



# Walter Sisulu University

Strategic Plan  
2020-2030





## FOREWORD BY THE CHAIRPERSON OF COUNCIL



I am pleased to introduce the Walter Sisulu University Vision and Strategic Plan – *Vision 2030* – for the next decade (2020 – 2030) to you. It is an affirmation of the University’s pursuit of excellence, constructive Afrocentrism, and technological infusion in the academic project of the University. The Strategy is an attempt to recognise the opportunities available in order to reflect our purpose, vision, mission, and values as a proudly African University – against the backdrop of the formidable challenges that the higher education sector faces.

No one can deny the importance of quality higher education. Even in this period of tremendous global uncertainty and widespread societal angst, it remains the last bastion of empowerment for the disenfranchised and upliftment for the marginalised and the ‘forgotten’. In carefully laying out the stepping stones to its new future, WSU has clearly acknowledged, through this Strategic Plan, that proper self-preparation and self-positioning are key to identifying and harnessing opportunities; indeed, without these, the best opportunities can be easily missed or squandered. The Strategic Plan defines the University’s new journey, clarifies the quality of energy and depth of commitment required of its stakeholders, and provides indications of the inevitable sacrifices that will have to be made by all so as to steer this historic institution along a

sustainable trajectory. Needless to say, these are important preconditions for recognising and harnessing opportunities.

I note with great excitement that the Plan foregrounds excellence in not just the crucial institutional mandate areas of teaching and learning, research, and community engagement, but equally appropriately, in all activities designed to support the core mandates. These include human resource management systems, financial administration, infrastructure, as well as management and governance.

This Strategic Plan makes it clear that even the smartest ideas around teaching and learning, research, postgraduate studies and innovation can easily fall flat in the face of lacklustre commitment to quality institutional support. It defines excellence as the interplay of many factors – quality teaching and learning, impactful and relevant research and innovation, transformative community engagement, enriching student experience, empowered workforce, financial sustainability, modern ICT, state-of-the-art infrastructure, and people-centred governance and admin.





I particularly commend the deep consultative and collaborative spirit in which the Plan was forged, and the robust, institution-wide debates that helped to shape the contours of the new Vision. The strategic planning methodology elucidated in the Plan document bears testimony to the accommodative prowess of WSU’s stakeholders – management, labour and students – who engaged in the process. It is my sincere hope that this truly forward-looking, lucid and bold roadmap to a sustainable and transformative new future will be diligently followed by every member of the WSU community and embraced by all who are impacted by the University’s activities.



*T Tembeka Ngcukaitobi*

**Adv. Tembeka Ngcukaitobi**





## FOREWORD BY THE VICE-CHANCELLOR AND PRINCIPAL



I am pleased to commend the Walter Sisulu University Vision and Strategic Plan – dubbed *Vision 2030* – for the next decade (2020 – 2030) to you, steadfast in the pursuit of excellence despite the resistance we currently face as a sector, country and global village. *Vision 2030* recognises the exciting challenges posed by the concerns of our age and yet is a contemporary and brave statement of our purpose, vision, mission and values as a proudly African University.

Alongside our new Vision and Strategy, we are co-creating a living framework that will sustain us beyond this 10-year Strategy. It elucidates ideas important to the University, including impact and excellence. Our iterative framework is located within an interactive network that acts as a dialogue over successive years, supporting our actions, deliberations, and outcomes to benefit our students, staff, and communities. Our shared commitment to ecologically sustainable systems, equitable and just society, well-being for all, and a thriving economy based upon innovation is, therefore, to be understood through the lens of this framework. Our *Vision 2030* signals a solid commitment to excellence, sustainability, relevance, fairness, and positive impact in all we do. It does this for the benefit of the

University's immediate communities and the global social and economic systems critical to intergenerational equity across the world. We promote a strategy that emphasises well-being, human value, and preserving and protecting our natural world. In short, our Strategy is for Africa and the world.

Consequently, we will sharpen our focus, prioritising our education and research efforts to improve insight and understanding of regional and global concerns and opportunities, taking informed and positive action through the ethical use of knowledge. We will do this across broad domains – geopolitical, environmental and resources; justice, equality, and democracy; health and well-being; technology and digitisation – and, through these efforts, advance understanding of what it is to be human, curious, flawed, ingenious and interconnected. To realise these aspirations, we favour transdisciplinarity, working collaboratively through our teaching and research, respectful of the complex abilities and needs of the diverse communities that we serve. We co-create and disseminate knowledge within and beyond the academic, enabling meaningful and robust engagement with students, staff, and partners, using open and responsive novel work practices.





*“WSU has found herself since merger, in rough oceans and conflicting tides, and while the lessons learnt cannot be denied, WSU now stands at a crossroad of monumental importance. As an institution, we can choose the safe harbour of the traditional, the known-and dare I say- developmental, or we can take the path less travelled, and perhaps find ourselves in a place of exceptionality.”*

To succeed, we must be a strong principled and value-led academic community, holding ourselves and our partners to standards that support academic freedom, curiosity research-driven knowledge, sustainability, impact, and engagement. Paramount amongst these is the most human of values – openness, tolerance, fairness, trustworthiness and respect for each other and our ideas. Throughout the uncertainty and changes ahead, we will live our values and continue to reflect on them as we, and our world, change. The foci proposed by Vision 2030 will only be possible by working

in ways that respectfully challenge old boundaries and assumptions that require different behaviours. We will be recognised by our explicit collaboration with our students, staff, alumni and partners to understand their needs, aspirations and experiences. This collaboration will inform how we work and our policies, processes, systems, and decision-making. Importantly, we will continue to demonstrate our belief in sustainable, fair and equitable societies, innovation-led economies, and meeting our responsibilities to students from all socio-economic backgrounds through our lived values and diverse worldviews.

This strategic plan is a “living” document, one that informs decisions and choices while plotting a future course for WSU to continue its trajectory of excellence and the success of all students come through its doors. We will continuously measure our progress against this plan and share that progress publicly through a strategic plan dashboard. These are exciting times in the robust history of WSU. Guided by a clear vision and path forward, we are confident that we can meet the challenges of a changing higher education landscape while marching toward the realisation of our pursuit of excellence.

**Professor Rushiella Nolundi Songca**

**OFFICIAL SIGN-OFF**

It is hereby certified that this **Strategic Plan:**

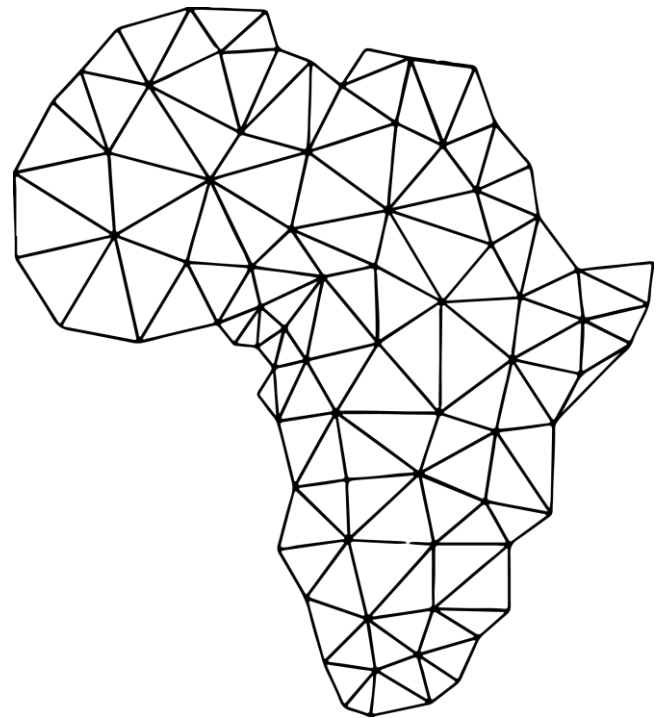
- ///* Was developed by the management of WSU under the guidance of the Interim Vice-Chancellor and Chairperson of the Council and takes into account all the relevant policies, legislation and other mandates for which the institution is responsible.
- ///* Accurately reflects the strategic outcome-oriented goals and objectives which WSU will endeavour to achieve over the next ten years (2020 – 2030)

---

**Adv. Tembeka Ngcukaitobi (SC)**  
(Chairperson of Council)

---

**Professor Rushiella Nolundi Songca**  
(Vice-Chancellor and Principal)





## HONOURING WALTER SISULU



Walter Max Ulyate Sisulu was born at Quthubeni at Engcobo in the former Transkei region of the Eastern Cape on 18 May 1912 – coincidentally the same year the ANC was founded.

Sisulu joined the African National Congress (ANC) in 1940 and it was through him that Nelson Mandela and Oliver Tambo were brought into the organisation.

In 1944, he, together with Mandela and Tambo, formed the ANC Youth League whose radical approach fundamentally transformed the ANC and the struggle against colonialism and apartheid. In 1949, he was elected Secretary General of the ANC.

In 1944, Sisulu married Albertinia Nontsikelelo Mnyila and the marriage produced five children.

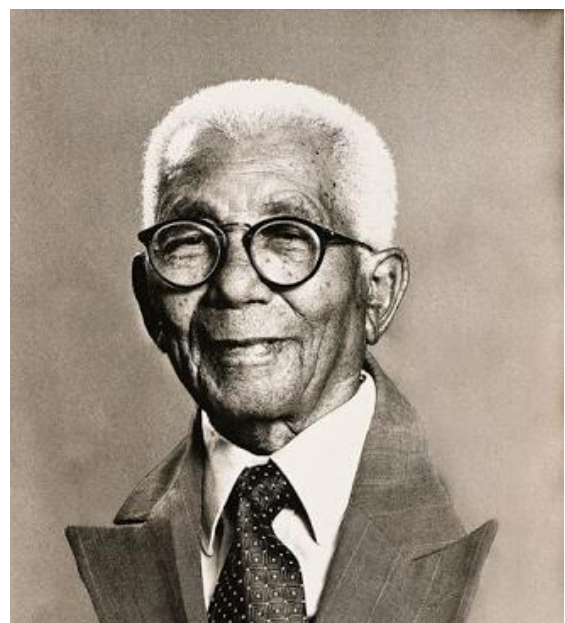
In the 1950's he was one of the leading figures in the Defiance Campaign. Between 1956 and 1961, Sisulu was constantly in court defending himself against a string of treason charges.

Sisulu was one of the founders of Umkhonto Wesizwe, the ANC's armed wing after major liberation organisations such as the PAC and the ANC were banned in 1960.

Sisulu, together with Mandela and other senior leaders of the ANC, were tried in the Rivonia

Treason Trial. In 1964, they were sentenced to life imprisonment, most of which was spent on Robben Island. Sisulu was released on 15<sup>th</sup> October 1989, after almost three decades. He then served the ANC as its Deputy President. Sadly, Sisulu passed away on 5<sup>th</sup> May 2003 just before his 91<sup>st</sup> birthday.

Sisulu is recognised for his pivotal role in the liberation struggle and is respected by friends and foes because of the dignified manner with which he handled himself as well as the values he embraced. He remains a towering giant of South Africa and humanity's struggle for justice. His humility, ability to identify and promote leaders as well as his selflessness are some of his distinctive traits. Sisulu proved to be as faithful to the struggle as he was to his family.





It is an honour for Walter Sisulu University to be carrying the name of such a towering figure in human history. He is an embodiment of the values of selflessness, courage, humility, Ubuntu and compassion to which WSU aspires.

Thus, three of his core values are used on WSU's academic crest:

- ✓ **EXCELLENCE**
- ✓ **WISDOM**
- ✓ **INTEGRITY**

The University is proud to be named after Walter Max Ulyate Sisulu.



*“The people are our strength. In their Service we shall face and conquer those who live on the back of the people.”*

*- Walter Sisulu*





## TABLE OF CONTENTS

FOREWORD BY THE CHAIRPERSON OF COUNCIL .....	i
FOREWORD BY THE VICE-CHANCELLOR AND PRINCIPAL .....	iii
OFFICIAL SIGN-OFF .....	v
HONOURING WALTER SISULU .....	vi
EXECUTIVE SUMMARY .....	- 1 -
PREFACE .....	- 3 -
SECTION A: CONTEXT AND STRATEGIC FRAMING .....	- 6 -
1. AFRICAN AND INTERNATIONAL CONTEXT .....	- 6 -
1.1 The United Nations Sustainable Development Goals (SDG) .....	- 6 -
1.2 Africa Agenda 2063 .....	- 8 -
2. NATIONAL CONTEXT .....	- 9 -
2.1 The National Development Plan 2030.....	- 9 -
2.2 The higher education landscape .....	- 11 -
3. INSTITUTIONAL CONTEXT .....	- 12 -
3.1 Brief history of the University .....	- 12 -
3.2 Geographical location .....	- 13 -
3.3 University as a professional space.....	- 14 -
4. SUPER DISRUPTORS.....	- 15 -
5. PHILOSOPHY.....	- 16 -
5.1 Vision .....	- 16 -
5.2 Mission .....	- 16 -
5.3 Purpose statement .....	- 16 -
5.4 Core values.....	- 16 -
5.5 Slogan .....	- 16 -
6. VISION ELEMENTS – ELABORATION .....	- 17 -
6.1 ‘Impactful’ .....	- 17 -



6.2 'Technology-infused' .....	- 19 -
6.3 'African University' .....	- 21 -
7. METHODOLOGY .....	- 23 -
7.1 The Approach .....	- 23 -
7.2 Conceptual framing .....	- 24 -
SECTION B: STRATEGIC FRAMEWORK FOR WSU .....	- 29 -
8. STRATEGIC GOALS AND OBJECTIVES .....	- 29 -
8.1 Strategic Goal 1: Quality, Impactful Teaching & Learning .....	- 30 -
8.2 Strategic Goal 2: Relevant and Impactful Research & Innovation .....	- 31 -
8.3 Strategic Goal 3: Transformative Community Engagement, Internationalisation & Partnerships .....	- 32 -
8.4 Strategic Goal 4: Enriching Student Experience.....	- 33 -
8.5 Strategic Goal 5: Empowered Workforce .....	- 34 -
8.6 Strategic Goal 6: Financial Sustainability .....	- 35 -
8.7 Strategic Goal 7: Modern ICT .....	- 36 -
8.8 Strategic Goal 8: State-of-the-art infrastructure .....	- 37 -
8.9 Strategic Goal 9: People-centred governance and administration .....	- 38 -
SECTION C: STRATEGIC PERFORMANCE INDICATORS .....	- 40 -
9. STRATEGIC GOALS, OBJECTIVES & PERFORMANCE INDICATORS.....	- 40 -
STRATEGIC GOAL 1: QUALITY, IMPACTFUL TEACHING & LEARNING.....	- 40 -
STRATEGIC GOAL 2: RELEVANT AND IMPACTFUL RESEARCH & INNOVATION .....	- 45 -
STRATEGIC GOAL 4: ENRICHING STUDENT EXPERIENCE .....	- 50 -
STRATEGIC GOAL 5: EMPOWERED WORKFORCE .....	- 53 -
STRATEGIC GOAL 6: FINANCIAL SUSTAINABILITY .....	- 55 -
STRATEGIC GOAL 7: MODERN ICT .....	- 57 -
STRATEGIC GOAL 8: STATE-OF-THE-ART INFRASTRUCTURE.....	- 59 -
STRATEGIC GOAL 9: PEOPLE-CENTRED GOVERNANCE AND ADMINISTRATION .....	- 61 -



## EXECUTIVE SUMMARY

### WSU VISION 2030 AT A GLANCE

In this Strategic Plan Walter Sisulu University articulates a vision that will guide its journey into the next decade. Framing the University's character and aspirations as well as growth and development imperatives within a dynamic set of factors, the Plan lays out the University's commitment to the pursuit of excellence. It commits the University to harnessing socio-economic, cultural and ideational assets within the African, international, national and institutional contexts to achieve its goals.

