



EVERYONE'S BUSINESS

INTEGRATED
TRANSFORMATION PLAN
MARCH 2017 - 2021

This document presents the Integrated Transformation Plan of the University of Zululand, which is an extension on the first draft submitted to the Department of Higher Education and Training in 2013. This plan incorporates the Declaration of the 2010 Higher Education Summit; priorities identified at the Higher Education Summit held in 2015; and the South African Human Rights Commission Report on Transformation at Public Universities in South Africa produced after the Human Rights Commission convened in 2014.

TABLE OF CONTENTS

1.	INTRODUCTION.....	
2.	TRANSFORMATION AS A HIGHER EDUCATION IMPERATIVE.....	
3.	PROCESS AND STAKEHOLDER ENGAGEMENT.....	
4.	CONCEPTUALISING TRANSFORMATION.....	
5.	TRANSFORMATION AND THE UNIVERSITY STRATEGY.....	
5.1	STRATEGIC GOALS AND TRANSFORMATION OBJECTIVES.....	
6.	INTEGRATED TRANSFORMATION PLAN – KEY PERFORMANCE AREAS.....	15
7.	CONCLUDING REMARKS.....	

1. INTRODUCTION

This document is a revised Integrated Transformation Plan which is an enhancement of the *UNIZULU Integrated Transformation Plan 2014* which was approved by the University Council on 18 June 2014. The *Integrated Transformation Plan 2014* was a response to the *Declaration of the 2010 Higher Education Summit*. Subsequent to the 2010 Summit Declaration, there was a Higher Education Summit held in 2015, which identified transformation priorities and the *South African Human Rights Commission Report on Transformation at Public Universities in South Africa* produced after the Human Rights Commission convened in 2014, a national hearing on transformation in institutions of higher learning in South Africa. The outcomes of the two latter initiatives sharpened and consolidated views on issues shaping transformation in higher education institutions, thus evoking a refreshed understanding of approaches and activities constituting the transformation agenda in universities. It is precisely for these reasons which serve as impetus to the revision of the Integrated Transformation Plan of the University of Zululand.

The University of Zululand defines transformation as contextual responsiveness to local and regional development needs of local and regional communities by producing the required intellectual capital (graduates, research, technology transfer and societal intellectual engagement) that advances public good and brings about social redress. Based on this conceptualisation of transformation, the University:

- *seeks to advance the values of the Constitution of the Republic of South Africa, more specifically human dignity, the achievement of equality, the advancement of human rights and freedoms and the promotion of non-discriminatory university environment*
- *seeks to reposition itself as a reputable and efficient contributor to the knowledge economy in South Africa and the globe;*
- *asserts itself as an African university committed to the decolonisation of curriculum and pedagogy*
- *seeks to produce high quality graduates with a social justice orientation in areas of societal need and critical scarce skills*
- *produces high quality postgraduates who will assume leadership roles in their professions and civil society*
- *produces research which contributes to creation of solutions for societal application and advancement of various forms of disciplinary knowledge*
- *seeks to engage in community partnerships that recognise and advance local indigenous knowledge systems*
- *pursue research that advances various disciplinary knowledge areas working with equity designated groups and building research skills and capacities among these communities*
- *retains its goal to offer various comprehensive university type programmes in science, engineering and technology, humanities and social science programme*

2. TRANSFORMATION AS A HIGHER EDUCATION IMPERATIVE

2.1 Reflections on higher education transformation in South Africa generally choose the policy-starting-points reflected in the 1996 report of the National Commission on Higher Education (NCHE); the White Paper on Higher Education (1997); the Higher Education Act (1997); the National Plan for Higher Education (2001); the Report of the

Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (2008); the Declaration of the Higher Education Summit (2010); the National Development Plan (2012); the terms of reference of the Ministerial Oversight Committee on Transformation in South African Public Universities (2013); and the White Paper for Post-school Education and Training (2014)¹.

- 2.2 The transformation of universities is generally conceptualised around the following principles, as expressed in the White Paper on Higher Education and Training of 1997: equity and redress; democratisation; development; quality; effectiveness and efficiency; academic freedom; institutional autonomy; and public accountability.
- 2.3 Recent demands for stepping up the pace of transformation during the 2015-2016 students' protests summarised as 'free, decolonised higher education' include the 'Africanisation' of universities; the 'decolonisation' of knowledge and curricula reform; equality of access and success; better facilities and better support systems; demographic representation at all levels of the academy, and across university structures; democratic and inclusive institutional cultures; and universities being more responsive to the vast developmental needs and challenges of their environments, and society in general.
- 2.4 The most recent and inclusive sector-wide statement (Durban Statement) on higher education transformation emanated from the Higher Education Transformation Summit (October 2015). The summit acknowledged crucial transformation gains but highlights the following challenges:
- Insufficient levels of student funding;
 - Inadequate levels of funding to match the growth in the system and concerns about sustainability;

¹ The draft social inclusion policy framework of the Department of Higher Education and Training includes a comprehensive list that constitutes the South African post school legal and policy architecture as it relates to transformation: Department of Education, National Education Policy Act (Act no.27 of 1996); Department of Education, White Paper 3 on the Transformation of the Higher Education System, 1997; Department of Education, Education White Paper 4 – A Programme for Transformation of Further Education and Training, 1998; National Student Financial Aid Scheme Act, 1999 and subsequent amendments National Policy on HIV/AIDS, for learners and educators in public schools, and students in Further Education and Training Institutions (1999); Department of Education, National Plan for Higher Education, 2001; Department of Education, White Paper 6: Special Needs Education: Building an Inclusive Education and Training System, 2001; Department of Education, *Report of the Working Group on Values Education, 2001*; Department of Education, Values Manifesto, 2001; Department of Education, Bill of Responsibilities for the Youth of South Africa, 2008; Department of Higher Education and Training, Higher Education Laws Amendment, Act 26 of 2010; Department of Higher Education and Training, Adult Education Act (Act 52 of 2000) as amended by the Higher Education and Training Amendment Act of 2010; Department of Higher Education and Training, Skills Development Act, 2010; Department of Higher Education and Training, Formal Further Education and Training College Programmes at levels 2 to 4 on the National Qualification Framework, 2011; Department of Higher Education and Training, National Skills Development Strategy 111 (2011); Department of Higher Education and Training, the Green Paper for Post-School Education and Training, 2012; Department of Higher Education and Training, the White Paper on Post-School Education and Training, 2013; Further Education and Training Colleges Amendment Act, 2012(Act no.3 of 2012).

