Plan for Higher Education
NRF	National Research Foundation
PC	Personal Computer
PG	Postgraduates
PHD	Doctor of Philosophy
PGDIP	Post Graduate Diploma
PQMK	Programme Qualification Mix
RU	Rhodes University
SARCHI	The South African Research Chairs Initiative
SET	Science, Engineering & Technology
SUCCESS RATE	$\text{FTE credited/FTE enrolled (Incl. cancellations)} \times 100$
UG	Undergraduates
VC	Vice Chancellor

DEFINITION

II. CHAIRPERSON OF COUNCIL'S FOREWORD

The theme of the Rhodes University Institutional Development Plan (IDP) is foregrounded by our pursuit of academic excellence and by the constitutional mandate to transform all public institutions in the country. Our constitution encourages fair reflection of our collective demographics and the values of mutual respect for human dignity. The IDP is also driven by the broader development imperatives of South Africa, particularly the output targets of the higher education sector in the National Development Plan. The situational analysis (section 3) provides a reflection of broader challenges in the higher education sector. The strength and challenges analysis allows us to assess realistically our unique context in the sector in terms of strengths, weaknesses and opportunities. In August 2017, Rhodes University organised a transformation summit. The deliberations during the summit also provided organizational learning for strategy development. The outcome of these reflections shaped the generic theme of this institutional development plan; Transformation, Sustainability, Local Relevance & Global Impact. The reflections also informed the selection of Rhodes University strategic goals and their respective objectives.

Rhodes University continues to strive to be one of the best performing public higher education institutions in the country in terms of student experience/success as well as research and community engagement. As we plan for development in certain areas, the IDP also about engaging strategies for maintaining our areas of strength. We will continue to uphold our unique strategic proposition in our general formative degree offering and the research-teaching-community engagement nexus which enable our students to access powerful knowledge.

In the five-year span of the IDP, Rhodes University targets total student headcount increase from about 8000 in 2017 to about 9500 students in 2022. The enrolment projection is matched with expected average student success rate of 84%. In research production, Rhodes University plans to continue to be one of the leading Universities in the sector, particularly when measured in terms of research production per capita. By 2022, the University plans to achieve a total annual research production of 830 research units.

The University commits to deployment of strategies for attraction and retention of staff of high calibre and providing an inclusive, welcoming, affirming and positive institutional environment for all. We will continue to work towards getting our staff demographic diversity to reflect the demographic diversity of the country, particularly at middle to senior levels of academic and administrative leadership.

Seven strategic goals have been identified to drive the expected developments at Rhodes University in the next five years in order to advance the academic project. Aligned to the goals are predetermined objectives and measurable performance indicators. Annual targets have been set respectively for each performance indicator. The responsibility is on all of us to play our individual and collective roles in achieving the development targets set in this institutional development plan.



Mr V D Kahla
Chairperson of Council

III. VICE-CHANCELLOR'S FOREWORD

In my inaugural speech as Vice Chancellor of Rhodes University, I made a commitment that, working together, we can position Rhodes University to be increasingly distinguished as an institution that tackles local problems in ways that command attention and respect globally. I made a commitment that, working together, we can erect powerful signposts for how the pathways of the future must differ from those of the past. This Institutional Development Plan (IDP) is a compass and a roadmap of the direction and trajectory for the next five years. It provides us with strategies for the actualization of the commitments we have made. These strategies are motivated by our development aspirations expressed in the seven strategic goals. The strategic goals are chosen as overall institutional goals and measurable objectives through which we will be able to track our progress in a long-term, gearing off our existing strengths, and addressing a selected set of critical challenges. They represent a high-level development dashboard, which carries with it a multitude of important actions, immeasurable values, and focused aspirations, for which more detailed operational plans are necessary in each academic faculty and administrative division of the University.

Our distinctive position as an outstanding institution of higher learning that provides quality and transformative education to the young people of our country and beyond, that produces knowledge that advances our understanding of our social and natural environments and that applies knowledge to transform lives for the better forms a solid foundation on which we can re-imagine the future of our university. It is on this foundation of success that we can confidently shape our future.

This re-imagining of our University rests on four pillars. These are:

- Sustainability – we need to ensure that sustainability principles permeate every aspect of our academic endeavour and every decision taken by our university. In the process, we want to produce graduates with an elevated sense of awareness of and responsibility for building sustainable communities.
- Simultaneous local responsiveness and global engagement – our academic endeavour should seek to respond to the pressing and urgent local challenges while simultaneously contributing to our accumulated global stock of knowledge.

This will allow us to enter the global knowledge system from our position of strength.

- Advancing social justice – given the painful past of our country characterized by exclusion and denial of opportunities for a significant segment of our society, it is vitally important that we do all we can to restore the dignity and humanity of those who were mistreated by the previous dispensation.
- Advancing the public good purpose of higher education – our university does not exist in a vacuum. It exists within social, cultural and economic milieu and has an important role to play in lifting the quality of life of our local community.

The University operates as a systemic unit, with interdependent components. We envisage a collective accolade in areas of excellence with respect to our development targets, and collective reflection in areas we may have to do things differently in order to reach our planned destination.

I am positive about the future. Working together and committed to rigorous scholarship, we can achieve our development aspirations and overcome our challenges. By so doing, we continue to drive the academic project forward in the quest for public good. Above all, I am confident that, working together, we can make our University a place of hope, a place of aspiration, a place of inspiration, and a place of opportunity for all.



Dr S Mabizela
Vice Chancellor

1. ABOUT THE UNIVERSITY

1.1 History & Context

Established in 1904, Rhodes University is a relatively small institution in semi-rural Grahamstown. In 2002, the South African higher education sector underwent a major sizing and shaping exercise in the form of the activities that led to the National Plan for Higher Education (NPHE). As a result of this exercise, three main institutional types were identified. They were traditional universities responsible for offering formative and professional qualifications, universities of technology responsible for offering vocationally focused qualifications, and comprehensive universities offering a combination of the two. Within the traditional universities, a small group of universities identified as 'research intensive' were left untouched by the mergers and incorporations that followed, largely because they contributed 80% of the research output identified as critical to economic growth in national planning. Rhodes University was one of this small group although its East London campus was lost to the University of Fort Hare.

The University consistently attracts staff and students of high calibre. The University is also known for excellence in research and for one of the highest student success and graduation rates for public higher education institutions in the country. With fiscal stability, good leadership, effective management and depth of administrative capacity, Rhodes is positioned to contribute significantly to the development of the Eastern Cape Province and the higher educational landscape in South Africa.

The University's small size (\approx 8000 students) and rural, small-town location have conferred on Rhodes a particular set of advantages and challenges which have shaped its development. These must

be taken into account when planning for the future. Two such are that the majority of student enrolments are from outside of Grahamstown, which has resulted in a residential system that has set the standard in the tertiary sector. However, the cost of tuition and accommodation to middle- and lower-income families has become exclusionary.

The University provides a conducive space for intellectual activity that has strengthened the Grahamstown experience. It serves as a place for vigorous debate and activism on a range of social, political and educational issues. The University incubates, grows and matures many ideas. For example, the National Arts Festival, the Science Festival, the South African Institute for Aquatic Biodiversity, the National English Literary Museum, the Albany History Museum, the SKA initiative, and the Institute for Water Research are amongst the most successful initiatives initiated and/or incubated at Rhodes University.

Grahamstown provides the University with a microcosm of the challenges facing South Africa. This serves as a basis for thinking about how young people may best be educated and equipped with powerful knowledge for lifelong service to the country, the African continent and beyond.

1.2 Organisational Structure

The Chancellor is the titular head of the Rhodes University and is empowered in the name of the University to confer all degrees. The Vice-Chancellor and Principal is the chief academic and administrative officer of the University. The University Executive comprises the Vice-Chancellor and Principal, the Deputy Vice-Chancellor (Academic and Student Affairs), the Deputy Vice-Chancellor (Research and Development), the Registrar and the Executive Director: Infrastructure, Operations and Finance.