Factors within the African and international context include the UN Sustainable Development Goals and the Africa Agenda 2063, while the National Development Plan 2030 and changes and challenges within the South African higher education landscape are highlighted as key framing issues for the Strategic Plan. Institutionally, the Plan draws impetus from, among other things, the University's history as well as its space and place in a predominantly rural and socio-economically marginalised rural province. It equally takes seriously the role of global disruptors, such as the COVID-19 pandemic, but views such disruptors as capable of being turned for good as they will sharpen the University's instinct of excellence and force it to acquire the agility and creativity to reach for new frontiers of achievement.

The University's philosophy is captured thus:

**Vision:** *An impactful, technology-infused African University.*

**Mission:** *Through its core business, WSU responds to societal needs in ethical, scholarly, sustainable, and entrepreneurial ways, and delivers future-ready graduates.*

**Purpose:** *In pursuit of excellence, Walter Sisulu University addresses societal challenges by producing relevant, innovative and impactful research; championing sustainable and just development, and graduating versatile individuals.*

**Core values:** *Honesty and integrity, quality and excellence, respect, Ubuntu.*

**Slogan:** *In pursuit of excellence.*





'Impactfulness' is explained both in terms of the University's historical role as an institution of access for the disenfranchised, and a new commitment to creating and implementing an empowering curriculum and carefully designed student development initiatives that ensure that WSU graduates are able to access the highest echelons of society, that research and innovation bolster the pursuit of local, national, and continental development efforts, and that, now and in the future, the University's core activities contribute to the achievement of sustainable and *just* global development.

The University seeks to position technology at the centre of teaching and learning, research and innovation as well as administration by making appropriate investments geared towards the acquisition and creation of vital technology.

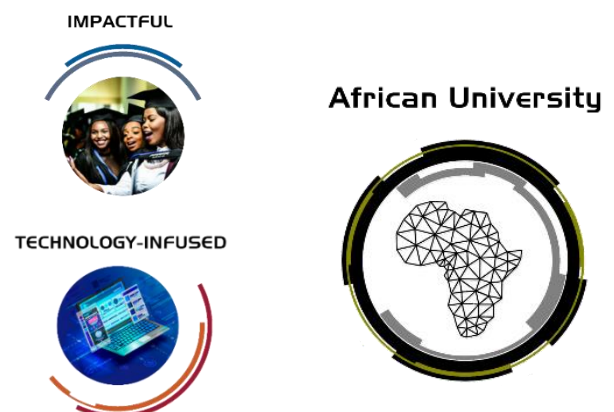
The Strategic Plan affirms the University's African origins and African location, and makes a case for epistemic justice. It commits the University to greater levels of epistemic sensitivity in all areas of its functioning - from curriculum design, pedagogical orientation and course content, to teaching approach, research and innovation, and the composition of the professoriate. *Africanness* must underpin management and leadership practices and be reflected in the built environment. Conscious efforts must be made towards an Africanised

curriculum.

The journey articulated in this Strategic Plan is geared towards achieving the following nine (9) strategic goals:

1. Quality, impactful teaching and learning
2. Relevant and impactful research and innovation
3. Transformative community engagement, internationalisation and partnerships
4. Enriching student experience
5. Empowered workforce
6. Financial sustainability
7. Modern ICT
8. State-of-the-art infrastructure
9. People-centred governance and administration.

Each strategic goal is unpacked in a set of sub-goals, objectives and key performance indicators.





## PREFACE



As the 2014-2019 WSU Strategic Plan comes to an end, the setting of a new vision to guide the University as it navigates its way to 2030 is both a necessary and an exciting exercise. The new Strategic Plan, titled *WSU Vision 2030 – In Pursuit of Excellence*, is developed to provide the navigational markers for the University's operations for the next 10 years. It is inspired by experiences and challenges arising from the last Strategic Plan, but, more importantly, from the new energy that has infused the University in the last few years,

recent research and active dialogues embarked on within the University and with external stakeholders, as well as global, national and local exigencies with which the University must necessarily grapple. The purpose is to capture the foundation of the shared institutional vision and understand the University's role and identity in the context of multiple, ever-shifting demands — nationally, regionally and internationally.



***WSU Vision 2030* captures the University's core strategies over the next 10 years by:**

- i. Recognising the University's early beginnings, challenging journeys, and enduring strengths
- ii. Positioning the University's strategic trajectory within a changing socio-political and economic environment, especially as it impacts – and is in turn impacted by – the higher education environment





- iii. Articulating the University's new vision, mission, slogan, purpose, and core values
- iv. Foregrounding the core activities of research, teaching, and learning
- v. Embedding community engagement and international partnerships in the academic mission
- vi. Harnessing the University's strength as a comprehensive residential university to steer the technology-infused, research-active and innovation-focused identity it now wishes to pursue.
- vii. Embracing diversity – in its fullest demographic, material and ideational expression - to enrich the University's intellectual culture and improve graduate outcomes.
- viii. Setting the overarching strategic goals, from which targets and fundamental performance measures will be derived.

While, conventionally, efforts such as these are often contextualised around “challenges” and “constraints” that necessitate strategic responses and a pragmatic focus, in a bid to reposition an institution, *WSU Vision 2030* takes as its point of departure the thinking that what may ordinarily be viewed as challenges or even constraints may embody *enabling* ingredients that, if properly harnessed, can yield critical outcomes for both the University and the communities it serves. This is a new journey - by an institution that has been emboldened by its challenges and constraints, and one that is endowed with enormous socio-cultural and environmental resources, refined by its history, and inspired by the life story of the South African liberation icon whose name it bears. It is a journey to a new future.



# WSU VISION 2030





## SECTION A: CONTEXT AND STRATEGIC FRAMING



## SECTION A: CONTEXT AND STRATEGIC FRAMING

Understanding the various contexts within which the University operates is essential in shaping the way we seek to face the future. These contexts and ecosystems are also important to ensure that any opportunities they present are properly identified and exploited, and challenges carefully navigated, with a view to advancing the University’s

efforts of repositioning itself in the higher education landscape and in society as a whole. Four of these contexts are discussed in this section, namely: African and international context, national context, institutional context, and the specific context defined by global disruptors, known and unknown, such as the COVID-19 pandemic.

### 1. AFRICAN AND INTERNATIONAL CONTEXT



#### 1.1 The United Nations Sustainable Development Goals (SDG)

One of the most ambitious global agreements in recent history is the United Nations’ *Transforming Our World: The 2030 Agenda for Sustainable Development*. This agreement sets the goals – known as the Sustainable Development Goals (SDGs) - to be pursued in transforming the world.



At the core of the 17 SDGs is a guide to tackling the world’s most pressing challenges – including ending poverty and bringing economic prosperity, social inclusion, environmental sustainability and peace and good governance to all countries and all people by 2030.

Education, research, innovation, and leadership are crucial in terms of helping society address these challenges. With their broad remit around the creation and dissemination of knowledge and their unique position within society, universities have a critical role to play in the achievement of the SDGs. Furthermore, engaging with the SDGs will significantly benefit universities by demonstrating how impactful a university is or can be, capturing SDG-related education demand, building new partnerships, accessing new funding streams, and defining a responsible and globally aware university.





However, the contribution of universities to the SDGs is much broader, as they can provide the knowledge base upon which the goals can be implemented. Some of these main areas of contribution are:

- ''' Teaching & Learning: Providing students with the knowledge and skills; motivation to understand and address the SDGs (broadly 'education for sustainable development'); providing in-depth academic or vocational expertise to implement SDG solutions; providing accessible, affordable, and inclusive education to all; and empowering and mobilising young people.
- ''' Research & Innovation: Providing the necessary knowledge, evidence-based solutions, technologies, pathways, and innovations to underpin and support the implementation of the SDGs by the global community.
- ''' Organisational governance, culture, and operations of the University: Implementing the principles embedded in the SDGs through governance structures and operational policies and decisions, such as those relating to employment, finance, campus services, support services, facilities, procurement, human resources, and student administration.
- ''' External leadership: Strengthening public engagement and participation in addressing the SDGs; initiating and facilitating cross-sectoral dialogue and action; ensuring higher education sector representation in national implementation; helping to design SDG-based policies; and demonstrating sector commitment to the SDGs.

The SDGs increasingly serve as a framework for defining what it means to be a *responsible* university and a yardstick for measuring a university's societal impact. The Goals also create possibilities for new streams of funding for universities, and an imperative for internal and external collaboration and partnership-building towards more impactful teaching and learning as well as research and innovation. The SDGs also serve as a framework by which universities appraise society's overall progress towards sustainability. Even so, universities produce critical knowledge that could shape the SDGs, sharpen the implementation of the Goals, and improve their applicability in governance, leadership and other societal spheres.

Put simply, WSU Vision 2030 acknowledges that in today's world, knowledge production, teaching and learning and community engagement do not, and cannot, just happen.





They occur in a context where everyone must contribute to humanity's collective advancement towards a sustainable – and *just* – world. In this sense, the notion of producing knowledge for knowledge's sake' becomes an elitist pastime that society can ill afford.

### **1.2 Africa Agenda 2063**

Also shaping the strategic thinking and goals elucidated in this Strategic Plan is the place of Africa in the broader scheme of global development. Universities do not exist in a vacuum: their existential realities are intricately tied up with those of the wider continental arena. While WSU is located in South Africa, and is governed by South African laws, policies and regulations, it is an *African* University. As such, it must pursue its mandate in such a way as to advance Africa's developmental aspirations – such as those articulated in the African Union's Africa Agenda 2063.

This Agenda was borne out of the need to refocus Africa's energies towards inclusive social and economic development, continental and regional integration, democratic governance and peace, and security, among other issues aimed at repositioning Africa as a dominant player in the global arena. It is an articulation of how the continent intends to achieve the Pan African Vision of "*An integrated, prosperous and peaceful Africa, driven by its own citizens, representing a dynamic force in the international arena*".





According to the AU Commission, Africa Agenda 2063 was motivated by several factors:

- ❧ Ongoing structural transformations
- ❧ Increased peace and reduction in the number of conflicts
- ❧ Renewed economic growth and social progress
- ❧ The need for people-centred development, gender equality and youth empowerment
- ❧ Changing global contexts such as increased globalization and the ICT revolution
- ❧ The need for increased unity among African nations; and
- ❧ emerging development and investment opportunities in areas such

as agri-business, infrastructure development, health and education, and the crucial importance of value addition in the commodity production process.

From the point of view of WSU Vision 2030, these are not simply an articulation of a Pan-African socio-economic and political agenda: Africa Agenda 2063 speaks to issues that should engage all African universities. As they strive to make a difference in their respective societies, universities must define and broaden their teaching and learning, research and innovation, and community engagement and internationalisation mandates to have applicability to the continent as a whole.

## 2. NATIONAL CONTEXT



### *2.1 The National Development Plan 2030*

The National Development Plan (NDP) is a long term South African development plan, developed by the National Planning Commission in collaboration and consultation with South Africans from all levels of society.

The NDP envisions a South Africa where “everyone feels free yet bounded to others”; where everyone embraces their full potential, a country where “opportunity is determined not by birth, but by ability, education and hard work”. It envisions a South Africa where “we participate fully in efforts to liberate ourselves from the conditions that hinder the flowering of our talents”. To realise such a society, we need to transform the domestic economy and focus efforts on building the country and enhancing people's capabilities. To eliminate poverty and reduce inequality, there should be accelerated growth in the economy, which benefits all South Africans. The NDP





serves as an action plan for securing South Africans' future as chartered in the Constitution. The Constitution requires that we “build a united and democratic South Africa, able to take its rightful place as a sovereign state in the family of nations”. The NDP is founded on six pillars representing the plan's broad objectives to eliminate poverty and reduce inequality.

### THE NDP AIMS TO ACHIEVE THE FOLLOWING OBJECTIVES BY 2030:

- /// Uniting South Africans of all races and classes around a common programme to eliminate poverty and reduce inequality.
- /// Encouraging citizens to be active in their development, strengthen democracy, and hold their government accountable.
- /// Raising economic growth, promoting exports and making the economy more labour absorbing.
- /// Focusing on the key capabilities of both people and the country.
- /// Capabilities include skills, infrastructure, social security, strong institutions, and partnerships within the country and with key international partners.
- /// Building a capable and developmental state.
- /// Strong leadership throughout society that works together to solve our problems.

At its core, the NDP aims to ensure a “decent standard of living” for all South Africans by 2030. This consists of:

- /// Housing, water, electricity, and sanitation.
- /// Safe and reliable public transport.
- /// Quality education and skills development.
- /// Safety and security.
- /// Quality health care.
- /// Social protection.
- /// Employment.
- /// Recreation and leisure.
- /// Clean environment.
- /// Adequate nutrition.

