



RHODES UNIVERSITY
Where leaders learn

INSTITUTIONAL DEVELOPMENT PLAN 2023–2028

Umkhombandlela
Transformation, sustainability,
local relevance & global impact

The MeerKat satellite project (pictured) is the precursor to the Square Kilometre Array South Africa project, of which Rhodes University's Professor Jonas is the Chief Technologist (Photo credit: SARAQ)



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Where leaders learn

INSTITUTIONAL DEVELOPMENT PLAN 2023–2028

This Institutional Development Plan collates, consolidates and expresses our choices and decisions and sets out our institutional goals and strategies that will be pursued for their achievement. It is not cast in stone but will remain a flexible and ‘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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|| ACRONYMS

II. ACRONYMS

ACRONYM/TERM	DEFINITION	ACRONYM/TERM	DEFINITION
APP	Annual Performance Plan	Graduation Rate	The number of students who graduated within a year to the number of enrolled students within the same year (including cancellations). (Number of students who graduated in year n / Number of students enrolled in year n) x 100
CE	Community Engagement		
CFO	Chief Financial Officer		
CHERTL	Centre for Higher Education Research, Teaching & Learning		
CPGS	Centre for Postgraduate Studies		
CPI	Consumer Price Index		
DHET	Department of Higher Education and Training		
DVC: A & SA	Deputy Vice-Chancellor: Academic & Student Affairs		
DVC: RISP	Deputy Vice-Chancellor: Research, Innovation & Strategic Partnerships		
FTE	Full Time Equivalent		
		HE	Higher Education
		HEIs	Higher Education Institutions
		HR	Human Resources
		ICT	Information and Communication Technologies
		IDP	Institutional Development Plan
		IEG	Infrastructure & Efficiency Grant Funding
		IRPQP	Institutional Research, Planning, and Quality Promotion

ACRONYM/TERM	DEFINITION	ACRONYM/TERM	DEFINITION
I/R Staff	Instructional/Research Staff (academic staff)	PGDip	Postgraduate Diploma
KPI	Key Performance Indicators	RU	Rhodes University
LMS	Learning Management System	SWOT	Strength, Weakness, Opportunity & Threat
MIS	Management Information System	Success Rate	FTE credited / FTE enrolled (Incl. cancellations) x 100
MTEF	Medium-Term Expenditure Framework	UCDG	University Capacity Development Grant
NA	Not Applicable	UCDP	University Capacity Development Programme
nGAP	New Generation of Academics Programme	UG	Undergraduate
NDP – 2030	National Development Plan (2030)	VC	Vice-Chancellor
NGO	Non-Governmental Organisation		
NPHE	National Plan for Higher Education		
NSFAS	National Student Financial Aid Scheme		
PG	Postgraduate		
PhD	Doctor of Philosophy		





III **CHAIRPERSON** OF
COUNCIL'S FOREWORD

III CHAIRPERSON OF COUNCIL'S FOREWORD

Rhodes University continues to be one of the best-performing public higher education institutions in the country in terms of student experience/success and research and community engagement.

The thematic thrust of Rhodes University's Institutional Development Plan (IDP) is foregrounded by our pursuit of academic excellence and by the constitutional mandate of transformation of 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 the world¹, the African continent² and 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 SWOT analysis allows us to realistically assess our unique context in the sector in terms of strengths, weaknesses, opportunities and threats. In August 2017, Rhodes University organised a transformation summit. The deliberations during the summit also provided organisational learning for strategy development. The outcome of these reflections shaped the generic theme of this IDP: Transformation, Sustainability, Local Relevance & Global Impact. The reflections also informed the selection of Rhodes University's strategic goals and their respective objectives.

Rhodes University continues to be one of the best-performing public higher education institutions in the country in terms of student experience/success and research and community engagement. As we

plan for development in certain areas, the IDP is also about engaging strategies for maintaining our areas of strength. We will continue to uphold our unique strategic proposition in our general formative degree offerings and the research-teaching-community engagement nexus which enables our students to access powerful knowledge. We will strengthen our current flagship programmes which have given rise to highly acclaimed graduates occupying key areas and making an invaluable societal impact in South Africa and beyond.

During the six-year span of this IDP, Rhodes University has targeted a total student headcount increase from about 8 400 actual headcount enrolment in 2021 to about 9 300 students in 2028. The enrolment projection is matched with an expected average student success rate of 82%. 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 2028, the University plans to achieve a total annual research production of 1 320 research units.

The University is committed to the deployment of strategies for the 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's demographic

diversity to reflect that of the country, particularly at middle to senior levels of academic and administrative leadership.

Eight strategic goals have been identified to drive the expected developments at Rhodes University over the next six years in order to advance the academic project. Aligned with the goals are predetermined objectives and measurable performance indicators. 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 IDP.



Mr Gerald H Bloem
Chairperson of Council

1 <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

2 <https://au.int/en/agenda2063/overview>

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IV **VICE-CHANCELLOR'S**
FOREWORD

IV VICE-CHANCELLOR'S FOREWORD

In 2018 we launched our IDP 2018–2022. In it, we clearly articulated our institutional priorities and strategies which would distinguish Rhodes University as an institution that tackled local problems in ways that would command global attention and respect.

Despite the challenges of the past five years, including the severe disruptions due to the COVID-19 pandemic, our University was able to make considerable progress in achieving what it had set out for itself.

The 2018–2022 IDP lapsed at the end of the 2022 academic year. Earlier this year, we initiated the process of refreshing, reviewing and updating it. We ensured that this process would be inclusive, consultative, transparent and institution-wide and would entail a deep reflection on our past and present position and a re-imagining of the future of our University. We drew inspiration from our deep and abiding commitment to providing quality and transformative student experiences, our long and sustained history and reputation of excellence in research and other creative endeavours and our unmatched position as a leading community engaged university. We have made a commitment that our new IDP, *Umkhombandlela* (our compass), which will serve as our compass for the next five years and beyond, should articulate a bold and ambitious vision of how we will continue to advance strategically from our current position of strength and achievement to one of a leading national research-intensive university, which is able to enhance its impactful contribution for the betterment of humanity and sustainable development.

This IDP (*Umkhombandlela*) is framed by three strategic documents: The National Development Plan 2030, the United Nations 2030 Agenda for Sustainable Development and the African Union's Agenda 2063: The Africa we Want. While these documents have always been at the back of all our planning, decision-making and actions, we have decided to foreground them in this IDP (*Umkhombandlela*). Through our teaching, research and community engagement, we will endeavour to realise the objectives outlined in these strategic documents as we pursue our strategic goals for the advancement of our vision, mission and purpose as a distinct and distinctive institution of higher learning at the forefront of knowledge generation, knowledge dissemination and knowledge application. We have embedded five cross-cutting themes that serve as a leitmotif throughout our IDP (*Umkhombandlela*). These are sustainability, quality, impact, equity and transformation, and digital transformation and innovation. These will be important signposts as we implement our IDP (*Umkhombandlela*) going forward.

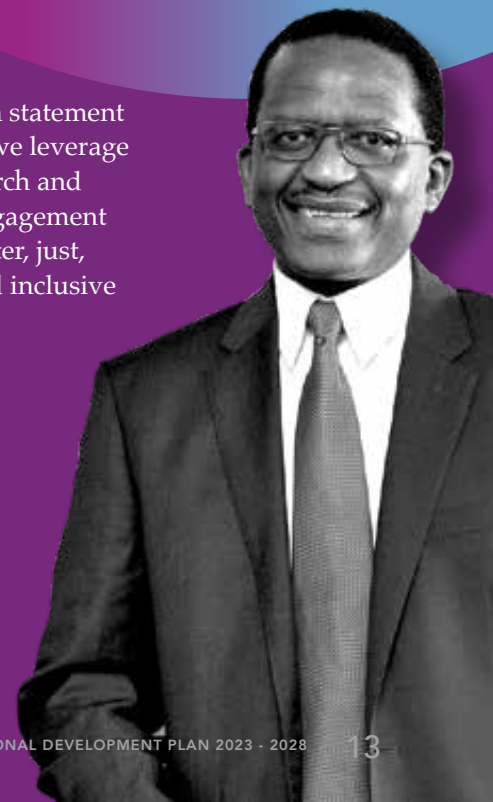
This IDP (*Umkhombandlela*) builds on our collective achievements and experiences while also incorporating the important lessons we have learnt over the past five years, including those that flow from our experience with the COVID-19 pandemic and the ubiquity of

Information and Communication Technologies. The recent experience with the COVID-19 pandemic has underscored the importance and value of harnessing digital technology to support, facilitate and improve student learning and ensuring the business continuity of the University. If anything, it has taught us just how uncertain and unpredictable life can be and that we should educate our students for an uncertain future, an unknown future, an unknowable future, an unpredictable future and a complex future. We must equip them with knowledge and skills to cope with, and thrive in, circumstances of uncertainty and change.

