

THE TRANSFORMATION FRAMEWORK WORKSHEET 2016
PREPARED BY THE TRANSFORMATION MANAGERS FORUM.

DIMENSION/THEME 1: INSTITUTIONAL CULTURE				
Sub-theme	Goals (Individual University Goals)	Reporting - Process Indicators	Reporting – Outcome (destination) Indicators	University Comments
Governance, leadership and management		<ul style="list-style-type: none"> ○ Commitment of Council and Line Management to transformation ○ Transformation and ethical leadership ○ Accountability – internally and externally ○ Effective internal and external stakeholder management ○ Improving equity patterns on Councils and in top management structures ○ Support and embedding of the work of Institutional Forum ○ Policy reviews and alignment ○ Human resources reviews and alignment with strategy (fit for purpose) ○ Institutionalisation of transformation with dedicated human and financial resources 	<ul style="list-style-type: none"> ● Transformation statement/charter from Council ● Executive/Senior Management/Line Management/Performance agreement ● Suitably qualified and experienced, Head/Director of University Transformation, preferably reporting directly to the VC ● Dedicated positions outlining the strategy, structure and goals of the unit, with budget from central funds proportionate to the size of the unit. ● Support and toolkits for developing transformation plans and generating transformation reports 	

		<ul style="list-style-type: none"> ○ Some measure of independence to provide advice without fear or favour ○ Student governance and student participation ○ Humanising institutional processes and ethical governance ○ Recommendations to DHET re legal and policy reform if so required ○ Activities aimed at a corruption-free university ○ Levels of efficiency in strategic and academic management structures ○ Faculty, Departmental and Unit plans with targets in place that include equity figures; and substantive initiatives to advance inclusion ○ Number of transformation related training and development interventions ○ Qualitative assessment of impact of transformational leadership activities 	<ul style="list-style-type: none"> ● Earmarked website for transformation to embed transformation imperatives in academic and strategic plans ● Specialised training/ professional association/ defined territory and jurisdiction/code of ethics 	
Social inclusion		<ul style="list-style-type: none"> ○ Institutional social inclusion policy and social inclusion projects ○ Quantitative indicators (shift in demographic profile of committees) ○ Qualitative assessment of strategies (shifts in networks, inclusive distribution of resources and opportunities) ○ Identification of socially unjust systemic and structural patterns, and responses for dealing with them ○ Solidarity-generating initiatives (e.g. support across university for students facing financial exclusion) 	<p>Examples: Number and nature of studies Institutional social inclusion policy Number of social inclusion projects</p> <p>Measured through tools such as surveys, etc.</p> <ul style="list-style-type: none"> ○ Number of students and demographic, socioeconomic, gender and 'ability profiles ○ Study area and demographic profile ○ Number of support initiatives for diverse post graduate students ○ Number of targeted recruitment initiatives of students within a broad understanding of diversities; and increase degree completion 	

		<ul style="list-style-type: none"> ○ Development and implementation of non-discriminatory supervision standards and practices ○ Lived experience of staff, students and communities in terms of transformation, measured through tools such as surveys, focus groups etc. ○ Development of diversity index and efficacy of strategies to meet the demand of the index ○ Language policy and levels of inclusivity it generates 	<ul style="list-style-type: none"> ○ Develop and implement non-discriminatory supervision standards and practices ○ Number of interventions that facilitate postgraduate student intellectual cultures <p>Number of trainings on good practices in recruiting and graduating diverse students</p>	
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DIMENSION/THEME 2: EQUITY AND REDRESS

Sub-themes	Goals (Individual University Goals)	Reporting - Process Indicators	Reporting – Outcome (destination) Indicators	University Comments
Staff and student access, support and success		<ul style="list-style-type: none"> ○ Equitable admission processes and requirements ○ Financial, academic and psychosocial support ○ Nature of resource and academic support ○ Enabling learning environment for students ○ Number and distribution of development grants (e.g. nGap, growing your own workforce programmes) ○ Initiatives in transforming recruitment practices ○ Appointment of staff to advance demographic representation across university (e.g. ‘Black’ dominated staff profiles - universities to recruit and retain ‘white’ academics and staff; and the other way around) ○ Diversity levels in recruitment search processes ○ The process of setting up a selection committee (e.g. search, drafting of advert, headhunting and e-recruitment) 	<p>An enabling learning environment for students</p> <ul style="list-style-type: none"> ○ Number of targeted interventions supporting staff ○ Nature of resource and academic support ○ Re-aligning skills development regime 	