Government alone cannot provide a decent standard of living; quality living requires determined and measurable actions from all social actors and partners across all sectors in society. WSU Vision 2030 thus commits the University to the pursuit of excellence in every facet of its mandate in higher education provisioning, and in its relationships with all the communities it serves.





## 2.2 The higher education landscape

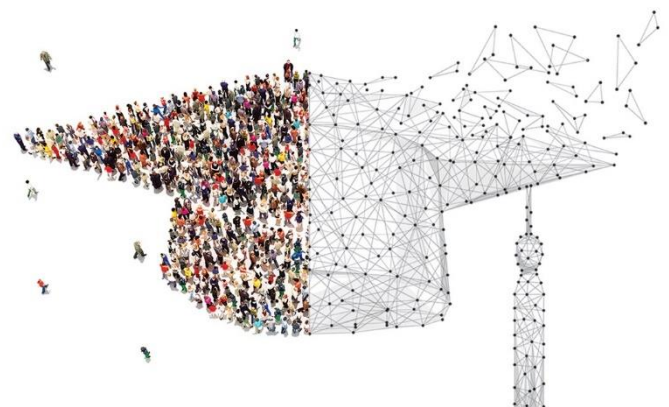
A survey released in October 2020 by PwC titled *Vice-Chancellor pulse survey: A learning experience* brought to the fore the views of Vice-Chancellors in South African universities about the key challenges facing the higher education sector. It was conducted primarily to gauge the impact of the COVID-19 pandemic on the higher education sector in the face of a national lockdown that had been in force since mid-March 2020. Significantly, the survey indicated that some of the key issues identified by respondents in 2020 were the same challenges that had plagued the higher education sector for decades, only now compounded by the pandemic. Top on the list was financial sustainability, which encompassed dwindling government funding, rising student debt, and poor recovery of funds from the National Student Financial Aid Scheme (NSFAS). The survey also highlighted unsatisfactory student experience – indicated by inadequate student accommodation, unconducive learning environments, poor internet access, and a dearth of appropriate devices for multimodal learning.

The study also showed that the South African higher education landscape was beset by problems such as institutional racism and violent student unrests.

Also identified were academic staff capacity challenges, a lack of “coherent and secure” business processes, declining student enrolment despite rising demand for university education, as well as reputational risks and sustainability dilemmas associated with slow transformation and negative public perception.

The issues highlighted by the PwC survey are among the challenges WSU faces, and thus serve as a basis for understanding the emphasis the WSU 2030 Vision places on the imperatives of adaptability, creativity and technological agility, and on the need for a fundamental rethink of the values that underpin the pursuit of our core business.

## HIGHER EDUCATION LANDSCAPE





### 3. INSTITUTIONAL CONTEXT



#### 3.1 Brief history of the University

Walter Sisulu University (WSU) was established on 1 July 2005, as Walter Sisulu University for Technology and Science (later, Walter Sisulu University) by Government Gazette No. 25787 of 28 November, 2003, through a merger of Border Technikon (BT), Eastern Cape Technikon (ECT) and the University of Transkei (Unitra). It consists of four campuses with 11 sites of delivery spread across an area covering a circumference of approximately 1 000 km. The four campuses are:

- Mthatha (Nelson Mandela Drive Site, Zamukulungisa Site, and Medical Sciences)
- Butterworth (Ibika Site and Vuli Valley Site)
- Komani (Grey Street Site and Masibulele Site)
- Buffalo City (College Street, Chiselhurst, Heritage Building, Cambridge Street, Absa Stadium and Potsdam Site).

Following the mergers, only the following three types of institutions exist in South Africa:

- Traditional academic universities
- Comprehensive universities (which offer both academic and technological oriented

programmes), and

- Universities of Technology.

As a unique, *comprehensive university*, WSU offers students a wealth of academic choices together with articulation and mobility across the qualification spectrum – ranging from certificates to diplomas, degrees, and postgraduate studies. By its location and its nature as a comprehensive University, WSU is strategically located as it embraces:

- A diverse range of academic programmes.
- Student mobility through vertical and horizontal articulation.
- Work-related qualifications from certificates through to full degrees.
- Service to the community, business and industry.
- Innovative, problem-solving research.
- Life-long learning opportunities; and
- Flexibility by strengthening relationships with the community, civic, government, business, and industry partners for local and regional development.



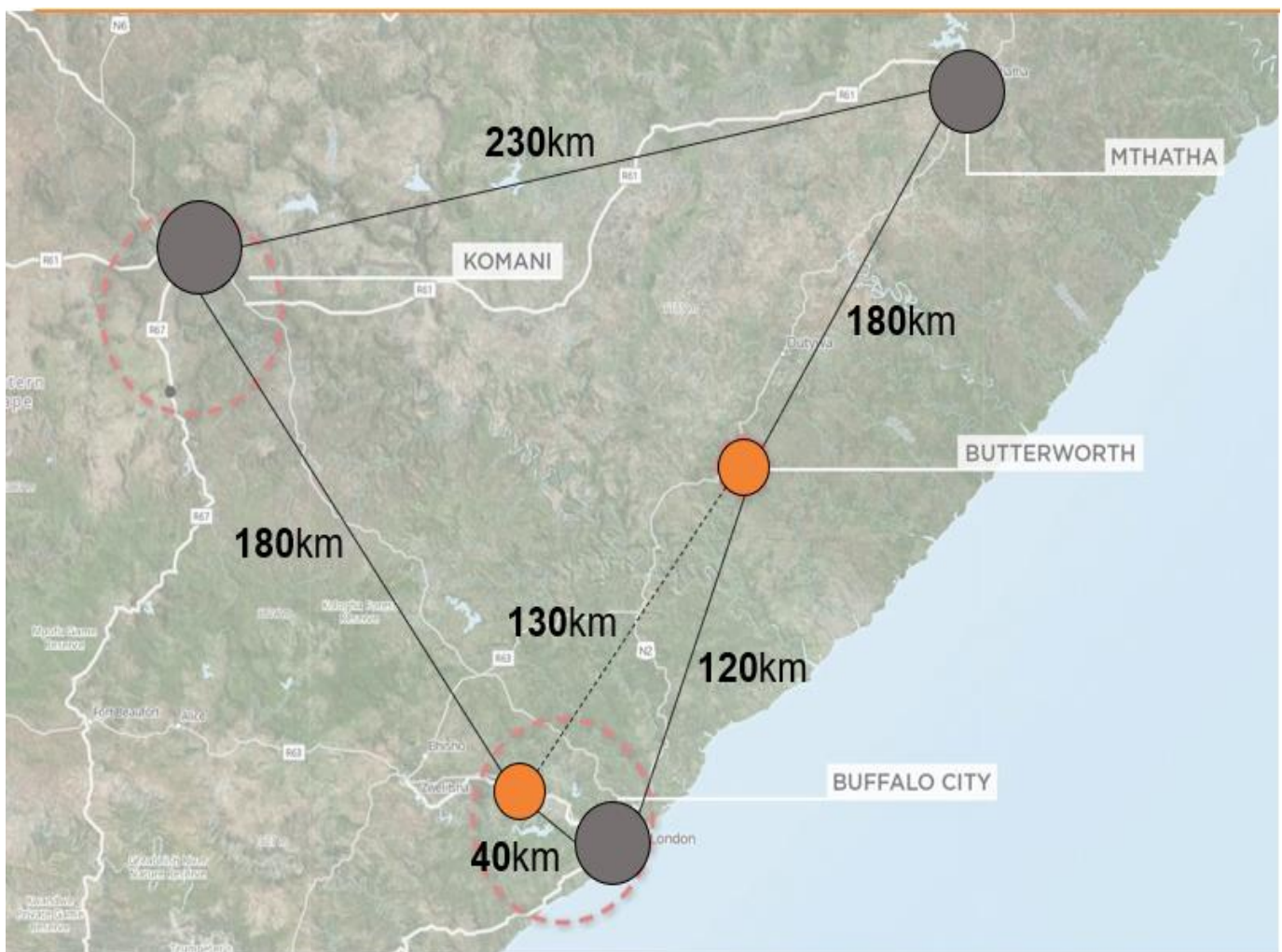


### 3.2 Geographical location

WSU is situated in the Eastern Cape Province of South Africa. This is a predominantly rural province, with widespread and deep poverty and where illiteracy, unemployment and poor access to basic social services continue to be endemic despite significant investments in service provision. The province is further characterised by:

- A large rural population
- A high proportion of young people faced with high levels of unemployment; and,
- A great need for sustainable socio-economic development.

**Figure 1:** Geographic location of the University in the Province





The Province of the Eastern Cape is the second largest of the nine provinces in terms of surface area, comprising 170 600 square kilometres (km<sup>2</sup>), representing 14.0 per cent of the country's total landmass. The Province is a post-1994 amalgamation of what was known as the Eastern Province, the Border and North-Eastern Cape area, and the former homelands of Transkei and Ciskei.

The Eastern Cape is located on the south-eastern seaboard of South Africa, bordered by the Indian Ocean in the south-east, the Free State and Lesotho's Kingdom in the north, the Western and Northern Cape provinces in the south-west and Kwazulu-Natal in the north-east.

The Eastern Cape Province comprises six district municipalities: Alfred Nzo, Amathole, Cacadu, Chris Hani, Joe Gqabi, and OR Tambo. There are also two metropolitan municipalities in the Province: Nelson Mandela and Buffalo City metropolitan municipalities. WSU is located in three of the six district municipalities: OR Tambo, Chris Hani and Amathole district municipalities. WSU has a campus in the Buffalo City Metropolitan Municipality. The Eastern Cape is a region endowed with several resources that gives it a geo-economic competitive edge.

The 2030 Vision underscores the need for the University to pay special attention to its socio-historical and geographical contexts as it seeks to reposition itself for greater impact. Being a multi-campus, comprehensive university, with a strong rural and urban presence should translate to profound depth and richness in curriculum design, a transformative pedagogical approach, a research and innovation focus that is change-engendering, and a partnership-building philosophy that is both imaginative and forward-looking.

### ***3.3 University as a professional space***

Another point of departure for the University's 10-year vision is the growing recognition by government, funders, higher education practitioners and the public at large that university work demands unprecedented levels of professionalism. Whether in the core functions of teaching and learning and research, or in support functions,

professionalisation has emerged as a distinguishing feature of the academy.

Without it, no university can hope to meaningfully respond to, and drive, change in the society in which it exists or make a significant contribution to the betterment of the global society. This Strategic Plan commits the University to not only investing





in cutting-edge staff development, but also to ensuring that its staff and students embrace every opportunity to deepen their competencies and operate at the highest levels of their professional calling. Professionalism must define the way WSU interacts with its diverse publics and must be evident in the way services are rendered by every member of its community.

#### 4. SUPER DISRUPTORS



Declared by the World Health Organisation (WHO) on 11 March, 2020 as a global pandemic, COVID-19 became the most virulent disruptor of the global economy in recent memory. It engendered unprecedented socio-economic challenges that will take years to overcome. When South Africa declared a national lockdown on 15 March, 2020 as part of the response to the pandemic, one of the sectors that was most directly impacted was higher education. Most South African universities found themselves ill-prepared to handle the shock of the disruptions, with the historically disadvantaged universities, including WSU, particularly exposed. This became glaring as universities struggled to adapt to remote teaching and learning and other critical measures, and many faced a real risk of losing the academic year.

While universities across the country, with the assistance of the Department of Higher Education, made huge adjustments and

managed to save the 2020 academic calendar by extending it to the first quarter of 2021, it became evident that the pandemic had forced a profound and irreversible change in the South African higher education sector. At WSU, whose financial constraints have been worsened by dwindling state funding (partly due to the pandemic), major investments have begun to be made towards mainstreaming *blended learning*. A “new normal” has emerged in all areas of the University’s mandate, and is bound to take hold – for good. One unforeseen health crisis had compelled higher education institutions to rethink their mandates, the mechanisms and methodologies for fulfilling those mandates, and their ideas of societal impact. This Institutional Strategic Plan compels WSU to not confine this ‘rethinking’ simply to the impact of COVID-19, but to sharpen its instinct of excellence and gain the agility, adaptability, and foresight to be able to respond to super disruptors that are as yet unseen and unknown.





**5. PHILOSOPHY**

**5.1 Vision**

An impactful technology-infused African university.

**IMPACTFUL**



**5.2 Mission**

Through its core business, WSU responds to societal needs in ethical, scholarly, sustainable, and entrepreneurial ways, and delivers future-ready graduates.

**5.3 Purpose statement**

In pursuit of excellence, Walter Sisulu University addresses societal challenges by:

**TECHNOLOGY-INFUSED**



- ☞ Producing relevant, innovative, and impactful research,
- ☞ Championing sustainable and *just* development, and
- ☞ Graduating versatile individuals.

**5.4 Core values**

Walter Sisulu University’s core values are:

**African University**



- ☞ Honesty and integrity
- ☞ Quality and excellence
- ☞ Respect
- ☞ Ubuntu

**5.5 Slogan**

In pursuit of excellence





## 6. VISION ELEMENTS – ELABORATION



The central elements in the University's Vision Statement are the following:

- /// Impactful
- /// Technology-infused
- /// African University

This section elaborates on what they entail, and how they underpin the strategic goals articulated later in this Plan.

### 6.1 'Impactful'

For all intents and purposes, WSU is a "university of access". The overwhelming majority of its students are from socio-economically and geographically marginalised communities. Historically, these are communities whose population had very little access to higher education, and, hence, to the liberating possibilities of sustainable livelihoods in a modern economy. Under apartheid, education was deliberately manipulated to produce literally every other form of exclusion and disadvantage. The unfettered access that this segment of the South African population now has to higher education is evidence of the WSU's societal impact.

However, to be truly impactful, the University's graduates must be able to access other doors – those that lead to the highest levels of opportunity in industry, the public sector, civil society, and entrepreneurship. This Strategic Plan commits the University to

exposing its students to an empowering and liberating educational experience that will enable them to attain such heights in their post-university careers. This underscores the emphasis the Plan places on a curriculum steeped in excellence, the faith WSU places on a committed, empathetic and inspirational professoriate, and the new investments the University is poised to make in providing its academic staff and students the best teaching/learning and research infrastructure and a truly enriching environment for its workforce.