Strategic Documents and Reports include the following: Department of Education, *The Ministerial Report on the Elimination of Discrimination and Promotion of Social Cohesion in Higher Education Institutions* (Soudien Report, November, 2008); Department of Higher Education and Training, Council on Higher Education (CHE) Report on student engagement (2010); Department of Higher Education and Training, National Skills Development Strategy 111; Department of Higher Education and Training, Human Resource Development Strategy for South Africa (HRD-SA) 2010-2030, (2010); Outcome 5 of Government's 12 performance outcomes: "A skilled and capable workforce to support an inclusive growth path" (2010); Department of Higher Education and Training, *Report on the Charter of Humanities and Social Sciences*, 2011 (HSS Report); Framework for co-operation in the provision of career development (information, advice and guidance), 2012; Presidency, National Planning Commission, The National Development Plan, Vision 2030, (2011).

- Institutional environments that continue to reflect the broader inequalities in society and result in experiences of alienation by many staff and students, including persistence of racism, patriarchy, homophobia, able-ism, and classism in the system.
- University curricula and forms of knowledge production that are not sufficiently situated within African and the global South contexts, and are dominated by western worldviews.
- Language practices at universities, which create barriers to effective teaching and learning;
- Governance and management practices at universities that do not always effectively engage with university communities and their concerns;
- The need for further interrogation of the balance between institutional autonomy and public accountability; and
- The unacceptably low throughput rates of students, despite achievements in greater access and success.

2.5 The Durban statement articulated short and medium-term resolutions², which will, in all probability steer the higher education transformation trajectory over the next few years in conjunction with the South African Human Rights Commission’s report on *Transformation at Public Universities in South Africa* (December 2016).

² The summit resolved that, in the immediate term: The sector should actively support current initiatives to urgently address student funding and debt problems, so that fee support for poor students who qualify for university can be sustained and improved; Institutions must build greater transparency and engagement relating to fee structures and increments; NSFAS must be strengthened to support improvements in student funding for the poor, and improve recovery and repayment rates; The mechanisms for holding institutions accountable for transformation goals should be strengthened; Transformation indicators should urgently be developed for the system to help steer transformation goals to support effective implementation of transformation imperatives; Decisions should be made about the role, purpose and effectiveness of Institutional Forums in facilitating transformation in the context of the analysis of current governance models for their effectiveness in supporting transformation; The ability of university governance and management structures to address transformation imperatives should be examined and where blockages exist they should be addressed; and Efforts should be intensified at all levels to make university environments less alienating

The summit resolved that in the medium term: All stakeholders in higher education, including government and the private sector, must work together to increase the funding allocated to universities in order to address the need for sustainability and current under-funding of the system; The work to establish more supportive and expanded student funding models must be intensified so that resources can be identified to progressively introduce free quality education for the poor; This should include investigating diversified and innovative funding systems for student support; The Department should work with the sector to explore the possibility of developing regulatory frameworks in the area of fee increments, provided that this is linked to a full understanding of the cost drivers of higher education and the subsidy system; The role of universities must be strengthened to ensure the development of democratic citizenship to give concrete expression to the rights and responsibilities in the South African constitution and Bill of Rights, with a particular emphasis on building institutional cultures based on the right to dignity; Flexible curriculum pathways and improved use of data analytics are two important vehicles for addressing student success; Research and dialogue on curriculum transformation must be supported, and resources allocated to enable re-curriculation and curriculum development processes; There should be an increasing focus on curriculum development initiatives, which examine new and alternative contents and pedagogies which **are relevant** to the South African context; The sector should build on the nationally coordinated programme to enable accelerated capacity development, greater representation and improved retention of blacks and women in the academic workforce, professoriate, and university management and governance structures; We must ensure the successful and rapid implementation of the Historically Disadvantaged Institutions (HDI) grant programme to address the development needs of HDI’s to ensure their sustainability into the future; and Engaged scholarship aligned to the transformation agenda must be recognized as fundamental to the mission of universities.

- 2.6 In addition, UNIZULU's transformation plan is steered by various institutional frameworks including the *University of Zululand Strategic Plan 2016 – 2021*; *University of Zululand Teaching and Learning Plan 2017 – 2021*; the *University of Zululand Research and Innovation Strategic Framework*; the *Community Engagement Strategic Plan 2016– 2021*, and the *Enrolment Plan 2016– 2021*; the *University Equity Plan 2017 – 2021*; the *Master Infrastructure Development Plan*; the *CHE Audit Report of 2010*; *Improvement Plan on the CHE Audit*; *Administrator's Report*; (*Implementation Plan on the Assessor's Recommendations*); *Institutional Annual Performance Plans*; and various other frameworks developed by the University to advance its core business.