Great lengths have been taken to formulate new vision and mission statements for our University in order to position our University to be simultaneously locally responsive and globally influential and impactful. Our new vision statement demands that we leverage teaching, research and community engagement to inspire a better, just, sustainable and inclusive future for all. We acknowledge and embrace our individual and collective role in, and responsibility for, the advancement of knowledge that is dedicated to the creation of a just, humane, inclusive and sustainable society. We acknowledge and accept our duty and obligation to live, work and study sustainably in order to bequeath future generations a better planet than the one we have inherited from the generations before ours.

One of the distinguishing aspects of our University lies in its rich and distinctive intellectual space which has been built on a strong and sustained research culture and a reputation for quality, impact and excellence. As our University is located in an economically depressed rural community, we have a particular responsibility of discharging

Our new vision statement demands that we leverage teaching, research and community engagement to inspire a better, just, sustainable and inclusive future for all.



our research-intensive mandate in a manner that draws on the nexus of teaching and learning, research and community engagement to make a positive difference in our surrounding community while simultaneously contributing to our accumulated global stock of knowledge. We further commit that this revised and updated version of the Institution's IDP (*Umkhombandlela*) will further strengthen our position as a leading research-intensive university with a strong and growing postgraduate trajectory and ensure that Rhodes University remains a strong, intellectually vibrant, resilient and sustainable institution and a place of opportunity for all.

Going forward, digital technology will assume a more central role in complementing face-to-face teaching and learning. Blended learning will serve as a primary mode of, and approach to, teaching and learning. In this way, learning materials can be uploaded on a digital learning management platform and the classroom space can be re-imagined as a space for small group discussions, debates and working through problem sets. The University will support students and staff to develop appropriate digital literacies and modernise its digital technology and the learning management system to make blended learning a success. It must be acknowledged that blended learning places a significant responsibility on students to exercise agency and take responsibility for their learning. They must be disciplined, have personal and time management skills and be able to take charge of their own learning experience.

In line with our University's vision statement, we value and treasure the engagement, collaboration and partnerships we have with our surrounding Makhanda community and provincial, national and international bodies and institutions. We remain committed to

strengthening and deepening these so that we can indeed create and disseminate locally responsive and globally engaged knowledge for the advancement of a better, inclusive and sustainable future for all. As a University that is committed to the public good, we will endeavour to place our knowledge, skills and competencies at the service and benefit of our society and humankind and we will work with communities to advance positive, inclusive and sustainable change.

As an Institution, with the slogan "where leaders learn," we have ensured that this IDP (*Umkhombandlela*) explicitly places the student experience and academic success at the core of all that we do. Through our teaching, research, community engagement and extra-curricular or co-curricular activities, we are committed to producing outstanding graduates who are curious and innovative, analytical, articulate, resilient, balanced and adaptable; graduates with a lifelong love of learning; graduates who are knowledgeable and skilled; graduates who are critical and democratic citizens and ethical leaders who are committed to the values of human understanding, social justice, human development and service to society; graduates who are committed to human rights and environmental justice; graduates who will not be content with only seeing our society or the world as it is but can imagine a better society and a better world and can work with courage, dedication and conviction for the betterment of our society and the world. More fundamentally, our approach to learning and teaching, research and community engagement will endeavour to nurture our students' curiosity and develop appropriate skills to question accepted wisdom, challenge orthodoxy, contest the status quo and develop well-considered solutions to challenges that face humankind.

We have also committed to providing 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 and holistic development and growth of our students as global citizens who can participate actively in efforts geared towards improving the human condition locally and globally.

Underpinning all our endeavours as a distinct and distinctive institution of higher learning is our unwavering commitment to democratic ideals, academic freedom, rigorous scholarship, public accountability and social responsibility. We are serious about the unfettered pursuit of ideas, the nurturing of imagination and the unleashing of creativity as the *sine qua non* in the advancement of our vision, mission and purpose. To be the best, we must draw to the University the best and brightest and embrace diversity as a wellspring of vitality and excellence.

This IDP (*Umkhombandlela*) is a product of an extensive and all-inclusive institutional engagement and participation of the entire Rhodes University community. It has been carefully crafted to define our path to an exciting and sustainable future. It provides an overarching strategic direction for our University. Individual faculties, divisions, departments and research entities will formulate their own operational plans and implementation strategies to give effect and substance to this IDP (*Umkhombandlela*).

We are immensely grateful to staff, students and alumni who engaged in robust and thoroughgoing discussions and debates that culminated in the formulation of this plan. We call on the University community to lead, drive and support the implementation of this IDP

(*Umkhombandlela*). Working individually and collectively, we can, and must, consolidate our position as a leading research-intensive university that is a place of hope; a place that inspires imagination; a place that nurtures creativity; and a place of opportunity for all.

A handwritten signature in black ink that reads "Amabizela". The signature is written in a cursive, flowing style with a horizontal line crossing through the middle of the letters.

Prof Sizwe Mabizela
Vice-Chancellor





1 **ABOUT THE
UNIVERSITY**

1 ABOUT THE UNIVERSITY

1.1 HISTORY & CONTEXT

The University is also known for excellence in research and for having one of the highest student success and graduation rates for public higher education institutions in the country.

Rhodes University was established in 1903. The University began as a department of St Andrew's College, a private secondary school for White boys. The examining and awarding institution was the University of the Cape of Good Hope established in 1873. By 1903, it was agreed that a fully fledged university should be established in Grahamstown (now Makhanda). The proposed name was Eastern Province University College, "a name that might sit much more comfortably in the minds of many today" (Maylam, 2017: 3 in *Rhodes University, 1904–2016: An Intellectual, Political and Cultural History*", *Institute of Social and Economic Research*). However, Cecil John Rhodes had died the previous year, and the decision to name the proposed institution Rhodes University instead was to offer an opportunity for the committee to approach the Rhodes estate for funding. In July 1904, the University came into being. About 50 students registered in 1904, only four of whom were women. All the students were White; academic, and administrative staff were White, and Black employees undertook manual work.

In 2002, the South African higher education sector underwent a major sizing and shaping exercise in the form of 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 qualifications from traditional universities and universities of technology. Within the traditional universities, a small group, identified as 'research-intensive universities,' were left untouched by the mergers and incorporations of the national plan, largely because they contributed more than 80% of the research output identified as critical to economic growth. Rhodes University was one of this small group, although its East London campus was ceded to the University of Fort Hare as part of the reconfiguration of the higher education landscape.

The University consistently strives to attract staff and students of high calibre. The University is also known for excellence in research and for having 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 University is positioned to contribute significantly to the development of the Eastern Cape Province and the higher education landscape in South Africa.

The University's small size (8 400 students) and rural, small-town location have conferred on the Institution a particular set of advantages and challenges which have shaped its development. These must be considered when planning for the future. Two such are that the majority of student enrolments are from outside of Makhanda, which has resulted in a residential system that has set the standard in the tertiary sector.

The University provides a conducive space for the intellectual activity that has strengthened the Makhanda 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, *Amazwi*: South African Museum of Literature, the Albany History Museum, the Square Kilometre Array initiative, the International Library of African Music, and the Institute for Water Research are among the most successful initiatives initiated and/or incubated at Rhodes University.

Makhanda 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 University and is empowered, in the name of the University, to confer all degrees and award all diplomas and certificates. 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, Innovation and Strategic Partnerships), the Registrar and the Chief Financial Officer.

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 35 academic departments within the six faculties. These provide an extensive range of undergraduate and postgraduate degrees, diplomas and certificates and research interests for students and academics. Each academic department is led by the Head of Department. Rhodes University also has Schools, which are headed by a Head of the School, several research units, institutes and centres.

Rhodes University's administrative and support divisions provide support for the operations of the University and contribute to the attainment of the strategic goals of the University. The administrative and support divisions are: Registrar's Division; Student Affairs; People & Culture; Finance; Library Services; Institutional Research; Planning and Quality Promotion; International Office; Communications and Advancement; Community Engagement; Equity and Institutional Culture; Research & Innovation; Information and Technology Services; Residential Operations; Infrastructure & Facilities; and

Global Engagements. The administrative and support divisions are led by their respective Directors.

Rhodes University's institutional statute is currently being updated and will be finalised in 2024.

Rhodes University, in line with the Higher Education Act 101 (1997 as amended), embraces the principles of good governance and public accountability 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 on a proportional basis.

