

NELSON MANDELA METROPOLITAN UNIVERSITY

# VISION 2020 STRATEGIC PLAN

# NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

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## EXECUTIVE SUMMARY

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### Background to Vision 2020

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Vision 2020 was initiated by our Vice-Chancellor, Professor Derrick Swartz, in his inaugural speech in April 2008 as a unique opportunity for the university community and its stakeholders to: define NMMU's academic purpose and identity; revisit its strategic directional statements; and determine strategic priorities that will secure the long-term sustainability of the institution. As part of extensive consultations with key stakeholders - including staff, students, and key representatives from business, government and civil society – we asked three important questions to spark future-focused debate:

- What kind of university would you like NMMU to be by 2020?
- What will make it possible for NMMU to achieve this?
- What are the key uncertainties in the external environment (e.g. politically, socially, economically, etc) that could impact on NMMU achieving this?

Answers to these questions were analysed and the emerging themes formed the basis for determining our strategic priorities, namely:

- Formulate and implement an integrated strategic academic plan and distinctive knowledge paradigm.
- Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success.
- Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture.
- Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship.
- Develop and sustain a transformative institutional culture that optimises the full potential of staff and students.
- Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness.
- Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses.
- Maximise human capital potential of staff.

The above strategic priorities have been deliberated on in representative task teams to inform the process of developing an institutional strategic plan including strategic goals, objectives, outputs and key performance indicators to monitor progress towards achieving our desired future state by 2020. This strategic planning process was underpinned by a thorough situational analysis to take stock of the strengths, challenges, opportunities and threats currently confronting us in our internal and external environments.

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## Our context

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NMMU considers its future against the backdrop of significant transformation in higher education systems nationally and internationally including the emergence of new types of higher education institutions, changes in patterns of financing and governance, curriculum reforms, and technological innovations (Salmi, 2001: 105). Current wisdom holds that change is the only constant in a fast-paced and globally interconnected society and, if NMMU is to realise its vision of being a dynamic, African university widely recognised for its critical and constructive contribution to creating a sustainable future, we will need to optimise our strengths and opportunities and develop mitigating strategies to address our challenges and minimise threats in the external environment.

Among our **strengths**, NMMU is already known for its supportive campus environment, progressive strategies to develop the next generation of academics and researchers, innovative approaches to responding to a broad spectrum of societal needs through pioneering research, and engagement with multiple stakeholders at local, regional, national and international levels. The **challenges** that continue to beset us include: the quality of our student intake which is predominantly drawn from the Eastern Cape which is known for its poor school-leaving certificate results; student success rates that are below the national benchmark of 80%; implementing a culture of learning on all our campuses and in all our residences; addressing infrastructural needs to support high-quality teaching, research and engagement in a multi-campus context; diversifying the staff equity profile; and establishing an affirming and transformative institutional culture that maximises the full potential of our students and staff.

In responding to the **opportunities** confronting us as a comprehensive university, NMMU will need to ensure that it participates in shaping the national policy debates concerning higher education differentiation. This implies clarity and consistency in respect of how we understand our academic and organisational identity to ensure that we can positively influence how others perceive our competitive niche and brand. Linked to this, a proactive stance in helping to shape the nature and terms of the coordination of the higher education, further education and training, and skills development sectors in South Africa is crucial if the country is to successfully build a sustainable post-schooling educational sector, reduce pressures faced by HE institutions in accommodating expanding numbers of young people seeking further education, and address skills shortages in the economy. As we move forward, it will also be crucial to provide improved opportunities for lifelong learning and continuous professional development for a diverse range of learners through diversifying our current modes of delivery and intensifying strategies to implement blended or electronic learning. This will become increasingly important as NMMU becomes a preferred destination for international students and staff, particularly those wishing to pursue quality under- and postgraduate studies and research. In committing ourselves to mainstreaming internationalisation, we will continue harnessing the benefits of providing a multi-cultural learning experience that embraces critical discourse and diverse perspectives.

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Within a global context, South Africa's poor economic competitiveness in certain sectors presents itself as one of the **threats** to higher education in general and NMMU in particular. While South Africa was ranked at 45<sup>th</sup> overall out of 133 countries on the 2009 World Economic Forum's (WEF) Global Competitiveness Index (GCI), its innovative potential could be at risk with a university enrolment rate (ranked 94<sup>th</sup>) of only 15%. Furthermore, South Africa also performed poorly in terms of the quality of science and mathematics education (ranked 133<sup>rd</sup>) and the availability of scientists and engineers (ranked 123<sup>rd</sup>). The business costs of crime and violence (ranked 133<sup>rd</sup>) do not contribute to an environment that fosters competitiveness and another major concern remains the health of the workforce, ranked 127<sup>th</sup> out of 133 countries, the result of high rates of communicable diseases and poor health indicators such as TB incidence and the business impact of HIV/AIDS (ranked 133<sup>rd</sup>). Added to this, among the most significant threats confronting us as a nation are unemployment and poverty with about 40% of South African households still living below a poverty line estimated by the national Treasury to be about R480 per person per month (Dinokeng Scenarios, 2009). In this regard, it is concerning to note that more than half of people between the ages of 20 and 24 years are unemployed since this poses problems in terms of labour market supply, social cohesion, and the rapid rise of crime and violence. Finally, in line with our vision to contribute to a sustainable future, we will need to embrace an unwavering commitment to actions that enhance energy efficiency, reduce our carbon footprint, and contribute to current and future biodiversity. This is especially important given the alarming rate at which the human impact on the planet is increasing and going beyond sustainable limits, with human needs having exceeded the earth's regenerative capacity since the 1980s.

## Our institutional type

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In terms of the new higher education landscape in South Africa, NMMU is one of six comprehensive universities established through the incorporation of the Port Elizabeth campus of Vista University into the University of Port Elizabeth (UPE) in January 2004 and the subsequent merger of the PE Technikon (PET) and UPE in January 2005. As a new type of higher education institution, NMMU is seeking to break the mould by looking at more inclusive and sustainable ways to deliver higher education strongly linked to the regions and communities it serves. It could be argued that NMMU's competitive advantage, as a comprehensive university, is situated in a unique blend or integration of a multi-dimensional set of characteristics including the nature of its academic programme and qualifications mix, teaching and learning approaches, research and innovation niche areas, and engagement portfolio. Such an integrative paradigm purposively strives to achieve a connectedness between the knowledge domains in which the university operates, as well as between itself and the communities that it serves. This is manifested in various ways, including, but not limited to:

- Providing access and equality of educational outcomes for a broader range of learners with varying levels of academic preparedness through placing applicants in appropriate academic programmes at various levels of the Higher Education Qualifications Framework (HEQF) depending on their academic proficiencies and interests.

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- Offering a diverse range of qualifications spanning the knowledge spectrum from general formative, academic programmes with strong conceptual underpinnings to vocational, career-focused programmes with strong connections to industry and the world of work.
- Enhancing student mobility and flexibility through the opportunities created by a variety of entry and exit points within qualifications, as well as through the design of vertical and horizontal articulation pathways between various qualification types at different levels of the HEQF.
- Advancing the boundaries of knowledge within academic disciplines while fostering trans-disciplinary enquiry in our scholars and students which is at once *between* the disciplines, *across* the different disciplines, and *beyond* all disciplines with the goal of better understanding and responding to complex problems in the modern world.
- Broadening the notion of scholarship to embrace the full scope of academic work by designing and implementing models that give recognition for excellence in the scholarships of discovery, integration, application, teaching, and engagement.
- Optimising the entire research value chain in selected niche areas ranging from basic research in fields such as nanotechnology and the philosophy of culture to applied research, technology transfer and innovation in fields such as advanced manufacturing, mechatronics and biofuels.

## **Our desired accomplishments and enabling conditions to realise our strategic goals**

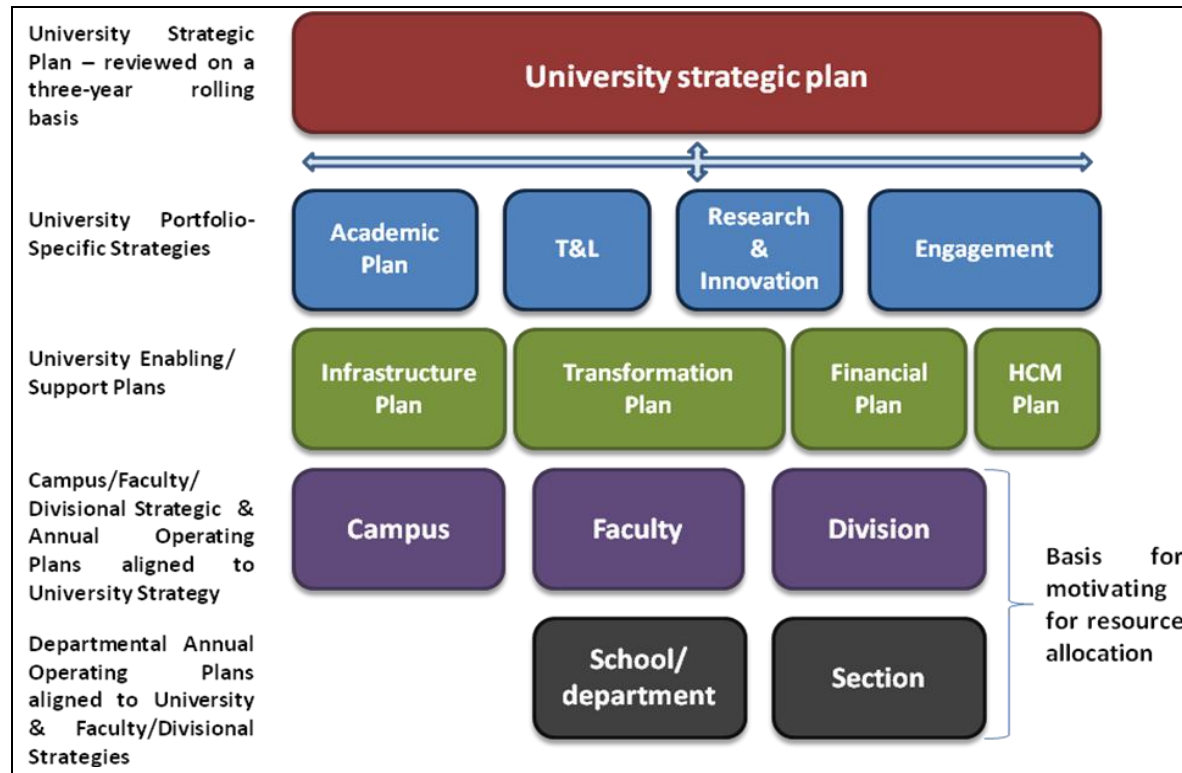
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All of our identified strategic priorities constitute key pillars or critical success factors that need to be addressed in a holistic manner to achieve Vision 2020. While several of the strategic priorities relate directly to the core academic functions of NMMU, namely teaching, learning, research and engagement, the other strategic priorities are equally important in that they establish the enabling conditions that will make it possible to provide a high-quality learning and working environment for all NMMU students and staff. Among these are: an affirming institutional culture; opportunities for human capital development; sustainable financial resources; modern infrastructure; streamlined and efficient institutional systems and processes; and a vibrant campus life.

The indicators outlined in this strategic planning framework will inform the development of a technology-enabled performance management tool at institutional level in terms of which progress in achieving our strategic priorities can be regularly monitored and evaluated. This will enhance evidence-based and data-driven planning, resource allocation and quality management in an effort to reinforce the principles of continuous improvement that characterise a learning organisation.

Furthermore, this strategic planning framework will establish a platform for the development of a more detailed three-year rolling institutional strategic plan, from 2010/11 to 2013, to ensure that the broad directional statements contained in Vision 2020 are translated into action at all levels of the institution. This can be diagrammatically depicted as follows:

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## The way forward

As part of the way forward, NMMU will be moving towards establishing increasingly integrated planning systems and processes whereby there is alignment between the institutional strategic plan and resource allocation and budgeting models, monitoring and evaluation mechanisms, quality advancement, and performance management systems. The current strategic plan will be further amplified into three-year rolling milestones, with accompanying resource implications, and persons responsible to provide a framework for operational planning at campus, divisional and faculty levels. In addition, the various strategic objectives will be prioritised to ensure that they are linked to a realistic assessment of available resources.



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## 1 OUR CONTEXT

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Nelson Mandela Metropolitan University (NMMU) considers its future against the backdrop of significant transformation in higher education systems nationally and internationally. These changes include the emergence of new types of higher education institutions, changes in patterns of financing and governance, curriculum reforms, and technological innovations (Salmi, 2001: 105). Current wisdom holds that change is the only constant in a fast-paced and globally interconnected knowledge society. Within such a context of rapid change, higher education institutions are expected to expand and transform their traditional roles of teaching, research and community service to include functions such as: promoting social inclusion and citizenship; widening participation in higher education by meeting the educational needs of learners with diverse levels of academic preparedness; and enhancing the skills levels of the population to respond to the demands of a high-technology knowledge economy (Higher Education Authority, 2004).

The role of the university in an *'age of supercomplexity'* includes shedding the pretence that it knows best and preparing students for a world characterised by radical uncertainty (Barnett, 2000:154). Duderstadt (2000) observes: *"The most predictable feature of modern society is its unpredictability. We no longer believe that tomorrow will look much like today. Universities must find ways to sustain the most cherished aspects of their core values, while discovering new ways to respond vigorously to the opportunities of a rapidly changing world"*. In keeping with this philosophy, NMMU's long-term strategic priorities and goals must be guided by an understanding of our current context and our role in redressing historical inequalities including low participation rates in higher education, as well as quality and inefficiency challenges.