To be impactful is to be a university whose core activities contribute to the building of a just, equitable and sustainable world. One index of such contribution is the extent to which teaching and learning, research and innovation as well as community engagement and internationalisation connect to and bolster the pursuit of local, national, continental and global development priorities.





This is in line with the move, among universities globally, to gauge their societal impact by tracking how their core activities help society to progress towards specific national, continental and global development goals.

To track how its teaching and learning, research and innovation and community engagement contribute to sustainable and *just* development, the University will necessarily look to specific frameworks. At the local level, this will be the Eastern Cape Vision 2030 Provincial Development Plan (which envisions a “thriving province” filled with “flourishing people”). At the national level, the National Development Plan (NDP) seeks to “eliminate poverty and reduce inequality” in the country by 2030 through the creation of a “virtuous cycle” of growth and development. Continentally, it will be the African Union (AU) Agenda 2063, which speaks of the “Africa we want”. Feeding into some of the core provisions of these frameworks is the United Nations Sustainable Development Goals (SDGs), which spell out 17 issue areas in which urgent action is needed at the global level to set the world on a new development path.

This Strategic Plan makes a case for academics, researchers, students and the entire WSU community to constantly engage with and interrogate these and other

frameworks with a view to seeing how their work could bolster whatever goals they articulate. Such engagement could serve as an immediate yardstick for assessing the University’s societal impact.

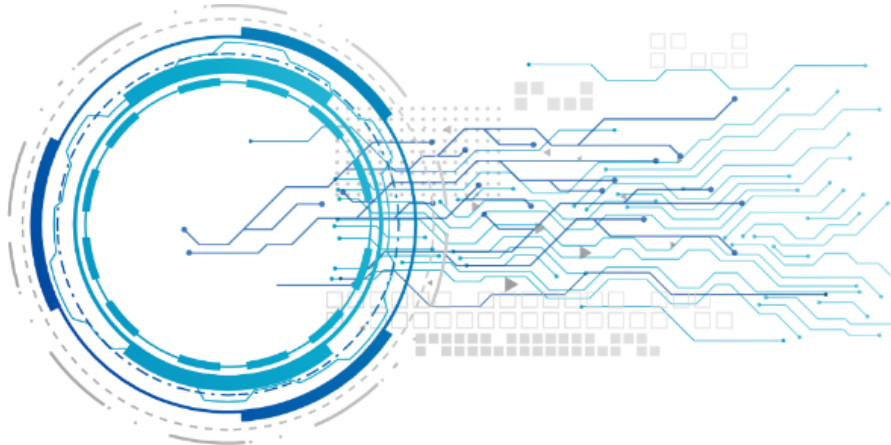
However, in highlighting the need to engage existing development frameworks, the point must be made that WSU does not subscribe to philosophies, practices, or institutional pronouncements that seek to *instrumentalise* the academy and its knowledge-production mandate. Universities are not handmaidens of political dispensations and time-bound development frameworks, but are institutions dedicated to the long-term pursuit of truth – truth that might, at any rate, question existing conceptualisations of development. It should be added that development itself, as a multi-parameter concept, does not always lend itself to formulaic definitions: different academic disciplines or schools of thought might view it in radically different ways. An aestheticist might view development differently from, say, an economist. An official ‘development framework’ might not regard a lyricist as working in the field of ‘development’; yet lyricists might define development in ‘non-material’ terms and view the ‘appreciation of art’ and beauty as the ‘highest form’ of societal development.





From the point of view of this Strategic Plan, therefore, scholarship that critiques existing development frameworks might still be viewed as impactful, as it could pave the way to the jettisoning of the provisions of existing frameworks, for the greater good of humanity. The University acknowledges its role as a vehicle for the production of knowledge that will outlive the knowledge creators or the institutional or political dispensations within which it is produced.

## ***6.2 'Technology-infused'***



We live in an every-increasing technology-infused world and therefore need to become a technology-infused university. This entails responding to and harnessing technological advancements to improve operational efficiency and sustainability; and, importantly, to prepare our graduates for the demands and opportunities offered by the Fourth Industrial Revolution (4IR) – and other revolutions beyond the horizon. In other words, technology must become a veritable tool of teaching and learning, research and innovation, community engagement, administration and overall institutional well-being. This Strategic Plan envisages the day when every aspect of academic and institutional administration will be carried out

effortlessly with the use of technology. Above all, the Plan commits the University to producing graduates who can navigate a technology-infused world with the nimbleness and confidence of people who not only understand the place of technology in their lives but can use it proficiently and sustainably to create opportunities and solve problems. The University commits to producing graduates who will be active players and social catalysts in the Fourth Industrial Revolution – and any future iteration thereof - and not helpless victims of it.

# 4IR





Despite the enormous socio-economic and health crisis it has engendered globally, COVID-19 has taught the world that much can be achieved if societal challenges could be approached with a different and bold mindset. For instance, technology can be, and has been, utilised to create electronic platforms for administration, thus alleviating queueing. Through the use of technology, vast amounts of information can be processed and made available. Technology facilitates the ease of communication. It can accommodate online classrooms and student chat groups. Through appropriate learning management systems, students can gain access to course materials and submit assignments, and have them electronically assessed and returned. It can also be used to facilitate “smart classrooms” - from remote teaching or guest lectures from international experts, to participation in distance-based modules and programmes offered by various institutions. Lectures can be electronically stored and listened to at one’s convenience.

Research processes can be conducted from an electronic platform and big data can be accessed and manipulated. Journals can be accessed and internationalism of collegial relationships can be fostered. Research findings can be shared.

From a community perspective, various

applications of technological advancement could be investigated and developed. While the benefits of 4IR are often advocated there are developmental applications that might be of benefit to local communities which need to be investigated, especially in relation to relevant knowledge platforms. Given the ubiquitous nature of hand-held devices accessibility is a distinct possibility.

The opportunities made possible through technology will allow the University to use its data to improve decision-making and increase efficiency through taking advantage of emerging technologies to achieve sustainability. University infrastructure and operational processes will have to be customised and learning and teaching reimagined so that our graduates are work- and future-ready.

Put simply, educational institutions across the world, including WSU, have demonstrated, and will continue to demonstrate, the power of technology in everyday life. Technology has been firmly positioned at the centre of what has come to be known as the ‘new normal’. At WSU, the idea is to ensure that the university’s clients feel the seamless use of technology from entry to exit. Appropriate investments are currently being made, and will be intensified, to ensure that students – in all disciplines – are equipped with modern



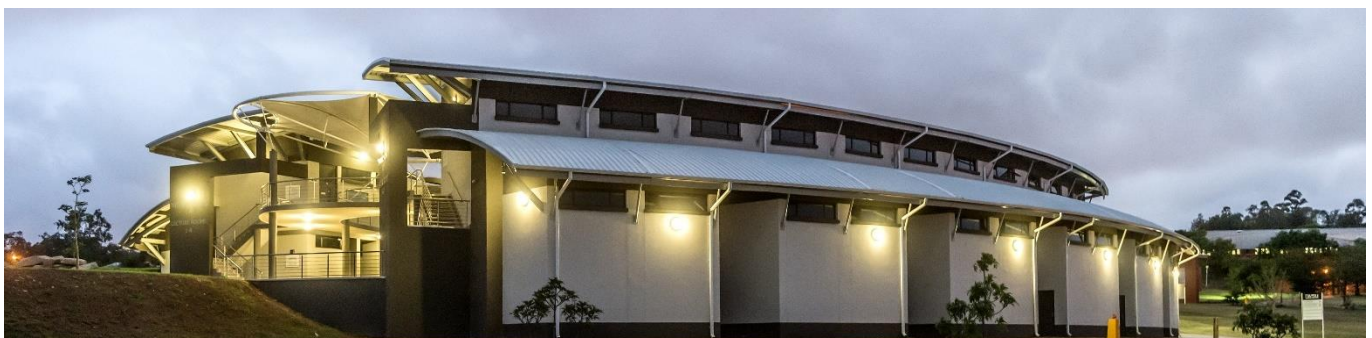


computing devices and internet connectivity to enable them to operate at the cutting edge at all times.

Building on the recent spurt of innovation by staff and students, some of which has been widely reported in the South African media, WSU seeks to be not just a 'user', but also a creator, of technology. The University will create some of the technology it uses in its operations, but will also play a frontline role in the creation of some of the technologies and solutions needed to help society at large address its challenges.

### **6.3 'African University'**

At WSU, our starting point on the debate about being an 'African university' is that an institution that seeks to expand the frontiers of human knowledge and innovation, or desires global influence and significance, can only truly do so by first recognising and harnessing the socio-economic, cultural and ideational assets in its own environment. The University has recently publicly and unequivocally upheld this standpoint when its scientists, working with a local traditional healer, formulated *Creation Nervine* and *Creation Arthritis* herbal teas - innovations that are, as of 2021, at pre-commercialisation stages. WSU's affirmation of an "African" identity is not a romanticisation of essentialist narratives about Africa and 'Africanity'. Rather, it is a statement of fact about location, the peopling of the institution, and how seriously we take the African context. It is also a statement about the need to understand how Africa has contributed, and can continue to contribute, to global knowledge. Our declaration of 'Africanity' is homage to the soil and the socio-cultural riches from which the institution is nourished and the seriousness with which we take the issue of Africa's development. Above all, it is an acknowledgment of the fact that knowledge institutions embody both *local* and *global* attributes and so must constantly draw on and be energised by the best of these attributes as they pursue their mandates.





For instance, there is a powerful discourse occurring throughout the country, and across the continent, focusing on the 'decolonisation' of the curriculum. An alternative perspective is to view this as a call for the 'Africanisation' of the curriculum. At one level Africanisation requires the revalidation of indigenous and local knowledge systems which require investigation and codification. At another level it requires a new narrative - a narrative of resilience in the face of adversity and the reclaiming of identity. At yet another level, there is a need to identify those aspects of international knowledge systems which are appropriate to the advancement of African well-being and prosperity in the contemporary era. This is usually captured in the "Think Local, Act Global" mantra. This process needs to be led by a truly African professoriate.

All this has a connection to the grand philosophical question: How can African scholarship add a valuable perspective in the internationalisation of knowledge? This is particularly important given the complexity of forces that have worked to dispossess, suppress and disfigure Africa over the past six centuries. In seeking to make the world a better place, therefore, WSU actively urges its academics and students to interrogate – and where possible, integrate into their scientific

work - *knowledges* that communities across Africa, and elsewhere, have utilised through the ages to tackle, overcome or adapt to daunting challenges.

This Strategic Plan commits the University to even greater levels of epistemic sensitivity - in curriculum design, pedagogical orientation, course content, teaching approach, research and innovation, the composition of the professoriate, management and leadership practices, and even the built environment. The 'Africanisation' articulated in the University's Vision is fundamentally about *epistemic justice*. The University acknowledges that the challenges facing the contemporary South African society – and Africa as a whole - cannot be solved through an overdependence on, or the regurgitation of, any one form of knowledge, but through the rigorous interrogation, sifting and amalgamation of helpful ingredients from diverse knowledge systems. This is particularly important for African knowledge systems, which have historically been marginalised for no other reason than that they lacked the 'tools of hegemony.'





## 7. METHODOLOGY



### 7.1 The Approach

The University adopted a two-pronged approach to the development of this Strategic Plan. First was the use of planning “Commissions” to carry out an in-depth analysis of various domains within which the University operates, and are critical to the subject matter of the Strategic Plan. Seven Commissions were established, to focus on the domains of:

- /// Vision and Mission
- /// Teaching and Learning
- /// Research and Innovation
- /// Community Engagement and Internationalization
- /// Student Experience
- /// Finance and Human Resources, and
- /// Infrastructure, ICT and Operations.

The brief to the Vision and Mission Commission was for it to set a guiding tone for strategic planning at WSU by crafting a new Vision and related elements. The other Commissions were then to align their work to that Vision. This was done after due consideration of the SWOT analysis that was conducted, for the University to understand the future opportunities it might exploit and areas that needed strengthening as it faced the future. The other Commissions were tasked with carrying out in-depth analyses of issues within their domains and how such issues could be dealt with within a new vision. Three of the Commissions focused on the academic project, while the other three focussed on resources and operations, to advance the University business.





The second approach, which was meant to ensure robust engagement with various institutional stakeholders, guaranteed genuine, broad-based participation in the planning process, but also provided an indication of planning progress and buy-in by various stakeholders of the foundational work done by the seven Commissions. Thus, a Workshop Approach was the adopted. For example, the first Workshop, which kick-started the process, adopted the idea of establishing Planning Commissions made up of internal stakeholders. A joint Workshop of Council and Institutional Management Committee (IMC) endorsed the direction that the University had taken to draft the new vision and its elements. Another Workshop, held in February 2021, involved the recognized labour formations, Student Representative Council (SRC), Deans of faculties and the IMC. This Workshop endorsed the latest formulation of the vision and made input to the strategic goals and objectives to be pursued in order to realise the 2030 Vision. Importantly, all workshops presented an opportunity for participants to make their input in order to shape the strategic plan. It is therefore from these workshops that a 'shared understanding' emerged regarding the *2030 Vision*.

## ***7.2 Conceptual framing***

Following the Commissions' interactions and workshopping with various stakeholders, the WSU executive leadership concluded that Vision 2030 was dependent on critical inquiry that required a common understanding of substantive aspects. It further considered that such a shared understanding must be located within the University's mandate, to provide a conceptual framework for further work. In other words, there must be a shared understanding of what the University is about or trying to achieve. Further workshops were thus arranged and they resulted in the creation of two documents which provide a common understanding and concretise the

University's underlying ethos regarding Vision 2030. **Table 1** is a conceptual framework that speaks to a shared understanding of the University's strategic intentions. Pillars (or guiding concepts) were devised, agreed upon and categorised and function as either 'influencers/impactors' or as 'effective/enabling'. It is from these that the University derived its Statement of Intent (the 'effective/enabling' pillars form the basis from which the University then drew goals and strategies towards 2030). Thus, the identification of goals and strategies took a multi-paradigm approach based on the pillars (guiding concepts) agreed upon.