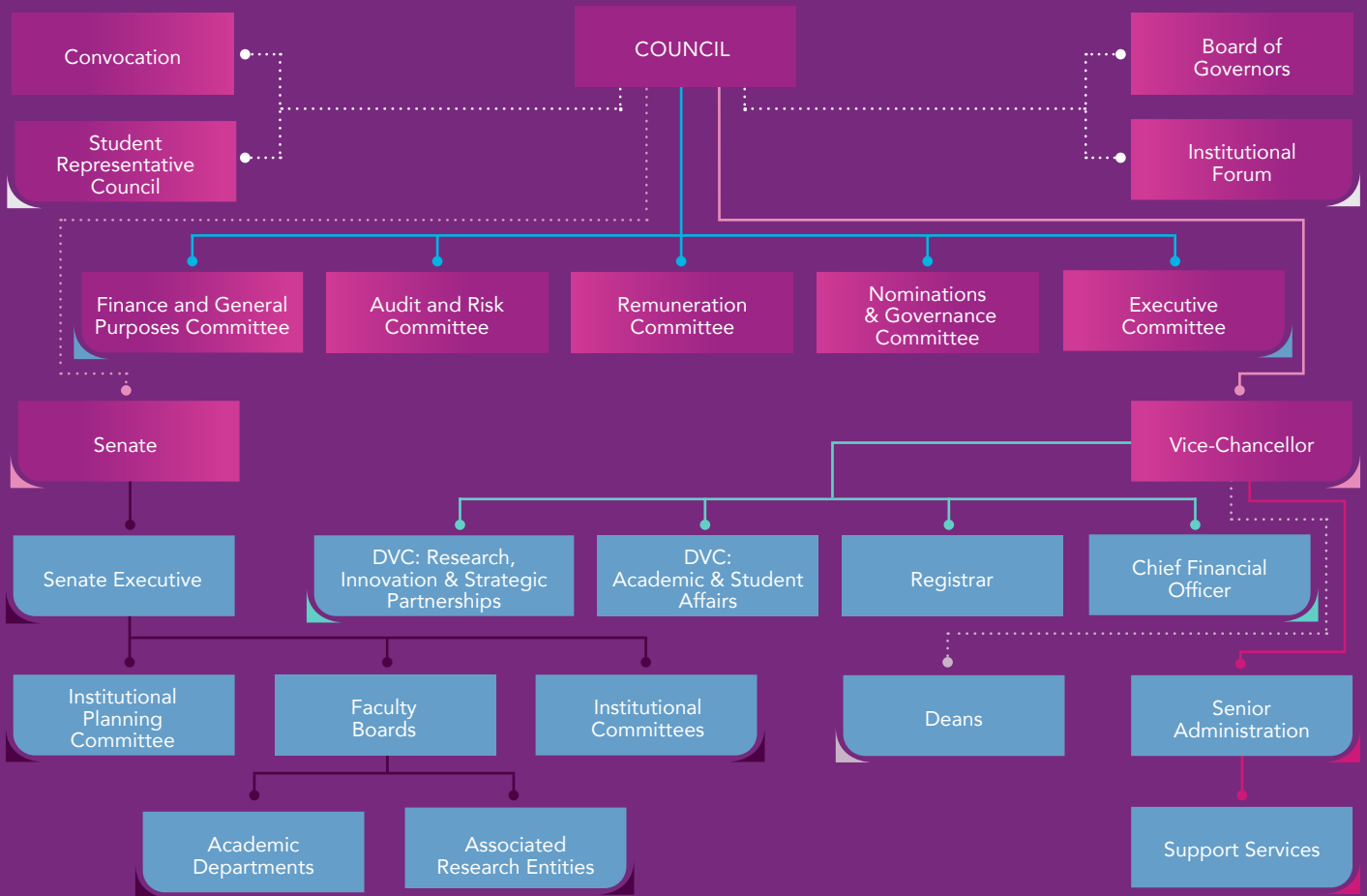


Figure 1: Rhodes University Governance & Management Organogram

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 the Institution attracts and to the academic provision made for them and to the commitment of the Rhodes University staff-to-student development and success. Of our more than 8 400 actual student enrolments, approximately 28% are postgraduates and 14% are international students from 54 countries around the world, making Rhodes University a dynamic and cosmopolitan knowledge institution. With the most favourable academic staff-to-student ratio among South African universities, Rhodes University students are guaranteed easy access to academics and close supervision.

In knowledge production, Rhodes University has consolidated its position as a research-intensive institution since the early 2000s. It consistently ranks in the top three positions in terms of per capita research outputs, that is, the number of publications and postgraduate graduations per the number of permanent academic staff. The University has one of the largest proportions of postgraduate students and has amongst the best postgraduate throughput and graduation rates in the country. There is thus ample evidence of Rhodes University's contribution towards fulfilling the mandate identified for it in the NPHE.

The difficulty of meeting the targets demands the deployment of student recruitment and retention strategies to ensure the sustainability of the University.

Table 1 presents a detailed set of enrolment indicators, access indicators, success indicators, efficiency indicators and research indicators. These indicators include the University's ministerially approved enrolment target in the current enrolment cycle (2020–2025).

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

Table 1: Ministerially Approved Enrolment Targets (2021–2025) Extended to 2028

ENROLMENT KPI ³	2020	2021	2022	2023	2024	2025	2026	2027	2028
A. ACCESS									
Headcount totals	8 714	8 477	8 778	8 956	9 065	9 281	9 281	9 281	9 281
First time entering undergraduates	1 391	1 416	1 434	1 455	1 479	1 518	1 518	1 518	1 518
Headcount enrolments (Foundation Provisioning)	167	173	179	185	191	196	196	196	196
Headcount enrolments total UG	6 149	6 257	6 336	6 446	6 507	6 550	6 550	6 550	6 550
Headcount enrolments total PG	2 515	2 343	2 392	2 510	2 562	2 731	2 731	2 731	2 731
B. SUCCESS									
Graduates UG	1 403	1 230	1 254	1 280	1 305	1 331	1 331	1 331	1 331
Graduates PG	1 133	1 039	1 058	1 078	1 098	1 120	1 120	1 120	1 120
Success rate	83 %	81 %	81 %	82 %	82 %	82 %	82 %	82 %	82 %
C. EFFICIENCY									
Headcount of permanent academic staff	338	359	359	360	360	361	361	361	361
Ratio of FTE students to FTE academic staff	17.0	15.2	15.5	15.9	16.2	16.5	16.5	16.5	16.5
D. RESEARCH									
Total research output units (weighted)	1 191	1 166	1206	1 239	1 272	1320	1320	1320	1320
Publication units	644	674	707	730	755	792	792	792	792
Research masters graduates	265	237	241	245	250	255	255	255	255
Doctoral graduates	94	85	86	88	89	91	91	91	91

3 The enrolment KPIs built from the Ministerially Approved Enrolment Plan (2020–2025), extended to 2028 at 2025 levels.

The enrolment plan will be reviewed following DHET enrolment cycles.



Oxford
Primary
Dictionary

Oxford
School
Dictionary

Dictionary

Dictionary



2 RHODES UNIVERSITY **VISION, MISSION, VALUES & GRADUATE ATTRIBUTES**

2 RHODES UNIVERSITY VISION, MISSION, VALUES & GRADUATE ATTRIBUTES

Education is the most powerful weapon you can use to change the world ~ Nelson Mandela

2.1 VISION

Our vision is to be foremost in the generation and advancement of locally responsive and globally engaged knowledge that seeks to create a just and sustainable society.

2.2 MISSION

Our mission is to provide transformative education, rigorous scholarship and research that

- seeks to produce knowledge that advances the frontiers of science, human understanding and wisdom;
- cultivates knowledgeable and skilled graduates; innovative and critical problem solvers; caring and engaged citizens; responsible, courageous and ethical leaders; and
- enables and drives environmental sustainability, equitable and inclusive social and economic development based on respectful and mutually beneficial partnerships with diverse communities.

2.3 OUR 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. These core values will guide our decisions, actions and interpersonal interactions in serving Rhodes University.

Excellence: We shall always endeavour to accomplish our mission and purpose with quality, thoroughness/rigour and distinction and will always strive for continuous improvement in all that we do.

Collegiality: We are committed to working together, harnessing our diversity to maintain a rich social, cultural and intellectual space that facilitates a sense of belonging, independent thinking, freedom of expression and shared decision-making.

Diversity: We acknowledge that diversity is a wellspring of vitality, creativity, excellence and transformation. We are committed to attracting and supporting a diverse staff and student population with diverse ideas, perspectives and lived experiences.

Compassion: We are committed to treating one another in a caring, respectful, humane, empathetic and understanding manner.

Respect: We are committed to ensuring that the inherent dignity of each person is observed and that we treat one another in an open, thoughtful and ethical manner.

Integrity: We are committed to acting in a fair, honest and sincere manner while also upholding the highest standards of ethical behaviour.

Underpinning these values is the moral duty 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 openness and transparency in our governance, our decision-making and in the execution of our responsibilities and our courage in confronting those who violate the values for which we stand.

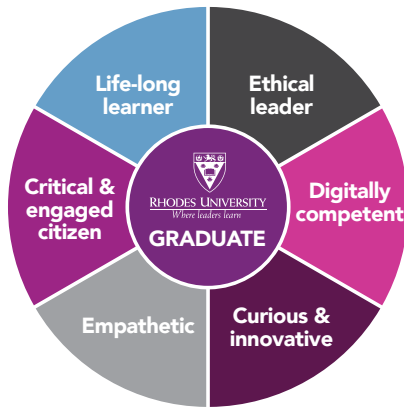


Figure 2: Rhodes University graduate attributes

2.4 RHODES UNIVERSITY GRADUATE ATTRIBUTES

Graduate attributes are characteristics, qualities, skills, knowledge and attitudes which a university endeavours to instil in its students through curricular, co-curricular and extra-curricular activities. Graduate attributes have significant relevance to employability and in enhancing a student's personal growth and development. Rhodes University seeks to inculcate the following graduate attributes in its students (Figure 2).