3. PROCESS AND STAKEHOLDER ENGAGEMENT

- 3.1 The consultation process which led to the development of the Integrated Transformation Plan 2014 started immediately after the Higher Education Summit of 2010. This process included a participatory consultative process based on actual engagement and discussions. This approach enabled an analysis of the change requirements needed at the University. In total, 33 sessions were held to afford stakeholders, staff and students an opportunity to engage on change initiatives at UNIZULU. It should be mentioned that these sessions included engagements with a number of individuals.
- 3.2 The University used the combination of internal and external expertise to develop its Integrated Transformation Plan (ITP) 2017 which is a build up onto the Integrated Transformation Plan 2014, which also went through a rigorous consultative process. The consultation process included a two-day planning retreat for Faculty Deans and the University Executive Team. This high level transformation retreat was held on 14 – 15 February 2017. Subsequent to this robust planning engagement, the internal consultation process unfolded within the University when the ITP was taken through governance committees for engagement and approval. The internal governance structures that discussed and approved this plan include the Executive Management Committee; Management Committee; Institutional Forum; the University Equity Transformation Committee; Senate and Council. The consultative process was participatory in that actual discussions and critical engagement transpired. The ITP was approved by Council at its meeting on 8 April 2017.
- 3.3 The UNIZULU transformation strategic retreat held on 14 – 15 February 2017 focused mainly on producing the ITP (March 2017) as a response to the DHET regarding the implementation of the Higher Education Summit on Transformation resolutions and a response to the SAHRC Report. Both these frameworks were submitted to relevant governance structures of the University and approved by Council.

4. CONCEPTUALISING TRANSFORMATION

The higher education law and policy framework articulates clear principles of transformations; so do the transformation 'assessment' reports on the system, the student formulations, as well as the Durban Statement. To understand transformation is to view it less as a compliance matter and more of an ethical imperative. In general, the principles of transformation, the transformation themes; and the mandate and roles of university provide sufficient clarity for a

definitional framework for higher education transformation (see Keet and Swartz, HESA, 2015).

Transformation of higher education is generally conceptualised around the following principles as expressed in the White Paper on Higher Education and Training of 1997: equity and redress; democratisation; development; quality; effectiveness and efficiency; academic freedom; institutional autonomy; and public accountability. It is possible to combine the transformation themes with the transformation principles; but, for conceptual clarity, we need to differentiate the layers along the following lines:

- The *mandates* of universities (research, teaching and learning, community engagement)³.
- *Principles* of transformation (equity and redress; democratisation; development; quality; effectiveness and efficiency; academic freedom; institutional autonomy; and public accountability).
- *Themes* of transformation (institutional culture; curriculum and research; teaching and learning; equity and redress; diversity; social cohesion and social inclusion; and community engagement).

We agree with the themes flagged by Engelbrecht and Bhengu (2015), in their analysis of the existing ITPs which identified the following themes as key to how universities view transformation: equity and redress; student centeredness; compliance; relevance; diversity and social inclusion; institutional culture; and excellence.

The transformation programme at the University of Zululand shall be defined by major organising themes presented below which were generated through a consultative process:

³ The overlaps between *mandate* and *themes* can be tolerated conceptually given the predisposition to interpret the *principles* from the standpoint of preservationist ideologies; something higher education transformation practitioners should be mindful of. Further, the mandates, principles and themes have to be situated within the mission, role, objectives, tensions and contexts of higher education in South Africa, aptly captured in Badat's writings (2006; 2007; 2010; 2013)³. He further articulates five roles for higher education (Badat, 2013: 5-6):

- i. 'to produce *graduates* that possess values, knowledge, attitudes and skills acquired through thoughtfully designed and implemented formative and professional teaching and learning programmes that engage simultaneously with disciplinary, historical, ethical, cultural, economic and learning issues;
- ii. to undertake *critical social and scientific inquiry* and imaginative and rigorous scholarship – of discovery, integration, application and teaching - that serves diverse intellectual, economic and social goals and the greatest public good;
- iii. to contribute to forging a *critical and democratic citizenship*. Vibrant and dynamic societies require graduates who are not just capable professionals, but also thoughtful intellectuals and critical citizens that respect and promote human rights;
- iv. to *proactively engage with our societies* at the intellectual and, more generally, cultural level. This requires universities to not just transmit knowledge to people in the wider society, but to have a two-way engagement with the wider society; a reflexive communication if you like;
- v. to *actively engage with their wider contexts and societal conditions*. Our universities must engage effectively with the economic and social challenges of our local, national, regional, continental and global contexts; with the tasks of economic development and the ability to compete globally; job creation and the elimination of unemployment and poverty; the effective delivery of social services and the threat of HIV/AIDS and other diseases'.

a) *Student Centeredness*

In this regard student centeredness is defined as the state of responsiveness of the University to meet the learning needs of students based on their levels of readiness. The University becomes responsive by creating a conducive learning and teaching environment, developing the infrastructure that is sufficiently equipped with technologies that facilitate self-driven critical engagement by students. Student centeredness also requires academics to use innovative pedagogies which facilitates learning that leads to the attainment of graduate attributes that define UNIZULU gradueness. The transformation programme within this theme includes creating links between the curriculum content, the rurality context and graduate exit attributes. Student centeredness as an area of focus shall include the development of a grounding programme (UNIZULU 101); participation of students in modalities and teaching and learning; ensuring the sustainability, viability and contextualisation of curriculum; and developing the scholarship of teaching and learning (student access and success – women; SET, and performance tracking)

b) *Student Gradueness*

The University of Zululand aims to produce graduates who fulfil various roles as professionals and members of civil society with a balanced set of attributes, Such attributes include an in-depth knowledge of their specialisation; being reasonably knowledgeable across various disciplines; citizenship with a strong sense of public good and social responsibility; commanding of intellectual integrity; critical thinking skills; reflective thinking ability; possessing functioning knowledge to confront complex problems; being attuned to cultural diversity; commanding intellectual integrity and having an understanding of life complexities as an opportunity for critical engagement. These attributes will enable our students to develop life skills that will make them influential and highly regarded professional practitioners, entrepreneurs, researchers, thinkers, and members of civil society.