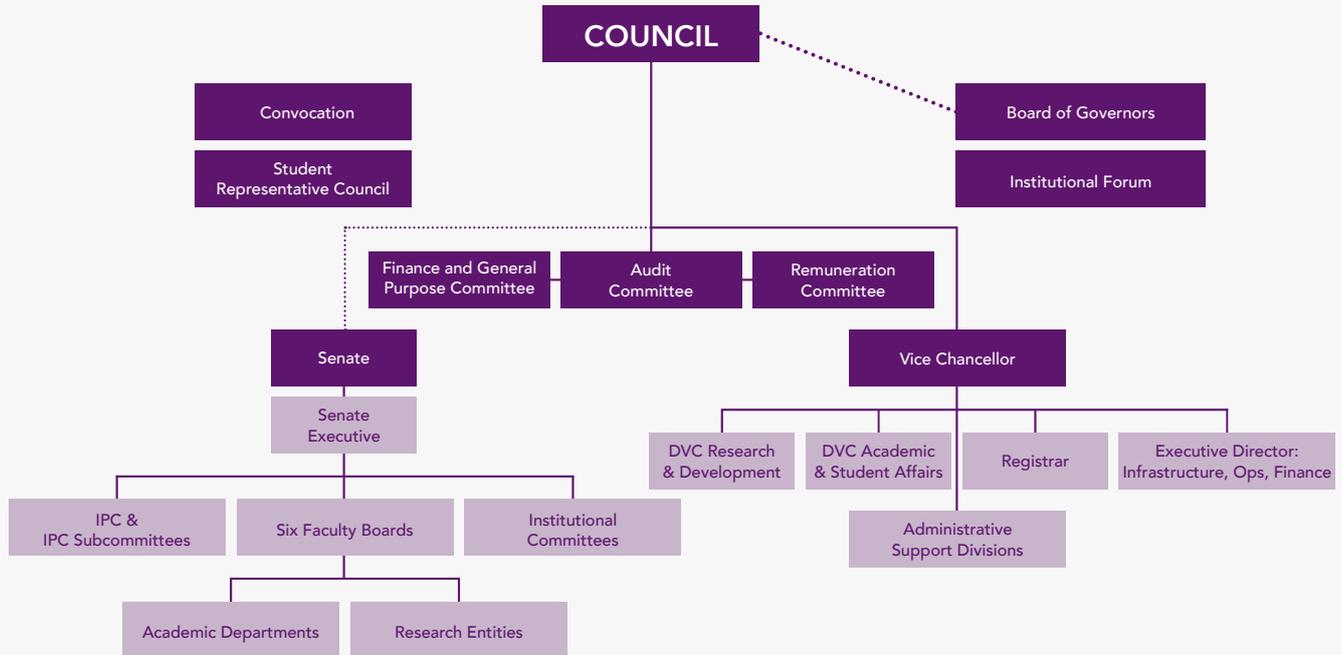
The academic structure of Rhodes University is organised around six faculties: Humanities, Science, Commerce, Pharmacy, Law, and Education. Each academic faculty is led by a Dean. There are thirty-five academic departments within the six faculties. These provide an extensive range of undergraduate and postgraduate degrees and research interests for students and academics. Each academic department is led by a Head of Department. Rhodes University also has a number of research institutes and centres.

Rhodes University's administrative and support divisions provide support for the operations of the University and contribute to the attainment of strategic goals of the University. The divisions include; Student Affairs, Human Resources, Finance, Library Services, Special Services, Institutional Planning, Internationalization, Communications and Advancement, Equity and Institutional Culture, Research, Information Technology Services and Estates and Residences. The administrative and support divisions are led by their respective Directors.

THE UNIVERSITY IS ALSO KNOWN FOR EXCELLENCE IN RESEARCH AND FOR ONE OF THE HIGHEST STUDENT SUCCESS AND GRADUATION RATES FOR PUBLIC HIGHER EDUCATION INSTITUTIONS IN THE COUNTRY.



RHODES UNIVERSITY GOVERNANCE & MANAGEMENT ORGANOGRAM



Rhodes University, in line with the Higher Education Act 101 (1997 as amended), embraces the principles of good governance, promoting cooperative governance, at all levels and within all committees. In the spirit of cooperative governance, Rhodes University works cooperatively with government and civil society constituencies as well as intra-institutionally. In this regard, the University Council has adopted the King IV framework on good governance.

1.3 Enrolment Trends

Rhodes is a small university, which enjoys the distinction of having among the best undergraduate success and graduation rates in South Africa. This is testimony to the quality of students that Rhodes attracts and to the academic provision made for them, and also to the commitment of Rhodes staff to student development and success. Of our more than 8000 students, 30% are postgraduates and over 18% are international students from 54 countries around the world, making Rhodes a dynamic and cosmopolitan knowledge institution. With the most favourable academic staff-to-student ratio among South African universities, Rhodes students are guaranteed easy access to academics and to close supervision.

In knowledge production, Rhodes University has consolidated its position as a research-intensive institution since the early 2000s. It consistently ranks in either first or second position in terms of per capita research outputs – that is, the number of publications and postgraduate graduations per permanent academic staff number. In 2018, Rhodes University is in first place in terms of per capita outputs. The University has one of the largest proportions of postgraduate students and has amongst the best postgraduate through-put and graduation rates in the country. There is thus ample evidence of Rhodes University fulfilling the mandate identified for it in the NPHE processes.

Table 1 presents a detailed set of enrolment indicators; access indicators, success indicators, efficiency indicators, as well as research indicators. These indicators include the University's ministerially approved enrolment target in the current enrolment cycle (2013 to 2019). The enrolment projections are extended to 2022 following the span of the strategy from 2018 to 2022 and realistic assessment of actual performance in the recent past years.



The strategic goals and objectives presented in sections 4 & 5 as well as other plans/partnerships of the Rhodes University are mainly channelled to nurture the achievement of the University's enrolment targets.

MINISTERIALLY APPROVED ENROLMENT TARGETS

ENROLEMENT KPI ¹	BASELINE: 2017	2018	2019	2020	2021	2022
A. ACCESS						
Headcount totals	8277	8367	8569	8869	9179	9500
First-time entering undergraduates	1643	1676	1714	1774	1836	1900
Headcount enrolments (Foundation Provisioning)	150	150	154	160	165	171
Headcount enrolments total UG	5883	5937	6084	6208	6425	6650
Headcount enrolments total PG	2394	2430	2485	2661	2754	2850
B. SUCCESS						
Graduates UG	1287	1350	1399	1428	1478	1530
Graduates PG	1164	1097	1118	1197	1239	1283
Success rate	84%	84%	84%	84%	84%	84%
C. EFFICIENCY						
Permanent instructional/research professional staff	352	356	360	360	360	360
FTE students to FTE instructional/research staff ratio	14:1	14:1	15:6	16:2	16:7	17:3
D. RESEARCH						
Total research output units (Unweighted)	776	798	814	820	825	830
Research masters graduates	190	195	250	270	290	300
Doctoral graduates	67	71	80	90	100	110

Table 1: Ministerially Approved Enrolment Targets Extended to 2022

¹The enrolment KPIs build from Ministerially approved enrolment plan (2013-2019), projections from 2019 are then based on realistic assessment of actual performance.

2. RHODES UNIVERSITY VISION, MISSION & VALUES

2.1 Vision

Rhodes University's vision is to be an outstanding, internationally-respected academic institution which proudly affirms its African identity and which is committed to democratic ideals, academic freedom, rigorous scholarship, sound moral values and social responsibility.