- **Ethical leader** – Rhodes University graduates are prepared to lead with compassion, integrity and respect in their personal lives, in their chosen career and in society.
- **Digitally competent** – Rhodes University graduates are equipped with capabilities needed to effectively live, learn, work and interact with others in a digital society.
- **Critical and engaged citizen** – Rhodes University graduates have a deep and abiding concern for their community and society and actively play their part to effect positive, inclusive, impactful and sustainable change.
- **Life-long learner** – Rhodes University graduates are imbued with the love of learning and will continue to learn throughout their lives to acquire new knowledge and skills for personal or professional growth and development.
- **Curious and innovative** – Rhodes University graduates are intellectually curious and are able to think imaginatively and creatively to come up with original ideas and effective solutions to personal, professional and societal challenges.
- **Empathetic** – Rhodes University graduates are able to see the world from another person's point of view, understand and share another person's feelings, emotions and needs and can appreciate another person's perspective.





3 SITUATIONAL ANALYSIS

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 levels 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 distribution.⁴

Higher education policies and priorities of government in the post-apartheid years have focused on the redressing 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 socioeconomic advancement of the country.

There were approximately 1.1 million registered students at 26 public universities in South Africa in 2019.⁵ 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 the total headcount enrolment in 2000. In 2019, the percentage representation of Black African students rose to 77%. Although access is expanding, participation rates of young South Africans remain relatively low particularly for Black African and Coloured population groups. The gains made

by the expansion of access is to an extent neutralised by the poor academic performance of many such students in the sector. Only about 25% of students graduate in the regulation time at the national level. It is estimated in the sector that about 55% of each cohort intake will never graduate. This necessitates the need for public higher education institutions in the country to develop innovative academic development strategies⁶ for ensuring that expansion of access to higher education is complemented with requisite student success to achieve intended human capacity development of the country.

While youth unemployment is a significant challenge in South Africa, statistics show that graduates with a university qualification stand a better chance of securing employment. The ailing South African economy will not be able to create the number of jobs required to address the problem of youth employment. To the extent possible, university graduates should therefore be equipped with knowledge and skills of how to generate employment for themselves and others.

The change of demographic composition of staff at public higher education institutions as an aspect of the broader call for transformation is slow. Even as the representation of the Black African population group rose from 19.3% in 2000 to 45% in 2019, this reflects 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 40% of academic staff of universities in 2019. Similar demographic patterns apply for senior management staffing positions at public higher education institutions in the country; Black Africans accounted for 34% of senior management in 2019 while their White counterparts accounted for 41% for the same year.⁷

At Rhodes University, of the 131 Professors/Associate Professors in 2021, 49 (37%) were female while 26 (20%) were Black. For the same year, of the 131 Professors/Associate Professors, only seven (5%) were Black African women at associate professor level. In 2021, Rhodes University had no permanently employed Black African women as full professors. 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, especially Black and women academics.

Funding, particularly 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 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 not sustainable and was the primary cause of the student #FEES MUSTFALL crisis in 2015. This culminated in the 0% 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 Africa.⁸

The national student financial aid scheme (NSFAS) was established to provide financial aid to financially deserving students at public higher education institutions in South Africa using a set of socioeconomic selection criteria. In 2017, the former president made an announcement that government would provide state subsidised higher education to all first-time entering students in 2018 and going forward whose gross family income was no more than R350 000; the loan component of the State funding was also removed. The NSFAS funding has now become available to a rapidly increasing number of students. In 2021, NSFAS funded over 420 000 students at South African public universities amounting to approximately R13.5 billion.⁹ The NSFAS is facing obvious challenges that are eminent from its sustainability going forward in light of the ailing state economy.

The higher education sector was severely affected by the COVID-19 pandemic as were most other sectors of our nationhood. COVID-19 had a considerable impact on university operations in the 2020/21 academic years. The block grant/state subsidy was reduced, earmarked grants were reprioritised and the economic impact of the pandemic on families of self-funded students was evidenced by the higher outstanding student fees and much slower collection of student fees during 2020 and 2021 compared to previous years.

Despite 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. This included increasing headcount enrolment from the current 1.1 million students to over 1.6 million, increasing annual graduation rates to more than 25%, producing 5000 doctoral graduates per annum by 2030, and increasing participation rates for university enrolment to more than 30%, amongst other targets.¹⁰ It is eight years (from 2022) to the target date of the NDP and the higher education sector is almost 500 000 student headcount enrolment off the NDP access target while the graduation rate for undergraduate degrees was 17.1% in 2019. In 2019, the sector produced 3 445 doctoral graduates, thus a giant stride from 1 421 doctoral graduates in 2010.¹¹

Rhodes University is committed to contributing to the human capacity development aspirations of government through several strategies. These focus particularly on transformation of the Institution and increased access and support of academically qualifying students from previously underrepresented sectors of South African society.

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

5 Council on Higher Education (2010 & 2021). VitalStats: Public Higher Education 2010–2019. Pretoria: CHE.

6 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.

7 DHET (2022). Skills Supply and Demand in South Africa: Labour Market Intelligence Research Programme. Pretoria: DHET.

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

9 NSFAS (2021). 2021 Programme Funding Status Report. Cape Town: NSFAS.

10 South African Government (2012). National Development Plan 2030. Pretoria: The Presidency.

11 DHET (2021). Statistics on Post-School Education and Training in South Africa: 2019. Pretoria: DHET.



3.2 RHODES UNIVERSITY STRENGTHS AND CHALLENGES

Opportunity is missed by most people because it is dressed in overalls and looks like work ~ Thomas Edison

The following institutional strengths are highlighted as advantages that can be leveraged in the pursuit of the goals and objectives that follow. In addition, there 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 IDP. 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 IDP.

Table 2: SWOT ANALYSIS

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 characterised 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

WEAKNESSES



- Limited financial resources, characterised by the lack of financial economy of scale of a small university
- Changes in the socioeconomic 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 of maintenance of ageing infrastructure
- Many business processes have become obsolete and unfit for purpose



OPPORTUNITIES

- Opportunity to expand the reach of Rhodes University quality academic offerings through digital platforms in certain study areas
- Leverage prestigious academic standing and expand academic collaborations
- Opportunity to introduce new academic programmes
- Opportunities for improved third-stream income by leveraging Rhodes University's alumni network



THREATS

- Impact of a dysfunctional local government infrastructure and service delivery
- Electric power interruptions
- Water shortage
- High competition for top students within the higher education sector
- High demand for qualified academics and support staff within the higher education sector

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/opportunities and address areas of weakness/threat. Rhodes University's strategic goals, objectives and indicators of success are presented in sections 4 and 5.





4 RHODES UNIVERSITY
**STRATEGIC PROPOSITIONS
& GOALS**

4 RHODES UNIVERSITY STRATEGIC PROPOSITIONS & GOALS

4.1 RHODES UNIVERSITY'S UNIQUE STRATEGIC ACADEMIC PROPOSITION

Rhodes University is a small residential, contact and research-intensive institution located outside a major urban area away from distractions but offering a unique opportunity for students and academic staff to focus and excel in their academic pursuits. The University is located in a province and city experiencing high levels of poverty and unemployment. Its residences are used as living and learning spaces and play a substantial role in developing student leadership and offering academic and social support.

This unique position 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. Our unique academic proposition focuses on the nexus between research, teaching and learning, and community engagement. The University has strong connections and links with the communities of Makhanda and the Eastern Cape towards the creation of relevant knowledge and research that positively impacts the poor while earning global acknowledgement and recognition.

Rhodes University 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 so, 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.

At the undergraduate level, the Institution offers primarily general formative degrees, with a limited number of professional degrees in Pharmacy, Law and Commerce and a full suite of postgraduate degrees. Formative programmes allow students flexibility to choose their courses and graduate with double or triple majors. We will strengthen our current flagship programmes which have given rise to highly acclaimed graduates occupying key areas and making an invaluable societal impact in South Africa and beyond.

All academic programmes draw on research-led approaches to curriculum design, teaching and assessment for improved academic outcomes. While the dominant mode of provision is contact learning (face-to-face), Rhodes University is moving towards enhanced blended learning and hybrid provisions. The University enjoys low lecturer-student ratios and a long record of excellent student performance.

It is one of the universities with the highest number of research chairs and a high research output per capita. The University has renowned research leaders in, among others, medicinal chemistry and nanotechnology, water research, physics and radio astronomy techniques, biotechnology innovation, global change and environmental sustainability.