The University of Zululand commits itself to ensuring that graduates demonstrate the following attributes at their programme exit level:

- in-depth knowledge of their specialist disciplines
- good verbal and written communication skills
- a set of transferable skills for different types of employment
- critical thinking skills
- leadership skills
- decision making skills
- a strong sense of ethics and integrity
- a set of vocational and practical skills for workplace competence
- global citizenship with the ability to confront life ambiguities and complexities and solve problems
- the ability to relate to a wide range of subjects with reasonable depth and breadth of knowledge;
- ability to appreciate and embrace diversity
- entrepreneurial skills and job creation abilities
- strong sense of public good and civic responsibility
- functioning knowledge across a broad range of disciplines

- ability to contribute to and bring about innovation and constructive change in their professions and in civil society in general
- transferability of knowledge to various contexts
- the ability to conduct research, analyse and coherently present information
- continuous development of cognitive and professional skills
- good interpersonal skills and strength of character
- leadership skills with the ability to mentor future generations and others
- understanding of human rights, social justice and environmental sustainability imperatives
- respect for indigenous knowledge, values and cultures
- a sense of pride in the University of Zululand graduateness

Among these attributes our graduates should cherish and exude the following values: trustworthiness, assertiveness, diplomacy, adjustability, moral tenacity, accountability, collegiality, responsibility, intellectual excellence, social responsiveness. Our transformation responsibility in this regard entails bringing about social reform by contributing to the broader societal and economic development imperatives of the state, corporate enterprises and civil society.

c) *Africanisation (and decolonisation) and Curriculum Renewal*

The decolonisation and Africanisation of curriculum means a firm contextualisation of curriculum content and universal knowledge paradigms to local needs and perspectives. Contextualisation calls for inclusion of local and indigenous knowledge systems during content selection and the use of local examples and situations as examples and simulation initiatives.—This shall be achieved through systematic curriculum renewal; epistemological transformation; the use of innovative pedagogies and creation of an institutional culture which values local knowledge systems.

d) *Research and an engaged Glocal University*

Responsiveness to the local and regional context remains a paramount guiding principle for the University. The location of the University in the uMhlathuze Municipality, which is the fastest growing industrial hub and employer in northern KwaZulu-Natal, gives the university an intellectual advantage to bring about new forms of societal engagement, social development and large scale transformation in a region largely populated by rural communities. The rurality and institutional typology of the University position us for profound impact in the achievement of national economic growth goals, enhancement of social development, and the production of knowledge that has direct impact on rural and semi-urban communities that the University serves. We need to respond to these local realities through research the programme qualification mix and campus development, focussing on the Richards Bay Campus development. However, we also bear in mind that we want to continue producing global citizens with qualifications that are of high standard and are well recognised globally. Firmly embedded in the glocality of the University is internationalisation as a driving imperative.

The university has the mission to involve local communities and constructors of knowledge domains and hierarchies in cases where the local environment is used as a laboratory for scientific knowledge generation. This will revisit the notion of a

university and its role in the co-construction and validation of local knowledge systems; promotion of trans-disciplinarity and engagement; internationalisation; and growing a strong and well-supported postgraduate intellectual enterprise.

e) Intellectual mobilisation of staff and students through institutional culture

Like the Human Rights Commission, we also define institutional culture as ‘lived experiences of the University by those who inhabit it. Institutional culture finds expression through a set of shared values, ideological beliefs and assumptions, policies and procedures, systems and day to day practices and long term practices that shape organisational behaviour and one’s experiences. Our project in relation to institutional culture seeks to promote principles of social inclusion, critical engagement and appropriate representativity in institutional governance platforms. The university seeks to enhance the creation of space for public debate, societal engagement, use of inclusive language policy, representativity of constituency voice in governance structures; and the establishment of structures, platforms and systems to deal with unfair discrimination. Issues of institutional reputation and credibility are addressed as part of this priority while they also find vivid expression through teaching and learning, research and innovation and community engagement priorities. Included in this priority is the need to create a culture of a collective community that seeks to achieve institutional goals while taking collective responsibility for the success of the institution.

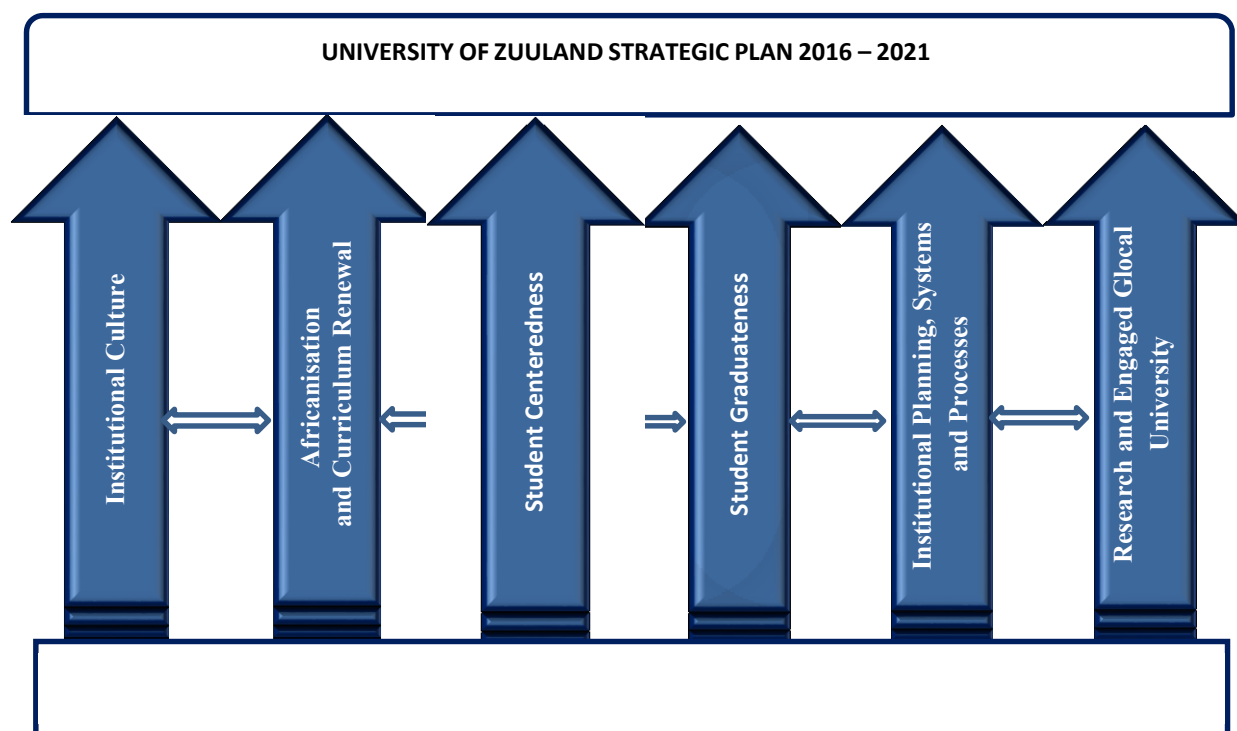
f) Transformation of institutional planning, systems and processes