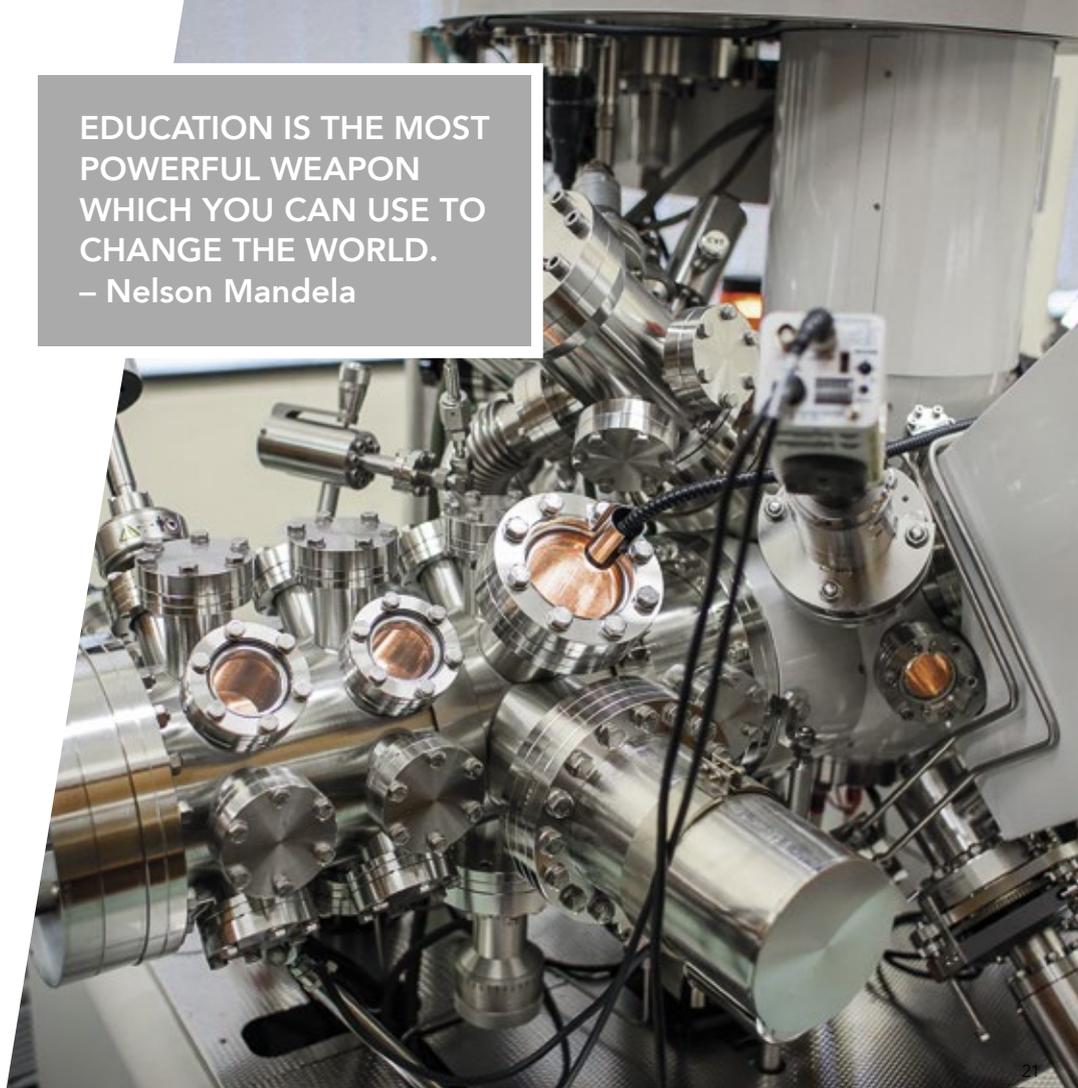
2.2 Mission

In pursuit of its vision, the University will strive to produce outstanding graduates who are innovative, analytical, articulate, balanced and adaptable, with a life-long love of learning; and to strive, through teaching, research and community service, to contribute to the advancement of international scholarship and the development of the Eastern Cape and Southern Africa.

Accordingly, the University undertakes

- to develop shared values that embrace basic human and civil rights;
- to acknowledge and be sensitive to the problems created by the legacy of apartheid, to reject all forms of unfair discrimination and to ensure that appropriate corrective measures are employed to redress past

EDUCATION IS THE MOST
POWERFUL WEAPON
WHICH YOU CAN USE TO
CHANGE THE WORLD.
– Nelson Mandela



imbalances;

- to create a research-based teaching and learning environment that will encourage students to reach their full potential; that is supportive of students from disadvantaged backgrounds; and that will produce critical, capable and skilled graduates who can adapt to changing environments;
- to promote excellence and innovation in teaching and learning by providing staff and students with access to relevant academic development programmes;
- to provide an attractive, safe and well-equipped environment that is conducive to good scholarship and collegiality;
- to provide a safe and nurturing student support system as well as a diverse array of residential, sporting, cultural and leadership opportunities that will foster the all-round development of our students, the university and the region as a whole;
- to attract and retain staff of the highest calibre and to provide development programmes for staff at all levels;
- to promote excellence in research and other creative endeavours;
- to play an active role in promoting inter-disciplinary and inter-institutional collaboration within the Eastern Cape Province;
- where appropriate, to assist in the development of the Eastern Cape Province by making available the university's expertise, resources and facilities;
- to play a leading role in establishing a culture of environmental concern by actively pursuing a policy of environmental best practice;
- to strive for excellence and to promote quality assurance in all its activities.

2.3 Values

The following core values and principles reflect our commitment to create a positive, supportive and enabling institutional environment conducive to the advancement of our vision and the fulfilment of our mission. The core values will guide our decisions and interpersonal interactions in serving Rhodes University.

Academic freedom – We are committed to upholding the freedom of students and staff, subject to scholarly norms and ethical standards, to conduct research, teach and learn, and to engage in any other intellectual inquiry without unreasonable interference or restriction from law or public pressure.

Institutional autonomy – We are committed to upholding and defending our institutional autonomy in a responsible and accountable manner.

Excellence – We are committed to high-quality teaching, research and community engagement and to providing the support and levels of service needed to achieve this.

Collegiality – We are committed to working together, harnessing our diversity, to create a rich social, cultural and intellectual space that facilitates a sense of belonging, independent thinking and freedom of expression for staff and students.

Social Justice and Respect for each other – We are committed to ensuring that the inherent dignity of each individual is observed and that we treat each other in an open, fair and ethical manner.

Equity and Redress – we are committed in all that we do to the promotion and realisation of equity and redress as per

Constitutional imperative.

Development and wellbeing – We are committed to the development and well-being of our institution, and to its various collectives, as well as to staff and students, as demonstrated by our engagement in critical reflection and a responsiveness to change.

Stewardship – We are committed to caring for the resources, including the natural environment, entrusted to us, in a responsible and sustainable manner.

Advancing the Public Good – We are committed to fostering the development of knowledgeable, competent and skilled graduates who will contribute to the forging of a critical and democratic citizenship, by proactively engaging society to realise the institutional mandate of social justice and transformation.

Underpinning these values are the principles of **accountability and courage**: We acknowledge that we are answerable to each other, our Council and ultimately, South African society for the decisions we make and the actions we take. We are committed to transparency in our governance, our decision-making and in the execution of our responsibilities and to demonstrating courage in confronting those who violate the values for which we stand.



ORGANISATIONAL
CULTURE EATS STRATEGY
FOR BREAKFAST.
– Peter Drucker

3. SITUATIONAL ANALYSIS

3.1 South African Higher Education Landscape

The current South African economic climate is one of slow growth combined with competing and indispensable demands on the state budget to address urgent social needs. This is evidenced by debilitating poverty, high unemployment and inequality. South Africa has one of the highest Gini Coefficients in the world, ranking the nation as the most unequal globally in terms of access to wealth and resource distribution².

Higher education policies and priorities of government in the post-apartheid years have focused on redress of past inequalities. Transformation of the system is needed to ensure increased access to higher education, the production of skilled graduates, and research for the knowledge requirements for the socioeconomic advancement of the country.

There are about 1 million registered students at 26 public universities in South Africa³. This is a significant increase from under 600 000 in the year 2000. Access to higher education is expanding, particularly for Black African students. Black African students accounted for under 60% of total headcount enrolment in 2000. In 2015, the percentage representation of Black African students rose slightly above 70%. Although such access is expanding, participation rates remain relatively low, particularly

for Black African and Coloured population groups. The gains made by expansion of access is to an extent neutralised by the poor academic performance of many such students in the sector. Only about 25% students graduate in regulation time at national level. It is estimated in the sector that about 55% of each cohort of intake will never graduate⁴. This necessitates the need for public higher education institutions in the country to develop innovative academic development strategies for ensuring that expansion of access to higher education is complemented with requisite student success in order to achieve intended human capacity development of the country.

The change in demographic composition of staff at public higher education institutions as an aspect of the broader call for transformation is slow. The sector is still overwhelmingly dominated by white males. Even as the representation of the Black African population group rose from 19.3% in 2000 to 44.6% in 2015, this reflected a serious under-representation, given that Black Africans account for about 80% of the total population of South Africa. The white population group that accounts for under 10% of the population comprised 60% of academic staff of universities in 2015. At Rhodes University, of the 105 Professors/ Associate Professors in 2017, 17 (16 %) are Black and only 07 (7%) are Black women. There is still much work to be done to improve the equity profile of academic and administrative staff in the University. Given the further challenge of the ageing staff profile, there is an urgent and pressing need to build the next generation of academics, and especially black and women academics.

Funding, particularly funding by means of state subsidies is an important enabler of the operations of public higher education institutions. During the period 2006 to 2015 government Grants/ Subsidies to public higher education institutions increased by 144%, an increase even beyond the rate of increase of the State's

² The World Bank. (2018, April 3). Country Overview: South Africa. Retrieved from <http://www.worldbank.org/en/country/southafrica/overview>

³ Statistics South Africa (2016). Financial statistics of higher education institutions, 2015. Pretoria: Stats SA.