The community engagement-teaching nexus is evident in the number of courses incorporating service-learning in the formal curriculum. Volunteerism, which promotes engaged and democratic citizenry increasingly forms part of a student's overall growth, development and learning experience. All community engagement initiatives are informed by theory and there is an increasing amount of engaged research aimed at the co-creation of knowledge and contributing to the scholarship of engagement.

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 quality, sustainability, transformation, local relevance and global impact.

A further key distinguishing factor of Rhodes University from many other South African higher education institutions and deriving to a considerable extent from the small size of the Institution, is its sound management and leadership and the largely decentralised academic structure in which faculties are, to a considerable extent, autonomous. This enables foregrounding of the academic project and the student experience.



4.2 STRATEGIC GOALS

Eight strategic goals have been identified to drive the development imperatives of Rhodes University over the next five years. These goals are carefully 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 in this document do not address every area of the University, nor do they address every advantage, challenge or need across the Institution. They are chosen as overarching institutional strategic 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 dashboard, which carries with it a multitude of important actions, immeasurable values, and focused aspirations, for which more detailed operational plans are necessary. The faculties, divisions, departments and research entities will develop their own operational plans and strategies to advance these institutional goals.

Table 3: Rhodes University Strategic Goals

RHODES UNIVERSITY STRATEGIC GOALS	
1	Ensure quality scholarly teaching and learning to enable students to access powerful knowledge, engage in their learning and become critical problem solvers who are socially responsible global citizens.
2	Promote access to Rhodes University for academically qualifying students and create academic conditions which enable them to thrive and succeed.
3	Create an engaging and transformative student experience that promotes holistic development, growth and academic success.
4	Maintain and strengthen Rhodes University's standing as a research-intensive university.
5	Ensure financial and environmental sustainability practices through good governance, effective leadership and prudent resource management.
6	Attract, develop, and retain quality staff.
7	Invest in appropriate physical infrastructure, equipment and digital technology.
8	Position and promote Rhodes University as an Institution for the public good.







5 STRATEGIC OBJECTIVES AND INDICATORS OF SUCCESS

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 AND INDICATORS OF SUCCESS

Table 4: Goal 1 KPIs

GOAL 1 Ensure quality scholarly teaching and learning to enable students to access powerful knowledge, engage in their learning and become critical problem solvers who are socially responsible global citizens.

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	DVC: A&SA	2023	2028 and beyond
1.1	Strengthen and enhance the flexible curriculum towards the dual major degree by regular review of curricula to ensure their relevance and responsiveness to transformation, sustainable development, environmental justice and internationalisation.		
1.2	Encourage students to be active and engaged participants in their own learning experiences by creating opportunities for problem-solving tasks, research projects, knowledge creation, service-learning and discipline-specific community engaged learning.		
1.3	Develop an enabling multilingual environment in which African Languages can develop as languages of scholarship, research as well as teaching and learning and support student access and support.		
1.4	Develop and strengthen academic staff's digital pedagogical capability and capacity to design and implement blended (online and face-to-face) teaching and learning.		
1.5	Provide support for CHERTL, educational technologies, tutors and augmented learning teachers.		
1.6	Develop academics as scholarly teachers who can engage and reflect on their teaching, research and community engagement and integrate these in a mutually reinforcing manner.		
1.7	Acknowledge and celebrate innovation and excellence in teaching and community engagement.		
1.8	Ensure that all programmes/qualifications of Rhodes University are accredited by relevant accreditation statutory/professional agencies.		

Indication of Success

KPI	Baseline (2022)	2028 Target	Resources Required
1.1 Percentage of graduates completing with two or more majors at undergraduate level annually (% of undergraduates)	25%	30%	<p>People:</p> <ul style="list-style-type: none"> • Three SCUs for the African language centre by 2028 • Resourcing education technologies <p>Investment/Expense:</p> <ul style="list-style-type: none"> • Three SCUs • UCDP funding • Special DHET funding for digital transformation
1.2 Annual curriculum/programme review plan per faculty implemented	90%	100%	
1.3 Number of students participating in international exchange and study abroad programmes annually	-	20	
1.4 Rhodes University African language centre established	0	100%	
1.5 Number of service-learning options/programmes available to students annually	29	80	
1.6 Annual academic staff capacity development plan by CHERTL achieved	-	100%	
1.7 Percentage of academics using digital learning management system (LMS)	95%	100%	
1.8 Annual VC's teaching and community engagement awards held	2-3	2-3	
1.9 Percentage of Rhodes University programmes duly accredited by relevant statutory/professional agencies	100%	100%	

CRITICAL SUCCESS FACTORS

- Capacity for curriculum review
- Academic workload system in place
- Appropriate support from IRPQP Division
- Appropriate support from the Global Engagement Division
- Appropriate support from Community Engagement Division
- Supportive academic facilities, equipment and infrastructure
- Supportive ICT, Educational Technologies and Library services
- Adequate resourcing of CHERTL

Table 5: Goal 2 KPIs

GOAL 2 Promote access to Rhodes University for academically qualifying students and create academic conditions which enable them to thrive and succeed.

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	DVC: A&SA	2023	2028 and beyond
2.1	Develop and implement an integrated plan and approach to local and international student recruitment that enables diversity in student composition.		
2.2	Maintain access to Rhodes University by learners from the Makhanda community by providing academic support programmes and strengthening the bridging programmes.		
2.3	Improve the level of undergraduate student funding to support academically qualifying students who are in financial need.		
2.4	Create an institutional culture that enables diverse students to succeed and celebrates student academic achievement.		
2.5	Develop and implement a coherent and integrated student academic development and support system including academic mentorship, advising, academic counselling, tutoring, academic literacies and extended curriculum to ensure that students persist in their studies and complete their academic programmes in regulation time.		
2.6	Develop appropriate tools, including data analytics, to monitor student academic engagement and to identify at-risk students for effective and timely intervention.		
2.7	Explore opportunities of introducing a Health Sciences faculty and new academic programmes/qualifications, for example, in the following study areas: Sports Science, Data Science, Medical Microbiology, MSc in Ocean Science, Electronics Engineering, Physiology and Pharmacology.		
2.8	Strengthen research in the scholarship of teaching and learning for research-informed pedagogies for student success.		

Indication of Success

KPI	Baseline (2022)	2028 Target	Resources Required
2.1 Number of first-time entering undergraduate students	1 440	1 550	<p>People:</p> <ul style="list-style-type: none"> • 15 SCUs for new programmes <p>Investment/Expense:</p> <ul style="list-style-type: none"> • 15 SCUs • Equipment for new programmes
2.2 International students number as % of total student headcount	14%	20%	
2.3 Number of first-time entering undergraduate students from local schools	140	170	
2.4 Annual Rand amount raised for student funding (Isivivane Donations)	R15.2m	R20m	
2.5 Annual number of students receiving Deans' award across faculties	257	270	
2.6 Annual student academic development plan by CHERTL achieved	85%	100%	
2.7 Student-facing dashboard developed	-	100%	
2.8 At least six new academic programmes/qualifications introduced	-	6	
2.9 Annual research output in the scholarship of teaching and learning	-	10	

CRITICAL SUCCESS FACTORS

- Appropriate resourcing of the recruitment unit
- Fundraising capacity
- Successful implementation of the University Capacity Development Programme (UCDP)
- Capacity for curriculum development for new programmes/qualifications
- Timely processing of student permits for international students
- Availability of funding for international students
- Favourable student to academic staff ratio

Table 6: Goal 3 KPIs

GOAL 3 Create an engaging and transformative student experience that promotes holistic development, growth and academic success.

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	DVC: A&SA	2023	2028 and beyond
3.1			Strengthen the comprehensive and integrated student orientation programme that facilitates a smooth entry, adjustment and integration of first-year students into university life and culture.
3.2			Strengthen mentorship and peer support programmes within the residence and hall system.
3.3			Provide holistic and responsive psycho-social support services to all students.
3.4			Provide opportunities to encourage career development, employability and entrepreneurship education services for students.
3.5			Ensure an inclusive institutional environment that embraces human rights and diversity, celebrates difference and respects all identities.
3.6			Encourage and support students to engage in a wide range of extra-curricular activities such as sports, cultural and social events by providing appropriate sporting and recreational facilities for students.
3.7			Provide comprehensive and coherent leadership development and training opportunities for students.
3.8			Enhance safety of students in university residences.
3.9			Establish a social hub where students can interact informally and socialise.
3.10			Provide organised community engaged learning opportunities for students to contribute to the development of Makhanda and gain invaluable experiential and community-based learning, growth and development.