Higher education fulfils a crucial role in respect of the resolution of the complex problems and the development challenges that face the African continent. The basic thrust of the Presidency's Medium Term Strategic Framework (MTSF) for 2009-2014 is to improve the conditions of life of all South Africans through identifying opportunities for new areas of growth and economic participation and progressively setting the country on a higher and more sustainable growth trajectory. Among the strategic priorities identified to advance this mission, is a firm emphasis on strengthening human resource base of the country by ensuring a broad-based focus on developing education, skills and training initiatives at all levels in the country. South Africa is still confronted by a so-called 'skills deficit', indicating a material mismatch between the education and training outcomes and the needs of a fast modernising economy. To close this gap, it is widely agreed that solutions are needed that enable vast numbers of people to be educated and trained. It can therefore be reasonably expected that increasing pressure will be placed on higher education institutions to ensure that their programme offerings, research endeavours and engagement interventions make a substantive contribution to addressing development priorities. Furthermore, it must be emphasised that the role of higher education extends further to the broader cultural realm and to the inculcation of the capacities and values that are central to the creation and preservation of a democratic society. It is thus clear that, if NMMU is to make a critical and constructive contribution to creating a prosperous, democratic and inclusive society, we will need to be known for providing graduates with a life-changing education that who are equipped with the

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knowledge, competencies and attributes required for success as responsible citizens in a knowledge-intensive economy. To do so, we need to contextualise our strategic planning by taking cognisance of the strengths, challenges, opportunities and threats confronting us in our internal and external environments.

## 1.1 Strengths

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### **Supportive campus environment**

Investments in interventions to provide a supportive campus environment have been recognised by students in the 2009 South African Survey on Student Engagement (SASSE) administered by the Council for Higher Education where NMMU received the highest rating among participating higher education institutions for its efforts to provide its students with a supportive campus environment including facilities and services such as career advising, student counselling, ICT-enabled learning, academic peer support, and so forth. The Higher Education Quality Council (HEQC) also commended NMMU for the high-quality Information Communication and Technology (ICT) services provided to support teaching and learning.

### **Research capacity development to produce the next generation of academics**

NMMU was furthermore lauded by the HEQC for the initiatives it has put in place aimed at developing research capacity, particularly among young black and female academics, and for its investment in staff development to enable academics to acquire higher qualifications. Such interventions are urgently required given that the South African government has identified high-level skills shortages as a significant constraint in the development of a knowledge-based economy. This necessitates an investment in human capital development (HCD) to produce a greater number of skilled individuals, particularly in science, engineering and technology. The Department of Science and Technology has identified the need to increase the number and improve the equity profile of honours, masters, doctoral and postdoctoral graduates in an attempt to contribute to developing the next generation of researchers and academics in South Africa. This is a pressing demand given the ageing profile of the professoriate in South Africa and “brain drain” caused by the emigration of highly skilled academics and researchers.

To contribute to these national goals, it will be essential for NMMU to progressively increase its postgraduate enrolments, especially within its academic growth areas and among female and African students at Master’s and Doctoral levels. An analysis of enrolment trends from 2005 to 2009 shows that progress has already been made in this respect since the total postgraduate headcount enrolments at NMMU have increased at an average annual growth rate of 5.4%. The most significant growth has taken place at the postgraduate to Master’s (i.e. 10.3% average annual growth) and Doctoral (i.e. 10.6% average annual growth) levels since 2005.

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It is furthermore encouraging to note that the investments in research capacity development at NMMU have had positive spin-offs in that the percentage of academic staff with Doctoral qualifications has increased from 31.2% in 2005 to 36.9% in 2008, while those with either a Master's or Doctorate as their highest qualification has increased from 66.1% in 2005 to 73.3% in 2008. In addition, NMMU slightly exceeded the Higher Education Funding Framework benchmark for comprehensive universities of 0.93 weighted research outputs per permanent academic staff member per annum with a weighted research output of 0.95 in 2009 as compared to 0.77 in 2005.

## **Innovation and responsiveness**

NMMU has a well-established reputation for being a dynamic and innovative university known for its responsiveness to national, regional and local imperatives through its broad range of engagement initiatives and projects. Some recent highlights in this respect include:

- The arrival of the only high resolution transmission electron microscope in Africa funded by the National Research Foundation.
- The establishment of a new Chemical Fuels Technology Centre at InnoVenton, in collaboration with major industrial players, including PetroSA, CSIR and Sasol.
- NMMU, in partnership with Afrepell Manufacturing Pty Ltd, will be commercialising a range of insect repellent products developed by InnoVenton.
- The invention of an environmentally-friendly additive likely to revolutionise the tyre industry worldwide.
- The VWSA/DAAD International Chair in Automotive Engineering has reinforced strong linkages between NMMU and the automotive industry and has provided students with numerous exciting opportunities including formula student racing where students from various faculties are required to work together to design and develop a small racing vehicle that can compete against other tertiary institutions from around the world.
- The Automotive Components Technology Station (ACTS) is currently involved in a multi-million rand research project in support of the local nuclear industry, which could result in reduced costs and increased reliability through research aimed at developing specialised platforms for using friction stir welding as a possible weld repair procedure.
- The Centre for Energy Research is researching some promising alternative “green” energy solutions, including solar and fuel cells, aimed at commercialising its application for the South African economy.
- Pioneering and influential work done by our scientists in areas such as biodiversity, restoration ecology, information and communications technologies, language and media studies, diabetes, and biokinetics.
- Recent breakthrough findings by NMMU researchers in diabetes treatment using an extract of an indigenous plant, *Sutherlandia frutescens*, may be the recipe for success in the lives of thousands of diabetics.
- The appointment of some of our leading researchers and professional staff members onto international, national and regional advisory and policy-making councils that influence public policy.

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- A significant expansion in the number of strategic partnerships and links between NMMU with industries, sector education and training authorities, local and provincial governments, schools, and development agencies.
- Responsible approaches to widening access through a centralised, developmentally-focused approach to the admission and placement of students and providing support and development programmes/activities/services to assist students to succeed. Having a range of qualification types assists in giving access to a wider range of students and also to allowing students to further their studies by articulating from one qualification to another.
- A wide range of initiatives to improve the quality of Science, Technology and Mathematics education in secondary schools through programmes targeting both learners and teachers.

In addition to the above, a recently conducted environmental scan revealed that NMMU is actively responding to a range of scarce skills areas at national, regional and local levels through a combination of its academic programme portfolio at under- and postgraduate levels, as well as through its research, innovation and engagement initiatives. This is depicted in the table below.

Scarce skills priority areas identified at national, provincial and local levels	Existing NMMU qualifications/programmes		Existing NMMU research niche areas	
	Undergraduate	Postgraduate	Emerging	Established
Engineering (mechanical, electrical, process, industrial, chemical and civil)	x (excluding chemical)	x (excluding chemical)		
Advanced manufacturing		x		x
Construction, built environment & infrastructure development	x	x		x
Spatial planning and urban design				
ICT, particularly: <ul style="list-style-type: none"> <li>• ICT networking professionals</li> <li>• ICT support and test specialists</li> <li>• ICT security specialists</li> </ul>	x	x		x
Software and applications programmers	x	x		x
Agriculture and agro-processing	x	x	x	
Forestry	x	x	x	

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Scarce skills priority areas identified at national, provincial and local levels	Existing NMMU qualifications/programmes		Existing NMMU research niche areas	
	Undergraduate	Postgraduate	Emerging	Established
Fishing				
Natural resource management/conservation	x	x		x
Marine studies	x	x		x
Biodiversity	x	x		x
Biofuels and petrochemical industries	x	x		x
Chemicals, pharmaceuticals & plastics	x	x		x
New materials development	x	x		x
Nanotechnology		x		x
Space science				
Minerals beneficiation				
Energy efficiency & climate change		x		x
Clothing & textiles		x		
Nursing	x	x	x	
Pharmacy	x	x		x
Laboratory/medical technicians	x	x		
Radiography	x			
Medical doctors				
Social development professions (inc. youth work)	x	x	x	
Sport/biokinetics	x	x	x	
Nutrition & dietetics				
Preventative/public health		x	x	
SMME development & entrepreneurship	x	x		x
Business process outsourcing				
Commercial & financial services, including accounting & financial planning	x	x		
Transport economics				
Logistics	x		x	
Tourism & hospitality	x	x (to Honours level)	x	

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Scarce skills priority areas identified at national, provincial and local levels	Existing NMMU qualifications/programmes		Existing NMMU research niche areas	
	Undergraduate	Postgraduate	Emerging	Established
Rural development		x (M in Development Studies)	x	
Management development, particularly: <ul style="list-style-type: none"> <li>• Project management</li> <li>• Financial management</li> </ul>	x	x		x
Early childhood development				
Initial teacher education	x	x		x
Science and Mathematics education	x	x	x	
FET lecturer professional development				
Creative arts & crafts	x	x	x	
Social cohesion	x	x	x	
Criminal & social justice	x	x		x
Human rights	x	x		x
International relations, conflict resolution & peace-keeping (particularly in Africa)	x	x	x	
Public sector institutional development	x	x	x	
Media, film & television	x	x		x

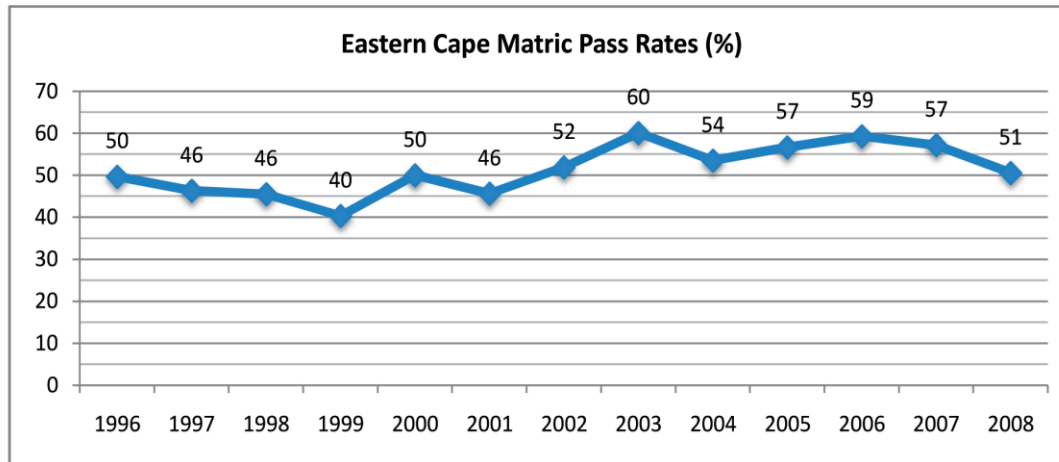
## 1.2 Challenges and constraints

### Quality of school leavers and student success rates

Schools in South Africa are ranked into quintiles based on the resources available to them starting with Quintile 1 which comprises the poorest schools and ending with Quintile 5 which comprises the best-resourced schools. The quintile ranking takes into consideration the factors like income level, unemployment rate, and the level of educational attainment (literacy rate) of the surrounding community. Research indicates that there is a correlation between the poverty index of a school or province, with learner attainment or school achievement. In the Eastern Cape 42.8% of all schools are in Quintiles 1 and 2, while only 28.6% are classified into Quintiles 4 and 5. The Western Cape and Gauteng have the highest percentages of schools that fall in quintiles 4 and 5, namely 71.8% and 60.1% respectively.

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In 2008, the Eastern Cape Province produced a pass rate of 50.6% for the 60 297 candidates who wrote the first National Senior Certificate (NSC) examination. In 2009, 68 129 wrote, an increase of 7 832 candidates, and 34 731 candidates passed constituting a pass rate of 51%, which is a 0.4% improvement on last year. Whilst a slight improvement from 2008, the Eastern Cape NSC pass rate is still considerably below the national average of 60.6% and has been gradually declining since 2006.



Of further significance in terms of access to higher education is that, in 2009, of the 51% who passed the NSC in the Eastern Cape, 0.3% achieved a NSC, 32.4% a Higher Certificate (HC) pass, 40% a Diploma pass, and 27.3% achieved a Bachelors degree pass. When this is compared to the national attainment of 0.20% NSC, 28% HC, 39% Diploma, and 33% Bachelor studies, one can see that the EC is delivering more HC and Diploma passes than the national average and well below the national average for Bachelors degree passes.

The above mentioned context is particularly important to note given that, in 2009, 71% (18 134) of all NMMU students were from the Eastern Cape, many of whom are from disadvantaged schooling backgrounds and in need of academic development and support interventions to enhance their chances of success at higher education level. In coming years, student success rates will need to be carefully monitored since NMMU is currently achieving at levels below (average of 74% in 2009) the national benchmark of 80%. Added to this, approximately 47% of all students who enrol at NMMU never graduate for various reasons such as financial neediness, family commitments and academic underperformance. This has widespread implications for strategic planning in respect of teaching and learning approaches, curriculum design, mainstreaming academic support, and physical infrastructure conducive to student success. Furthermore, serious consideration needs to be given to diversifying the catchment area of NMMU students and implementing

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recruitment strategies to enhance NMMU's reputation as a higher education institution of first choice for talented, high-achieving school-leavers throughout South Africa and not only in the Eastern and Southern Cape.