⁴ Council on Higher Education (2013). A proposal for undergraduate curriculum reform in South Africa: The case for a flexible curriculum structure. Pretoria: Council on Higher Education

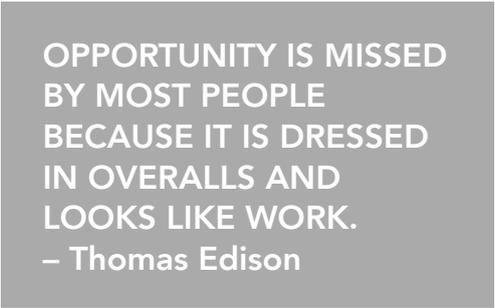
tax revenues. However, state subsidies have not kept pace with inflation and the growth in student numbers. The inevitable result was that during the period 2007 to 2014 student fees increased by more than the inflation rate as universities struggled to balance their budgets. By 2015 South Africa's university tuition fees comprised 34% of total university budgets. This situation was clearly not sustainable and was the primary cause of the student #FEEs MUST FALL crises in 2015. This culminated in the zero percent fee increase for the 2016 academic year and the restriction of an 8% maximum fee to students with a family income of above R600 000 per annum in 2017. The extent of reliance on tuition fees differs widely between the universities. In 2015 Rhodes University was the second most-dependent university on tuition fees in South Africa⁵.

In spite of the above challenges facing the higher education sector, the government of South Africa in the current national development plan (NDP-2030) set out aspiring development targets for the university sector by 2030, including increasing headcount enrolment from the current 1 million students to over 1.6 million, increasing annual graduation rates to more than 25%, and increasing participation rates for university enrolment to more than 30%, amongst other targets⁶.

Rhodes University is committed to contributing to the human capacity development aspirations of government through a number of strategies. These focus on transforming the institution and increasing access.

3.2 Rhodes University's Strengths and Challenges

The following institutional strengths are highlighted as advantages that can be leveraged in the pursuit of the goals and objectives that follow. So are key institutional challenges that must be addressed in advancing the intellectual, social, environmental, and economic challenges of the local, national, African and international contexts within which the university operates. These are not the only strengths enjoyed by the institution, nor the only challenges that the university is faced with. The ones listed here are chosen as strategic attributes upon which to build the Institutional Development Plan. Many others will be taken into account in the operational plans that all areas of the university will be called upon to make in response to the institutional development plan.



**OPPORTUNITY IS MISSED
BY MOST PEOPLE
BECAUSE IT IS DRESSED
IN OVERALLS AND
LOOKS LIKE WORK.
– Thomas Edison**

⁵ Lester M (2017). Student Fees Working Group Presentation at Rhodes University Transformation Summit, July 2017.

NOTABLE STRENGTHS (+)

- A highly reputable academic brand, earned over time through unique formative degrees based on intellectual disciplines.
- High student success rates in relation to the sector.
- High research outputs in relation to the institutional size.
- Leading community engagement programme embedded within the mainstream research, teaching and learning endeavours of the institution.
- A uniquely holistic, wholesome and engaged student experience that is designed to develop accomplished and responsible citizens.
- A learning space characterized by a high degree of access to scholar-teachers, quality facilities, and knowledge resources.
- A single open campus defined by heritage buildings
- A quality residence system.
- A respected and influential international alumni network.

WEAKNESS & CHALLENGES (-)

- Limited financial resources, characterised by the lack of financial economy of scale of a small university.
- Changes in the socio-economic profile of the student body.
- Slow demographic transformation in the academic staff cohort and senior leadership in relation to the rapid demographic transformation of the student body.
- Liability for maintenance of ageing infrastructure.
- Impact of a compromised local government infrastructure and governance.
- Many of RU's business processes have become obsolete and unfit for purpose.

ANALYSIS SUMMARY

In developing our strategic goals and objectives, due consideration is given to strategies that will enable us to defend and build upon our areas of strength and address areas of weakness. Rhodes University strategic goals, objectives and indicators of success are presented in sections 4 and 5.

Table 2: Strengths and Challenges

4. RHODES UNIVERSITY STRATEGIC PROPOSITIONS & GOALS

4.1 Rhodes University Unique Strategic Academic Proposition

Rhodes University is the only research-intensive university in South Africa located outside a major urban area. Moreover, the University is located in a city experiencing high levels of poverty and unemployment. This unique characteristic has significant implications for the way its mandate as a research intensive institution is being fulfilled, and will continue to be fulfilled in the future.

This unique characteristic of Rhodes University is played out in the nexus between research, teaching and community engagement. In relation to the research-teaching nexus, students enjoy the opportunity of being taught by research active academics – that is, by academics who publish at the forefront of their disciplines and who, by doing this, contribute to the building of the disciplines themselves. The fact that staff members are research active also offers opportunities for cutting edge research to be incorporated into undergraduate teaching and postgraduate supervision. Furthermore, Rhodes University contributes enormously to research on teaching and learning and its academics draw on research to inform their pedagogical practice.

²The World Bank. (2018, April 3). Country Overview: South Africa. Retrieved from <http://www.worldbank.org/en/country/southafrica/overview>

³Statistics South Africa (2016). Financial statistics of higher education institutions, 2015. Pretoria: Stats SA.

⁴Council on Higher Education (2013). A proposal for undergraduate curriculum reform in South Africa: The case for a flexible curriculum structure. Pretoria: Council on Higher Education

The Community Engagement-Teaching nexus is evident in the number of courses incorporating service learning in the formal curriculum, and in volunteerism, which increasingly forms part of a student's learning experience at Rhodes University. All community engagement initiatives are informed by theory and an increasing amount of research contributing to the scholarship of engagement is being produced.

Thanks to the ability to draw on its identity as a research-intensive institution in relation to its location, Rhodes University offers a unique value proposition to current and prospective students and staff, and to communities at local, national and global levels. These are all underpinned by the principles of sustainability, transformation, local relevance and global impact.





KNOWLEDGE MUST COME
THROUGH ACTION; YOU CAN
HAVE NO TEST WHICH IS NOT
FANCIFUL, SAVE BY TRIAL.

– Sophocles (496 BC - 406 BC)

4.2 Strategic Goals

Seven strategic goals have been identified to drive the development imperatives of Rhodes University over the next five years. These goals are crafted with impetus from our vision and mission, our unique academic proposition and the principles of sustainability, transformation, local relevance and global impact. The goals are listed in Table 3. Section 5 outlines respective objectives and associated measurable indications of success for each goal.

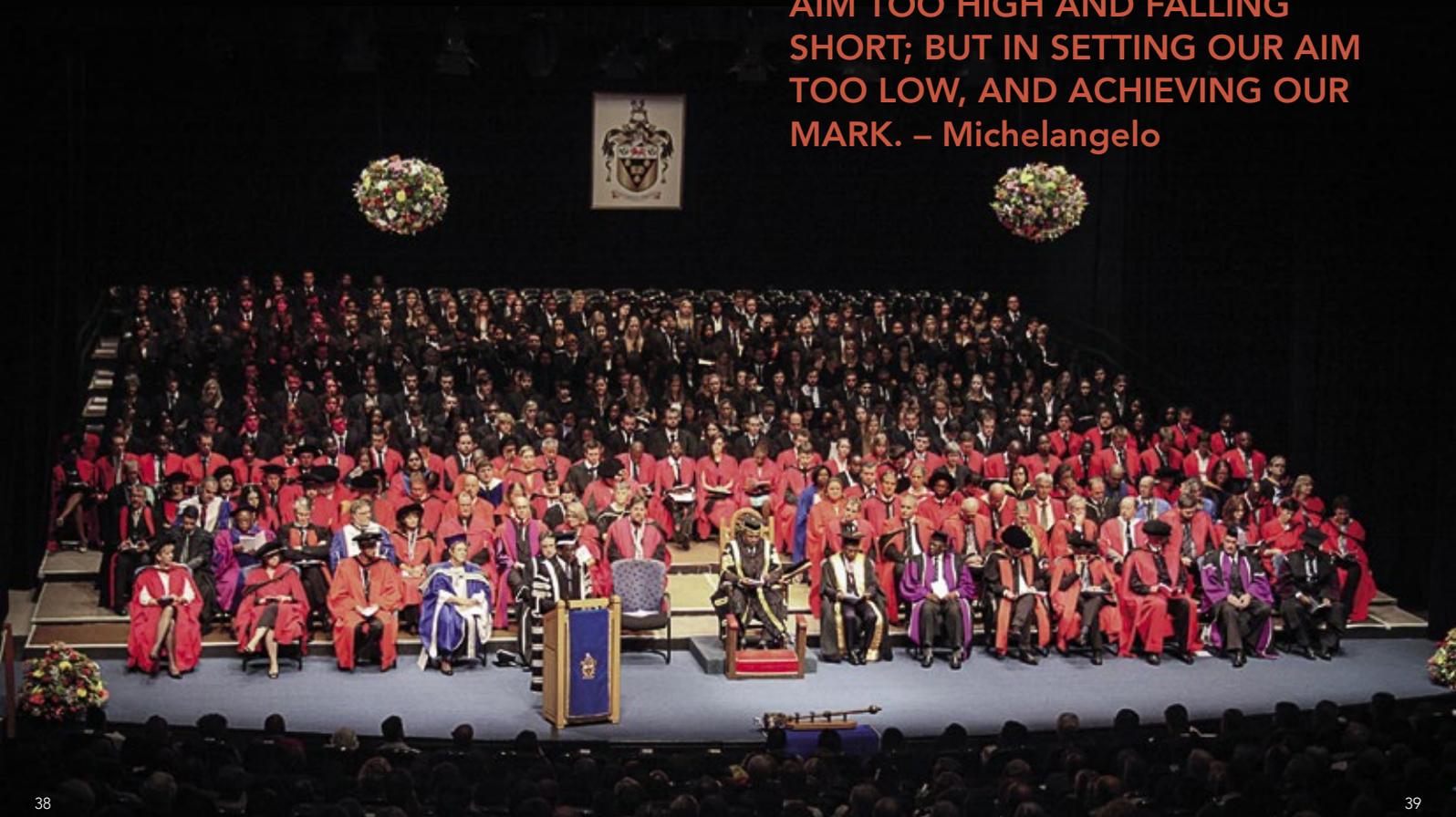
The goals and objectives contained within this document do not address every area of the university, nor every advantage, challenge or need across the institution. They are chosen as overall institutional goals and measurable objectives through which we will be able to track our progress in a long-term strategic direction, gearing off our existing strengths, and addressing a selected set of critical challenges. They represent a high-level institutional dash board, which carries with it a multitude of important actions, universal values, and focused aspirations, for which more detailed operational plans are necessary.