Indication of Success

KPI	Baseline (2022)	2028 Target	Resources Required
3.1 Comprehensive & integrated student orientation programme achieved annually	1	1	<p>People:</p> <p>-</p> <p>Investment/Expense:</p> <ul style="list-style-type: none"> • Sports bursaries • Student hub • Sporting facilities
3.2 Percentage of residences & halls with mentorship and peer support programmes	53%	100%	
3.3 Percentage of students seeking counselling/ psycho-social support assisted	80%	100%	
3.4 Number of students participating in entrepreneurship programmes	-	200	
3.5 Number of students receiving sports bursaries and scholarships	20	40	
3.6 Numbers of sporting/social events organised annually	20	30	
3.7 Number of leadership development programmes organised for students annually	4	6	
3.8 Number of reported incidences of breach of students' safety in Rhodes University residences	6	0	
3.9 Rhodes University student hub established	-	100%	
3.10 Number of students involved in formal Rhodes University community engaged learning programmes	450	1 000	

CRITICAL SUCCESS FACTORS

- Supportive student leadership
- Responsive infrastructure services
- Appropriate support from DSA
- Appropriate support from CHERTL
- Appropriate support from RUCÉ

Table 7: Goal 4 KPIs

GOAL 4 Maintain and strengthen Rhodes University's standing as a research-intensive university

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	DVC: RISP	2023	2028 and beyond
4.1 Support the culture of research excellence across the University.			
4.2 Improve academic staff qualifications, with particular focus on doctoral qualifications.			
4.3 Increase the number of academic staff and emerging researchers on research capacity development opportunities.			
4.4 Provide development opportunities for supervisors including training in student supervision.			
4.5 Sustain and grow competitive post-doctoral fellowship opportunities and ensure that the post-doctoral fellows feel valued and supported.			
4.6 Increase the proportion of the postgraduate student headcount enrolment.			
4.7 Develop a postgraduate student funding policy to ensure a financially sustainable mechanism of funding postgraduate students.			
4.8 Increase and diversify sources of funding to support all forms of research and creative endeavours by strengthening the capacity for securing research grants.			
4.9 Increase and support inter-disciplinary and trans-disciplinary research, national and international collaborations.			
4.10 Strengthen the position and profile of the Centre for Postgraduate Studies as a focal point for postgraduate and post-doctoral life and support services.			
4.11 Expand and support opportunities of staff and postgraduate student participation in research mobility programmes.			
4.12 Identify and support new areas of research strength and establish new research centres while also supporting existing research entities.			
4.13 Acknowledge and celebrate excellence in research and creative outputs.			
4.14 Established additional centralised research facilities to aid internal research collaboration.			
4.15 Promote engaged research on the social and economic development of Makhanda and the Eastern Cape Province.			

Indication of Success

KPI	Baseline (2022)	2028 Target	Resources Required
4.1 Total research/creative output units (weighted) annually	1011	1350	<p>People:</p> <ul style="list-style-type: none"> • One SCU for CPGS <p>Investment/Expense:</p> <ul style="list-style-type: none"> • New research centres • Support existing centres • Research capacity development with the use of the UCDG • One SCU for CPGS
4.2. Percentage of academics achieving ≥ 1.5 units of research/creative output annually	41%	50%	
4.3 Percentage of academic staff with PhD degrees	63.6%	70%	
4.4 Number of post-doctoral fellows annually	90	100	
4.5 Postgraduate student funding policy/plan developed and implemented	-	100%	
4.6 Proportion of postgraduate students as a % of total headcount enrolment	29%	35%	
4.7 Number of staff & postgraduate students participating in collaborative and mobility programmes	-	50	
4.8 Number of new research centres established	-	3	
4.9 Externally sourced research funds available annually	R281m	R310m	
4.10 Annual research awards held	2	2	
4.11 Number of academic staff attending Rhodes University Supervision Development Course annually	10	20	
4.12 Number of staff and postgraduate students attending Rhodes University Engaged Research Short Course	10	20	

CRITICAL SUCCESS FACTORS

- Recruitment of PG students including international students in order to meet the PG enrolment targets
- Adequate resourcing of CPGS
- Supportive research office
- Successful implementation of University Capacity Development Programme (UCDP)
- An effective research ethics approval system

Table 8: Goal 5 KPIs

GOAL 5 Ensure financial and environmental sustainability practices through good governance, effective leadership and prudent resource management.

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	<i>Registrar and CFO</i>	<i>2023</i>	<i>2028 and beyond</i>
5.1			Ensure sufficient levels of financial resources for the institution and promote a culture of efficient and effective use of all resources.
5.2			Enhance third-stream income by, among other things, designing and implementing strategies to increase alumni giving, securing bequests, private philanthropy, corporate sponsorship and foundation donation to the University on a sustained basis.
5.3			Review Rhodes University short course policy and implement strategies for modernisation of our short course system for wider reach and increased income from short courses and online continuous professional development, re-skilling and upskilling programmes.
5.4			Raise the profile of the University through strategic branding and communication of its successes.
5.5			Ensure sufficient investment in physical assets.
5.6			Ensure effective management, ethical leadership, governance and fiduciary oversight.
5.7			Reduce carbon footprint and environmental impact through sustainable waste management, responsible use of water and electricity, reduction in the use of plastics and increase green procurement.
5.8			Promote research and teaching in environmental sustainability, green economy and just transitions.
5.9			Acknowledge and celebrate excellence in sustainable environmental practices.
5.10			Ensure the fulfilment of regulatory transparency and accountability requirements for public higher education institutions in South Africa.

Indication of Success

KPI	Baseline (2022)	2028 Target	Resources Required
5.1 Annual primary reserve ratio	0.2 times	0.4 times	<p>People: -</p> <p>Investment/Expense: • Rhodes University commercial entity</p>
5.2 Annual third-stream income as percentage of total income	25%	30%	
5.3 Annual staff costs ratio	68%	63%	
5.4 Annual facilities maintenance ratio	0.40%	3%	
5.5 Number of major audit findings annually	0	0	
5.6 Electric energy from renewable sources (kVA)	8kVA	600kVA	
5.7 Water usage per enrolled student (KI/student)	30KI	25KI	
5.8 Waste management plan developed and implemented	-	1	
5.9 Green procurement integrated into Rhodes University procurement policy	-	1	
5.10 Annual research output units in environmental sustainability	-	10	
5.11 Strategic branding and communication plan reviewed and implemented	-	1	
5.12 Timely development of APP and annual reports to DHET	2	2	

CRITICAL SUCCESS FACTORS

- Achieving enrolment targets
- Strengthening the academic excellence reputation of Rhodes University
- Functional environmental oversight
- Vibrant Faculty Boards and SENATE
- Committed Council
- Ethical leadership

Table 9: Goal 6 KPIs

GOAL 6 Attract, develop, and retain quality staff.

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	Director: People and Culture	2023	2028 and beyond
6.1			Create an enabling environment in which staff can develop to their full potential and flourish personally, professionally and socially.
6.2			Inculcate shared values aligned to the University's vision and mission (@RU UR! – At Rhodes University you are valued).
6.3			Continue to strive for diversity within staff establishment of the University, especially at senior academic levels.
6.4			Foster an atmosphere of inclusion and acceptance in which diversity of views and perspectives is valued and respected.
6.5			Provide targeted interventions towards the recruitment and appointment of staff from underrepresented and designated groups.
6.6			Develop and implement strategies for the professional development, promotion, succession and retention of staff.
6.7			Recruit academic staff who either have a PhD or can complete one within a reasonable time, ideally within the probation period, where such is a terminal qualification.
6.8			Design and deliver new technology enabled (online) targeted courses for continued professional development, re-skilling and upskilling for professionals.
6.9			Improve the efficiency of the recruitment and selection process to ensure timely filling of vacant posts.
6.10			Improve staff wellness by establishing staff wellness programmes aimed at achieving holistic health and wellbeing of Rhodes University staff.
6.11			Endeavour to provide competitive remuneration to staff of Rhodes University.
6.12			Strengthen partner employment placement mechanisms and opportunities for partners or spouses of Rhodes University staff members.
6.13			Structure and time the staff development programmes in a manner that allows staff to take full advantage of such an opportunity.
6.14			Explore the possibility of prioritising daycare facilities for staff with young children.

Indication of Success

KPI		Baseline (2022)	2028 Target	Resources Required
6.1	Number of annual events/projects targeted at promoting transformation, shared values and diversity	4	6	People: - Investment/Expense: • Staff development costs
6.2	Percentage of Black permanent academic staff at associate professor/professor levels	24.6%	35%	
6.3	Percentage of Black permanent support and administrative staff at grade 14 and above	60.7%	63%	
6.4	Comprehensive staff development plan developed and implemented by HR	0	1	
6.5	Average recruitment turnaround time (weeks)			
	Academic staff:	35.2	25	
	Support staff:	19.6	15	
6.6	Number of staff wellness programmes organised annually	1	4	
6.7	Rhodes University remuneration benchmark within the higher education sector in SA (percentile)	-	50th	
6.8	Leadership development programme developed and implemented	1	1	
6.9	Annual staff turnover number	5.9%	4.5%	

CRITICAL SUCCESS FACTORS

- Strengthening the academic excellence reputation of Rhodes University
- Competitive conditions of employment at Rhodes University
- Municipal service delivery
- Welcoming institutional culture
- Efficient and agile people and culture division
- Manageable workload

Table 10: Goal 7 KPIs

GOAL 7 Invest in appropriate physical infrastructure, equipment and digital technology

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	<i>Director: CFO</i>	<i>2023</i>	<i>2028 and beyond</i>
7.1			Provide and maintain appropriately equipped teaching and research spaces.
7.2			Provide and maintain appropriate laboratory equipment and learning facilities.
7.3			Ensure that University facilities, including lecture venues, residences and offices, are accessible to students, staff & visitors with disabilities.
7.4			Provide modern, robust, reliable and well-maintained ICT infrastructure to enhance teaching and research activities and student and staff experience.
7.5			Provide and maintain decent, clean and hygienic residential accommodation and office accommodation.
7.6			Ensure clean, safe and aesthetically appealing campus environment and ensure timely response emergencies.
7.7			Undertake a space audit, review and implement the comprehensive campus spatial development and maintenance plan.