## **Campus learning communities**

NMMU needs to significantly increase the proportion of learners (especially first-time entering learners) with access to on-campus accommodation to ensure that focused academic support can be provided both within and beyond the classroom in an effort to improve student success rates. Expanded capacity for additional new on-campus accommodation will assist in ensuring that students are accommodated in modern living and learning environments conducive to academic success. However, it must also be kept in mind that a significant proportion of NMMU students (87%) reside in off-campus accommodation and therefore do not benefit from the university's investment in the residences. For this reason it is important to ensure that strategic interventions aimed at improving student success are not limited to the residences and that the concept of campus learning communities be implemented on a broader scale to include those students who are not living in the residences. This will contribute to a vibrant, multi-cultural student life on campus where spaces and opportunities are created to encourage students and staff from different backgrounds to interact with each other beyond-the-classroom around themes that are being addressed in the curriculum. We are also piloting the development of living and learning communities (LLCs) for off-campus students in selected areas in the Metro and this will necessitate additional off-campus study spaces, possibly in partnership with FET colleges and public libraries.

## **Sustainable infrastructure development in a multi-campus context**

The merger process has resulted in a multi-campus university that has five campuses in the Nelson Mandela Metropole as well as a satellite campus in George. This provides a unique opportunity to ensure a more systematic distribution of academic programmes across NMMU's various campuses. However, due to resource constraints and infrastructure developments that are still in process, NMMU has not yet fully implemented the site allocation plan for academic programmes that was outlined in the Institutional Operating Plan (IOP) during 2005. This could impact on enrolment planning at faculty and campus levels since certain academic programmes could still be moving to other campuses in the coming years.

In conducting physical planning within a multi-campus context, NMMU needs to analyse the infrastructural capacity of its campuses in terms of the optimal number of students each campus can accommodate so that informed decisions can be taken regarding how the campuses should be utilised. Wherever possible, efforts to promote academic and functional coherence need to be promoted to improve efficiencies and post-merger integration. Furthermore, integrated enrolment planning and timetabling systems are required at institutional, programme and module levels to proactively address the perennial challenge of overcrowding in lecture venues on certain campuses. Added to this, cognisance must be taken of the fact that not even half of our lecture



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venues are technology-enabled and a large proportion of laboratory equipment is ageing and in need of replacement to facilitate quality teaching and research.

Finally, the impact that “greening” regulatory requirements have on the cost of constructing new and maintaining existing infrastructure needs to be adequately planned for. In its quest to contribute to a sustainable future, NMMU is committed to environmentally friendly principles into its infrastructure design, construction and maintenance but this inflates costs quite significantly and needs to be catered for in the budgeting and project planning processes.

## **Diversification of staff profile and emergence of a transformative institutional culture**

In its Audit Report (2009), the HEQC recommended that NMMU tackles issues of institutional culture in a systematic manner. Vision 2020 has made provision for a set of consultative processes leading towards the development of a keystone document dealing with NMMU’s Transformation Conceptual Framework. The latter was adopted by Council in mid-2009, thus providing a basis for developing more detailed multi-year strategies around NMMU’s transformation commitments – of which institutional culture is a component.

An important development in this respect was the establishment of the Centre for Non-Racialism and Democracy (CANRAD), as well as the executive management restructuring during 2009 which made provision for a dedicated Transformation Monitoring and Evaluation directorate reporting directly to the Vice Chancellor. In addition, the five-year Transformation Action Plan will be derived from the Vision 2020 strategic plan and will constitute key action steps, milestones and indicators by which catalytic transformation processes can be implemented to accelerate the establishment of a transformative culture at all levels of NMMU. Such interventions will need to take cognisance of the current realities with respect to the institutional climate at NMMU and implement targeted organisational development strategies to address post-merger challenges such as enhancing staff morale, implementing the Excellence Development System (EDS) consistently at all levels, and providing an affirming and supportive environment where diverse perspectives among staff and students are appreciated and respected.

Diversifying the staff equity profile will be a further important component of such processes and specific policies, plans and processes have already been put in place to fast-track the attainment of employment equity targets at all occupational levels and in all employment categories. When comparing the staff equity profile against South African population statistics it is clear that such actions are a priority since NMMU is largely not representative of the national demographics. In this respect, it is clear from the table below that NMMU’s permanent staff profile for both professional and instruction/research categories is not representative of the South African demographic profile in terms of both population group and gender. In terms of population group, while the NMMU ratio of African: Coloured: Indian/Asian: White permanent professional staff was 12: 11: 4: 73 in 2009, the ratio for the South African population was 79: 9: 3: 9. In respect of gender, while the NMMU ratio of male to female permanent professional staff was 53: 47 in 2009, the gender ratio

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at national level was 48: 52 during that same year. The equity profile of permanent instruction/research staff at NMMU is significantly worse in that African staff are remarkably under-represented and only constituted 11% of this occupational category in 2009, while the gender ratio of males to females was 55: 45 during the same year. NMMU's Employment Equity Plan to attract and retain equity candidates has not been easy to implement for various reasons including, but not limited to, the lack of competitive remuneration in higher education relative to the private sector (for both academic and administrative/professional support staff) and the limited pool of sufficiently qualified and experienced academics, especially in scarce skills areas such as engineering, science, health sciences and accounting.

## Mid-year estimates for South Africa by population group and gender, 2009

Population group	Male		Female		Total	
	Number	% of total population	Number	% of total population	Number	% of total population
African	18 901 000	79,2	20 235 200	79,5	39 136 200	79,3
Coloured	2 137 300	9,0	2 295 800	9,0	4 433 100	9,0
Indian/Asian	635 700	2,6	643 400	2,5	1 279 100	2,6
White	2 194 700	9,2	2 277 400	9,0	4 472 100	9,1
<b>Total</b>	<b>23 868 700</b>	<b>100,0</b>	<b>25 451 800</b>	<b>100,0</b>	<b>49 320 500</b>	<b>100,0</b>

Source: Statistics South Africa, Mid-Year Population Statistics, 2009

## 1.3 Opportunities

### Higher education differentiation

The DHET Strategic Plan (2010-2015) asserts that the differentiation debate in the higher education sector is not concluded and that universities are currently differentiated by institutional type, as well as ongoing differential resource allocations using indicators such as student enrolments, research output, the number of academic staff with doctorates, student success, and institutional size. A national task team is being constituted by the Minister of HET to review the higher education funding regime to promote a differentiated system that will meet a diverse set of goals in a manner that is just and equitable. NMMU will need to ensure that it participates in shaping the national policy debates in this regard and this implies that clarity in respect of our academic and organisational identity is a pressing strategic priority since this will influence how we and others perceive our competitive niche and role as a comprehensive university. Of particular significance is the contribution NMMU can make to local, regional and national development priorities through maintaining an optimal balance of student enrolments between undergraduate diploma and degree programmes (55% and 45% of student headcount

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enrolments respectively in 2009); across various fields of study (SET: Business: Education: Humanities) and undergraduate qualification types (career-focused, professional and general formative); by optimising existing strengths and centres of excellence in respect of research, innovation and postgraduate education; and through further deepening our engagement with and responsiveness to broader societal needs.

## **Interface with FET and skills development sectors**

The establishment of a single Ministry and Department of Higher Education and Training to take responsibility for HE institutions, FET Colleges and Sector Education and Training Authorities (SETAs) will ensure much greater policy coordination at a national level and a more seamless interface between the HE and FET sectors. A more structurally aligned interface between tertiary institutions with the SETAs and the National Skills Fund is imperative so that we respond effectively to the twin challenges of unemployment and poverty. The DHET plans to focus their efforts on *"increasing the numbers and relevance of academic, professional and vocational learning programmes...through professional placements, work integrated learning, apprenticeships, learnerships, internships and the like"*. Furthermore, government is finalising the Human Resource Development Strategy led by the Human Resource Development Council (HRD Council). This is a national multi-tiered and multi-sectoral advisory body that seeks to oversee coordination efforts and identify policy and implementation blockages and subsequently recommend appropriate solutions. The HRD Council will ensure that the Human Resource Development Strategy is sufficiently canvassed and finalised by the end of 2010. In essence, initiatives like the Human Resource Development Strategy are geared towards effectively countering the unrelenting inequalities in education and poor educational outcomes.

A proactive role by universities, such as NMMU, in helping to shape the nature and terms of this proposed integration and coordination of HE, the FET sector and the SETAs is crucial if the country is to successfully build a sustainable FET sector, reduce pressures faced by HE institutions in accommodating expanding numbers of young people seeking further education, and address skills shortages in the economy. An analysis of the skills crisis in South Africa reveals that the shortages are particularly acute at the lower-middle, middle and higher-middle skills levels, which are covered by FET colleges to a far greater extent than higher education. The strategic plan of the DHET indicates that there will be a strong focus on the FET sector between 2010 and 2014. There has been a historical neglect of the FET colleges and they have also been massively underfunded with subsequent dramatic declines in our apprenticeships since the 1980s. The current FET population is half that of the university population, a worryingly low figure in a country that is seriously lacking in basic skills. The plan is to double the headcount enrolments to 800 000 between now and 2014 and to one million soon thereafter. In concert with developments at a national policy level, NMMU is in the process of developing strategies to promote a more seamless interface between itself and the FET sector including:

- Refined access and articulation opportunities for FET learners who have obtained an FET qualification and fulfil NMMU admissions criteria to pursue career-oriented university qualifications in scarce skills areas such as Engineering, IT, Business, and Accounting.

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- Initial and continuing professional development opportunities for FET lecturers to upgrade their skills and thereby provide high quality vocational education and training to FET learners.
- Leadership and management development for FET College Principals to enable them to effectively fulfil the expanded mandate assigned to their Colleges by the Minister of Higher Education and Training.
- Policy advocacy and systemic interventions required at regional and national levels to expand post-schooling educational opportunities for the youth.

## **Alternative modes of educational delivery**

In providing improved opportunities for lifelong learning and continuous professional development for adult learners, NMMU needs to diversify its current modes of delivery to ensure that offerings are not limited to full-time, contact lectures as is currently the case in most faculties. Of particular note is that, during the Vision 2020 consultations with various external stakeholders, NMMU was criticised for not providing sufficient opportunities for employed adult learners to pursue part-time studies in the evenings. This is a crucial dimension of enrolment planning given that the age distribution of all NMMU headcount enrolments students in 2009 indicated that 60% were 17-24 years old while 40% were 25 years and older.

In this regard, it is important to note that part-time enrolments at NMMU have been declining since 2005, from 35% of total student headcount enrolments in 2005 to 28% in 2008 and this is concerning in light of the Vision 2020 feedback referred to above. As part of the way forward, NMMU will need to expand and intensify strategies that provide for blended or electronic learning, as well as for part-time lectures offered in the evenings, to cater for flexible modes of learning geared to the needs of a diverse range of learners.

## **Internationalisation**

Internationalisation of higher education is a way to open discussion about the construction of an alternative cosmopolitical vision of the university, necessary if the university is to fulfil any historic tasks concerning the creation of globally aware citizens (Britez & Peters, 2010). The DHET strategic plan indicates that South Africa should become a preferred destination for international students and staff, particularly those wishing to pursue postgraduate studies and research. The International Education Association of South Africa (IESA) asserts that South Africa must commit itself to a dual process regarding internationalisation, namely, to expose our citizens to the new ideas of other countries, and to become partners of global transformation that forms the basis of possibilities of the new millennium initiatives by increasing opportunities for both staff and students of HEIs. This can be facilitated through *inter alia* the integration of international and intercultural elements into higher education's core business in a manner that addresses national needs and strengthens institutional curricular and outreach programmes (IESA, 2005). To this end, it is encouraging that the proportion of international students at NMMU has remained relatively stable between 2005 and 2008 at about seven to nine per cent of the total NMMU student headcount enrolments. Of this amount, approximately 5% of the international students are from SADC countries while the remainder are from other international countries. This steady

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flow of international student enrolments into targeted academic programmes has been a result of an effort to establish NMMU as a university that offers internationally recognised qualifications that produce graduates capable of success in a globally competitive society. As part of future integrated planning processes, we will need to continue recruiting talented international students and staff to NMMU in an effort to harness the benefits of a multi-cultural learning experience and to mainstream international educational opportunities into our curricula, teaching and learning, research and engagement activities.

## 1.4 Threats

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### **Economic competitiveness**

The world is currently experiencing one of the deepest global economic slowdowns in generations. What began as a financial crisis in a handful of industrialised economies continues to spill over into the real economy, engendering massive contractions in consumer demand, rising unemployment, and mounting protectionist pressures worldwide. Developing countries have not been spared from its fallout and many are facing slumping demand for their export products along with falling commodity prices, significant reductions in foreign investment, and a more general liquidity shortage. Policymakers are presently struggling with ways of managing these new economic challenges while preparing their economies to perform well in a future economic landscape characterised by growing uncertainty. In a difficult global economic environment, it is more important than ever for countries to put into place strong fundamentals underpinning economic competitiveness, growth and development. Competitive economies are those that have in place factors driving the productivity enhancements on which their present and future prosperity is built.

Since 2005, the World Economic Forum (WEF) has based its competitiveness analysis on the highly comprehensive Global Competitiveness Index (GCI), which captures the micro- and macroeconomic foundations of national competitiveness. WEF defines competitiveness as the set of institutions, policies, and factors that determine the level of productivity of a country including factors such as infrastructure; macro-economic stability; health and primary education; higher education and training; labour market efficiency; and innovation. While South Africa was ranked at 45<sup>th</sup> overall out of 133 countries in 2009, its innovative potential could be at risk with a university enrolment rate (ranked 94<sup>th</sup>) of only 15%. South Africa also performed poorly in terms of the quality of science and mathematics education (ranked 133<sup>rd</sup>) and the availability of scientists and engineers (ranked 123<sup>rd</sup>). The business costs of crime and violence (ranked 133<sup>rd</sup>) do not contribute to an environment that fosters competitiveness and another major concern remains the health of the workforce, ranked 127<sup>th</sup> out of 133 countries, the result of high rates of communicable diseases and poor health indicators more generally (WEF, 2009).