**PILLARS (GUIDING CONCEPTS)**

**GUIDING QUESTIONS**

**SHARED UNDERSTANDING OF APPROACH**

**INFLUENCING & IMPACTING**

**1. IMPACT**

**2. GRADUATENESS AND RELEVANCE**

**3. SUSTAINABILITY**

How does the University create positive change in its environment?

How do our attributes set the University's graduates apart in a world where change-making demands more than just technical competencies?

How does the University become and remain sustainable?

By providing innovative solutions in changing environments.

By becoming a change-maker in society through reflective thinking, scholarship, and moral citizenship.

By using an integrated approach that delivers a dynamic, sought-after educational experience underpinned by long-term academic and financial viability.

**EFFECTIVE & ENABLING**

**4. SPACES, SYSTEMS & PROCESSES**

**5. CONTEXT**

**6. VALUES**

How does the University need to invest, develop, and grow in order to excel?

How does the University embed African epistemologies and thought systems to pursue excellence in teaching and learning, research and innovation, and community engagement?

How does the University ensure that its values and principles are reflected in its practices and institutional culture?

By providing an enabling environment with coordinated and integrated systems, appropriate technology, and processes across the institution.

By striving to be a caring African university that privileges African-centred knowledge to address societal challenges.

By living our values and principles within a culture of shared responsibility and accountability and embracing creativity.

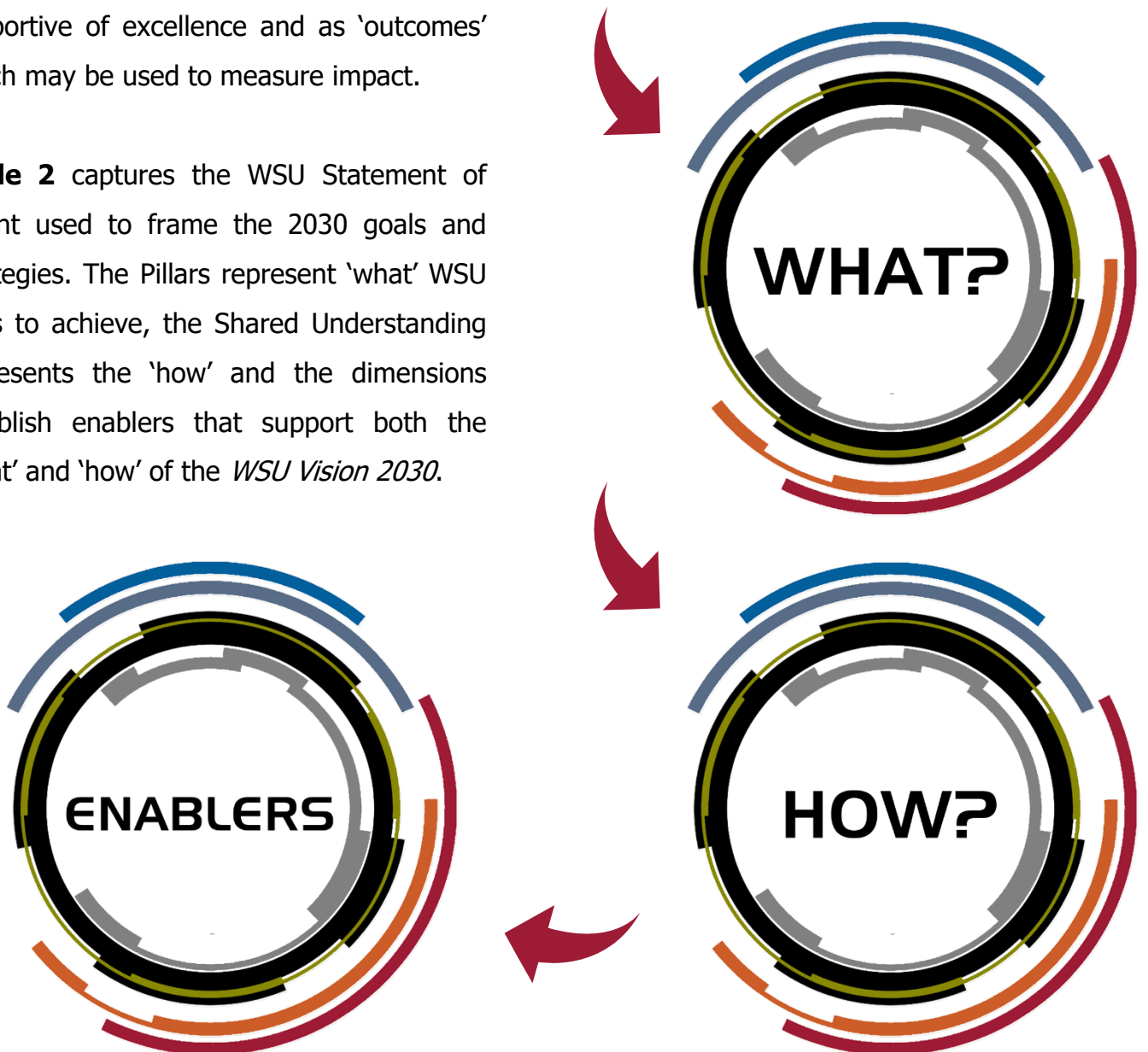
**TABLE 1:**

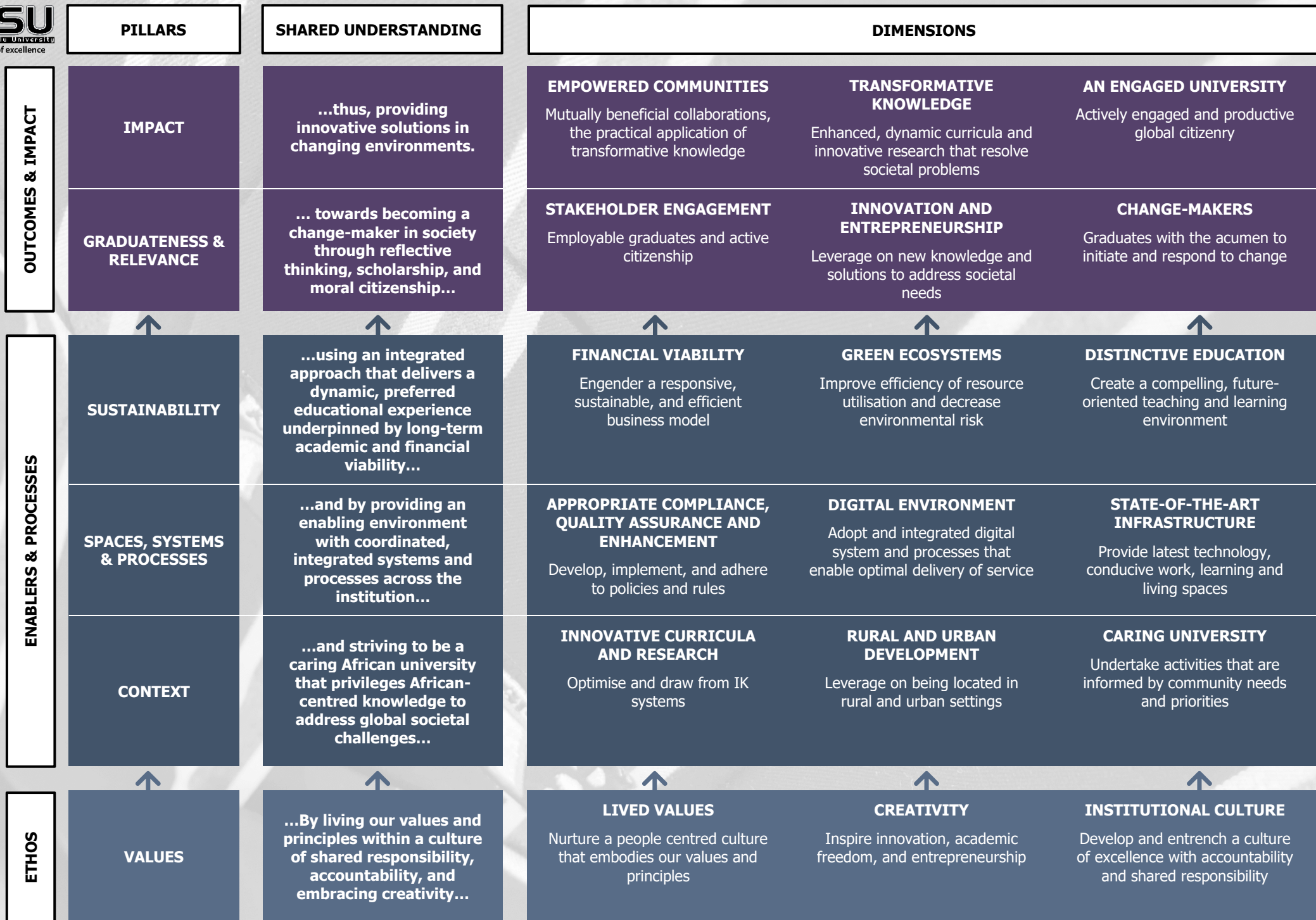


Moving from the mutual understanding expressed in **Table 1**, the Strategic Planning Commissions then identified factors that would enable the activation or advancement of the 'pillars' (guiding concepts). The exercise culminated in a Statement of Intent designed to clarify a pathway to achieve the WSU Vision 2030 Slogan '*In pursuit of excellence*'. It should be noted that the pillars (or guiding concepts) are framed to reflect 'ethos', as 'enablers and processes' supportive of excellence and as 'outcomes' which may be used to measure impact.

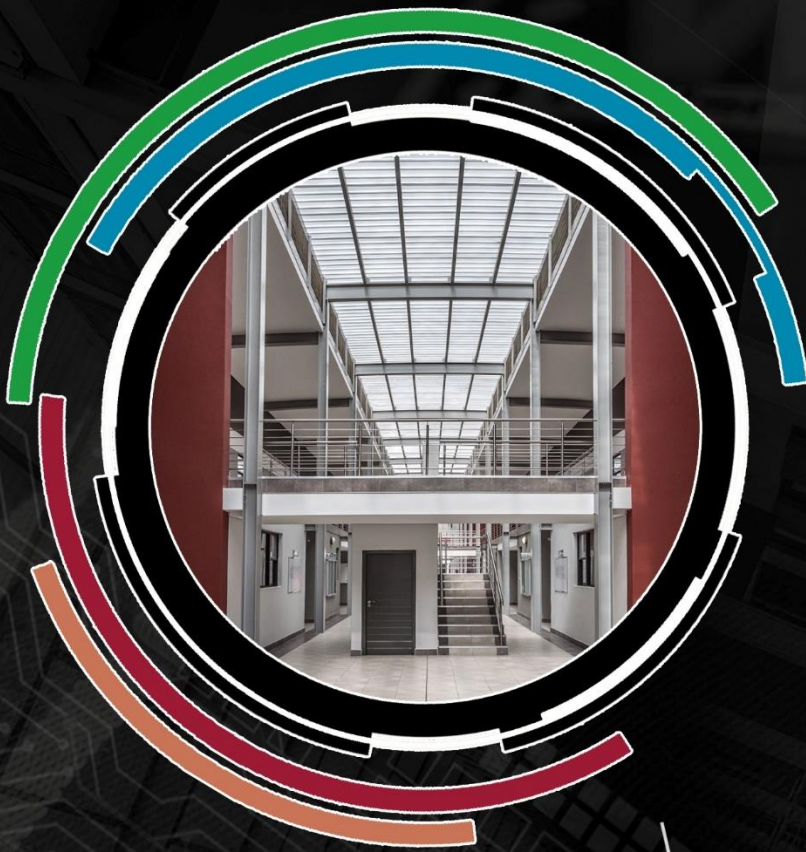
**Table 2** captures the WSU Statement of Intent used to frame the 2030 goals and strategies. The Pillars represent 'what' WSU aims to achieve, the Shared Understanding represents the 'how' and the dimensions establish enablers that support both the 'what' and 'how' of the *WSU Vision 2030*.

# WSU VISION 2030





**TABLE 2:**



## SECTION B: STRATEGIC FRAMEWORK FOR WSU



## SECTION B: STRATEGIC FRAMEWORK FOR WSU

### 8. STRATEGIC GOALS AND OBJECTIVES



*WSU Vision 2030* views academic excellence as the dynamic interplay of talent, vision and creativity borne out of a new attitude and a fresh commitment to position the University for excellence, characterised by unprecedented growth and impact. It underscores the imperative of forging change rather than merely responding to it, harnessing the power of technology, rather than being 'driven' by it, and collapsing the binary of problem-posing and solution-seeking in the quest for sustainable and *just* solutions to society's challenges.

Regarding the production of new knowledge and the search for sustainable solutions, academic excellence entails opening new spaces, crafting innovative approaches for interrogating the meaning of knowledge itself and forging knowledge partnerships and collaborations that are as mutually beneficial as they are truly symmetrical. It calls for bold interventions in the global knowledge ecosystem and specifically urges new visibilities for historically silenced or 'forgotten' African epistemologies.