The University commits to repositioning of its systems, services and processes to promote effectiveness, efficiency and advanced institutional credibility. This calls for constant review of systems and modalities and soliciting user feedback on the efficiency of all our arrangements. Such transformation shall entail equity planning and talent management; enrolment planning and programme qualification mix; improvement of staff and student services; establishing complaints management mechanisms; student accommodation arrangements; delegation of authority; improving diversity in University committees; use of ICTs for organisational effectiveness; and development of policies and procedures.

5. TRANSFORMATION AND THE UNIVERSITY STRATEGY

The University of Zululand’s Strategic Plan 2016 – 2021 has five strategic priorities. These priorities and other entrenched areas of interest speak directly to the transformation agenda articulated in this document. During this period the University intends to drive its operations to advance its strategic imperatives.

5.1 STRATEGIC GOALS AND TRANSFORMATION OBJECTIVES



The transformation programme of the University is directly aligned to the University Strategic Plan 2016 – 2021. The themes identified for the transformation programme can be directly located in the strategic priorities of the university strategic plan as shown below. The priorities of the Integrated Transformation Plan will be organised around five themes and these are:

- Institutional climate and culture;
- Teaching and learning;
- Research, scholarship and postgraduate studies;
- Recruitment and retention/ Talent management; and
- Leadership, relationships with external stakeholders and community engagement

STRATEGIC PRIORITY	TRANSFORMATION THEME
<p>1. <i>Improve governance through enhanced operations to support the academic enterprise and ensure sustainability</i></p>	<p>The University intends to continue its development of a rural comprehensive university systems—to cater for excellence in administration, governance and the core business through efficient and sustainable systems. The culture of good governance that prevails at the University will be enhanced to effective administration and institutional governance. This will be constantly reviewed through monitoring and evaluation mechanisms and through the Council approved performance management systems. Compliance to the new and enhanced King IV Code which contains principles, practices and outcomes will remain essential in 2017. Policy</p>

	<p>development, implementation and monitoring are key to ensure accountability and compliance.</p> <p>This strategic priority speaks to the theme on the <i>Transformation of institutional planning, systems and processes.</i></p>
<p>2. <i>Enhance the quality and profile of UNIZULU graduates. Develop ways to manage the national, regional and international reputation of UNIZULU</i></p>	<p>The teaching and learning environment will continue to implement best practice approaches to quality enhancement and quality assurance as a way of enhancing the quality and profile of our graduates. These will include programmes for student support, staff development, particularly the enhancement of academics as teachers and the development of a new generation of academics, enhancement of teaching and learning particularly technology and ICT enhanced teaching and learning, scholarship of teaching and learning, curriculum transformation including clearing of unaccredited programmes, partnerships and collaborations, community engagement, teaching and learning innovations. This includes curriculum reviews and renewal.</p> <p>This strategic priority addresses two themes: <i>Student Centeredness and Graduateness; Decolonisation, Africanisation and curriculum renewal</i> and the <i>Research and an engaged glocal university</i></p>
<p>3. <i>Create a quality teaching and learning environment as a comprehensive University</i></p>	<p>The university will expand the programme for technology and ICT enhanced teaching and learning with eLearning, mobile learning, provision of technology learning devices for students and modernizing the teaching and learning infrastructure technologies fitted in the teaching and learning spaces. Class and student tracking software solutions will be rolled out. New programmes will be developed in technology and vocational areas to respond to regional needs. This will include expansion of Wi-Fi and broadband and the introduction of new learning spaces in all the University buildings.</p> <p>This strategic priority is linked to the themes: <i>Research and engaged glocal university; Transformation of institutional planning, systems and processes; and Intellectual mobilisation of staff and students through institutional culture.</i></p>
<p>4. <i>Enhance research and Innovation</i></p>	<p>UNIZULU plans to position itself within this reality of being a rural comprehensive teaching university to increase its research output, increase postgraduate enrolments and improve the experience of postgraduate students.</p> <p>This strategic priority addresses the theme <i>Research and an engaged glocal university</i> and <i>Decolonisation, Africanisation and curriculum renewal.</i></p>