RHODES UNIVERSITY STRATEGIC GOALS

GOAL 1	Maintain and strengthen our general formative degree offering and the research-teaching- community engagement nexus which enable our students to access powerful knowledge.
GOAL 2	Enable access to Rhodes University by all academically qualifying students and provide them with conditions which enable all students to flourish and which promote their holistic development as critical citizens.
GOAL 3	Maintain and strengthen our unique institutional niche as a research-intensive university outside a major urban area.
GOAL 4	Ensure financial and environmental sustainability practices at Rhodes University through good governance, leadership and management.
GOAL 5	Attract, nurture and retain staff of high calibre and maintain an inclusive, welcoming, affirming and positive institutional environment.
GOAL 6	Provide relevant/appropriate academic infrastructure, equipment and facilities to support our academic project.
GOAL 7	Promote Rhodes University as an institution for public good in local, provincial, national and international contexts.

Table 3: Strategic Goals

THE GREATER DANGER FOR MOST OF US LIES NOT IN SETTING OUR AIM TOO HIGH AND FALLING SHORT; BUT IN SETTING OUR AIM TOO LOW, AND ACHIEVING OUR MARK. – Michelangelo



5. STRATEGIC OBJECTIVES & INDICATORS OF SUCCESS

GOAL 1

Maintain and strengthen our general formative degree offering and the research-teaching-community engagement nexus which enable our students to access powerful knowledge.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
1.1 Ensure accreditation and recognition of all academic offerings/programmes of Rhodes University by respective national, professional and international authorities.	Percentage of programmes with full accreditation of statutory authorities.	100%	100%	100%	100%	100%	100%	DVC: A & SA
1.2 Draw on research-led approaches to curriculum design, teaching and assessment.	Percentage of academic programmes/offerings with internally reviewed curricula		60%	70%	80%	90%	100%	DVC: A & SA
1.3 Provide opportunities for students to participate in theorised initiatives falling along the spectrum of Community Engagement.	Number of service learning options/programmes available to students for engaged learning.	79%	79%	80%	81%	82%	83%	Director: CE
1.4 Strengthen and enhance flexibility in the curriculum and our unique approach to dual major degree.	Percentage of graduates completing with majors across two or more faculties/study areas at undergraduate level.	24%	24%	25%	26%	27%	28%	DVC: A & SA
1.5 Provide wider reach of our general formative degrees/programmes through e-learning and blended modes of delivery.	On-going progress reports on development of e-learning at faculties(1 annual report per faculty).		6	6	6	6	6	Deans

Table 4: Objectives and KPIs for Goal 1

GOAL 2

Enable access to Rhodes University by all academically qualifying students and provide them with conditions which enable all students to flourish and which promote their holistic development as critical citizens.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
2.1 Promote diversified student body.	Student demographic diversity index.	0.53	0.52	0.52	0.51	0.51	0	Registrar
	Annual assessment report on marketing/ recruitment strategy targeted at student diversity (1 from registrar, 1 from Director: CA)		2	2	2	2	2	Registrar & Director CA
2.2 Strengthen ability to provide quality counselling and academic advice to students.	Percentage of students seeking academic advice assisted.		100%	100%	100%	100%	100%	Deans
	Percentage of students seeking counselling assisted.		100%	100%	100%	100%	100%	Director: SA
2.3 Promote a sexually responsible citizenry and safe community within Rhodes University.	Number of programmes/ intervention/events promoting sexually responsible citizenship.		10	10	10	10	10	Director: SA
	Number of reported incidences of breach of students'/staff safety within the campus.		0	0	0	0	0	Executive Director: IOF
2.4 Increase access to RU for learners from local schools by providing academic support programmes in local schools.	Number of students at Rhodes University from local schools.	100	90	110	120	140	160	Dean Education & Director: CE
2.5 Provide enriched student experiences for all students of Rhodes University	Students' perception of overall student experiences (1 -10).		7/10	7/10	7/10	7/10	7/10	Director: SA
	Number of recreational and sporting events organized by the University.		10	10	10	10	10	Director: SA
2.6 Improve the level of student funding to academically qualifying students.	Percentage increase in available student bursaries/funding.		5%	7%	9%	11%	13%	Director: CA

Table 5: Objectives and KPIs for Goal 2

GOAL 3

Maintain and strengthen our unique institutional niche as a research-intensive university outside a major urban area.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
3.1 Maintain the reputation of Rhodes University as a research intensive University by production of knowledge of high impact.	Total Research output units (Weighted).	989	1064	1135	1204	1276	1352	DVC: R&D
3.2. Increase the number of postgraduate students	Number of annual Masters' and PhD graduates.	257	266	330	360	390	410	Deans
3.3 Improve qualification of academic staff	Percentage of academic staff with PhD degrees.	55	56	59	60	62	63	Deans
3.4 Sustain and grow our post-doctoral fellowship opportunities and other research capacity development opportunities at Rhodes University.	Number of post-doctoral fellows.	60	60	65	70	75	80	DVC: R&D & Director: Research
	Number of staff participating in research capacity development initiatives.	80	85	95	105	115	125	Director: Research
3.5 Intensify fund-raising for research.	Percentage increase in level of research funding.		5%	7%	9%	11%	12%	Director: Research

Table 6: Objectives and KPIs for Goal 3

GOAL 4 Ensure financial and environmental sustainability practices at Rhodes University through good governance, leadership and management.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
4.1 Ensure sufficient levels of financial resources for the institution.	Ratio of Expendable net assets to annual Operating costs (primary reserve ratio).	0.02	0.03	0.07	0.08	0.09	0.11	Director: Finance
4.2 Grow and leverage the contribution of third stream income.	Rand amount of third-stream income (Rm).	–	19	20	21	22	23	Director: CA
	Creation of a Strategic Endowment fund (Rm) measured as % of subsidy income.	–	1.5%	1.5%	1.5%	1.5%	1.5%	Executive Director: IOF
4.3 Ensure sufficient investment in physical assets.	Facilities management expenses as % of total income (facilities maintenance ratio which EXCLUDES backlog maintenance, protection services, municipal services and grounds & gardens services).	4.7%	4.9%	6%	7%	8%	9%	Executive Director: IOF
	Outstanding maintenance costs as % of net expendable assets (deferred maintenance ratio).	179.5%	168.7%	152.8%	136.4%	–	–	Executive Director: IOF
	Creation of long-term capital plan (Yes=1 No= 0).		1	1	1	1	1	Executive Director: IOF