Above all, the imperative of excellence challenges the University to discover new pedagogical avenues to empower and affirm young people. They become co-creators of scientific and professional excellence and rise above the strictures of race, class, geography, and gender. In pursuit of excellence, therefore, nine (9) strategic goals are delineated, to be pursued under this Institutional Strategic Plan. The nine (9) goals – with corresponding sub-goals – are as follows:

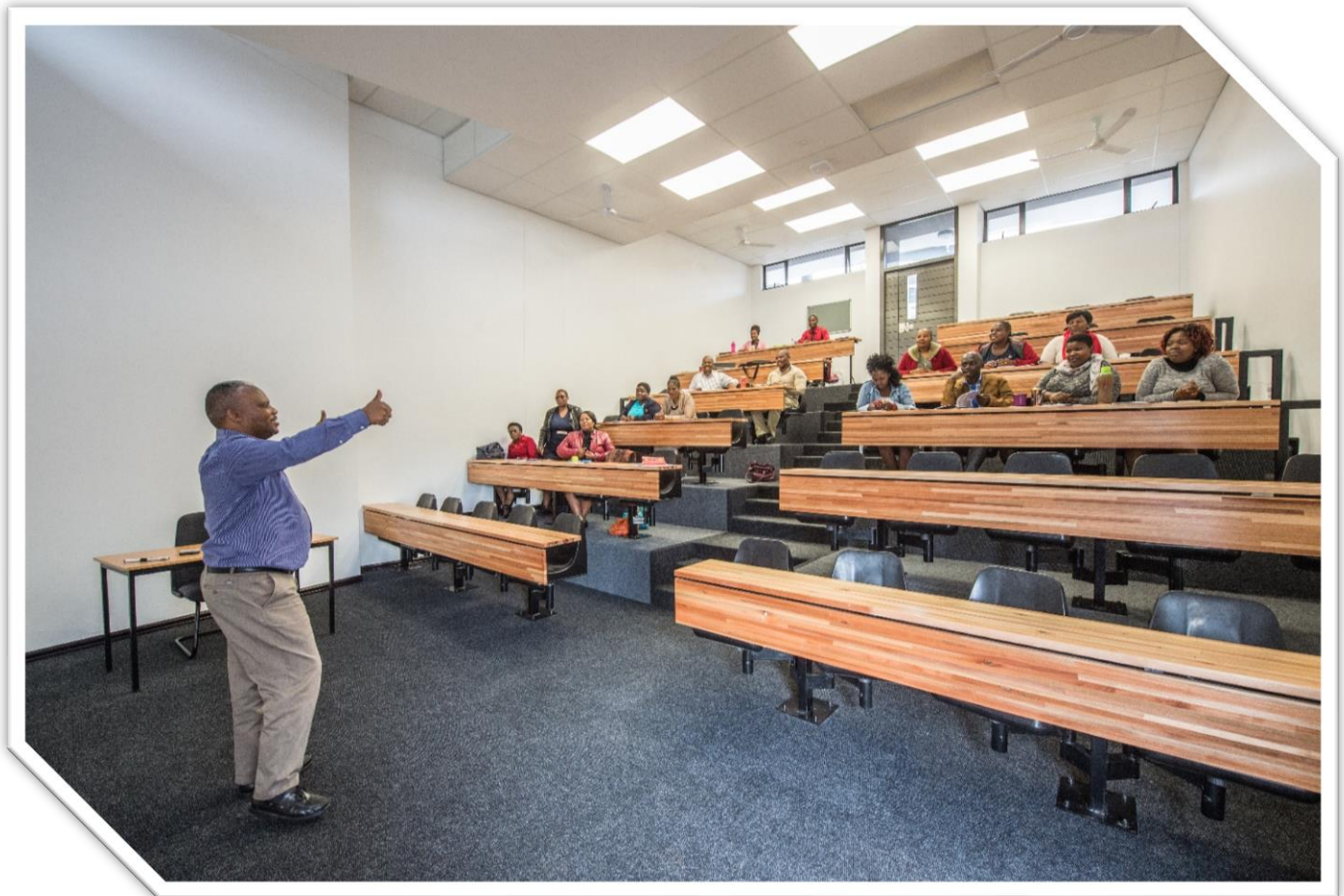




### ***8.1 Strategic Goal 1: Quality, Impactful Teaching & Learning***

- i. Appropriate multi-campus programme model and an enrolment plan responsive to WSU context
- ii. Contextualized quality education
- iii. Quality assurance and enhancement
- iv. Improved student support
- v. Technology-infused teaching and learning
- vi. Multilingualism in teaching and learning
- vii. Scholarship of Teaching and Learning (SoTL)
- viii. Improved student throughput and success.

# QUALITY IMPACTFUL TEACHING & LEARNING





## ***8.2 Strategic Goal 2: Relevant and Impactful Research & Innovation***



# **RELEVANT & IMPACTFUL RESEARCH & INNOVATION**

- i. Capacity for quality and impactful research
- ii. Accelerated research output growth
- iii. Enhanced Postgraduate development
- iv. Innovation and intellectual property (IP) commercialisation.





### ***8.3 Strategic Goal 3: Transformative Community Engagement, Internationalisation & Partnerships***

- i. Outreach and community service
- ii. Engagement through professional/discipline-based service provision
- iii. Engagement through teaching and learning
- iv. Engagement through research and scholarship
- v. Internationalisation.

## **TRANSFORMATIVE COMMUNITY ENGAGEMENT INTERNATIONALISATION & PARTNERSHIPS**





#### ***8.4 Strategic Goal 4: Enriching Student Experience***



## **ENRICHING STUDENT EXPERIENCE**

- i. A techno-responsive out-of-classroom environment
- ii. A stimulating environment that is safe, secure and enriched through residence-based programmes
- iii. Student-centred service provision
- iv. Social cohesiveness among students
- v. Student success
- vi. A responsive and ethical university student culture
- vii. Promote student talents towards a holistic and well-rounded citizenry
- viii. A strike-free environment through student-centred service delivery.





### ***8.5 Strategic Goal 5: Empowered Workforce***

- i. Enhanced capacity and capabilities of academic and support staff, and of leadership
- ii. Personnel cost efficiency to increase institutional operational effectiveness
- iii. A workplace culture and climate that is conducive to high performance
- iv. Improved client experience with HR services
- v. Advanced transformation agenda
- vi. Attracting and retaining talented staff.

# EMPOWERED WORKFORCE





### ***8.6 Strategic Goal 6: Financial Sustainability***



# FINANCIAL SUSTAINABILITY

- i. Efficient management of resources
- ii. An integrated long-term financial framework to ensure the sustainability of the institution
- iii. Financial Management
- iv. Diversified income streams.

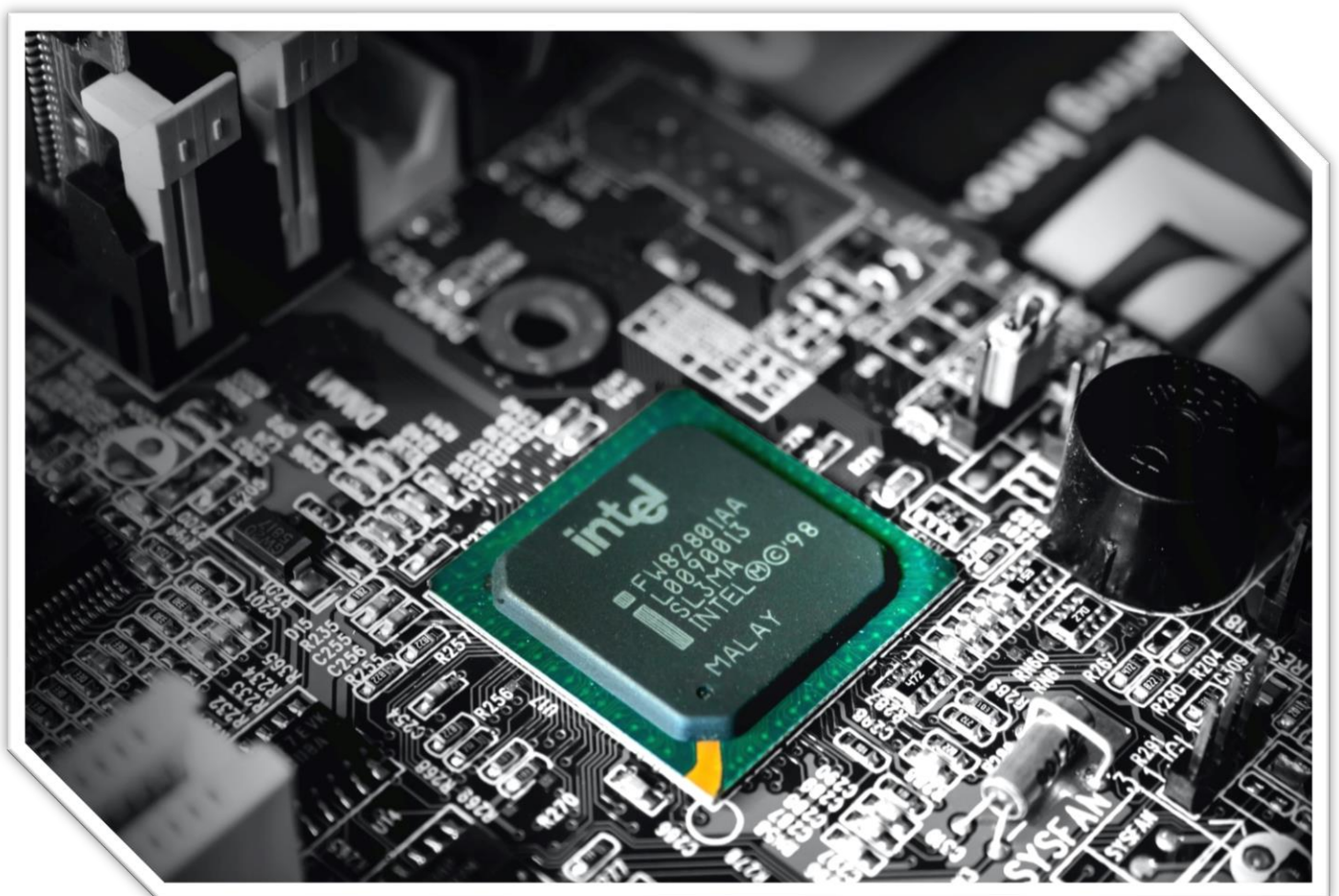




### ***8.7 Strategic Goal 7: Modern ICT***

- i. Improved performance through provision of effective and efficient ICT connectivity
- ii. Transform IT environment with integrated business processes by automating and digitizing to support business operations
- iii. Provide an IT environment that is agile and resilient
- iv. Provide IT systems with integrity, security and privacy
- v. Deliver an ICT environment compliant with WSU's corporate governance framework.

# MODERN ICT





### ***8.8 Strategic Goal 8: State-of-the-art infrastructure***



# STATE-OF-THE-ART INFRASTRUCTURE

- i. Provide sufficient and quality infrastructure for the 21<sup>st</sup> Century
- ii. Enhanced environmental performance to achieve a green-star rating
- iii. A safe and healthy environment for staff and students
- iv. Efficient provision of facilities management services.



### ***8.9 Strategic Goal 9: People-centred governance and administration***

- i. Compact with Council
- ii. Enabling environment for the effective functioning of legislated governance structures (Council, Senate, IF, Convocation)
- iii. Efficient student academic administration
- iv. Enhanced divisional model of management.

The sub-goals are operationalised in the next section, where specific objectives and performance indicators are outlined.

## **PEOPLE-CENTRED GOVERNANCE & ADMINISTRATION**





## SECTION C: STRATEGIC PERFORMANCE INDICATORS



**SECTION C: STRATEGIC PERFORMANCE INDICATORS**

**9. STRATEGIC GOALS, OBJECTIVES & PERFORMANCE INDICATORS**



**STRATEGIC GOAL 1: QUALITY, IMPACTFUL TEACHING & LEARNING**

SUB GOAL	OBJECTIVE	KEY PERFORMANCE INDICATOR
<b>1. STREAMLINED PQM</b>	1.1 To develop an academic plan that will inform, underpin, and support all academic activity	1.1.1 Academic plan and faculty correlates approved by Academic Boards, Senate and Council
	1.2 To conceptualise, develop and implement a PQM viability exercise to clarify and streamline the WSU PQM	1.2.1 PQM viability plan approved by Faculty Boards, Senate and Council
		1.2.2 Faculty PQM plans approved by Senate
		1.2.3 Senate approved PQM plans implemented
	1.3 To conceptualise and implement campus rationalisation and align qualifications/programmes across the institution (and campuses)	1.3.1 Approved campus PQMs
		1.3.2 Approved and implemented consolidation and rationalisation plans Percentage of full-time students
	1.4 To conceptualise, develop and launch new qualifications that will both stand-alone and support articulation with WSU and between institutions	1.4.1 Students articulate between qualifications at WSU and between other institutions and WSU
		1.4.2 Increased number of benchmarked qualifications developed
	1.5 To support the use of diverse modes of programme delivery both within and between campuses	1.5.1 Some qualifications make use of multiple modes of delivery





	1.6	To provide formal exposure to the work environment by including internships and WIL in our qualifications and thus improving employability	1.6.1	Increased number of qualifications including WIL
			1.6.2	Increased number of qualifications including CE/SL
			1.6.3	Increased number of internships
			1.6.4	80% of graduates find employment within three years of graduating
	1.7	Implement university enrolment plan	1.7.1	Percentage implementation of enrolment plan correlated to goals and allowances
			1.7.2	Percentage of full-time students
<b>2. CONTEXTUALISED QUALITY EDUCATION</b>	2.1	Design academic programmes that meet accreditation criteria	2.1.1	Number of accredited programmes
	2.2	Infuse African and global imperatives into existing and new programmes	2.2.1	Number of programmes that infuse African and global perspectives
	2.3	Review curriculum and programmes to become responsive to societal needs, entrepreneurship, and the labour market	2.3.1	Number of programmes reviewed
	2.4	Develop and/or renew academic programmes that are locally relevant and internationally recognised	2.4.1	Number of programmes responsive to technological, analytical and critical skills
	2.5	Revitalise, develop and offer short learning programmes (SLP)	2.5.1	Number of SLP's offered across the institution
			2.5.2	Approved framework for review of SLPs in place
			2.5.3	A quality assurance instrument and criteria for the evaluation of non-formal programmes is in place
<b>3. QUALITY ASSURANCE AND ENHANCEMENT</b>	3.1	Review programmes following the internal and external standards	3.1.1	Senate approved plans for internal and external reviews
	3.2	Develop a 3-year programme review plan	3.2.1	Senate approved review programme/procedure in place
			3.2.2	Number of programmes reviewed over three-year cycle





	3.3	Implementation of the programme review plans / improvement plans	3.3.1	Senate approved improvement plans and implementation reports
	3.4	Identify modules to be reviewed annually	3.4.1	Number of modules reviewed per identified list
	3.5	Redevelop reviewed modules where indicated	3.5.1	Number of modules that have been redeveloped
	3.6	Revitalise module material in line with the module and programme reviews	3.6.1	Approval of populated programme and module forms for all modules/programmes
			3.6.2	Number of qualifications developed on approved new module forms
	3.7	Development of quality instruments for teaching and learning	3.7.1	Approved module forms
			3.7.2	Approved programme forms
	3.8	Conduct student evaluation surveys	3.8.1	Approved Instrument for the student satisfaction survey approved at Senate and reports of the student evaluation surveys
	3.9	Enrol academics in higher education teaching and learning qualifications	3.9.1	Number of academics enrolled in higher education teaching and learning qualifications
	3.10	Develop internal higher education teaching and learning qualification	3.10.1	Approved Post Graduate Diploma in Higher Education qualification
	3.11	Conduct training in teaching and learning methodologies	3.11.1	Number of academics trained in Teaching and Learning methodologies
	3.12	Review and align teaching and learning policies	3.12.1	Approved revised teaching and and learning policies by Council
	3.13	Develop (or revitalise) teaching and learning plans for each module	3.13.1	Teaching and learning plans developed
	3.14	Conduct examination reflections per department/faculty and come up with interventions to improve performance	3.14.1	Examination reflection reports and improvement plans
4. IMPROVED STUDENT SUPPORT	4.1	Develop and implement the First Year Experience programme (FYE)	4.1.1	Approved Policy/Strategy
	4.2	Develop and implement the Student Advancement Success Retention Unit interventions	4.2.1	SASRU operational
	4.3	Develop FYE Policy/strategy	4.3.1	FYE programme