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## **Health and HIV/Aids pandemic**

South Africa has the fourth highest rates of HIV/Aids infection and tuberculosis (TB) in the world. Largely because of the HIV/Aids pandemic, life expectancy in South Africa has decreased from 63 years in 1990 to just 51 in 2006. There are also serious problems with the quality of care in our public hospitals. This is demonstrated by the fact that maternal mortality rates (women who die in childbirth) and infant mortality rates (children who die before their first birthday) have increased. The WEF Competitiveness Report (2009/10) ranked South Africa 133<sup>rd</sup> out of 133 countries in terms of health indicators such as TB incidence and the business impact of HIV/AIDS.

Statistics South Africa (2009) estimates that the overall HIV prevalence rate is approximately 10.6% and the total number of people living with HIV is estimated at approximately 5.21 million. For adults aged 15–49 years, an estimated 17% of the population is HIV positive. For 2009, it is further estimated that approximately 1.5 million people aged 15 and older and approximately 106 000 children would be in need of anti-retroviral (ARV) treatment. The total number of new HIV infections for 2009 is estimated at 413 000. Of these, an estimated 59 000 will be among children.

By way of comparison, the HEAIDS sero-prevalence study shows a prevalence of 9.9% among university service staff, 4.4% among administrative staff, 1.5% among academic staff, and 3.4% among students in the higher education sector. The results as they pertain specifically to NMMU indicated that our sero-prevalence is as follows: 3.9% among university service staff; 2.9% among administrative staff; 1.7% among academic staff; and 1.8% among students. Although the findings of the HEAIDS study are encouraging in the sense that NMMU has a lower prevalence of HIV than the national average, this study did reveal that certain campus sub-populations are more vulnerable to HIV infection, namely female students, older students, male staff, and African staff and students. This implies that NMMU cannot afford to relax its efforts to prevent the spread of HIV and to offer care, support and treatment to students and staff living with HIV. NMMU also has a vital responsibility in providing intellectual leadership in the way in which HIV/AIDS is embedded in the curriculum, the comprehensiveness of HIV/AIDS services and workplace programmes for students and staff, and locating itself at the forefront of knowledge generation and transmission to provide the nation with working solutions to curb the spread of the virus, both clinically and socially.

## **Poverty, unemployment and social inequalities**

In most middle-income countries, growth in per capita income is accompanied by widespread improvements in standards of living and, hence, social indicators. In South Africa, by contrast, social indicators remain relatively poor, largely due to the fact that the unequal distribution of income has prevented large sections of the population from sharing in the benefits of economic growth. Among our biggest challenges are unemployment and poverty with about 40% of South African households still living below a poverty line estimated by the Treasury to be about R480 per person per month (Dinokeng Scenarios, 2009). Poverty and unemployment are closely linked: those who are unemployed are likely to be the poorest of the poor. The Statistics South Africa Quarterly Labour Force Survey (May 2010) revealed that, during the first quarter of 2010, the number of unemployed persons in the country increased by

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145 000 to approximately 4.3 million resulting in an increase in the unemployment rate to 25.2%. Job losses affected all industries except transport and community and social services. The fall in employment was accompanied by an increase in unemployment (up by 126 000 persons) and another increase by 624 000 of persons who became discouraged. These patterns suggest that there was a shift from employment into unemployment and discouragement. Unemployment is also closely linked to the lack of education and skills. The less skilled or qualified a person, the lower his or her chances are of finding decent work. To illustrate this, the unemployment rate for those with university degrees is only 3%, for those with matric it is 28%, but for those without matric it is over 60%. Furthermore it is concerning to note that more than half of people between the ages of 20 and 24 years are unemployed. The demographic "youth bulge" is likely to pose even more severe problems later on, in terms of labour market supply and social cohesion, as the generation of unskilled, unemployed youth grows older. Furthermore, one of the most undesirable outcomes of youth unemployment is the rapid rise of crime and substance abuse in South Africa. This is underscored by the Poverty Hearings, conducted by the African Monitor in 2008, linking youth unemployment and an increase in crime (Dinokeng Scenarios, 2009).

Given the new challenges arising from the dramatic changes in the global economic environment, the main focus of the Presidency's MTSF is to minimise the impact of the economic downturn on the country's productive capacity as well as jobs and poverty reduction measures, to identify opportunities for new areas of growth and economic participation, and to promote greater equity and social cohesion. To this effect, education and skills development particularly among our youth who are not in employment, education nor training (NEETs) will play a significant role in preventing the intergenerational transmission of poverty by enabling the poor to obtain gainful employment and to engage meaningfully in economic and political processes. Although South Africa is one of the biggest spenders on education in the world – investing roughly 5% of gross domestic product – it has one of the poorest-performing education systems in the world. Within this context, NMMU needs to be mindful of the ravages of poverty, unemployment and social inequalities when planning for the future – in particular the impact these social ills have on access to higher education and the chances of success for students who originate from poverty-stricken communities in the Eastern Cape and beyond.

### **Biodiversity loss, climate change and energy inefficiency**

A UNEP-WCMC publication (2010) highlights the alarming rate at which the human impact on the planet is increasing and going beyond sustainable limits with human needs having exceeded the Earth's regenerative capacity since the 1980s. Biodiversity is severely threatened when the planet's biocapacity cannot keep pace with human consumption and waste generation. Human activities over the past 50 years to meet rapidly growing demands for food, fresh water, timber, fibre and fuel, have extensively changed ecosystems and led to a loss of these services upon which both society and industry depend. Damage to biodiversity costs the global economy an estimated US\$500 billion per year or more. It is ironic that though Africa contributes the least to greenhouse gas (GHG) emissions it is likely to suffer the most from its impact, as increasing climate variability is already affecting crops, livestock, water sources, land, forest, and biodiversity. Droughts and floods are particular threats to food stability and are expected to become more frequent, more intense

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and less predictable as a consequence of climate change. Added to this, Africa's poor agricultural incentives and infrastructure, inadequate trade and pricing policies, endemic poverty, limited access to capital, infrastructure and technology, ecosystem degradation, complex natural disasters, and conflicts all serve to heighten the negative impact of climate change on food security. With farming done mainly under rain-fed conditions, increasing land degradation and low levels of irrigation, climate change can significantly reverse the progress towards poverty reduction and food security. With more than 60% of the African population depending directly on agriculture and natural resources, there is an urgent need to prioritise and implement measures to develop agriculture and sustainable natural resources management to improve food security, especially for the most vulnerable groups on the continent (Food and Agriculture Organisation, 2010).

Around 80 to 90% of total worldwide energy is currently derived from the combustion of fossil fuels, with the remainder from nuclear energy and renewable sources that include biomass, hydro-, wind and solar power. In 2008, renewable energy supplied around 7% of the world's energy consumption, but this sector is experiencing considerable growth. Carbon dioxide released from the burning of fossil fuels in all industries accounts for 57% of GHG. The United Nations Secretary-General's Advisory Group on Climate Change (2010) reports that increasing access to clean energy and improving energy efficiency are vital to both enhancing global prosperity and combating climate change. Energy services are essential for meeting basic human needs, reducing poverty, and promoting sustainable development. Yet about 1.5 billion people still lack access to electricity, around 2.5 billion people rely on traditional biomass for energy, and up to a billion more have access only to unreliable electricity networks. At the global level, the energy system is the dominant contributor to climate change, representing around 60% of total current GHG emissions. Current patterns of energy production and consumption are unsustainable and threaten the environment on both local and global scales. Emissions from the combustion of fossil fuels are major contributors to the unpredictable effects of climate change, and to urban air pollution and acidification of land and water. Reducing the carbon intensity of energy is a key objective in reaching long-term climate goals. This report concludes that eliminating energy poverty is of paramount importance in eradicating poverty and achieving the Millennium Development Goals, while the vast potential for energy efficiency improvements across the energy supply and delivery chain also needs to be pursued.

In line with its vision, mission and values, NMMU needs to embrace unwavering biodiversity commitments and mainstream actions that enhance energy efficiency, reduce our carbon footprint, and contribute to current and future sustainability.



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## 2 OUR INSTITUTIONAL TYPE

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In terms of the new higher education landscape in South Africa, NMMU is one of six comprehensive universities established through the incorporation of the Port Elizabeth campus of Vista University into the University of Port Elizabeth (UPE) in January 2004 and the subsequent merger of the PE Technikon (PET) and UPE in January 2005.

As a new type of higher education institution, NMMU is seeking to break the mould by looking at more inclusive and sustainable ways to deliver higher education strongly linked to the regions and communities it serves. It could be argued that NMMU's competitive advantage, as a comprehensive university, is situated in a unique blend or integration of a multi-dimensional set of characteristics including the nature of its academic programme and qualifications mix, teaching and learning approaches, research and innovation niche areas, and engagement portfolio. Such an integrative paradigm purposively strives to achieve a connectedness between the knowledge domains in which the university operates, as well as between itself and the communities that it serves.

This is manifested in various ways such as:

- Providing access and equality of educational outcomes for a broader range of learners with varying levels of academic preparedness through placing applicants in appropriate academic programmes at various levels of the Higher Education Qualifications Framework (HEQF) depending on their academic proficiencies and interests.
- Offering a diverse range of qualifications spanning the knowledge spectrum from general formative, academic programmes with strong conceptual underpinnings to vocational, career-focused programmes with strong connections to industry and the world of work.
- Enhancing student mobility and flexibility through the opportunities created by a variety of entry and exit points within qualifications, as well as through the design of vertical and horizontal articulation pathways between various qualification types at different levels of the HEQF.
- Transforming the curriculum in a manner that celebrates diverse paradigms and embraces knowledge forms emanating from different locations and perspectives, including indigenous knowledge.
- Advancing the boundaries of knowledge within academic disciplines while fostering trans-disciplinary enquiry in our scholars and students which is at once *between* the disciplines, *across* the different disciplines, and *beyond* all disciplines with the goal of better understanding and responding to complex problems in the modern world.
- Providing a diverse range of high-quality curricular and co-curricular learning experiences that contribute to the development of graduates who are capable of performing competently in their chosen occupation or profession, while accepting that they need to be lifelong learners who are flexible and adaptable to ever-changing demands in a global economy.

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- Improving opportunities for lifelong learning and continuous professional development by diversifying modes of delivery to include an optimal mix of full-time/contact, mixed mode, blended or computer-assisted, part-time, evening, and off-campus offering types.
- Broadening the notion of scholarship to embrace the full scope of academic work by designing and implementing models that give recognition for excellence in the scholarships of discovery, integration, application, teaching, and engagement.
- Optimising the entire research value chain in selected niche areas where the institution has existing and emerging centres of excellence ranging from basic research in fields such as nanotechnology and the philosophy of culture to applied research, technology transfer and innovation in fields such as advanced manufacturing, mechatronics and biofuels.
- Ensuring a higher level of responsiveness to local, regional and national development needs through engaged forms of teaching, research and community service that strengthen our partnerships with civil society, government, business, and industry stakeholders in the region and beyond.

## 3 OUR DESIRED ACCOMPLISHMENTS: VISION 2020

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### 3.1 Our Vision

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To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

### 3.2 Our Mission

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To offer a diverse range of quality educational opportunities that will make a critical and constructive contribution to regional, national and global sustainability.

To achieve our vision and mission, we will ensure that:

- Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- We are committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- We provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential.
- We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.

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- We create and sustain an environment that encourages and supports a vibrant research, scholarship and innovation culture.
- We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic, and ecological sustainability.

## 3.3 Our Values

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### **Respect for diversity**

- We reflect and serve diverse regional, national and global communities
- We promote an open society where critical scholarship and the expression of a multiplicity of opinions and experiences are actively encouraged
- We foster an environment in which diversity is appreciated, respected and celebrated
- We are committed to accessibility, inclusivity and social justice

### **Excellence**

- We promote, recognise and reward excellence in our teaching, learning, research and engagement
- We promote, recognise and reward excellent service delivery to all our stakeholders
- We provide a supportive and affirming environment that enables students and staff to reach their full potential
- We adopt innovative approaches to promote excellence in our institutional policies, structures, processes and systems

### ***Ubuntu***

- We are a people-centred university
- We respect the dignity of others
- We recognise our mutual interdependence
- We promote compassionate and responsible citizenship

### **Integrity**

- We commit ourselves to the highest standards of personal honesty and exemplary moral character
- We behave in an ethical and professional manner
- We conduct our activities in an accountable and transparent manner
- We ensure the integrity of our information, systems and processes

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## **Respect for the natural environment**

- We care about the environment and recognise our responsibility to conserve, protect and properly manage natural resources for ourselves and future generations
- We promote the integration of sustainability principles into our academic practices, institutional operations and design of physical infrastructure
- We encourage mutually beneficial and sustainable approaches to community service and engagement
- We inspire students and staff to embrace environmentally friendly practices

## **3.4 Our Distinctive Knowledge Paradigm**

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In responding to the opportunities that arise from being a comprehensive university, NMMU will adopt a distinctive knowledge paradigm characterised by the following principles:

- An open-ended, discursive paradigm based on critical thinking, open-endedness, the primacy of rational discourse in the disputation and scrutiny of all ideas, and the provisional nature of all truth claims.
- The idea of the University as an 'open society' of scholars committed to the production and dissemination of knowledge that can have a liberating effect on our world.
- A commitment to the application of knowledge to advance democracy, social justice, public good and liberation of the human condition from all forms of discrimination and injustice.
- Freedom of expression and thought in speech, writing and all art forms.
- Advancement of strong disciplinary knowledge whilst aspiring to foster trans-disciplinary thinking in our scholars and students.
- A commitment to ethical knowledge, neither harmful to the natural nor the social environment, such that it promotes a sustainable future for our planet and all its inhabitants.