Table 7: Objectives and KPIs for Goal 4

GOAL 4 Ensure financial and environmental sustainability practices at Rhodes University through good governance, leadership and management.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
4.4 Ensure high levels of management, governance and fiduciary oversight.	Number of major audit findings.	0	0	0	0	0	0	Director: Finance
	Average percentage attendance of SENATE, Institutional Forum and Council meetings.	47%	80%	80%	80%	80%	80%	Registrar
	Creation of a financial management policy (Yes=1 No= 0).	0	1	1	1	1	1	Director: Finance
	Development of IDP & APP (Yes=1 No= 0).	0.5	1	1	1	1	1	Director: IPU
	Prepare mid-year and Annual Monitoring Reports (Yes=1 No= 0).	1	1	1	1	1	1	Director: IPU
4.5 Enhance implementation of environmental sustainability policy and practices.	Electricity usage per enrolled student (kWh/student).	176,9	176,8	176,7	176,6	176,5	176,4	Executive Director: IOF
	Water usage per enrolled student (kl/student).	26,6	26,5	26,4	26,3	26,2	26,1	Executive Director: IOF
	Percentage reduction in volume of hard-paper printing particularly at secretariat (% reduction w.r.t 2017).		5%	7%	9%	11%	12%	Registrar

Table 7: Objectives and KPIs for Goal 4

GOAL 5

Attract, nurture and retain staff of high calibre and maintain an inclusive, welcoming, affirming and positive institutional environment.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
5.1 Ensure recruitment of suitably qualified and experienced I/R & support staff of top calibre.	Percentage of staff recruited with matching qualifications and competencies as prescribed for position of appointment.	100%	100%	100%	100%	100%	100%	Director: HR
5.2 Continue to strive for diversity within staff establishment of Rhodes University especially at senior academic levels.	Percentage of black permanent I/R staff.	32.6%	33%	34%	35%	36%	37%	Director: HR
	Percentage of black women permanent I/R staff at associate professor/professor levels.	7%	7%	7.5%	8%	8.5%	9%	Director: HR
	Demographic diversity index of all staff of Rhodes University.	0.61	0.60	0.60	0.59	0.59	0.58	Director: HR
5.3 Work towards all categories of staff remuneration being competitive within the sector.	Average salary of staff of RU benchmarked against sector average (Percentile).		50th	50th	50th	50th	50th	Executive Director: IOF and Director: HR
5.4 Provide targeted intervention towards appointment of Previously Disadvantaged Individuals/ under-represented groups particularly in administrative leadership positions.	Percentage of black permanent support and administrative staff at grade 14 and above.	51%	51%	51.5%	52%	53%	54%	Director: HR
	Percentage of black women permanent support and administrative staff at grade 14 and above.	28%	28%	28.5%	29%	29.5%	30%	Director: HR

Table 8: Objectives and KPIs for Goal 5

GOAL 5

Attract, nurture and retain staff of high calibre and maintain an inclusive, welcoming, affirming and positive institutional environment.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
5.5 Drive transformation by identification of socially unjust systematic patterns and recommend/implement remediation through the transformation plan.	Institutional transformation plan adopted and annual reports produced. (0=N0, 1= YES).		1	1	1	1	1	Director: Equity & Institutional Culture
	Number of events/projects targeted at promoting transformation.	10	10	10	10	10	10	Director: Equity & Institutional Culture
5.6 Promote Internationalisation at home & cultural diversity.	Number of events/projects promoting an understanding and appreciation of cultural diversity across all the University stakeholders.		10	10	10	10	10	Director: International- isation

Table 8: Objectives and KPIs for Goal 5

GOAL 6 To provide the relevant/appropriate academic infrastructure, equipment and facilities to support our academic project.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
6.1 Provide and maintain appropriate teaching & research spaces for our academic project.	Overall student satisfaction (score) on residential classroom and laboratory spaces.		7/10	7/10	7/10	7/10	7/10	Executive director: IOF
6.2 Provide and maintain appropriate laboratory equipment and learning facilities.	Budget for purchase of new and maintenance of existing laboratory equipment and learning facilities (R'000).	0	0	500	600	700	800	Executive director: IOF
6.3 Provide world-class library services to staff, students and community.	Total annual user log data on library use.	550 252	556 488	560 000	563 000	566 000	570 000	Director: Library
	General user satisfaction (score) on library services.		7/10	7/10	7/10	7/10	7/10	
6.4 Provide world-class ICT services in support of the academic project.	Percentage of residence & rest of campus with full Wi-Fi coverage.	80%	80%	80%	100%	100%	100%	Director: ITS
	General user satisfaction (score) on ICT services.		7/10	7/10	7/10	7/10	7/10	
6.5 Provide and maintain decent residential accommodation.	Residential bed-spaces available to students as % of UG headcount.		60%	60%	60%	60%	60%	Executive director: IOF
	Overall student satisfaction (score) on residential accommodation.		7/10	7/10	7/10	7/10	7/10	

Table 9: Objectives and KPIs for Goal 6

GOAL 6 To provide the relevant/appropriate academic infrastructure, equipment and facilities to support our academic project.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
6.6 Provide advisory Oppidan/off-campus accommodation information to our students.	Oppidan/off-campus accommodation advisory list provided (YES =1/NO = 0).		0	1	1	1	1	Executive director: IOF
6.7 Provide/maintain clean & safe campus environment.	Compliance level with occupational health and safety standards.		100%	100%	100%	100%	100%	Executive director: IOF
	Student satisfaction (score) on campus aesthetics, cleanliness and safety.		7/10	7/10	7/10	7/10	7/10	

Table 9: Objectives and KPIs for Goal 6

GOAL 7

To Promote Rhodes University as an institution for public good in the local, provincial, national and international contexts.

OBJECTIVES	PERFORMANCE INDICATORS	2017 BASELINE	ANNUAL TARGETS					RESPONSIBLE
			2018	2019	2020	2021	2022	
7.1 Establish local government collaboration with Makana Municipality and strategic business partnerships that address Grahamstown challenges.	Number of strategic and active partnerships formed to address the challenges of Grahamstown.		2	2	2	2	2	VC
	Number of collaborative projects with Makana municipality.		3	3	3	3	3	Executive Director: IOF
7.2 Promote, establish and co-manage community development partnerships with local NGOs/Public Institutions/ Private Organizations.	Percentage of partnerships with co-management & participatory involvement of community members.		60%	65%	70%	75%	80%	Director: Community Engagement
	Number of community users of the Rhodes University Library.	90	92	100	100	100	100	Director: Library
7.3 Identify new and strengthen existing academic collaborations and partnerships with the regional Universities for the development and advancement of the Eastern Cape.	Number of partnerships with other universities in the province.		3	3	3	3	3	VC
	Number of targeted research projects for development of the Eastern Cape.	5	5	6	7	8	10	DVC: R&D
7.4 Identify new and strengthen existing national and international research, teaching and learning partnerships.	Number of teaching and learning partnerships at national and international levels.		5	5	5	5	5	DVC : A&SA
	Number of research partnerships at national and international levels.	20	20	25	30	35	40	DVC: R&D

Table 10: Objectives and KPIs for Goal 7

PLANNING IS BRINGING THE
FUTURE INTO THE PRESENT SO
THAT YOU CAN DO SOMETHING
ABOUT IT NOW.

– Alan Lakein



6. FINANCIAL PLAN

Finance is an important enabler for attainment of strategic goals of Rhodes University. An institutional viability plan established and approved by Council is founded upon a three-year financial viability plan which lays the foundation for institutional sustainability, including financial sustainability, into the future. Table 11 provides a summary of a five-year projection of Rhodes University's revenue and expenditure. The forecast is based on certain assumptions grounded on current funding frameworks, which are subject to variation over time. The forecast also comprises planned expenditure on capital-intensive aspects of the goals of this IDP such as infrastructural backlog maintenance.