	4.4	Implement quality tutorship programme	4.4.1	Tutorship programme
	4.5	Implement quality PAL programme	4.5.1	Approved PAL programmes
	4.6	Develop academic literacy programmes.	4.6.1	Academic literacy programmes
	4.7	Develop Student Tracking System	4.7.1	Functional Student Tracking System
	4.8	Identify and support 'at risk' students	4.8.1	Number of modules on the tracking system & the number of 'at risk' students identified
<b>5. TECHNOLOGY-INFUSED TEACHING AND LEARNING</b>	5.1	Establish and design a framework and strategy for the infusion of technologies in teaching learning	5.1.1	Approved framework and implementation strategy
	5.2	Design modules for online delivery	5.2.1	Number of modules designed for online delivery plans
	5.3	Develop modules for online offering	5.3.1	% of undergraduate modules offered online
	5.4	Develop a strategy for the usage of OERs	5.4.1	All faculties submit the OER Plans for Senate approval
	5.5	Promote the use of open educational resources in teaching and learning	5.5.1	Reports on implementation of the faculty OER plans
	5.6	Train and support academic staff for the integration of technology in teaching and learning	5.6.1	% of academic staff trained
	5.7	Capacitate students with the devices for support of enhanced technological learning	5.7.1	% of students assisted with devices for enhanced technological learning
	5.8	Develop training interventions for academic staff	5.8.1	Training interventions approved by Senate
	5.9	Train and support students on the use of technologies in teaching and learning	5.9.1	% of undergraduate students trained in the use of technologies in teaching and learning
	5.10	Identify partners and collaborate.	5.10.1	Database of partners identified and in collaboration
	5.11	Develop material for training workshops	5.11.1	Approval of developed training materials





<b>6. PARITY OF LANGUAGE IN TEACHING &amp; LEARNING</b>	6.1	Design bilingual courses to advance student learning	6.1.1	Senate and Council approval for foundation courses
			6.1.2	Number of Senate approved bilingual foundation courses
<b>7. SoTL IN TEACHING &amp; LEARNING</b>	7.1	Develop a SoTL teaching and learning philosophy framework with clear minimum standards	7.1.1	SoTL teaching and learning philosophy framework developed
	7.2	Offer SoTL training workshops for academics	7.2.1	Number of academic staff trained in SoTL
	7.3	Research output production in the scholarship of teaching and learning host SoTL colloquia/symposia/conferences	7.3.1	Number of academics who publish in the field of teaching and learning
	7.4	Increase number of academics presenting papers on teaching and learning at national and international conferences	7.4.1	Number of seminars/symposia/conferences held internally
		7.4.2	Number of academics presenting papers on teaching and learning at national and international conferences	
<b>8. IMPROVED STUDENT SUCCESS AND THROUGHPUT</b>	8.1	Achieve appropriate success rates in terms of the ministerial agreement	8.1.1	Exam success rates
			8.1.2	Proxy graduate rate (DHET throughput)
			8.1.3	Degree credit success rate as defined by DHET
	8.2	Develop and implement strategies for student retention and improve student success	8.2.1	Strategies for improving student retention and success developed

# WSU

## STRATEGIC GOAL 1





**STRATEGIC GOAL 2: RELEVANT AND IMPACTFUL RESEARCH & INNOVATION**

SUB GOAL	OBJECTIVE	KEY PERFORMANCE INDICATOR		
<b>1. CAPACITY FOR QUALITY AND IMPACTFUL RESEARCH</b>	1.1	Support the development of Research Niche Areas (RNAs)	1.1.1 Number of active RNAs 1.1.2 Number of RNAs that are self-sustaining 1.1.3 Number of researchers and PG students working within RNAs	
	1.2	Develop researchers for NRF rating	1.2.1 Number of researchers enrolled in NRF rating interventions 1.2.2 Number of NRF-rated researchers, or researchers on track for NRF rating	
	1.3	Establish Research Mentorship programme	1.3.1 Number of emerging researchers attached to mentors	
	1.4	Capacitate researchers in cutting-edge R&I skills	1.4.1 Number of researchers trained in advanced R&I grantsmanship 1.4.2 Number of researchers trained in the latest data analysis and data management techniques/software 1.4.3 Number of researchers trained in innovation-focused research and IP skills 1.4.4 Number of researchers trained in <i>engaged</i> research techniques (e.g. research that engages provincial, national and/or international development frameworks)	
	1.5	Support academic/research staff to acquire higher degrees	1.5.1 Number of academic/research staff supported to acquire higher degrees	
	1.6	Promote good research practice	1.6.1 Revised Ethics Clearance Policy implemented	
	<b>2. ACCELERATED GROWTH IN RESEARCH OUTPUT</b>	2.1	Broaden pool of active researchers who produce accredited publications	2.1.1 Number of accredited research output units produced 2.1.2 Number of researchers supported to obtain NRF rating 2.1.3 Number of research output units resulting from mentorship
		2.2	Recognise and reward research performance and excellence	2.2.1 Appropriate research incentive system established





	2.3	Maintain a smart system of research associateships for productive skills-sharing	2.2.2	Number of researchers recommended for VC's R&I productivity awards	
	2.4	Engage fresh talent to catalyse research output growth and knowledge-sharing	2.3.1	Number of research associates engaged (e.g. Research Associates, Adjunct Professors, Professor Emeriti)	
			2.3.2	Quantity of research output produced by associate scholars	
			2.4.1	Number of academic/research staff supported to acquire higher degrees	
	2.4	Engage fresh talent to catalyse research output growth and knowledge-sharing	2.4.2	Number of postdoctoral research fellows engaged across various disciplines	
			2.4.3	Quantity of accredited publication units produced by postdoctoral research fellows	
			2.4.4	Proportion of supported academics in the First-time Author Support programme who become published scholars. Number of eligible academics who receive internal research seed funding support	
	2.5	Develop smart systems and processes for enhanced research performance monitoring	2.5.1	Digitised R&I information management system established	
	3. ENHANCED POSTGRADUATE DEVELOPMENT	3.1	Increase Master's and Doctoral graduation rate	3.1.1	Number of Master's and Doctoral students graduating
		3.2	Embed professional development and career planning in research capacity development programmes for PG students	3.2.1	Number of new higher degree programmes introduced
3.3		Capacitate academics in advanced postgraduate supervision techniques	3.3.1	Grow-own-timber programme established and active	
3.4		Support PG students to acquire high-level research competencies	3.4.1	Number of PG students participating in relevant researcher development programmes	
3.5		Provide bursary support to PG students	3.5.1	Number of PG students participating in entrepreneurial and relevant social skills development	
	3.5.2		Number of Honours students supported to enrol in Master's and Master's students enrolled in Doctoral programmes		





	3.6	Support the development of postgraduate recruitment pipelines	3.6.1	Number of academics trained in advanced PG supervision techniques
	3.7	Develop smart systems and processes for enhanced postgraduate student tracking and PG supervision monitoring	3.7.1	Digitised PG student tracking and PG supervision monitoring system established
4. INNOVATION AND IP COMMERCIALISATION	4.1	Recognise and reward innovative endeavours by staff and students	4.1.1	Number of staff and students nominated for VC's innovation productivity awards
	4.2	Intensify innovation capacity-building activities across the University	4.2.1	Number of academics taking part in IP awareness and innovation capacity-building programmes
	4.3	Increase innovation-focused academy-society interface	4.3.1	Number of supported initiatives aimed at showcasing WSU innovation to industry, government, and civil society as well as increasing awareness among WSU researchers/innovators about societal challenges requiring innovative solutions
	4.4	Promote innovation-focused research	4.4.1	Number of innovation-focused research projects supported
	4.5	Promote IP commercialisation	4.5.1	Number of invention disclosures
			4.5.2	Number of copyright & trademark applications
			4.5.3	Number of patent applications
			4.5.4	Number of prototypes developed
			4.5.5	Number of commercial products, services, processes developed
			4.5.6	Number of IP licenses

# WSU

## STRATEGIC GOAL 2





**STRATEGIC GOAL 3: TRANSFORMATIVE COMMUNITY ENGAGEMENT, INTERNATIONALISATION & PARTNERSHIPS**

SUB GOAL	OBJECTIVE		KEY PERFORMANCE INDICATOR	
<b>1. ENGAGEMENT THROUGH OUTREACH AND COMMUNITY SERVICE</b>	1.1	Recognise and reward engagement through outreach community service	1.1.1	Number of initiatives to embed WSU's values in relations with stakeholders; Number of stakeholders who are recognised and rewarded for upholding these values
	1.2	Encourage academics, students and support staff to participate in initiatives that may arise from requests from the community	1.2.1	Number of staff responding to the requests; Number of initiatives in place
	1.3	Identify and enter into agreements with the community partners	1.3.1	Number of partnerships developed with the communities
	1.4	Identify and select a visible and high impact project especially those aligned to local, national, continental and global development frameworks	1.4.1	Number of visible and high impact projects; Number of beneficiaries linked to the project
	1.5	Partner with the community stakeholders in developing fundable proposals/projects	1.5.1	Number of partnerships with the community stakeholders developed
<b>2. ENGAGEMENT THROUGH PROFESSIONAL/DISCIPLINE-BASED SERVICE PROVISION</b>	2.1	Recognise and reward excellence in engagement through professional/discipline-based service provision	2.1.1	Number of initiatives to impart value-drive professional practice
	2.2	Identify jurisdictions where WSU can make a meaningful contribution	2.2.1	Number of staff and students who are recognised and rewarded for upholding these values in their professions/disciplines
	2.3	Tailor-make programmes to respond to needs in specific jurisdictions	2.3.1	Identified jurisdictions and the kinds of interventions to roll out
<b>3. ENGAGEMENT THROUGH TEACHING &amp; LEARNING</b>	3.1	Recognise and reward excellence in engagement through teaching and learning	3.1.1	Percentage of undergraduate programmes with credit-bearing CE component





4. ENGAGEMENT THROUGH RESEARCH AND SCHOLARSHIP	4.1	Recognise and reward excellence in engagement through research and scholarship	4.1.1	Number of research projects that address prioritised community needs
	4.2	Promote research projects that address the prioritised community needs	4.2.1	The number of community needs that are addressed
	4.3	Support commissioned research projects	4.3.1	Number of commissioned research projects
5. INTERNATIONALISATION	5.1	Boost international experience among staff and students through attracting and committing resources to staff and student exchange programmes	5.1.1	The number of projects benefitting from international partnerships
	5.2	Actively promote the recruitment of international students (especially from Africa) and scarce skills academics	5.2.1	Number of jointly developed academic programmes with international partners
	5.3	Promote balanced international partnerships	5.3.1	Number of international students and academics recruited
	5.4	Promote internationalisation of the curriculum	5.4.1	Number of academic programmes recognised by international professional bodies
	5.5	Support international research collaborations	5.5.1	Number of students and staff exchange programmes / Number and quality of research output



# WSU

## STRATEGIC GOAL 3





**STRATEGIC GOAL 4: ENRICHING STUDENT EXPERIENCE**

SUB GOAL	OBJECTIVE		KEY PERFORMANCE INDICATOR	
<b>1. A TECHNO-RESPONSIVE OUT-OF-CLASSROOM ENVIRONMENT</b>	1.1	Improve student housing to be a technologically user-friendly space accessible to all (including students with physical disabilities)  	1.1.1	Availability of Wi-Fi in all student living spaces  
	<b>2. A STIMULATING ENVIRONMENT THAT IS SAFE, SECURE AND ENRICHED THROUGH RESIDENCE-BASED PROGRAMMES</b>	2.1	Adopt an academically and socially appropriate model of allocating students to residences	2.1.1
2.1.2		Housing committees established		
2.1.3		Mentor-based Learning communities established in residences		
2.2		Create learning communities in the residences	2.2.1	Mentor-based Learning communities established in residences
2.3		Provide reading and writing workshops geared towards improving academic performance of students in collaboration with LTD and the library	2.3.1	'Connected' reading spaces in the residences
2.3.2	Residence Book Clubs established			
2.4	Promote student entrepreneurship	2.4.1	Number of student-owned small businesses established	
2.5	Promote recreational and competitive sporting activities for students in residences	2.5.1	Competitions in Arts, Drama, Poetry, Debate, Choral Music, Campus Greening, etc. established	
2.5.2	Vibrant Residence Games participating in Campus, Inter-campus and National Competitions			





	2.6	Promote student philanthropy	2.6.1	Adopt-a-School Project established
			2.6.2	Meal-a-Day and other support programmes for disadvantaged unfunded students introduced
	2.7	Provide psycho-social support that promotes students' holistic well-being	2.7.1	Peer Helpers/Education Programme
			2.7.2	Residence-based Health Services and Awareness campaigns
	2.8	Enhance access control in residences	2.8.1	Reduced crime rates on Campus
	<b>3. STUDENT-CENTRED SERVICE PROVISION</b>	3.1	Improve and ensure relevance of services rendered to students	3.1.1
<b>4. DEVELOPED SOCIAL COHESION INTERVENTIONS</b>	4.1	Psycho-educational programmes on Self-awareness	4.1.1	Life skills Programmes in residences
	4.2	Promote diversity and inclusivity through various activities such as round table discussions, open lectures	4.2.1	Socio-political stability in residences
			4.2.2	Number of education awareness campaigns
			4.2.3	Active student involvement in extramural activities
4.3	Develop appropriate policy and implementation framework on gender-based violence	4.3.1	Policy approved by Council and implemented	
<b>5. STUDENT SUCCESS</b>	5.1	Encourage academic excellence through out-of-classroom activities and competitions	5.1.1	Annual faculty-based academic awards
	5.2	Establish residence-based mentorship programmes in collaborations with academic departments, including FYE programmes	5.2.1	Wellness services responsive to student needs
	5.3	Provide ongoing orientation programme for first-year students through FYE Activities	5.3.1	Life skills programmes for first-year students