## **3.5 Our Educational Purpose and Philosophy**

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- We provide transformational leadership in the service of society through our teaching and learning, research and engagement activities. To achieve this we are committed to developing the human potential of our staff and students in the full spectrum of its cognitive, economic, social, cultural, aesthetic and personal dimensions in the pursuit of democratic citizenship.

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- We adopt a humanising pedagogical approach that respects and acknowledges diverse knowledge traditions and engages them in critical dialogue in order to nurture a participative approach to problem-posing and -solving, and the ability to contribute to a multi-cultural society.
- We inspire our stakeholders to be passionate about and respectful of an ecologically diverse and sustainable natural environment.
- We will be known for our people-centred, caring, values-driven organisational culture that will encourage all members of the university community to contribute optimally to its life.

## 3.6 Our Desired Graduate Attributes Profile

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Through benefitting from a life-changing educational experience, NMMU graduates and diplomates will be known for demonstrating:

### **In-depth disciplinary/interdisciplinary knowledge**

- The ability to engage in the expanding knowledge base of their disciplines/ professions.
- Excellence in both the art and science of their disciplines/professions.
- Awareness of the latest advances in and technical competencies required by their disciplines/professions.
- Leadership in the production of new knowledge and understanding through inquiry, critique and synthesis.
- An appreciation of the interdisciplinary nature of knowledge that combines breadth and depth of understanding.
- An awareness of the global context of their disciplines/professions.

### **Social awareness and responsible citizenship**

- Commitment to ethical conduct, social awareness and responsible citizenship.
- An acknowledgment of and respect for constitutional principles and values such as equality, equity, quality, humanity, diversity and social justice.
- Respect for and awareness of the environment in all its manifestations.
- A commitment to improving local, national and global environmental sustainability.

### **Adaptive expertise**

- The ability to apply knowledge and skills in a range of contextual and conceptual frameworks.
- Ability to anticipate and accommodate change, ambiguity and differing views.
- Self-management including the ability to work autonomously, exercise initiative, and apply time management and organisational skills.

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- The capacity to sustain intellectual curiosity and a willingness to improve personal performance through self-reflection, the pursuit of lifelong learning, and building networks.

## **Creativity and innovation**

- Ability to think creatively and to generate a range of innovative ideas that are appropriate to the particular context.
- Innovation in their approach to and solution of complex problems.
- Commitment to innovative thinking to advance scholarly excellence.

## **Critical thinking**

- Openness to new ideas.
- The ability to understand, interrogate and apply a variety of theoretical and philosophical positions and objectively assess the merits of competing and alternative perspectives.
- The capacity for critical reflection.

## **Intra- and interpersonal skills**

- Self-awareness.
- The ability to relate to and collaborate with others, individually or in teams, to exchange views and ideas and to achieve desired outcomes.
- The ability to function in a multicultural and multilingual context.

## **Communication skills**

- The ability to articulate ideas and information confidently and coherently in visual, verbal, written and electronic forms to audiences of different sizes in a range of situations.
- Respect for the multitude of voices, stories, perspectives and knowledge systems.

## **3.7 Our Strategic Priorities, Goals and Objectives**

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Having carefully analysed the strategic positioning of NMMU in relation to its environmental context and desired Vision 2020 accomplishments, it is now possible to examine the various strategic priorities that will make it possible to achieve our stated vision, mission and values.

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Each of these strategic priorities is amplified into key goals, objectives, outputs, and indicators. The indicators outlined in this strategic planning framework will inform the development of a technology-enabled performance management tool at institutional level in terms of which the strategic plan can be monitored and evaluated at frequent intervals on a three-year rolling basis. Furthermore, this strategic planning framework will establish a platform for the development of more detailed and specific operational plans in each of the major executive portfolios of the institution to ensure that the broad directional statements contained in the Vision 2020 Strategic Plan are given effect in respect of each of the divisions and faculties.

In summary, this strategic planning framework will assist NMMU in moving towards increasingly integrated planning systems and processes whereby there is alignment between institutional strategic planning and the following:

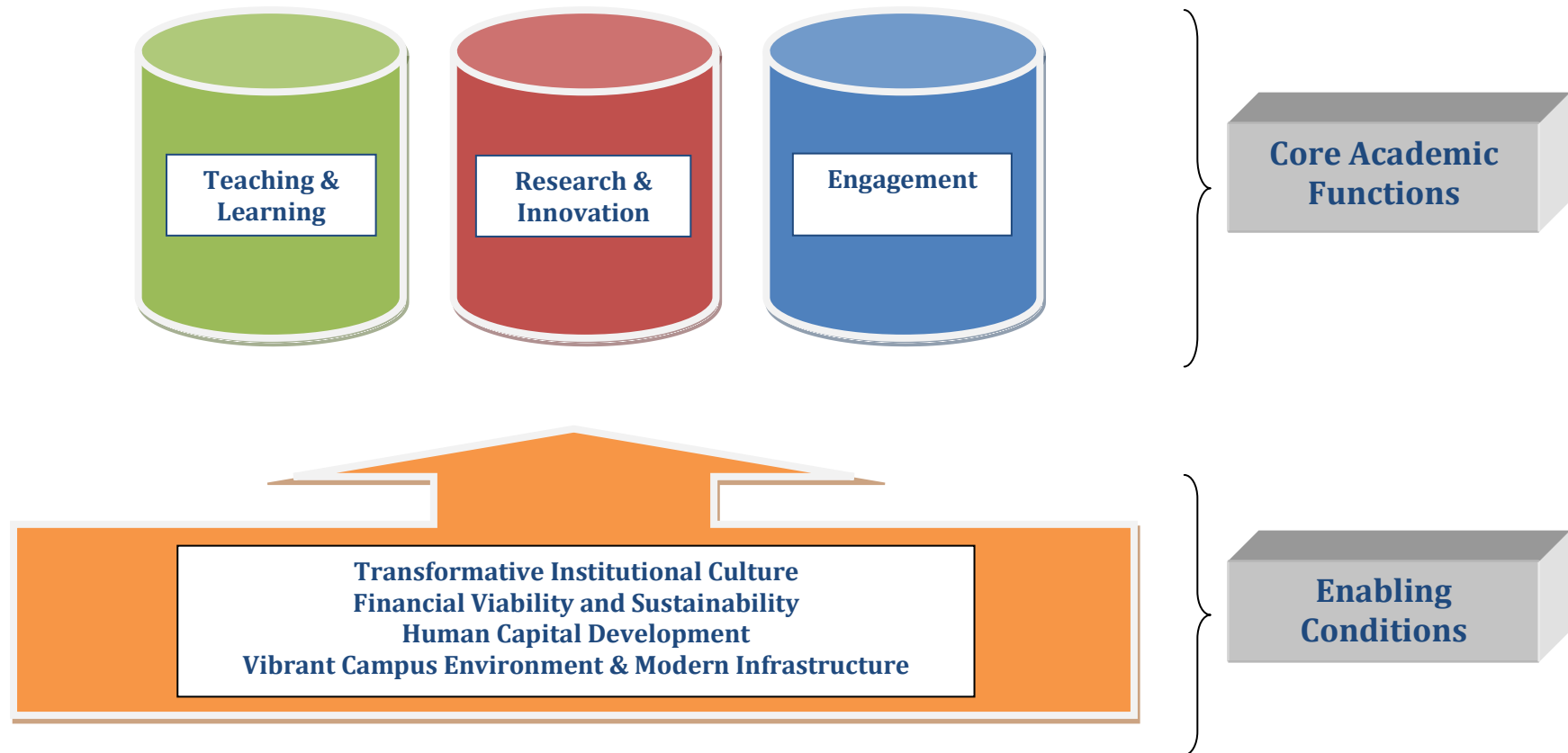
- The establishment of an enabling transformative institutional culture.
- Operational planning within the various divisions and faculties.
- Resource allocation and budgeting models.
- Monitoring and evaluation mechanisms, including quality advancement and performance management systems at all levels of the institution.
- Academic, financial, infrastructural and human resources planning.

The strategic priorities that will guide our Vision 2020 strategic planning are as follows:

1. Formulate and implement an integrated strategic academic plan and distinctive knowledge paradigm.
2. Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success.
3. Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture.
4. Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship.
5. Develop and sustain a transformative institutional culture that optimises the full potential of staff and students.
6. Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness.
7. Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses.
8. Maximise human capital potential of staff.

All the above strategic priorities constitute key pillars or critical success factors that need to be addressed in a holistic manner to achieve Vision 2020. While several of the strategic priorities relate directly to the core academic functions of NMMU, namely teaching, learning, research and engagement, other strategic priorities are equally important in that they establish the enabling conditions that will make it possible to provide a high-quality learning and working environment for all NMMU students and staff. This is diagrammatically depicted below.

# NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN





## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 1: Establish a distinctive academic brand and educational philosophy at NMMU that promotes critical scholarship and develops well-rounded and responsible graduates capable of success as citizens in the global knowledge society</b>			
By 2020, NMMU fulfils its academic mission by drawing on its ability to offer both general-formative and career-oriented education to provide its students with a holistic learning experience that equips them with the knowledge, attributes and competencies required for success as responsible citizens in the global knowledge society. NMMU has established an excellent reputation for its innovative approaches to access and the curriculum, its comprehensive academic programme portfolio, and its distinctive educational philosophy and knowledge paradigm that draws on its dynamic, African character.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Determine the academic size and shape of NMMU in a manner that optimises our strategic niche as a comprehensive university and responds to regional, national and global development needs	<p>1.1. Develop and implement strategies to enhance the responsiveness of NMMU academic size and shape to regional, national and global development needs.</p> <p>1.2. Determine academic size and shape in alignment with the institutional strategic plan and academic identity of NMMU as a comprehensive university.</p> <p>1.3. Develop, implement and manage a strategic, integrated enrolment management system that effectively promotes the optimal development of NMMU's academic size and shape as a comprehensive university.</p> <p>1.4. Develop and implement integrated planning systems (strategic, academic, financial, infrastructural, HR) at all levels of the institution to achieve NMMU academic size and shape targets in a</p>	<ul style="list-style-type: none"> <li>- Communicated findings of annual environmental scan to identify external opportunities and development needs at local, regional, national and global levels</li> <li>- Developed and implemented strategies at institutional and faculty levels to respond to development needs</li> <li>- Reviewed NMMU Programme &amp; Qualification Mix (PQM) to enhance responsiveness of academic programme portfolio</li> <li>- Approved academic plan outlining academic identity of NMMU as a comprehensive university</li> <li>- Identified &amp; approved academic size &amp; shape parameters with accompanying targets to guide enrolment planning, student recruitment, staffing &amp; infrastructure development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Matrix of identified external opportunities &amp; development needs at local, regional, national &amp; global levels compared to NMMU programme offerings &amp; research/engagement niche areas</li> <li>✓ Number of new programmes introduced/existing programmes revised or phased out annually to respond to identified needs</li> <li>✓ Senate &amp; EMCOM approved NMMU academic plan, including "size &amp; shape" targets</li> <li>✓ Senate, EMCOM, Council &amp; DHET approved three-year institutional enrolment plan</li> <li>✓ EMCOM &amp; Council approved infrastructure master plan</li> <li>- Attainment of enrolment targets at institutional, programme &amp; module levels (including international student enrolment targets)</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