FINANCIAL PLAN

REVENUE/EXPENDITURE ITEM	BASELINE 2017	FORECAST				
		2018	2019	2020	2021	2022
REVENUE (A):	810 844	912 322	992 281	1 077 653	1 155 360	1 244 043
State subsidy	387 409	450 396	470 595	507 601	532 174	562 452
Tuition & residence fees	378 728	416 330	475 563	522 544	574 186	630 981
Interest income	11 288	10 795	10 000	10 000	10 000	10 000
Fundraising	5 000	12 061	12 767	13 544	14 398	15 338
Rendering of services	25 000	21 740	22 356	22 964	23 602	24 272
Sundry Income	3 419	1 000	1 000	1 000	1 000	1 000
EXPENDITURE (B):	788 987	887 480	960 396	1 041 439	1 113 171	1 187 865
Personnel costs	524 667	570 495	610 430	653 160	698 881	747 803
Operational expenditure	219 165	263 110	278 999	293 726	309 238	325 174
Maintenance, including backlog maintenance	45 155	53 875	70 967	94 554	105 052	114 889
Loan repayments	0	0	0	0	0	0
Interest expense	0	0	0	0	0	0
NET INCREASE/(DECREASE) IN CASH (A-B)	21 857	24 842	31 885	36 214	42 189	56 179
TRANSFERS TO: (C)	21 857	24 842	31 885	36 214	42 189	56 179
Strategic endowment fund/projects	0	6 620	7 059	7 614	7 983	8 437
Council directed reserves	21 857	18 222	24 826	28 600	34 207	47 742
NET FUNDS FROM OPERATIONS, for the year	0	0	0	0	0	0

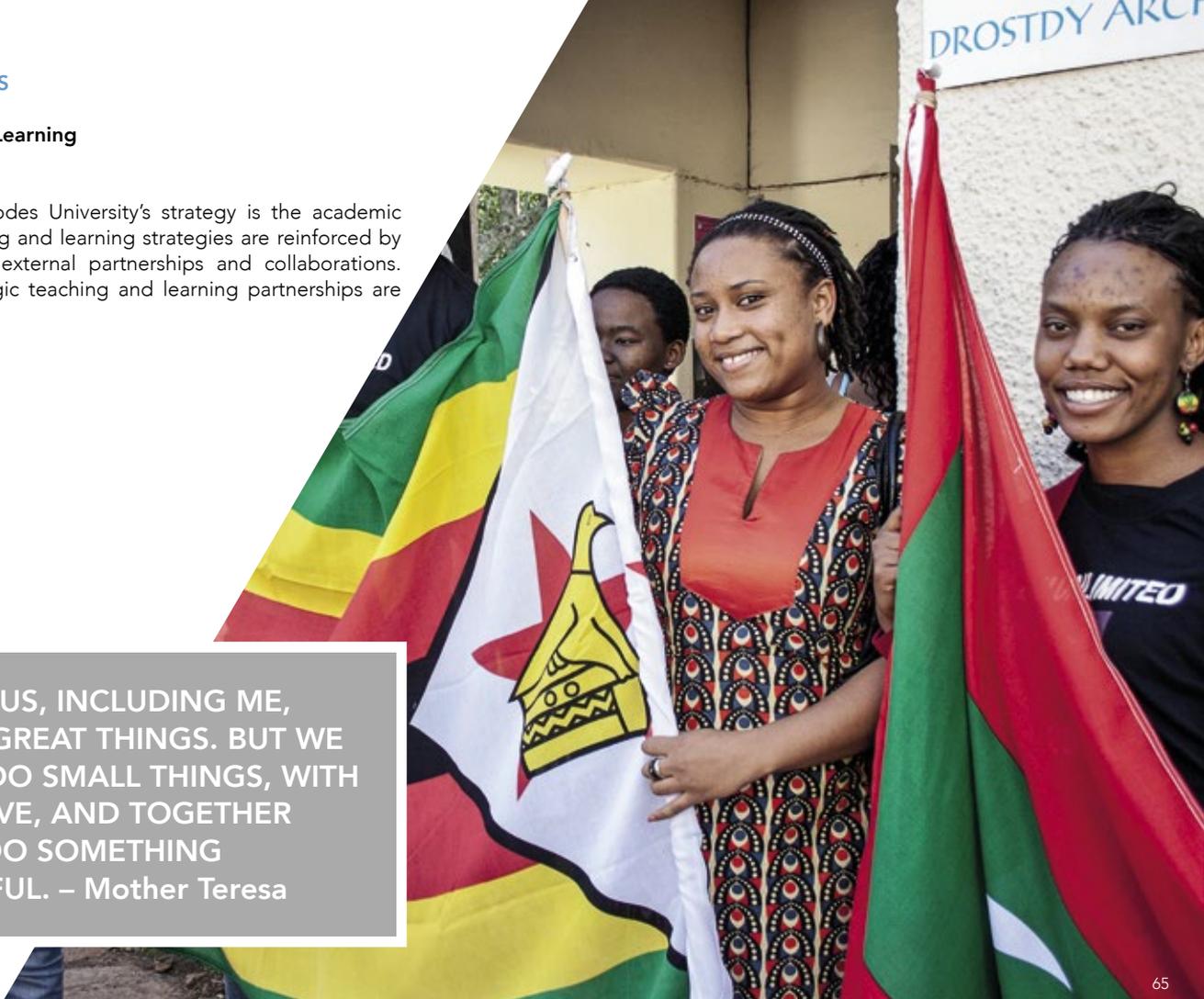
Table 11: Financial Overview & Projection

7. PARTNERSHIPS

7.1 Teaching and Learning Partnerships

At the heart of Rhodes University's strategy is the academic project. Our teaching and learning strategies are reinforced by mutually beneficial external partnerships and collaborations. Some of our strategic teaching and learning partnerships are listed in Table 12.

NONE OF US, INCLUDING ME,
EVER DO GREAT THINGS. BUT WE
CAN ALL DO SMALL THINGS, WITH
GREAT LOVE, AND TOGETHER
WE CAN DO SOMETHING
WONDERFUL. – Mother Teresa



TEACHING AND LEARNING PARTNERSHIPS

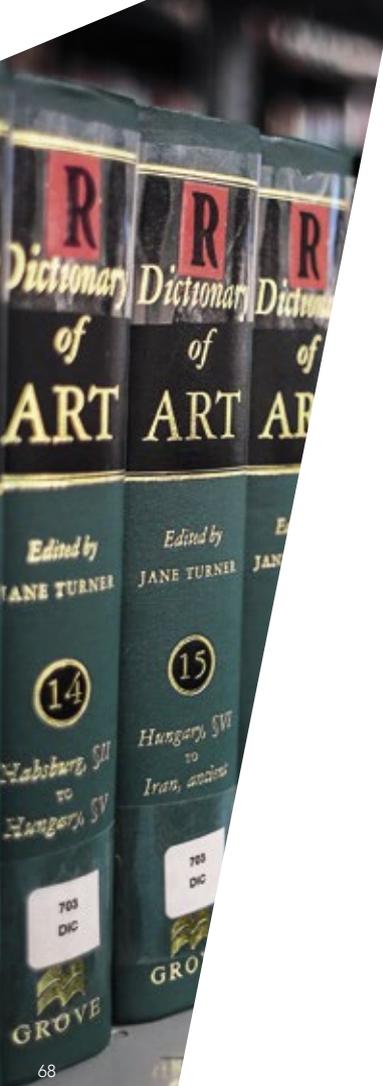
PROJECT TITLE	PARTNERS/FUNDERS	AIM
Pathways to the Public Good.	Economic and Social Research Council (ESRC).	To track the student experience from registration through to postgraduate study and career for research-led teaching and learning.
Enhancing Postgraduate Environments.	Six South African and six European universities. European Union Erasmus funded.	To develop and disseminate Creative Commons licensed online materials for postgraduate scholars and supervisors.
Short Courses and workshops for academic staff.	On-going with various higher education institutions in South Africa.	To develop various aspects of teaching and learning at many HEIs in South Africa.
Developing sustainable models of academic induction.	Ten HEIs in SA under the auspices of Higher Education Learning and Teaching Association of Southern Africa (HELTASA).	To establish institutionally appropriate induction programmes for academic staff at institutions thereby introducing academics into their roles as university teachers.

Table 12: Strategic Teaching & Learning Partnerships

Over the next four years, the Centre for Higher Education Research, Teaching & Learning (CHERTL) will lead, on behalf of HELTASA's Professional Development Special Interest Group, two cross-institutional collaborative research projects. The first is a symposium on postgraduate diplomas in higher education and a series of publications on various aspects of PG Dip programmes. The second is the development of open educational resources for academic developers on a range of topics of current interest to the field. The projects will enhance the knowledge of the professional development community about important aspects of the field. They will also grow the capacity of the community

to engage in different kinds of writing projects across a range of publication genres.

These and many more partnerships and collaborations are envisaged to promote our philosophy of drawing on research-led approaches to curriculum design, teaching and assessment for improved academic outcomes at our University as well as other universities in the sector.



7.2 Research Partnerships

Research partnerships bring much needed funding, enabling the expansion of research at RU and, depending on the nature of the research, in many instances necessary additional expertise and researchers into research projects.

Our two largest research partnerships are with the National Research Foundation (NRF) and the Andrew W. Mellon Foundation. The NRF funds all disciplines and a wide range of instruments such as the SARCHI research chairs, individual Incentive Funding for rated researchers, and the Thuthuka Programme for developing researchers. The NRF also funds bilateral research partnerships with a range of countries and grants dedicated to focused areas of research, including many other NRF initiatives. NRF funding averages R50 to R60 million per annum. The Andrew W. Mellon Foundation (U.S.A) provides support only for the Humanities disciplines. This

has averaged R80 million per three-year cycle.