<p>5. <i>Accelerate infrastructure development. (this includes Learning Spaces and Technology)</i></p>	<p>Infrastructure developments have been hampered by poor policy and practice which led, ultimately, to legal challenges. These have now been resolved and a turnkey solution to the implementation of all outstanding DHET funded projects will be finalised in the early months of 2017. The University will continue to utilise its own borrowing capacity, as in 2017, to extend its infrastructure. The University will continue to work closely with the Department of Higher Education and Training's Student Housing Infrastructure Programme. More resources for further infrastructure development, and ICT infrastructure are being mobilised to help develop the glocal nature of the University.</p> <p>This strategic priority is linked to the themes: <i>Student Centeredness and Graduateness, and Research and an engaged glocal university.</i></p>
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6. INTEGRATED TRANSFORMATION PLAN – KEY PERFORMANCE AREAS

Four Main Objectives:						
<ol style="list-style-type: none"> 1. To embed and integrate transformation goals within the university’s core mandate 2. To ensure policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize transformation and diversity goals; 3. To foster an inclusive climate of respect for diversity that promotes student success and encourages faculty and staff members to grow; and 4. To promote a vision across the university that fully appreciates diversity and social justice as core values and educational benefits to be studied, cultivated, and embraced as a vital component of personal development; crucial to a democratic ethos. 						
SCOPE/ RANGE	GOAL	INTERVENTIONS	TIMEFRAME			RESPONSIBLE PERSON
			2017 - 2018	2019 - 2020	2021 - 2022	
• Institutional Climate and Culture	Goal 1.1: The university will ensure inclusive learning spaces; diversified workplaces, and hospitable environments across its campuses.	• Transformation Policy reviews and alignment	√			Executive Director: Institutional Planning
		• Clustering of policy statements				
		• Campus wide university policy statement (posters/ contract statements, etc.)				
		• HR reviews and alignment	√			Executive Director: Human Resources
		• Transformation Charter/ Climate statement	√	√		Executive Director: Institutional Planning
		• Human Rights programmes and campaigns	√	√	√	

		<ul style="list-style-type: none"> Facilitating and collaborating with student voice/ open sessions, etc. Employment of student voice in transformation more productively 			Director: Vice-Chancellor's Office	
	Goal 1.2: The university will develop and implement Innovative and cross-cutting programs to improve the institutional climate for diverse students, staff and visitors.	<ul style="list-style-type: none"> Grounding programme (UNIZULU 101) Faculty-based initiatives linked to GP or other programmes (academics and students) Develop open intellectual cultures across campuses and in lecture rooms Coherent programme for campus-wide social-intellectual activities (bringing things together) Names and symbols (open and extensive university debates in permanent cycles; and perpetual movements)/ options will emerge 	√	√	DVC: Teaching and Learning	
	Goal 1.3: The University will implement the new Language Policy	<ul style="list-style-type: none"> Institutionalisation of the language policy 		√	√	DVC: Research and Innovation
	Goal 1.4: The University will establish an institutional mechanism to deal with cases of discrimination and harassment	<ul style="list-style-type: none"> Establish a clear coordination of University transformation programmes Review the University anti-discrimination policy 		√	√	DVC: Institutional Support
	Goal 1.5: The University will put in place a public debate and societal engagement programme	<ul style="list-style-type: none"> Establish a gender forum and a programme of engagement 	√			DVC: Teaching and Learning
		<ul style="list-style-type: none"> Develop and implement student debate and engagement programme to promote critical citizenship 	√			Executive Director: Institutional Planning
						Registrar
						Director: Vice-Chancellor's Office
						Director: Vice-Chancellor's Office

		<ul style="list-style-type: none"> Develop and implement a public seminar series inviting high level guests to present talks 	√			DVC: Research and Innovation
		<ul style="list-style-type: none"> Host the Beyers Naude Memorial Annual Lecture 	√	√	√	Vice-Chancellor Executive Director: Institutional Planning
	Goal 1.6: The University will establish stakeholder experience and institutional climate through institutional research studies	<ul style="list-style-type: none"> Conduct staff climate survey Conduct various student experience surveys Conduct alumni tracking and experience surveys Conduct graduate exit surveys 		√		Executive Director: Institutional Planning
	Goal 1.7: The University will promote an inclusive institutional culture	<ul style="list-style-type: none"> Explore link between institutional culture (discursively constructed as the practices, sayings, thoughts, administration, research, and teaching and learning); and recruitment and retention 		√		DVC: Research and Innovation

SCOPE/ RANGE	GOAL	INTERVENTIONS	TIMEFRAME			RESPONSIBLE PERSON
			2017 - 2018	2019 - 2020	2021 - 2022	
<ul style="list-style-type: none"> Institutional planning, 	Goal 2.1: The University will enrol and graduate undergraduate students from	<ul style="list-style-type: none"> Develop enrolment planning that enhances student diversity and monitor its implementation 	√			Executive Director:

systems and processes	diverse environments, geographical locales, ‘ability’, and socio-economic conditions (class and social status).					Institutional Planning
	Goal 2.2: The University will coordinate integrated planning initiatives to develop Richards Bay Campus	<ul style="list-style-type: none"> Conduct comprehensive situational analysis to support engineering programmes at the Richards Bay Campus Conduct inclusive Planning Indaba for a socially and economically responsive positioning of the Richards Bay Campus 	√			Executive Director: Richards Bay
			√			Executive Director: Institutional Planning
	Goal 2.3: The university’s executive management will coordinate and support transformational leadership on campuses, faculties, departments and the various academic, support and business units.	<ul style="list-style-type: none"> Establish a Transformation Office and re-alignment and cluster transformation functions Develop an Ombudsman Office Develop mechanisms/systems to address cases of racism, sexism, sexual harassment and other forms of discrimination 	√	√	√	Vice-Chancellor Registrar Executive Director: Institutional Planning
	Goal 2.4: The university will increase opportunities for leadership training, professional growth and advancement of diverse academics and staff in all divisions.	<ul style="list-style-type: none"> Re-aligning skills development regime University-wide plan that links skills development with diversity training; and the diversification of the professional base 	√			Executive Director: Human Resources DVC: Teaching and Learning
Goal 2.5: The University will embark on a comprehensive campus and spatial development	<ul style="list-style-type: none"> The University will effectively implement development projects funded through the HDI Gant 	√	√	√	Vice-Chancellor	