	<p>responsible and sustainable manner.</p> <p>1.5. Develop and implement marketing and branding strategies in alignment with Vision 2020 to establish NMMU as a higher education institution of first choice for talented staff and students.</p>	<ul style="list-style-type: none"> <li>- Developed &amp; monitored three-year rolling enrolment targets at programme level annually aligned with institutional enrolment targets (including international student enrolment targets)</li> <li>- Applications, admissions, registration &amp; timetabling processes synchronised with enrolment planning systems &amp; targets at programme &amp; module levels</li> <li>- Developed &amp; approved NMMU infrastructural master plan to promote sustainable enrolment growth on each campus</li> <li>- Developed &amp; approved strategy-aligned resource allocation model to steer attainment of academic size &amp; shape targets at institutional, faculty &amp; programme levels</li> <li>- Approved HR master plan to identify &amp; address mission-critical staffing needs</li> <li>- Recruitment &amp; retention of higher proportions of talented students &amp; staff from regional, national &amp; international catchment areas to NMMU</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ratio of applicants : admissions : registrations</li> <li>✓ Client satisfaction levels w.r.t. applications, admissions, registration &amp; timetabling processes</li> <li>✓ Turnaround time from point of application to admission response</li> <li>✓ Extent of alignment between module enrolment planning &amp; timetabling system (i.e. number of reported incidents of venue overcrowding annually)</li> <li>✓ Student FTE enrolments by programme/qualification on each campus compared to HEMIS space utilisation norms</li> <li>✓ No. of talented students awarded VC's scholarship annually</li> <li>✓ No. of targeted marketing initiatives for high-achieving school learners regionally, nationally &amp; internationally</li> <li>✓ No. of students who have APS <math>\geq 44</math></li> <li>✓ Number of talented staff (including international staff) recruited to NMMU annually</li> <li>✓ Number of mission-critical posts filled annually</li> </ul>
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<b>STRATEGIC PRIORITY 1: Establish a distinctive academic brand and educational philosophy at NMMU that promotes critical scholarship and develops well-rounded and responsible graduates capable of success as citizens in the global knowledge society</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
2. Design and implement a range of access routes as well as progression and articulation strategies and pathways between qualification types to enhance student access and progression	<p>2.1. Review current access routes and programmes and develop mechanisms to coordinate them, evaluate their impact, and expand their range, if necessary.</p> <p>2.2. Develop and implement access programme(s) for adult learners who wish to pursue higher education studies.</p> <p>2.3. Design and implement flexible modes of delivery and access routes to enable non-conventional learners to pursue HE studies in pursuit of lifelong learning.</p> <p>2.4. Develop mechanisms for approving and recording articulation and progression pathways for new and existing programmes.</p> <p>2.5. Develop and implement a process for building the development of progression and articulation pathways into curriculum design (for new programmes) and into the HEQF re-curriculation process for existing programmes.</p>	<ul style="list-style-type: none"> <li>- Completed review of existing access routes &amp; programmes</li> <li>- Database of existing access programmes</li> <li>- Gap analysis &amp; need for further access programmes identified</li> <li>- Protocol to evaluate impact of access programmes</li> <li>- Increased number of students in access programmes</li> <li>- Students who enrol via access programmes succeed at their studies</li> <li>- Improved success &amp; throughput rates of students in extended programmes</li> <li>- Access &amp; articulation routes for FET learners into appropriate HE progs</li> <li>- Access needs of adult learners identified</li> <li>- Range of credit-bearing Short Learning Programmes (SLPs) developed for adult learners</li> <li>- Recognition of Prior Learning (RPL) policy approved</li> <li>- Students who enrol via RPL succeed at their studies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Established &amp; maintained database</li> <li>✓ Range of access programmes appropriate to meet access needs</li> <li>✓ % of access programmes where impact is researched</li> <li>✓ Number of NMMU enrolled students who participated in access programmes</li> <li>✓ Success rates of NMMU students admitted via access programmes</li> <li>✓ Success rates of extended programme students</li> <li>✓ Throughput rates of extended programme students</li> <li>✓ Number of FET learners enrolling at NMMU</li> <li>✓ Success rates of FET learners</li> <li>✓ No. of adult learners enrolling at NMMU via RPL</li> <li>✓ % enrolments in credit-bearing SLPs and formal part-time programmes</li> <li>✓ Proportion of formal programmes with e-learning support</li> <li>✓ Success rates of learners enrolled in programmes using flexible modes of delivery</li> <li>✓ % programmes with progression &amp;</li> </ul>

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	<p>2.6. Develop and implement procedures to monitor the transfer of accumulated credits when students enter or articulate between qualifications.</p>	<ul style="list-style-type: none"> <li>- Range of programmes offered part-time (evenings/after-hours)</li> <li>- Range of programmes offered via block release &amp; e-learning</li> <li>- Students enrolled in programmes using flexible modes of delivery succeed at their studies</li> <li>- Progression &amp; articulation rules included in new &amp; re-curriculated programmes</li> <li>- Approved procedure to record &amp; monitor the transfer of accumulated credits when students articulate between qualifications</li> <li>- Students who articulate between programmes succeed at their studies</li> <li>- Access &amp; articulation routes for international learners into appropriate academic progs</li> <li>- International students enrolled in NMMU academic progs succeed at their studies</li> </ul>	<p>articulation rules</p> <ul style="list-style-type: none"> <li>✓ Recording &amp; monitoring of credit accumulation/transfer at institutional level</li> <li>✓ Success rates of students who articulate between programmes/ qualifications</li> <li>✓ No. of international students admitted to NMMU progs.</li> <li>✓ Success rates of international students</li> </ul>
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## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 1: Establish a distinctive academic brand and educational philosophy at NMMU that promotes critical scholarship and develops well-rounded and responsible graduates capable of success as citizens in the global knowledge society</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
3. Design and implement institutional frameworks for academic programme planning and review, and curriculum transformation	<p>3.1. Develop and implement a process to align the NMMU's academic programmes with its vision and mission, academic identity and size and shape.</p> <p>3.2. Design and implement a system for academic programme planning and review to ensure the quality and responsiveness of the NMMU's academic programmes.</p> <p>3.3. Develop a framework for curriculum development and transformation that provides the basis for integrating the NMMU's distinctive knowledge paradigm and its graduate attributes profile into the design and delivery of NMMU curricula.</p>	<ul style="list-style-type: none"> <li>- Completed review &amp; consolidation of academic programme portfolio</li> <li>- Enhanced support to academic units for programme planning &amp; review</li> <li>- Revised &amp; streamlined Policy and Procedures for Academic Programme Development &amp; Approval</li> <li>- Approved Policy &amp; Procedures for Academic Programme Review</li> <li>- Streamlined institutional processes for approval of proposals for new &amp; changes to existing programmes</li> <li>- Simplified set of documents for programme approval</li> <li>- Implemented annual cycle for programme development &amp; approval</li> <li>- Implemented formal academic review cycle</li> <li>- Annual reports on findings of academic review process</li> <li>- Approved &amp; implemented framework for curriculum development &amp; transformation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Monitored Service Level Agreement (SLAs) with faculties to support programme planning &amp; review</li> <li>✓ Developed &amp; up-to-date database on programme approval &amp; review</li> <li>✓ No. of new programmes &amp; modules proposed &amp; approved annually</li> <li>✓ Satisfaction levels of academic staff with respect to user-friendliness of institutional processes for approval of new/changes to existing programmes</li> <li>✓ Annual reports on findings of formal academic review process</li> <li>✓ Extent of implemented recommendations contained in formal academic review reports</li> <li>✓ No. &amp; range of professional development interventions offered to capacitate academic staff with respect to strategy-aligned curriculum transformation</li> <li>✓ No. of academic staff engaged in strategy-aligned curriculum transformation projects</li> <li>✓ Impact assessment of curriculum transformation projects undertaken</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 2: Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success</b>			
By 2020, the teaching and learning environment at NMMU is characterised by students and staff being challenged to strive for excellence and success through an emphasis on a humanising pedagogy; setting high expectations for achievement while also providing high support; supporting students to progressively assume responsibility for their own learning; and providing complementary learning experiences outside of the classroom to holistically develop students. Staff are empowered to engage in critical reflection of their teaching, learning, facilitation, and assessment practices to produce scholarly outputs that are appropriately recognised and rewarded.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Cultivate an ethos of learning in which all students feel welcome and valued and are simultaneously empowered and challenged to strive for excellence and success	<p>1.1 Enhance and expand strategies to assist students to integrate into university and academic life and develop a sense of belonging.</p> <p>1.2 Set high expectations for student achievement so that students are encouraged to achieve well beyond the minimum required in a module.</p> <p>1.3 Develop and implement strategies to support students to progressively assume responsibility for their own learning and development.</p> <p>1.4 Build relationships that are based on mutual respect, caring and trust among lecturers and students as they collaboratively engage in learning.</p>	<ul style="list-style-type: none"> <li>- Report on range of activities to welcome and orientate first-time entering students</li> <li>- First-time entering students attend Welcome Ceremonies (WCs) &amp; Student Orientation Programme (SOP)</li> <li>- Interventions to assist students to make transition from school to university</li> <li>- Interventions to enhance students' sense of belonging/connection</li> <li>- 1<sup>st</sup> year students involved in campus learning communities (LCs)</li> <li>- Lecturers clearly communicate academic expectations to students at the start of each module</li> <li>- Students work harder than they think they can to meet lecturers' expectations</li> <li>- Students find their academic work intellectually challenging</li> </ul>	<ul style="list-style-type: none"> <li>✓ No. of activities that foster academic &amp; social integration for first-time entering students</li> <li>✓ Proportion of first-time entering students attending WCs &amp; participating in the SOP</li> <li>✓ No. of students indicating satisfaction with transition activities provided in SOP</li> <li>✓ No. &amp; % of students indicating a sense of connection to NMMU</li> <li>✓ Number of 1<sup>st</sup> year students in campus LCs</li> <li>✓ No. of lecturers that communicate expectations (identified in quality reviews)</li> <li>✓ % students indicating that they work harder than they think they can to meet lecturers' expectations</li> <li>✓ % students indicating that they experience significant levels of academic challenge</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

		<ul style="list-style-type: none"> <li>- Assessment tasks challenge students to do their best</li> <li>- Lecturers emphasise spending significant amount of time studying &amp; on academic work</li> <li>- Awareness is raised among students that the quality of the learning experience is the co-responsibility of lecturers &amp; students</li> <li>- Students are made aware of available resources to become aware of how to learn effectively</li> <li>- Clearly communicated expectations of what students need to learn and master in a module</li> <li>- Students prepare for &amp; attend lectures</li> <li>- Students spend appropriate amounts of time studying</li> <li>- Lecturers use students' current experiences as a basis from which to approach subject matter</li> <li>- Quality of relationship between lecturers &amp; students</li> <li>- Quality of relationship of students with fellow students</li> </ul>	<ul style="list-style-type: none"> <li>✓% students indicating that assessment tasks challenge them to do their best</li> <li>✓% students indicating that emphasis is placed on spending time studying &amp; on academic work</li> <li>✓% students indicating that the quality of their learning experience is the responsibility of both lecturers &amp; students</li> <li>✓% students whose learning styles are assessed by SCCDC &amp; impact of this on their learning is discussed</li> <li>✓% students indicating that are clear about what they need to learn in a module</li> <li>✓% students that prepare for lectures</li> <li>✓% students that attend lectures</li> <li>✓% students that study for 10 hours or more per week</li> <li>✓% lecturers that use students' experiences as a basis from which to approach subject matter</li> <li>✓% students who rate quality of relationship with lecturers as average or good</li> <li>✓% students who rate quality of relationship with fellow students as average or good</li> </ul>
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## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 2: Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
2. Promote the use of effective teaching, learning and assessment practices, including technology-assisted learning, to actively engage students in learning.	2.1 Develop an understanding of a humanising pedagogy and strategies to give effect to this approach.	- Concept paper improves understanding of a “humanising pedagogy” at NMMU	✓ Concept paper on humanising pedagogy
	2.2 Develop and implement strategies to expand the use of active and collaborative learning activities to engage students more deeply in learning.	- Implemented strategies to give effect to a humanising pedagogy	✓ Humanising pedagogical strategies developed per academic dept.
	2.3 Develop strategies to expand the use of inquiry-based learning to facilitate the development of problem-solving, reasoning and critical thinking skills.	- Student : staff ratios aligned with national benchmarks	✓ Impact of humanising pedagogical strategies assessed
	2.4 Develop, resource & implement a NMMU electronic/blended-learning strategy so that the use of technology becomes integral to the way learning is facilitated at NMMU.	- Opportunities provided for students to <ul style="list-style-type: none"> <li>*debate &amp; discuss issues with lecturers in and outside of class</li> <li>*engage in active &amp; collaborative learning</li> <li>*share diverse views &amp; perspectives</li> <li>*engage in peer-facilitated learning</li> <li>*integrate ideas/information from various sources &amp; modules</li> <li>*develop problem-solving, reasoning &amp; critical thinking skills</li> <li>*apply theories or concepts to practical problems or new situations</li> </ul>	✓ Ratio of FTE students to FTE permanent academic staff
	2.5 Develop and implement a plan to expand and resource the provision of experiential and service learning opportunities.	- NMMU blended learning strategy approved & adequately resourced	✓ % students reporting opportunities for debates & discussions
	2.6 Develop and implement strategies to expand the range of assessment methods used to allow all students the opportunity to demonstrate achievement of their	- Lecturers & students capacitated to make optimal use of blended/ electronic learning	✓ % students reporting engagement in active & collaborative learning activities
			✓ % students reporting sharing diverse views & perspectives
			✓ % students engaged in peer-facilitated learning
			✓ % students reporting integrating ideas/info from various sources & modules
			✓ % students reporting use of problem-solving, reasoning & critical thinking skills
			✓ % students reporting application of theories or concepts to practical problems or new situations
			✓ % expenditure on T&L technology & support as portion of total capital



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STRATEGIC PRIORITY 2: Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success			
	learning outcomes.	<ul style="list-style-type: none"> <li>- Widespread participation by staff &amp; students in blended learning</li> <li>- Best practices in blended and e-learning showcased &amp; rewarded</li> <li>- Opportunities provided for students to participate in an experiential &amp; service learning projects</li> <li>- Opportunities provided for students to acquire work experience on &amp; off campus</li> <li>- Students participate in Careers Fair and graduate recruitment programmes (GRPs)</li> <li>- Students assessed using formative &amp; summative methods</li> <li>- Assessment methods aligned to learning outcomes</li> <li>- A range of appropriate assessment methods/modes are used</li> <li>- Procedures are in place to moderate assessment tasks &amp; results</li> <li>- Assessment is fair &amp; transparent</li> <li>- Students are provided with prompt, detailed &amp; quality feedback</li> </ul>	<p>expenditure</p> <ul style="list-style-type: none"> <li>✓ No. of training programmes for lecturers &amp; students w.r.t. blended/electronic learning</li> <li>✓ % lecturers &amp; students making use of an electronic medium for T&amp;L</li> <li>✓ % students employed off-campus</li> <li>✓ % students that participate in Careers Fair &amp; GRPs</li> <li>✓ % students reporting acquisition of employability competencies during the course of their studies</li> <li>✓ % modules where assessment criteria are indicated for learning outcomes</li> <li>✓ % modules where assessment methods are aligned to learning outcomes</li> <li>✓ Range &amp; appropriateness of assessment methods/modes used</li> <li>✓ % modules where formative assessment is used</li> <li>✓ % modules where summative assessment is used</li> <li>✓ Extent to which procedures related to moderation are implemented &amp; adhered to</li> <li>✓ % modules where assessment rubrics &amp;/or memoranda are used</li> </ul>