Ongoing long-term research partnerships exist with the Water Research Commission (WRC) and the Medical Research Council (MRC). Our Research Development Grant (RDG) of 2014 to 2017 is earmarked for research funding from DHET. This continues in 2018 to 2021 with the new University Capacity Development Programme (UCDP). Research partnerships also exist with the Department of Science and Technology, the Department of Health, the Department of Arts and Culture, the Department of Agriculture and Land Reform, the Department of Environmental Affairs, Department of Water & Sanitation, and the National Institute for Occupational Health (NIOH).

Rhodes University also has partnerships with the Human Sciences Research Council (HSRC), the National Institute for the Humanities and Social Sciences (NHSS), the World Health Organisation, the Open Society Foundation, the Charles Stewart Mott Foundation, the British Council, USAID, the Bill & Melinda Gates Foundation, the FirstRand Foundation, the United Nations Development Programme, Grain South Africa, Nedbank Green Trust and ActionAid, amongst many others.

Research projects, programmes and collaborations exist with local and international universities, such as the University of Cape Town, Stellenbosch University, Nelson Mandela University, University of Western Cape, University of Fort Hare, University of Witwatersrand, amongst many other South African higher education institutions. In the international sphere, Rhodes has mutually beneficial partnerships with international Universities. Notable amongst these are Leeds University, UPPSALA University, York University, Cambridge, Guangzhou University, Oregon State University and many more.

7.3 Community Engagement Partnerships

Rhodes University – reimagining and building our future through engaged partnerships

The University is a key stakeholder in society and exists for the public good. Partnerships enable us to express our values and realise this strategic purpose. It is also through partnerships that we can acknowledge our location as a place of knowledge in a remote town stricken by poverty and other social ills.

We seek to establish mutually beneficial partnerships which are reciprocal and which tackle issues of local and national relevance. We respect the knowledge contributed by communities to the knowledge production processes. We work hard to make these processes participatory and democratic. We are also cognizant of the benefits to our students' own learning and growth which derive from partnerships. Community partnerships are established for various purposes but always with a common objective and based on justice, equality, mutual respect, shared responsibilities and sustainable outcomes.

Community Engagement contributes to community development by establishing partnerships as follows:

Student citizenship programmes (volunteerism) and service learning: Rhodes University prides itself on producing independently minded and social progressive students who are critically engaged with the world and their place in society. Key to the development of these qualities is engagement in the broader community through volunteerism and service learning programmes. The university has signed MOUs with 78 local community organisations which create opportunities for student learning while working together to achieve their annual strategic

goals. An example of this is the Vice-Chancellors education initiative, a citywide intervention working with all education stakeholders to revive public schooling and ensure a better quality education for all children in Grahamstown.

Engaged research: Academic departments have established partnerships locally, provincially and nationally to tackle intractable societal problems using engaged and participatory methodologies. These allow for the co-creation of knowledge and solutions. They also support the emergence of local leadership.

Partnerships with Government: Rhodes has established partnerships with local government to improve service delivery and future planning for water, sanitation, electricity reticulation, training for public servants, and exploring fresh produce supply projects with the Local Economic Development office. There are also partnerships to enhance service in clinics and at the Fort England Psychiatric Hospital.



8. RISK REGISTER

The top risk factors that may affect the realisation of the Rhodes University's key performance indicators are listed in Table 13.

RISK REGISTER

NO	CATEGORY	DESCRIPTION	IMPACT IF NOT MITIGATED	PR	SCALE	IMPACT	MITIGATION STRATEGIES
1	Financial	Insufficient income from tuition and residence fees to cover operational and lifecycle costs.	Inability to meet safety standards, maintain fixed assets, increasing bad debt.	3	3	9	Plan to meet the revised enrolment targets being developed; revision of student fee options under way; financial viability plan approved by Council; enhanced and comprehensive debt collection plan being implemented.
2	Infrastructure	Poor state of many of the campus buildings as per the CSIR campus infrastructure condition assessment.	Academic project at risk, and in certain instances, a risk to health and safety of users of the particular buildings.	3	3	9	Need for adequate levels of budget allocation; urgent items have been identified, prioritised and scoped, and are receiving attention as budget becomes available - budget allocation increase factored into sustainability plan. High-level 5-tier maintenance budget model has been established.
3	I&TS Staffing	Inability to attract and retain IT staff.	Decline of campus IT capacity and support – both infrastructural and levels of service provision.	3	3	9	Strategy and plan to be developed.

Table 13: Risk Register

RISK REGISTER

NO	CATEGORY	DESCRIPTION	IMPACT IF NOT MITIGATED	PR	SCALE	IMPACT	MITIGATION STRATEGIES
4	Financial	Insufficient cashflow during Jan to Mar period prior to payment of 1st subsidy payment due to recent MIP/ registration concessions.	Inability to pay salaries/wages, inability to pay creditors.	2	3	6	Overdraft facility from bankers (R100 million) approved. Financial viability and sustainability plans approved by Council. Academic size and shape plan currently being developed to operationalise the financial viability plans.
5	Financial	Very low (non-existent) level of financial reserves.	Threatens "going concern" status of RU; inability to co-fund for example DHET infrastructure funding grants.	3	2	6	Addressed in the viability and sustainability plan.
6	Infrastructure	Poor state of campus electrical reticulation system and fire safety infrastructure.	Power outages of varying degrees - worst case is total campus blackout.	2	3	6	Program established to address electrical certificates of compliance and reticulation upgrades over 5 years, cost of R20m per annum built into budgets. Gap analysis under way to establish fire safety compliance needs.
7	Municipal services supply	Inability of Makana Municipality to provide basic services (water, electricity, sanitation).	Range from inconvenience to health risks and total campus shutdown.	2	3	6	Ongoing engagement and partnership with Makana Municipality.
8	Business processes and systems	Many of RU's business processes have become obsolete and unfit for purpose, as have the business systems.	Increasing levels of inefficiency and unproductivity; human resource heavy, expensive and bureaucratic administrative support services.	3	2	6	A task team has been established to co-ordinate the process of modernisation across the institution.
9	Procurement	Procurement policy has been adopted, but due to budget constraints the Buying Office cannot be brought to the level of a Procurement Office.	Inability to comply with legislative requirements; adverse audit reports.	2	3	6	Application for additional staff was withdrawn due to budget constraints. "Making do" with existing posts is being explored. Procurement business process and system has been developed and is currently being rolled out across the institution.

RISK REGISTER

NO	CATEGORY	DESCRIPTION	IMPACT IF NOT MITIGATED	PR	SCALE	IMPACT	MITIGATION STRATEGIES
10	Staff remuneration	Inability to attract and retain high calibre academic and professional staff.	Threat to standards.	2	3	6	Strategy and plan to be developed.
11	Campus safety	Having an open (unfenced) campus, Rhodes is vulnerable to security breaches. Recent protest action highlighted vulnerability of the residence system in particular.	Student and staff safety is compromised.	2	2	4	Installation of video monitoring system. Monitoring trends and occurrences.
12	Transformation	Issues of institutional culture (including staff equity) and curriculum transformation require reviewing.	Levels of frustration and anger will increase; possibility of fines if employment equity targets are not met.	2	2	4	Implementation of recommendations of institutional transformation summit are in process.
13	Academic research reputation	RU remains amongst the top research performing institutions in the sector. However, increased opportunities for research misconduct increasingly present themselves, and competitive salaries to retain top quality academic staff remain a concern.	Loss of intellectual reputation, leading to decreased ability to attract the best quality staff and students, and attract research and scholarship funding.	1	3	3	Quality assurance mechanisms are in place (ethical standards processes, higher degrees committees, and peer review of proposals and papers), and a review of the remuneration policy is in progress.
14	Academic teaching reputation	Rhodes University enjoys one of the highest pass and graduation rates of any SA university. However, negligence or misconduct of academic staff poses risks.	Threats to academic reputation.	1	3	3	Assessment policies are in place. CHERTL provides nationally recognized support and training to academics to improve their teaching and assessment capabilities.

Table 13: Risk Register

AUTHORISATION

This Institutional Development Plan (IDP) of Rhodes University is authorised by:



Mr V D Kahla
Chairperson of Council
Date: 14/06/2018



Dr S Mabizela
Vice Chancellor
Date: 14/06/2018

Address Queries to the Director:

Institutional Planning Unit, Dr RC Nnadozie, email: r.nnadozie@ru.ac.za



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