Indication of Success

KPI	Baseline (2022)	2028 Target	Resources Required
7.1 Maintenance spend as % of total income	7.9%	8%	<p>People: -</p> <p>Investment/Expense:</p> <ul style="list-style-type: none"> • Annual infrastructural & facilities maintenance/development • ICT
7.2 Percentage of unspent infrastructural & facilities maintenance/development annual budget	37%	10%	
7.3 Overall student satisfaction (score) on classroom and laboratory spaces (1–10)	-	8	
7.4 General user satisfaction (score) on ICT service (1–10)	8.3	8.5	
7.5 Overall student satisfaction (score) on residential accommodation (1–10)	-	8	
7.6 Compliance level with occupational health and safety standards (1 or 0)	-	1	
7.7 Student satisfaction (score) on campus aesthetics, cleanliness and safety (1–10)	-	8	
7.8 Percentage of Rhodes University buildings and facilities that have barrier-free access	-	50%	
7.9 Average response time to maintenance work order request (in hours)	-	8hrs	

CRITICAL SUCCESS FACTORS

- Internal capacity for infrastructural & facilities maintenance/development
- Municipal service delivery
- Adequate budget

Table 11: Goal 8 KPIs

GOAL 8 Goal 8: Position and promote Rhodes University as an institution for the public good.

	COORDINATOR	START DATE	REVIEW DATE
OBJECTIVES/STRATEGIES:	DVCs	2023	2028 and beyond
8.1			Implement new and expand existing mutually beneficial, purposeful and equitable partnerships with the local community and the private, public and nonprofit organisations to co-create knowledge and co-manage solutions that advance the educational, economic, social, cultural, intellectual and environmental wellbeing of the Makhanda community.
8.2			Foster greater cooperation and collaboration with the private and public sectors to drive innovation and create opportunities for student internships.
8.3			Create and sustain strategic, mutually beneficial and collaborative partnerships and alliances with national, continental and international institutions for the exchange of knowledge and engagement on research, teaching and learning and community engagement that expand our impact, research possibilities and benefit humanity.
8.4			Establish an accessible central portal/repository to showcase the existing expertise and knowledge generated at Rhodes University in response to global development goals (National Development Plan 2030, the United Nations 2030 Agenda for Sustainable Development, and the African Union's Agenda 2063: the Africa we Want).

Indication of Success

KPI	Baseline (2022)	2028 Target	Resources Required
8.1 Number of strategic and active partnerships formed to co-manage the challenges of Makhanda	41	45	People: - Investment/Expense: -
8.2 Number of collaborative projects with Makana municipality	1	3	
8.3 Number of community users of the Rhodes University Library	121	150	
8.4 Number of partnerships with the other universities in the Eastern Cape and nationally	>17	20	
8.5 Number of international research, CE and teaching and learning partnerships	5	10	
8.6 A repository/portal of Rhodes University's contribution and knowledge hub created	-	1	
8.7 Develop and implement Rhodes University's action plan in response to DHET internationalisation policy framework	-	1	

CRITICAL SUCCESS FACTORS

- Strengthening the academic excellence reputation of Rhodes University
- Resource capacity for partnerships
- Mutually respectful relations with surrounding communities and external partners
- Adequate support from the Global Engagement Division





6 FINANCIAL PLAN

6 FINANCIAL PLAN

Planning is bringing the future into the present so that you can do something about it now ~ Alan Lakein

Finance is an important enabler for the attainment of the strategic goals of Rhodes University. Tables 12–14 provide summaries of the projection of Rhodes University's revenue and expenditure as well as strategic funds in support of the IDP. The forecast is based on certain assumptions grounded on current funding frameworks. These assumptions are subject to variation over time.



6.1 CENTRAL OPERATIONS (UNIVERSITY) REVENUE AND EXPENDITURE PLAN

Table 12: University Revenue and Expenditure Plan

FORECAST R'000	BASELINE	PLAN					
	2022	2023	2024	2025	2026	2027	2028
INCOME							
Subsidies and grants	572 772	577 229	603 731	630 987	659 564	693 880	725 955
Tuition and other fee income	382 142	411 607	435 955	466 695	499 564	534 761	572 445
Sales & services	5 892	6 044	6 322	6 613	6 917	7 235	7 568
Interest	24 679	22 000	23 012	24 071	25 178	26 336	27 547
Sundry income	877	0	0	0	0	0	0
Total Income	986 363	1 016 880	1 069 021	1 128 365	1 191 222	1 262 212	1 333 516
EXPENDITURE							
Staff costs	668 793	708 921	746 242	785 523	827 901	871 467	915 040
Financial aid & bursaries	10 308	12 544	13 286	14 223	15 225	16 297	17 446
Provisions for bad debts	17 543	18 780	19 890	21 293	22 793	24 398	26 118
Other operating expenses	125 329	134 334	140 643	146 984	153 567	160 398	167 487
Total Expenditure	821 973	874 578	920 061	968 023	1 019 485	1 072 561	1 126 090
NET FUNDS BEFORE TRANSFERS	164 390	142 302	148 959	160 342	171 738	189 651	207 425
Less:							
Strategic fund allocation	8 591	8 658	9 056	9 465	9 893	10 408	10 889
Transfers to specific activities	112 938	132 857	138 968	145 360	152 047	159 041	166 357
TO COUNCIL DIRECTED RESERVES	42 861	787	936	5 517	9 797	20 202	30 179