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STRATEGIC PRIORITY 2: Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success			
			<ul style="list-style-type: none"> <li>✓ % students that discuss assessment performance with lecturers/tutors</li> <li>✓ Positive feedback from external examiners about fairness &amp; transparency of assessment</li> <li>✓ % students indicating that they received prompt feedback often/very often that assisted them to improve their performance</li> </ul>
STRATEGIC GOAL	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
3. Create seamless learning environments to holistically support and develop student learning in- and outside the classroom	<p>3.1. Expand collaborative and complementary student development and support programmes (SDSPs), services and activities.</p> <p>3.2. Design mechanisms to integrate the development of academic literacies and discourses into the curricula and teaching practices.</p>	<ul style="list-style-type: none"> <li>- Appropriate range of adequately resourced student development &amp; support programmes and activities (SDSPs)</li> <li>- Increased no. of students participate in co-curricular SDSPs</li> <li>- Increased no. of living &amp; learning communities (LLCs) in residences</li> <li>- More academics involved in co-curricular SDSPs</li> <li>- SDSPs reviewed regularly</li> <li>- Development of academic literacies &amp; discourses embedded in all curricula</li> <li>- English for Academic Purposes modules integrated with prog. outcomes &amp; content</li> <li>- Academics &amp; professional support staff co-design &amp; jointly facilitate</li> </ul>	<ul style="list-style-type: none"> <li>✓ No. and range of SDSPs offered</li> <li>✓ No. of SDSPs offered in collaboration with depts./schools/faculties</li> <li>✓ Learning outcomes (LOs) of SDSPs linked to NMMU graduate attributes &amp;/or prog. outcomes</li> <li>✓ Integrated menu of SDSPs provided to students annually</li> <li>✓ % students participating in co-curricular SDSPs</li> <li>✓ % residence students participating in LLCs</li> <li>✓ Ratio of professional support staff per prog. or service</li> <li>✓ % academics involved in co-curricular SDSPs</li> <li>✓ No. of SDSPs quality reviewed per cycle</li> </ul>

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<b>STRATEGIC PRIORITY 2: Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success</b>			
		learning w.r.t. the development of academic literacies & discourses	✓ Extent to which curricula & teaching practices allow for dev. of academic literacies & discourses ✓ Extent to which EAP modules integrated with programme outcomes & content ✓ Extent to which academics & prof. support staff jointly design curricula & facilitate learning w.r.t. the dev. of academic literacies & discourses
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
4. Promote ongoing professional staff development with respect to teaching practices	4.1. Review and expand the programme for new lecturers and formalise and implement mentoring for all new academic staff  4.2. Develop and implement innovative ways to enhance and develop the teaching, learning, assessment, and module/curriculum design competencies of staff linked to their career development plans.  4.3. Develop strategies to encourage academics and professional support staff to be reflective practitioners that increasingly engage in the Scholarship of Teaching and Learning (SoTL).	- Vibrant new lecturers' (NL) induction programme - Pool of mentors established and trained - New lecturers are mentored - Range of tailored professional dev. progs for academics & prof. support staff provided - Communities of practice/SoTL groups formed - Database of research into T&L and student success - Established networks of staff & students researching T&L & student success - Just-in-time support provided for communities of practice & research groups	✓ Evaluation of NL programme by attendees ✓ No. of new lecturers attending NL programme ✓ No. of mentors trained ✓ % new lecturers mentored ✓ No. of professional dev. progs offered by CTLM, HRD, and RCD ✓ No. of prof. dev. progs offered in faculties ✓ No. of online prof. dev. progs offered ✓ % staff that participate in prof. dev progs ✓ No. staff in communities of practice/SoTL groups ✓ Updated database of SOTL research ✓ No. of SOTL networks

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STRATEGIC PRIORITY 2: Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success			
	<p>4.4. Provide forums for academics and professional support staff to publicly share good practices to enhance student learning and success.</p> <p>4.5. Value the contribution of academics to NMMU's academic project through the development and implementation of an expanded system to reward and recognise excellence and innovative in teaching and learning practices and support.</p>	<ul style="list-style-type: none"> <li>- Good T&amp;L practices shared in colloquiums &amp; on staff portal</li> <li>- Scholarly work related to T&amp;L and student success made public &amp; published</li> <li>- Approved Teaching and Learning Excellence Awards Policy</li> <li>- Range of awards available for T&amp;L excellence (incl. teams and prof. support staff)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extent of support needs identified</li> <li>✓ No. of support opportunities provided</li> <li>✓ No. of institution-wide colloquiums</li> <li>✓ No. of Faculty-based colloquiums</li> <li>✓ Extent to which staff find colloquiums valuable</li> <li>✓ Extent to which T&amp;L scholarly work &amp; good practices are posted on staff portal</li> <li>✓ % staff that access T&amp;L info posted on the staff portal</li> <li>✓ No. of SOTL conference presentations per annum</li> <li>✓ No. of SOTL publications per annum</li> <li>✓ No. of faculty T&amp;L excellence awards awarded per annum</li> <li>✓ No. of NMMU T&amp;L excellence awards awarded per annum</li> <li>✓ No. of Distinguished Teacher awards awarded per annum</li> </ul>
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
5. Create and sustain up-to-date learning, teaching and social environments	<p>5.1. Maintain and expand the number of teaching and learning venues and ensure that all venues are technology-enabled.</p> <p>5.2. Provide modern laboratories for research and teaching.</p>	<ul style="list-style-type: none"> <li>- Sufficient venues for large &amp; small group teaching on all campuses</li> <li>- Increased number of technology-enabled lecture venues</li> <li>- Appropriate educational technology support is available &amp; all academics are trained to use educ. technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ratio of large &amp; small group venues to number of students &amp; modules</li> <li>✓ % of technology-enabled lecture venues</li> <li>✓ Ratio of educational media technology staff to lecture venues</li> <li>✓ % academics participating in educ.</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

STRATEGIC PRIORITY 2: Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success			
	<p>5.3. Develop and maintain learning and social spaces.</p> <p>5.4. Provide students with reasonable access to computers and the Internet.</p>	<ul style="list-style-type: none"> <li>- Sufficient laboratories are available with modern equipment for research purposes</li> <li>- Sufficient, well-equipped laboratories are available for practicals/applied learning</li> <li>- Sufficient, dedicated teaching laboratories are provided</li> <li>- Study spaces provided on &amp; off campus</li> <li>- Spaces for group &amp; social interaction provided on each campus</li> <li>- General, well-equipped computer labs provided</li> <li>- WiFi hotspots provided around campuses &amp; in residences</li> </ul>	<p>technology training</p> <ul style="list-style-type: none"> <li>✓ Number of laboratories</li> <li>✓ Extent to which laboratory equipment is up to date</li> <li>✓ No. of dedicated laboratories</li> <li>✓ No. of study spaces on &amp; off campus</li> <li>✓ No. of group &amp; social spaces on campuses &amp; in residences</li> <li>✓ Extent of student usage of study &amp; social spaces</li> <li>✓ Ratio of students to computer work stations</li> <li>✓ % students using computers for learning purposes</li> <li>✓ No. of WiFi hotspots available for students &amp; staff</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 3: Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture</b>			
By 2020, NMMU is renowned for research and innovation excellence in selected niche areas. It has established a vibrant research and innovation environment fostering and enhancing NMMU's contribution to the local, national, continental and global knowledge economy and quality of life through cutting edge research and scholarship, as well as high quality human capacity and research outputs.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Conduct research that contributes to local, regional, national and global sustainability	1.1. Establish and expand research partnerships, collaborations, networks and linkages nationally and internationally.  1.2. Identify and develop institutional research themes.  1.3. Promote the commercialisation of research outcomes in the form of products, processes and services.	- Strategic partnerships, collaborations, networks & linkages established with academic institutions, private sector, government agencies and NGOs - Research Centres of Excellence - Research Chairs - Research entities aligned to NMMU research themes - Earmarked funding for research themes - Inter-/multi-/cross-disciplinary research teams established - Commercialised research results	✓ No. & impact of international partnerships/collaborations/networks/linkages ✓ No. & impact of partnerships/collaborations involving emerging researchers & individuals from designated groups ✓ No. of Research Centres of Excellence ✓ No. of Research Chairs ✓ No. of NMMU Research Entities aligned to the research themes ✓ Amount of funding earmarked for research themes ✓ No. of inter/multi/cross disciplinary teams incl. emerging researchers ✓ No. of nationally & internationally renowned researchers/scholars involved in research with staff/students ✓ No. of disclosures ✓ No. of positive search reports from provisional patent applications ✓ No. of commercialised research products

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

STRATEGIC PRIORITY 3: Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
2. Create and support an environment that fosters research quality and productivity	<p>2.1 Provide an enabling policy and funding framework to researchers to improve research quality and productivity.</p> <p>2.2 Provide appropriate research and innovation infrastructure and support.</p> <p>2.3 Promote, recognise, and reward research and innovation excellence.</p> <p>2.4 Increase and diversify external and internal financial resources available to support research-related activities.</p>	<ul style="list-style-type: none"> <li>- Academic staff workload models with at least 20% of time allocated to research</li> <li>- Guidelines for the management of quality in research</li> <li>- Guidelines for the improvement of research productivity</li> <li>- Appropriate research &amp; innovation infrastructure &amp; support</li> <li>- Appropriate rewards for excellence in research, innovation, &amp; creative outputs</li> <li>- Appropriate range of incentives for research &amp; innovation productivity</li> <li>- Diversified funding sources for research</li> <li>- Increase in external &amp; internal research funds</li> <li>- Increase in international donors/funding for research &amp; innovation purposes</li> <li>- Partnerships to leverage resources for research &amp; innovation</li> <li>- Increase in contract research funds</li> <li>- Increase in conversion of contract research to DHET subsidisable research outputs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Academic staff spend at least 20% of time on research</li> <li>✓ Proportion of research outputs produced by permanent academic staff</li> <li>✓ % research outputs produced by permanent staff with doctorates</li> <li>✓ No. of publication units per member of the professoriate</li> <li>✓ No. of journal articles published in DoE international list (ISI, IBSS)</li> <li>✓ No. of journal articles published in DoE national list</li> <li>✓ No. of research output units from DoE accredited publications (books, book chapters, journal articles and conference proceedings)</li> <li>✓ No. of research output units from research degrees (journal articles)</li> <li>✓ No. of researchers who enjoy national &amp; international recognition for the quality of their work</li> <li>✓ No. of DoE research output units generated from M+D graduates</li> <li>✓ Efficient finance &amp; purchasing support</li> <li>✓ Efficient HR &amp; LIS support</li> <li>✓ Enhanced IT connectivity</li> <li>✓ Efficient technical support</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

			<ul style="list-style-type: none"> <li>✓ Appropriate research &amp; technology equipment</li> <li>✓ No. of faculty research awards awarded</li> <li>✓ No. of NMMU research awards awarded</li> <li>✓ No. of innovation awards awarded</li> <li>✓ No. of creative outputs awards awarded</li> <li>✓ No. of categories of incentives for research productivity</li> <li>✓ No. of successful research funding applications for research projects</li> <li>✓ No. of funding sources for research</li> <li>✓ Rand value of grant income from external funding agencies</li> <li>✓ Rand value of contract research income</li> <li>✓ Rand value of research &amp; innovation income generated through international donations/ sponsorships</li> <li>✓ Rand value of research funding from internal sources</li> <li>✓ No. of strategic partnerships with relevant external stakeholders</li> <li>✓ Proportion of contract research converted to DHET subsidised research outputs</li> </ul>
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## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

STRATEGIC PRIORITY 3: Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
3. Develop and sustain the research capacity of staff and students	<p>3.1. Attract, nurture and develop research potential and talent.</p> <p>3.2. Provide support to emerging researchers, postgraduate students and postdoctoral fellows to become research active.</p> <p>3.3. Create a culture of research in undergraduate students.</p> <p>3.4. Enhance and improve the equity, gender and age profile of researchers.</p> <p>3.5. Grow the pool of NRF-rated researchers.</p>	<ul style="list-style-type: none"> <li>- Increased enrolments of postgraduate students (including international students)</li> <li>- Increased targeted support to merit postgraduate students</li> <li>- Improved staff qualification profile (M&amp;D)</li> <li>- Increased funding available to support postgraduate students</li> <li>- Funding available to attract postdoctoral fellows (including international fellows)</li> <li>- Appropriate research development initiatives</li> <li>- Improved research supervision capacity of academic staff</li> <li>- Culture of research embedded in undergraduate (UG) curriculum</li> <li>- Basic research methodology skills taught at undergraduate level through appropriate modules</li> <li>- Increasingly diverse equity, gender &amp; age profile of researchers</li> <li>- Increasing number of NRF-rated researchers</li> <li>- Increasing number of NRF-rated researchers retaining or improving their rating</li> </ul>	<ul style="list-style-type: none"> <li>✓ No. of students enrolled for research M&amp;D studies</li> <li>✓ No. of international students enrolled for research M&amp;D studies</li> <li>✓ Proportion of research M&amp;D students of total postgraduate students</li> <li>✓ Proportion of PGRS budget ring-fenced for merit students</li> <li>✓ Proportion of academic staff with PhDs</li> <li>✓ Proportion of academic staff with M&amp;Ds</li> <li>✓ Rand value of postgraduate student support</li> <li>✓ No. of postdoctoral fellows (including international fellows)</li> <li>✓ No. of sustained initiatives to attract &amp; support development of emerging researchers</li> <li>✓ No. of competent postgraduate supervisors &amp; mentors</li> <li>✓ Improved completion rates of postgraduate students</li> <li>✓ Proportion of targeted research assistantships for undergraduate students</li> <li>✓ No. of research seminars &amp; colloquia involving UG students</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