	initiative to acquire and enhance student residence space, and teaching and learning facilities.	<ul style="list-style-type: none"> The University will develop its ICT infrastructure to handle the teaching and learning, research, and innovation needs 	√	√	√	DVC: Institutional Support
		<ul style="list-style-type: none"> The University will develop and acquire more student residence facilities for the Richards Bay and KwaDlangezwa Campuses 	√	√	√	DVC: Institutional Support
		<ul style="list-style-type: none"> The University will develop sufficient teaching and learning space at the Richards Bay Campus to accommodate new Engineering programmes 	√			DVC: Institutional Support
	Goal 2.6: The campus principal, deans, programme heads, and heads of departments will provide strong leadership for diversity and inclusion at all levels	<ul style="list-style-type: none"> Deans to submit well thought-out plans with targets that include equity figures; and substantive initiatives to advance inclusion (Equity Plan) 	√			Executive Director: Human Resources
	Goal 2.7: The University will develop a student success tracking system	<ul style="list-style-type: none"> University to put in place a system for tracking student performance 	√			Executive Director: Institutional Planning
		<ul style="list-style-type: none"> Provide systematic evidence-driven tracking of student performance and success 	√			Executive Director: Institutional Planning

SCOPE/ RANGE	GOAL	INTERVENTIONS	TIMEFRAME			RESPONSIBLE PERSON
			2017 - 2018	2019 - 2020	2021- 2022	
• Teaching and Learning	Goal 3.1: The University will enrol and graduate undergraduate students from diverse environments, geographical locales, ‘ability’, and socio-economic conditions (class and social status).	<ul style="list-style-type: none"> Develop enrolment planning that enhances student diversity and monitor its implementation 	√			Executive Director: Institutional Planning
	Goal 3.2: The university will ensure that undergraduate students acquire the knowledge, experience, and cultural competencies necessary to succeed in a multicultural, globally interconnected world.	<ul style="list-style-type: none"> Develop general education plan at faculty level/ focus on diversity and pluralistic societies Credit bearing intervention at faculty level (convergence/ divergence design) Academic and Student Affairs portfolios to review existing initiatives; and make suggestions for the integration of diversity and social justice into academic courses, living and learning activities, and other co-curricular activities. 	√	√ √		DVC: Teaching and Learning
	Goal 3.3: Departments and programmes will equip graduate students with diversity-related expertise.	<ul style="list-style-type: none"> Clearly defined and designed faculty and departmental interventions 	√			DVC: Teaching and Learning
	Goal 3.4: The university will increase its capacity to educate students about diversity issues	<ul style="list-style-type: none"> Better defined CTL interventions on diversity and social justice 	√	√		DVC: Teaching and Learning

	and to develop inclusive learning environments.	<ul style="list-style-type: none"> • Create standing fortnightly development slot of 2 hours/ across faculties and departments • Tie skills on diversity and social justice education to promotion and professional development points • Review and realign skills development regime on campus 		√	√	
	Goal 3.5: The university will institutionalise curriculum reviews to make the curriculum responsive to local and global needs and standards	<ul style="list-style-type: none"> • Establish a quinquennial mechanism and implement curriculum and programme reviews 	√			DVC: Teaching and Learning
	Goal 3.6: The University will put in place a suite of student development and student success programmes and initiatives	<ul style="list-style-type: none"> • University to review and enhance its Foundation and extended curriculum programmes • Develop a residence student support programme • Develop student language and writing programme • Enhance the First Year Student Experience Programme 	√ √	√ √		DVC: Teaching and Learning
		<ul style="list-style-type: none"> • Use student success reports to develop student engagement and support programmes 				DVC: Teaching and Learning

SCOPE/ RANGE	GOAL	INTERVENTIONS	TIMEFRAME			RESPONSIBLE PERSON
			2017 - 2018	2019 - 2020	2021- 2022	
<ul style="list-style-type: none"> Research, Engaged Scholarship and Postgraduate studies 	<p>Goal 4.1 The University will enrol and graduate postgraduate students from diverse environments, geographical locales, ‘ability’, and socio-economic conditions (class and social status).</p>	<ul style="list-style-type: none"> Targeted recruitment of students within a broad understanding of diversities; and increase degree completion Develop and implement non-discriminatory supervision standards and practices Review graduate-postgraduate pipelines and align with findings Provide training on best practices in recruiting and graduating diverse postgraduate students Hold faculties and departments accountable for broadening the diversity of postgraduate students 	√	<ul style="list-style-type: none"> √ √ √ √ 		DVC: Research and Innovation
	<p>Goal 4.2: The university will commit itself to developing and supporting the production of nationally recognized research and scholarship on race, ‘ethnicity’, gender, LGBTIQ, ‘disability’, class, and other dimensions of diversity.</p>	<ul style="list-style-type: none"> Actively promote interdisciplinary diversity-themed research: administratively, financially and substantively across faculties Hold diversity-themed colloquia and the production of research outputs across faculties Recruit scholars and postdoctoral fellows on diversity-themed research 		<ul style="list-style-type: none"> √ √ 	√	DVC: Research and Innovation
	<p>Goal 4.3: The university will provide a clearinghouse</p>	<ul style="list-style-type: none"> Create research database (products and funding opportunities) to facilitate diversity and social justice themed research 		√		DVC: Research and Innovation