		<ul style="list-style-type: none"> ○ Analysis of patterns of disciplinary cases ○ Targeted focus on STEM related recruitment of diverse staff ○ Levels of integration between academic and 'service' staff ○ Targeted interventions for 'service' and administrative staff ○ Diversity ,training and development and personal growth ○ Number of transformative academic communities (more clarity is needed to understand which category this would fall into) ○ Re-alignment of skills development regime ○ Institutional plans that link skills development with diversity training; and the diversification of the professional base 		
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DIMENSION/THEME 3: TRANSFORMING THE ACADEMIC PROJECT (CORE UNIVERSITY FUNCTIONS)

Sub-themes	Goals (Individual University Goals)	Reporting - Process Indicators	Reporting – Outcome (destination) Indicators	University Comments
Teaching & learning		<ul style="list-style-type: none"> ○ Curriculum ○ Pedagogy ○ Assessment 	<ul style="list-style-type: none"> ● Number of study programmes: <ul style="list-style-type: none"> ○ First nation studies ○ Africa studies ○ Gender studies ○ Ethnic studies ○ Disability studies ○ Area studies ○ Diverse Histories of STEM ● % and value of funding/ support and development Initiatives ● Enrolment template for APP and the Mid-year Performance Review 	

			<ul style="list-style-type: none"> ● Numbers and diversity profiles ● Graduation rates of designated groups ● Grant recipients and bursary rates; and diversity profiles of such ● Gateway achievement levels ● Level of diversity in different majors, e.g. STEM ● Number of 1st generation student ● Diversity in teaching awards ● Qualitative assessment of pedagogical approaches 	
Research		○ Scholarship in intersectional discourse (e.g. race gender, disability and social justice)	<ul style="list-style-type: none"> ● Number of research clusters ● Number of scholarly outputs ● Number of full-time or affiliated staff in these programmes; and their equity profiles ● Presence of transformation and diversity-themed research ● % of research funding available for transformation studies ● % research funding for critical scholarship ● Total number and value of grants ● Scholarly outputs on transformation themes ● Qualitative assessment of the roles of committees such as research committees and ethics committees on facilitating/ constraining transformation-themed research ● Engaged scholarship 	

			<ul style="list-style-type: none"> ● Number of interdisciplinary diversity-themed research; administratively, financially supported across faculties 		
Community engagement		<ul style="list-style-type: none"> ○ Socially just, diverse inclusive community engagement ○ Integration of internationalisation ○ Technical review of impact of alumni organisations on patterns of in/exclusion ○ Number of and diversity of external engagement practices 	<ul style="list-style-type: none"> ● Qualitative assessment of external relations ● Community engagement on our academic and institutional cultures ● Number of transformational community engagement initiatives; away from conventional, patronizing and discriminatory paradigms, towards inclusive epistemological practices ● Increase number and quality with diverse external communities/ partnerships 		
Transformation and diversity competencies		<ul style="list-style-type: none"> ○ Compulsory general education programme focusing on diversity, transformation, environment, development and pluralistic societies ○ Credit bearing intervention on faculty level(convergence/ divergence design) ○ Integration of diversity and social justice themes into academic courses, living and learning activities, and other co-curricular activities. 			

DIMENSION/THEME 4: ENABLING FUNDING REGIME/ENVIRONMENT

Sub-themes	Goals (Individual University Goals)	Reporting - Process Indicators	Reporting – Outcome (destination) Indicators	University Comments
Funding strategies to diversify the sectoral funding pool		<ul style="list-style-type: none"> ○ Subsidy ○ Tuition fees ○ Investments 		

		<input type="radio"/> Alumni <input type="radio"/> PPPs <input type="radio"/> International donors <input type="radio"/> Business sector engagement		
Transformative budgeting and costing process, and spend (B-BBEE linked)				
Improving efficiencies and effectiveness in business processes and use of facilities				