6. PROMOTE STUDENT TALENTS TOWARDS A HOLISTIC AND WELL-ROUNDED CITIZENRY	6.1	Provide an enabling environment for students' personal growth and success	5.3.2	Utilisation of the student wellness services by students in distress including the Higher Health Helpline
			6.1.1	Number of students participating in national or international debates, artistic or talent showcasing events. Number of athletes and/or artists selected for major games or events (Provincial, National/International)
			6.1.2	Consistent positive alumni employment statistics
7. A STRIKE-FREE ENVIRONMENT THROUGH STUDENT-CENTRED SERVICE DELIVERY	7.1	Train staff on Batho Pele principles	7.1.1	Reduced number of strikes
	7.2	Arrange periodic engagement sessions between Management and SRCs	7.2.1	Improved relations between Management and SRCs
	7.3	Promote dialogues between SRCs and sub-structures	7.3.1	Improved turnaround time for addressing student concerns
8. CAPACITATED STUDENT LEADERSHIP	8.1	Build leadership capacity for SRCs and Sub-structures	8.1.1	Leadership seminars, webinars, excursions, Guest Lecture Series, etc
	8.2	Provide opportunities for students to be exposed to national, continental and global peers in student leadership	8.2.1	SRCs participating in at least 1 exchange programme locally/continentally or globally
	8.3	Provide leadership programmes for SRC	8.3.1	Number of leadership programmes

# WSU

## STRATEGIC GOAL 4





**STRATEGIC GOAL 5: EMPOWERED WORKFORCE**

SUB GOAL	OBJECTIVE		KEY PERFORMANCE INDICATOR	
1. ENHANCED CAPACITY AND CAPABILITIES OF ACADEMIC AND SUPPORT STAFF, AND OF LEADERSHIP	1.1	Develop an HR strategy that is aligned with organisational structures	1.1.1	An approved HR strategy to be in place
	1.2	Implement HR strategy, with a special focus on improving academic staff qualifications and general competencies	1.2.1	Number of staff enrolled in various higher degree programmes
2. PERSONNEL COST EFFICIENCY TO INCREASE INSTITUTIONAL OPERATIONAL EFFECTIVENESS	2.1	Optimise the ratio between HR expenditure and Council-controlled recurring income	2.1.1	Personnel expenditure threshold of 63% of Council-controlled budget not exceeded
	2.2	Maintain appropriate ratio of academic to support staff expenditure	2.2.1	Expenditure ratio of 60:40 for Academic Support achieved
	2.3	Develop a human resource allocation model	2.3.1	Human Resource allocation model implemented
3. A WORKPLACE CULTURE AND CLIMATE THAT IS CONDUCTIVE TO HIGH PERFORMANCE	3.1	Institutionalise a high-performance culture	3.1.1	Performance Management System developed
	3.2	Improve collective bargaining	3.2.1	Joint bargaining forum functional
	3.3	Develop an integrated Employee Assistance Programme (EAP) strategy and an effective delivery approach	3.3.1	Labour leaders regularly capacitated
	3.4	Improve employee wellness	3.4.1	Employee Assistance Programme established and active





			3.4.2	Number of staff participating in wellness activities annually
<b>4. IMPROVED CLIENT EXPERIENCE WITH HR SERVICES</b>	4.1	Align departmental service delivery model and structure with departmental strategy	4.1.1	Revised HR service delivery model
	4.2	Advance the automation of HR processes to create efficiencies and empowerment of line management and decentralisation	4.2.1	Automated HR business processes
	4.3	Develop an integrated HR governance framework with revised policies, procedures, processes and HR governance structures	4.3.1	Revised and up-to-date HR policies
			4.3.2	Standard Operating Procedures implemented in all campuses
	4.4	Develop HR reporting framework and provide HR intelligence and insights to enable effective decision making	4.4.1	HR Information System implemented
4.5	Develop Critical HR management competencies	4.5.1	HR staff capacitated and reoriented	
<b>5. ADVANCED TRANSFORMATION AGENDA</b>	5.1	Advance employment equity	5.1.1	University employment equity plan established
			5.1.2	Campus employment equity plans developed
5.2	Align all policies, practices and procedures to transformation agenda	5.2.1	Equity-related policies revised	
<b>6. ATTRACTING AND RETAINING TALENTED STAFF</b>	6.1	Develop a recruitment model that will attract talent to the institution	6.1.1	Recruitment and selection based on WSU values
	6.2	Develop a retention strategy for exceptional talent	6.2.1	IPMS established that recognises and rewards exceptional performance
	6.3	Develop and facilitate a career advancement and staff development programme	6.3.1	Decreased staff turnover
	6.4	Develop and implement a talent sourcing and acquisition strategy	6.4.1	Number of participants in relevant staff development programme
	6.5	Institutionalise talent management practices	6.5.1	Grow-own-timber programme developed





**STRATEGIC GOAL 6: FINANCIAL SUSTAINABILITY**

SUB GOAL	OBJECTIVE		KEY PERFORMANCE INDICATOR	
<b>1. EFFICIENT MANAGEMENT OF RESOURCES</b>	1.1	Monitor income streams and cost implications	1.1.1	Reports produced of income streams and cost implications
	1.2	Develop models to prioritise identified strategic initiatives	1.2.1	Approved models for strategic resource allocation
<b>2. AN INTEGRATED LONG-TERM FINANCIAL FRAMEWORK TO ENSURE THE SUSTAINABILITY OF THE INSTITUTION</b>	2.1	Develop a financial model to cost programmes and review financial viability	2.1.1	Financial model developed and approved
			2.1.2	Number of financial viability reviews performed
	2.2	Increase subsidy and grant income	2.2.1	% fee increase in subsidy and grant income
	2.3	Manage the level of student debt	2.3.1	% decrease in student debt year on year
	2.4	Achieve a break-even budget on Council-controlled funds, residences and projects	2.4.1	Surplus/deficit on Council controlled funds, residences and projects
2.5			Improve fiscal and financial discipline	2.5.1
			2.5.2	Number of cost control initiatives identified and implemented
<b>3. FINANCIAL MANAGEMENT</b>	3.1	Develop a coherent approach to budgeting and reducing overheads	3.1.1	Management accounts prepared on a regular basis and variances analysed and investigated
	3.2	Implement improved financial systems, controls and processes	3.2.1	Number of new and improved financial systems successfully implemented
	3.3	Implement improved procurement process	3.3.1	Procurement performance reports
	3.4	Improve automation and use of the ERP platform		





4. DIVERSIFIED INCOME STREAMS	4.1	Identify income streams to support the institutional strategic priorities and goals sustainably	4.1.1	Number of income streams identified
	4.2	Mobilise relevant role-players for fund-raising	4.2.1	Increase in third stream income year on year





# WSU

## STRATEGIC GOAL 6





**STRATEGIC GOAL 7: MODERN ICT**

SUB GOAL	OBJECTIVE	KEY PERFORMANCE INDICATOR
<p><b>1. IMPROVED PERFORMANCE THROUGH PROVISION OF EFFECTIVE AND EFFICIENT ICT CONNECTIVITY</b></p>	<p>1.1 Deploy and roll-out network infrastructure across university campuses for maximum connectivity</p> 	<p>1.1.1 % of Wi-Fi coverage</p> <p>1.1.2 Number of residences provided with Wi-Fi</p> <p>1.1.3 Number of office blocks provided with Wi-Fi</p> 
	<p>2.1 Deploy ICT systems, applications and tools to replace repetitive manual processes</p> 	<p>2.1.1 Number of manual processes replaced</p> <p>2.1.2 Number of applications that interface</p> <p>2.1.3 Systems/tools developed/deployed</p> 





<p><b>3. PROVIDE AN IT ENVIRONMENT THAT IS AGILE AND RESILIENT</b></p>	<p>3.1</p>	<p>Expand and enhance the ICT infrastructure to appropriate standards</p>	<p>3.1.1</p>	<p>Number of additional and/or enhanced-spec ICT infrastructure elements (servers, storage, switches, fibre optic network)</p>
<p><b>4. PROVIDE IT SYSTEMS WITH INTEGRITY, SECURITY AND PRIVACY</b></p>	<p>4.1 4.2</p>	<p>Create reliable and secure ICT environment that is safe to operate Ensure privacy and integrity of information</p>	<p>4.2.1</p>	<p>Reduce number of high-risk ICT security findings in an external audit of ICT directorate</p>
<p><b>5. DELIVER AN ICT ENVIRONMENT COMPLIANT WITH WSU' s CORPORATE GOVERNANCE FRAMEWORK</b></p>	<p>5.1</p>	<p>Develop ICT governance protocols and standards</p>	<p>5.1.1 5.1.2</p>	<p>ICT governance standards and protocols established ICT governance standards and protocols implemented</p>



# WSU

## STRATEGIC GOAL 7





<b>STRATEGIC GOAL 8: STATE-OF-THE-ART INFRASTRUCTURE</b>				
<b>SUB GOAL</b>	<b>OBJECTIVE</b>		<b>KEY PERFORMANCE INDICATOR</b>	
<b>1. PROVIDE SUFFICIENT AND QUALITY INFRASTRUCTURE OF/FOR THE 21st CENTURY</b>	1.1	Source funding for the renewal of existing building infrastructure	1.1.1	Amount in infrastructure funding approvals
			1.1.2	Amount of funding from DHET's Infrastructure and Efficiency Grant (IEG)
	1.2	Develop new learning and teaching facilities, student accommodation, basic services infrastructure and extramural facilities that bring excellence, dignity and vibrancy to student life	1.2.1	Number of existing buildings and learning facilities refurbished to world class multimodal spaces embedded with requisite advanced technologies and amenities for advanced learning delivery methodologies within the execution period
			1.2.2	Number of student accommodation and recreation facilities constructed and refurbished to state-of-the-art standards
1.2.3			Number of new students and spaces constructed or refurbished to reflect African historical and cultural heritage	
<b>2. ENHANCED ENVIRONMENTAL PERFORMANCE TO ACHIEVE A GREEN-STAR RATING</b>	2.1	Adopt renewable energy supply, improve buildings environmental performance and reduce waste of resources	2.1.1	Renewable Energy Technologies rolled out across campuses
			2.1.2	Number of infrastructure projects embedded with sustainability
			2.1.3	Number of basic services infrastructure (including water and sewer reticulation systems and service roads) refurbished or constructed
<b>3. A SAFE AND HEALTHY ENVIRONMENT FOR STAFF AND STUDENTS</b>	3.1	Create health and safety awareness for staff and students and adopt cutting-edge security systems to secure university infrastructure	3.1.1	Number of infrastructure delivery and facilities management personnel trained in health and safety protocols
	3.2	Provide facilities that meet Universal access standards	3.2.1	Number of new installations of access control and surveillance systems





4. EFFICIENT PROVISION OF FACILITIES MANAGEMENT SERVICES	4.1	Ensure clean environment	4.1.1	Solar PV (photovoltaic) project piloted in BCC and expand the roll-out of Renewable Energy Technologies across campuses
	4.2	Enhance beauty and ambience (Landscaping)	4.2.1	All infrastructure delivery and facilities management personnel as well as creating awareness for students and all staff on green campuses and beautiful landscaping
	4.3	Provide appropriate catering services	4.3.1	Catering services availability on all campuses



# WSU

## STRATEGIC GOAL 8





**STRATEGIC GOAL 9: PEOPLE-CENTRED GOVERNANCE AND ADMINISTRATION**

SUB GOAL	OBJECTIVE		KEY PERFORMANCE INDICATOR	
<b>1. COMPACT WITH COUNCIL</b>	1.1	Develop effective ways of implementing Council resolutions	1.1.1	Transmission of Council resolution to Management
	1.2	Develop effective reporting mechanisms with regard to the implementation of Council resolutions	1.2.1	Transmission to Council of implementation actions taken by Management
<b>2. ENABLING ENVIRONMENT FOR THE EFFECTIVE FUNCTIONING OF LEGISLATED GOVERNANCE STRUCTURES (COUNCIL, SENATE, IF, CONVOCATION)</b>	2.1	Capacitate legislated governance structures  	2.1.1	Improved oversight/fiduciary responsibilities of governance structures
			2.1.2	Entrenched principles of cooperative governance  
<b>3. EFFICIENT STUDENT ACADEMIC ADMINISTRATION</b>	3.1	Make online Application system simpler and better for users	3.1.1	Seamless, automated and integrated services established
	3.2	Establish a system and process for seamless Registration	3.2.1	Automated progression rules
			3.2.2	Updated academic structure
3.2.3	Improved data integrity			





4. ENHANCED DIVISIONAL MODEL OF MANAGEMENT			3.2.4	Digitised registration amendment forms such as subject additions and cancellations
			3.2.5	Improved Customer relationship management
	3.3	Develop quality standards for a credible assessment process	3.3.1	Reviewed Assessment Policy
			3.3.2	Standard Operational Procedures (SOPs) for assessments in place
			3.3.3	Aligned system between formative and summative assessment processes
	3.4	Improve the process of identifying possible graduates and internal controls for certification	3.4.1	Automated generation of graduation lists Improved security for graduation certificates Organised graduation ceremonies
	3.5	Mitigate to electronic Records Management System	3.5.1	Digitised institutional records Improved safekeeping and access to institutional records
	3.6	Develop a Policy Framework that bolsters effective academic administration	3.6.1	Reviewed and aligned academic administration related policies Standard Operational Procedures in place Rules developed for registration and examination policies
	4.1	Review some elements of the divisional management model	4.1.1	Improved role clarification between institutional office and campuses Enhanced accountability and synergy between the two levels of management Reviewed delegations of authority
	4.2	Consolidation and rationalisation of faculties and programmes	4.2.1	Revised number of faculties Revised number of academic programmes





# WSU

STRATEGIC PLAN  
2020 - 2030