	of opportunities for funded research, scholarship, and creative activities addressing diversity issues	<ul style="list-style-type: none"> Actively promote the value of diversity and social justice themed research 		√			
	Goal 4.4: The university will facilitate the diversification of knowledge, its producers and beneficiaries.	<ul style="list-style-type: none"> Recruitment and research practices to be steered towards knowledge diversification through funding and support 			√	DVC: Research and Innovation	
	Goal 4.5: The university will put in place a programme to capacitate women and black academics to publish	<ul style="list-style-type: none"> Design and implement research capacity programmes for young women and black academics Develop a plan to assist young and women academics to acquire PhD qualifications Develop and implement a programme to support young black and women academics to become active researchers 	√	√	√	DVC: Research and Innovation	
	Goal 4.6: UNIZULU will enter into meaningful partnerships in the region with the local businesses, municipalities and communities, as well as with recognised intellectual leaders in our society and research organisations.	<ul style="list-style-type: none"> Develop and get approved the community engagement framework Develop a programme for socially engaged research initiatives in the local and regional environment 	√		√	DVC: Research and Innovation	
	Goal 4.7: The University will reconceptualise and run the Centre for Rural Development	<ul style="list-style-type: none"> Conduct a situational analysis on the Centre for Rural Development Develop a strategy and operational plans for the Centre Raise funding for the Rural Development Centre 	√		√	√	DVC: Research and Innovation

	Goal 4.8: The University will partner with local communities to develop indigenous knowledge systems through scholarly research	<ul style="list-style-type: none"> Identify one major research area linked to local community or indigenous knowledge systems and develop a comprehensive research project around that particular area 		√		DVC: Research and Innovation
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SCOPE/ RANGE	GOAL	INTERVENTIONS	TIMEFRAME			RESPONSIBLE PERSON
			2017 - 2018	2019 - 2020	2021 - 2022	
<ul style="list-style-type: none"> Recruitment and Retention 	4.1: The university will continue to recruit, promote, and strive work to retain a diverse workforce? (focus on ‘race’, disability, etc.)	<ul style="list-style-type: none"> High level review of human resource regime from the perspective of whether or not it can facilitate transformation Deans and heads of departments to play leading role in developing a talent management strategy for academic staff Develop a well-thought-out system of sanction and reward on faculty and departmental level Develop policies and programmes with a sense of inclusivity that facilitates retention 	√	√	√	Executive Director: Human Resources
		<ul style="list-style-type: none"> Create dedicated function (one senior person and team) that works with Deans to determine availability and develop a landscape assessment; a continuously updated database; and the engagement with academics and administrators nationally and globally. 		√		DVC: Teaching and Learning

		<ul style="list-style-type: none"> Develop Equity plans for the University Manage staff performance and provide necessary support and development 	√	√		Executive Director: Human Resources
	4.2: The university will consciously expedite the ‘renewal’ of the academy.	<ul style="list-style-type: none"> Design a coherent programme for the renewal of the academy Provide support for young scholars and professionalise teaching 	√	√		DVC: Teaching and Learning
	4.3. The university will broaden and contribute to a diverse ‘skills’ pool in service of higher education locally, nationally and globally.	<ul style="list-style-type: none"> Skills development processes to be geared towards and play into the renewal of the academy locally and nationally; serving the diversification of our higher education skills base as a university and country 		√		DVC: Teaching and Learning

SCOPE/ RANGE	GOAL	INTERVENTIONS	TIMEFRAME			RESPONSIBLE PERSON
			2017 - 2018	2019 - 2020	2021 - 2022	
<ul style="list-style-type: none"> Leadership; relationships with external stakeholders; and community engagement 	Goal. 6.1: The university’s management structures, on all levels, will advance transformational external relations and community engagement practices.	<ul style="list-style-type: none"> How and with who we build our external relationship impacts on our academic and institutional cultures Clear plans from Deans/ with targets/ including: <ul style="list-style-type: none"> Community-based internships Exchange programmes New community-based research initiatives, away from conventional, patronizing and discriminatory 	√	√		DVC: Research and Innovation DVC: Teaching and Learning? DVC: Teaching and Learning?

		<p>paradigms, towards inclusive epistemological practices</p> <ul style="list-style-type: none"> • Increase number and quality of relations with diverse external communities/ partnerships 				
	<p>Goal. 6.2 The university's management structures will ensure alignment of alumni, student and staff organisations with the transformation objectives of the university</p>	<ul style="list-style-type: none"> • Initiate technical review of Alumni organisations and source recommendations from such review • Employ the 'natural' momentum that comes with student voice and student diversification more productively in service of institutional transformation • Limit number of 'free' riders/ create active academic community that makes provision for all kinds of personalities. 	√	√		<p>DVC: Institutional Support</p> <p>DVC: Teaching and Learning</p>
	<p>Goal. 6.3: Establish and revitalise institutional governance structures that engage with transformation programmes</p>	<ul style="list-style-type: none"> • Set up a Transformation and Anti-Discrimination Committee with a mandate to provide leadership on transformation Programmes of the University 	√			<p>Vice-Chancellor</p> <p>Executive Director: Institutional Planning</p>
		<ul style="list-style-type: none"> • Develop a transformation programme for the University Institutional Forum 	√			Registrar

7. CONCLUDING REMARKS

In order for the ITP to be successfully implemented, monitoring and evaluation should be constantly conducted by the Institutional Planning Directorate. Proper annual reporting to internal constituencies and external authorities will be made a priority of the coordination of this project. The University will need to enhance project management capacity of the transformation function within itself. While the coordination of the transformation programme is located within the Institutional Planning Directorate, it is important to stress that transformation is everyone's business at the University. Monitoring and reporting on this Integrated Transformation Plan will be coordinated through the Institutional Planning Directorate and expressed through the Executive Management Committee; Management Committee; Senate on Academic matters and the University Council.