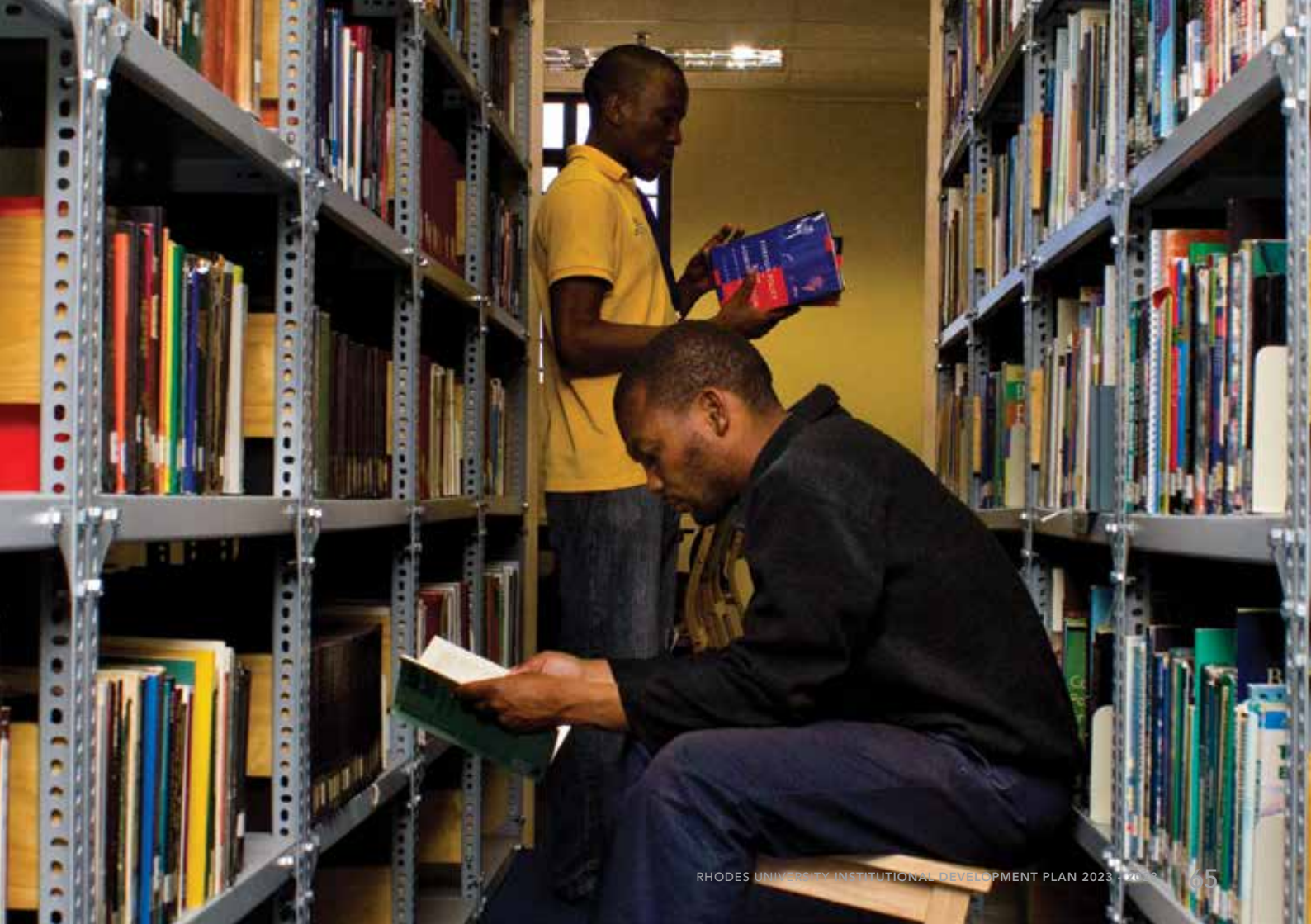
Note: Excludes Capital Projects

6.2 RESIDENCE OPERATIONS REVENUE AND EXPENDITURE PLAN

Table 13: Residential Operations Revenue and Expenditure Plan

FORECAST R'000	BASELINE	PLAN					
	2022	2023	2024	2025	2026	2027	2028
INCOME							
Subsidies and grants	0	0	0	0	0	0	0
Tuition and other fee income	264 193	276 652	292 996	313 620	335 698	359 328	384 614
Contract income	2 929	3 078	3 220	3 368	3 523	3 685	3 854
Sales & services	419	4 503	4 710	4 927	5 153	5 391	5 639
Total Income	267 541	284 234	300 926	321 915	344 375	368 403	394 106
EXPENDITURE							
Staff costs	91 620	92 262	96 875	101 718	106 804	112 145	117 752
Financial aid & bursaries	5 252	5 533	5 788	6 054	6 332	6 624	6 928
Provisions for bad debts	7 652	8 065	8 547	9 158	9 812	10 512	11 262
Other operating expenses	107 485	120 356	125 780	131 349	137 158	143 218	149 541
Total Expenditure	212 009	226 215	236 990	248 279	260 106	272 499	285 482
NET FUNDS BEFORE TRANSFERS	55 532	58 019	63 936	73 636	84 268	95 905	108 624
Less:							
Transfers to specific activities	55 532	58 019	60 688	63 479	66 399	69 454	72 649
TO COUNCIL DIRECTED RESERVES	0	0	3 248	10 157	17 869	26 451	35 976

Note: Excludes Capital Projects



6.3 STRATEGIC BUDGET IN LINE WITH IDP GOALS

Table 14: Strategic Budget for IDP Goals

	INITIATIVE R'000	2023	2024	2025	2026	2027	2028
GOAL 1	Ensure quality scholarly teaching and learning to enable students to access powerful knowledge, engage in their learning and become critical problem solvers who are socially responsible global citizens						
	Establishment of African Languages Centre	0	938	985	2,068	3,256	3,419
	Support for Service-learning programmes	526	550	574	601	629	658
	New Learning Management System	1,500	0	0	0	0	0
GOAL 2	Promote access to Rhodes University to academically qualifying students and create academic conditions which enable them to thrive and succeed						
	Establishment of new programmes	0	0	1,969	4,135	5,427	5,699
	Provision of Undergraduate Financial Aid	19,866	21,296	22,828	24,472	26,233	28,121
	Academic Capital Equipment - renewal and new	6,834	7,148	7,477	7,821	8,180	8,557
	Lecture Venue Equipment - CLVTO	1,261	1,319	1,380	1,443	1,510	1,579
	Lab equipment & learning facilities	631	660	690	722	755	790
	Online/Blended Learning Comms Coordinating Tool	1,500	0	0	0	0	0

	INITIATIVE R'000	2023	2024	2025	2026	2027	2028
GOAL 3	Create an engaging and transformative student experience that promotes holistic development, growth and academic success						
	Financial Aid / Bursaries for students in sport	1,200	1,255	1,313	1,373	1,437	1,503
	Student hub / Sport centre	3,999	0	0	0	0	0
GOAL 4	Maintain and strengthen Rhodes University's standing as a research-intensive university						
	Support for research staff and activities	28,552	29,866	31,239	32,676	34,179	35,752
	NRF NEP Co-funding	2,102	2,199	2,300	2,406	2,516	2,632
	Institute for Nanotechnology Innovation (INI)	78,900	0	0	0	0	0
	PG Honours Financial Aid project	6,122	6,563	7,035	7,542	8,084	8,666
PG Financial Aid	7,635	8,184	8,773	9,405	10,082	10,808	
GOAL 5	Ensure financial and environmental sustainability practices through good governance, effective leadership and prudent resource management						
	Green/Alternative energy	28,700	41,800	34,600	0	0	0
	Water sustainability strategy (gutter system upgrade, filtration on grey and rain water)	2,500	2,615	2,735	2,861	2,993	3,130
GOAL 6	Attract, develop, and retain quality staff						
	Staff development	1,317	1,377	1,441	1,507	1,576	1,649

GOAL 7	Invest in appropriate physical infrastructure, equipment and digital technology						
	Residence Refurbishment (Year 1 Canterbury)	11,000	11,506	12,035	12,589	13,168	21,287
	Residence Refurbishment Hobson Hall & Kitchen	11,507	15,000	0	0	0	0
	Academic buildings refurbishment	4,500	10,000	10,800	11,664	12,597	13,605
	Routine and ad hoc maintenance	45,317	42,297	63,153	69,727	77,113	79,004
	Statutory compliance and backlog maintenance	20,000	20,000	20,000	20,000	20,000	20,000
	ERP / Finance system upgrade	3,325	3,325	3,325	3,325	3,325	3,325
	Migration from desktops to laptops for staff	8,100	0	0	9,270	9,696	10,142
	Fibre Optic Network & Equipment upgrades	2,300	0	0	0	0	0
	Modernization of Teaching Venues for						
	Online/Blended learning	9,000	0	0	0	0	0
	Content-creation Space for						
	Online/Blended learning	1,500	0	0	0	0	0
	High voltage supply cable to campus	11,000	0	0	0	0	0
	Admin building refurbishment project	27,800	49,300	29,300	0	0	0
	Chen/Pam building refurbishment	144,600	75,100	0	0	0	0
GOAL 8	Position and promote Rhodes University as an institution for the public good						
	Circle of Unity, Apprenticeships/ Internships/ Work integrated learning/ Service learning	5,000	5,000	5,000	5,000	5,000	5,000







7 RISK OUTLOOK

7 RISK OUTLOOK

The promotion of a culture of risk management is a priority for Rhodes University. The University recognises that managing risks is essential to achieving its vision, mission, and strategic goals. The University continuously monitors its risks and assesses its risk management activities at various governance and management structures including leadership fora, enterprise risk management committee, audit and risk committee, Senate and Council.

The University faces a number of key risks that have the potential to impact its operations and ability to achieve its strategic goals. A broad overview of these risks include:

Reputation

Rhodes University's reputation is one of its most valuable assets, and it is vulnerable to reputational risks related to its image, public perception, and overall brand. The University is committed to maintaining its strong academic reputation and ensuring its actions align with its values and mission.

Health and Safety

Rhodes University's health and safety risks are potential dangers and hazards that can cause harm to individuals within the University, including students, staff, visitors and contractors. The University continuously assesses potential health and safety risks and deploys proactive measures of mitigating such risks.

Financial

The University faces financial risks related to its ability to manage its budget, resources and maintain its financial sustainability. The University is continuously monitoring its financial performance and taking steps to ensure that it is managing its resources in an ethical, responsible and effective manner.

Cybersecurity

As Rhodes University increasingly relies on technology to support teaching and learning, research as well as management operations, it is exposed to the risk of cyber-attacks. The University has taken steps to improve its cybersecurity systems, but the threat of cyber-attacks continues to evolve, and the University remains vigilant in its efforts to protect its data and systems.

Rhodes University is aware of the complex and evolving risk environment of the higher education sector. It is continuously monitoring its risks and implements mitigating strategies. The University's comprehensive risk register forms part of the annual performance plan (APP). The risk register is a list of potential risks and their likelihood and impact, as well as information on how the University plans to mitigate or manage these risks. The risk register is updated regularly and used to inform decision-making and risk management strategies across the institution.

ENDORSEMENT

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



Mr Gerald H Bloem
Chairperson of Council
Date: 02/12/2022



Prof S Mabizela
Vice Chancellor
Date: 02/12/2022

Address Queries to the Director: Institutional Research, Planning & Quality Promotion Division, Dr RC Nnadozie, email: r.nnadozie@ru.ac.za



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