STRATEGIC PRIORITY 3: Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture			
			<ul style="list-style-type: none"> <li>✓ No. of UG curricula including a research project</li> <li>✓ Number of research modules in UG curriculum</li> <li>✓ % of publishing researchers who are black</li> <li>✓ % of publishing researchers who are women</li> <li>✓ % of publishing researchers who are under 45 years</li> <li>✓ Proportion of research outputs produced by black researchers</li> <li>✓ Proportion of research outputs produced by women researchers</li> <li>✓ No. of academic staff with NRF rating</li> <li>✓ No. of black NRF-rated researchers</li> <li>✓ No. of women NRF-rated researchers</li> </ul>
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
4. Promote a broad conceptualisation of research, scholarship and innovation	4.1. Enhance and foster the scholarships of teaching, learning and engagement.  4.2. Enhance and promote research relevance.	<ul style="list-style-type: none"> <li>- Increased no. of publications in scholarship-based teaching, learning and engagement</li> <li>- Increased impact &amp; relevance of research regionally, nationally &amp; internationally</li> <li>- Excellent reputation for research &amp; innovation responsiveness &amp; relevance</li> </ul>	<ul style="list-style-type: none"> <li>✓ No. &amp; quality of outputs related to the scholarship of T&amp;L</li> <li>✓ No. &amp; quality of outputs related to the scholarship of engagement</li> <li>✓ Research &amp; innovation contributing to socio-economic development regionally, nationally &amp; internationally</li> <li>✓ Media coverage of high-impact research &amp; innovation</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 4: Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship</b>			
By 2020, NMMU is widely recognised for its responsiveness to societal needs through collaborative and mutually beneficial partnerships at local, regional, national and international levels. Scholarship is invigorated and enhanced through engagement activities that enable learning beyond the classroom walls. Engagement is integrated into the core activities of the institution and cuts across the mission of teaching, research and service in manner that develops responsible and compassionate citizens; strengthens democratic values and contributes to the public good; and enhances social, economic and ecological sustainability.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Develop a conceptual framework for engagement that will inform policies, systems, structures and scholarly activities.	<p>1.1. Achieve institutional consensus on a conceptual framework for engagement at NMMU.</p> <p>1.2. Develop and implement an institutional policy and guidelines for engagement informed by the conceptual framework.</p> <p>1.3. Identify and advance the underlying philosophy, characteristics and key strengths that distinguish NMMU as an engaged and responsive institution.</p> <p>1.4. Embed the conceptual framework for engagement into the core functions, policies, systems and structures of the NMMU.</p>	<ul style="list-style-type: none"> <li>- Approved NMMU Engagement Conceptual Framework</li> <li>- Approved NMMU Engagement Policy &amp; Guidelines</li> <li>- Position paper on NMMU underlying philosophy &amp; approach to engagement &amp; responsiveness</li> <li>- An institutional engagement typology of the NMMU linked to internal &amp; external differentiation process</li> <li>- Engagement conceptual framework reflected &amp; embedded in the T&amp;L, research &amp; service functions of NMMU</li> </ul>	<ul style="list-style-type: none"> <li>✓ Approved NMMU Engagement Conceptual Framework &amp; Policy on IRC</li> <li>✓ Formal approval of NMMU Engagement philosophy &amp; approach</li> <li>✓ Extent of alignment of engagement activities with philosophy &amp; agreed approach</li> <li>✓ Audit of existing engagement activities</li> <li>✓ No. of engagement projects/ activities falling within identified engagement priority framework</li> <li>✓ No. &amp; type of curricula with an engaged T&amp;L component aligned to conceptual framework</li> <li>✓ No. &amp; type of engaged research projects involving external partners aligned to conceptual framework</li> <li>✓ No. &amp; type of engaged service activities aligned to conceptual framework</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

STRATEGIC PRIORITY 4: Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
2. Develop and sustain enabling structures dedicated to advancing engagement at NMMU.	2.1 Develop and implement an effective engagement governance and management model to provide strategic leadership, advocacy and oversight at all levels of the institution.	<ul style="list-style-type: none"> <li>- Integrated engagement governance &amp; management model</li> <li>- Importance of engagement as a third core function strengthened through University-wide leadership &amp; dedicated support structures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Established &amp; well-functioning three-tier engagement governance model at institutional &amp; faculty levels:</li> <li>* Engagement Advisory Board (internal &amp; external stakeholders)</li> <li>* Institutional Senate Committee for Engagement</li> <li>* Faculty Engagement Committees</li> </ul>
	2.2 Determine the role and functions of the CAEC and other engagement support structures to ensure adequate support for strategy-aligned engagement activities at NMMU.	<ul style="list-style-type: none"> <li>- Role &amp; function of the CAEC &amp; other engagement support structures (e.g. Office for International Education) clarified &amp; agreed on</li> </ul>	<ul style="list-style-type: none"> <li>✓ Engagement included in the KPAs &amp; EDS of DVCs, Deans, Directors of School &amp; academic HODs</li> </ul>
	2.3 Use the institutional engagement priority framework to guide strategic resource allocation (human, financial, infrastructural and information) to engagement.	<ul style="list-style-type: none"> <li>- Enabling structures that support NMMU engagement activities linked to T&amp;L/Research/Service &amp; Outreach</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clarification of the role, function &amp; responsibilities of CAEC &amp; OIE in terms of facilitating, recording, co-ordination &amp; reporting on NMMU engagement activities</li> </ul>
	2.4 Develop and implement an engagement planning and quality management model at institutional and faculty levels to promote ongoing alignment of engagement activities with institutional strategy.	<ul style="list-style-type: none"> <li>- Strategic resource allocation model for engagement</li> <li>- Integrated &amp; decentralised engagement planning &amp; quality model aligned to institutional engagement priority framework</li> <li>- Reviewed &amp; aligned policies linked to engagement categories of NMMU Engagement Conceptual Framework, Policy &amp; Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>✓ Agreed on competencies assigned to centralised support structures</li> <li>✓ Extent of alignment of current engagement activities with institutional engagement priority framework</li> <li>✓ Institutional &amp; faculty-specific engagement &amp; internationalisation plans</li> <li>✓ Adequacy of quality reviews</li> </ul>

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STRATEGIC PRIORITY 4: Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
3. Promote and sustain the recognition of engagement as a scholarly activity at NMMU.	<p>3.1. Stimulate, support, recognise and reward engagement at all levels of the institution.</p> <p>3.2. Develop and implement strategy-aligned criteria and reward systems for recognising and rewarding engagement.</p> <p>3.3. Develop and implement institutional information systems for recording, monitoring, evaluating and reporting engagement activities at all levels of the institution.</p> <p>3.4. Develop and implement institutional, faculty and departmental guidelines on developing portfolios of evidence for the recognition of engagement activities.</p> <p>3.5. Profile and broadly communicate institutional engagement activities to internal and external communities.</p> <p>3.6. Promote and advance public intellectual engagement (e.g. public/guest lectures).</p>	<ul style="list-style-type: none"> <li>- Policy &amp; guidelines for annual Engagement Award</li> <li>- NMMU &amp; faculty awards for excellence in engagement</li> <li>- Electronic engagement information system based on NMMU Engagement Conceptual Framework</li> <li>- Guidelines for developing engagement portfolios of evidence</li> <li>- Engagement activities profiled &amp; communicated via a range of internal &amp; external media</li> <li>- Continued communication by Vice-Chancellor &amp; Executive Management of the importance of engagement to internal and external publics</li> <li>- Active participation in debate &amp; the provision of independent intellectual input &amp; advice on matters of public concern</li> <li>- Regular public/guest lectures by renowned intellectuals &amp; public figures of national &amp; international stature</li> </ul>	<ul style="list-style-type: none"> <li>✓ Inclusion of engagement activities in <i>Ad Personam</i> promotions</li> <li>✓ Engagement included in KPAs of DVC: R&amp;E, Executive Deans, DOSs, HODs &amp; Campus Principals</li> <li>✓ Approved criteria for the evaluation of internal &amp; external engagement activities</li> <li>✓ Developed information system for recording NMMU engagement activities</li> <li>✓ Approved guidelines for developing individual/group/team engagement portfolios of evidence</li> <li>✓ No. of training programmes to capacitate academic staff in developing portfolios of evidence</li> <li>✓ No. of annual NMMU &amp; faculty engagement awards awarded</li> <li>✓ No. of external structures where NMMU staff serve as members</li> <li>✓ No. of events celebrating MOUs &amp; partnerships with external &amp; international partners</li> <li>✓ No. of &amp; attendance at public/guest lectures</li> </ul>

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<b>STRATEGIC PRIORITY 4: Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
3. Develop and sustain mutually beneficial local, regional and international partnerships that contribute to a sustainable future.	<p>4.1 Promote institutional, staff and student participation in partnerships with schools, FET Colleges, HEIs, other education and training providers, business and industry, professional bodies, civil society, NGOs, and all levels of government.</p> <p>4.1. Enhance the user friendliness and accessibility of NMMU expertise, services and facilities to the external community.</p> <p>4.2. Promote and sustain the participation of staff and students in internationalisation and international partnership activities.</p> <p>4.3. Foster and sustain partnerships with donors, funding organisations and alumni.</p>	<ul style="list-style-type: none"> <li>- Updated database of partnerships based on engagement categories linked to NMMU Engagement Conceptual framework</li> <li>- Updated &amp; reviewed database &amp; website for accuracy of information regarding NMMU areas of specialist expertise</li> <li>- NMMU staff requested to participate in consulting/contract research with external partners on the basis of their specialist expertise</li> <li>- Increased international partnerships/collaborations linked research, T&amp;L and student and staff exchanges</li> <li>- Cordial relationships with sponsors established &amp; sustained</li> <li>- Increased number of alumni actively involved in NMMU activities</li> <li>- Established alumni chapters abroad</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extent of alignment of partnerships with Vision 2020 &amp; NMMU Engagement Priority Framework</li> <li>✓ Updated database of NMMU expertise &amp; focus areas on NMMU website</li> <li>✓ Central referral point to engagement database</li> <li>✓ No. of visits to database/website by external users</li> <li>✓ No. of international strategic research partnerships</li> <li>✓ No. of international T&amp;L partnerships</li> <li>✓ No. of international staff &amp; student exchange partnerships</li> <li>✓ No. of staff &amp; student exchange visits</li> <li>✓ No. of partnerships with donors &amp; funding organisations</li> <li>✓ Rand value of donations &amp; sponsorships from external donors &amp; funding organisations</li> <li>✓ No. of active alumni on NMMU alumni database</li> <li>✓ Rand value of alumni donations</li> </ul>

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<b>STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students</b>			
By 2020, NMMU is known as a values-driven university that embraces diversity and achieves excellence through an ethic of compassion, support, belonging and co-operation in keeping with continuous improvement principles. The University values its staff and students, providing an enabling environment for both staff and students to realise their full potential, through the integration of its values into the curricula, teaching and learning, research, community engagement, and organisational praxis. NMMU has furthermore successfully harnessed the constructive, enriching and positive contribution of a diverse staff and student profile to achieve its vision, mission and institutional strategic goals.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Establish a supportive and affirming institutional culture.	<p>1.1 Adopt a charter of principles to promote the realisation of a supportive and affirming institutional culture.</p> <p>1.2 Enhance diversity literacy and competency at all levels of the institution.</p> <p>1.3 Develop a recognition system for staff and students (individuals and collectives), which encourages excellence, innovation, responsiveness and active participation in university life.</p>	<ul style="list-style-type: none"> <li>- Policy framework on NMMU institutional ethos &amp; culture, including charter of principles</li> <li>- Guidelines framing the diversity literacy &amp; competencies required within NMMU</li> <li>- Reviewed job profiles of all posts to include diversity literacy &amp; competencies</li> <li>- Global citizenship development capacity development for staff &amp; students which includes diversity literacy &amp; competencies</li> <li>- Audit report on current recognition &amp; reward systems for staff &amp; students</li> <li>- Expanded recognition system for staff &amp; students that encourages &amp; rewards active participation in university life &amp; service excellence (at departmental, division/faculty &amp; institutional levels)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extent to which leadership enacts &amp; promotes institutional values</li> <li>✓ Extent to which leadership at all levels demonstrate diversity competency</li> <li>✓ Extent to which staff &amp; students demonstrate diversity competency</li> <li>✓ Extent to which African ethos is embedded in core functions &amp; support business processes</li> <li>✓ Extent to which an ethic of care &amp; compassion is practiced towards internal &amp; external communities (<i>ubuntu</i>)</li> <li>✓ Extent to which university activities, practices &amp; processes demonstrate respect for the natural environment</li> <li>✓ Extent to which university activities, practices &amp; processes demonstrate integrity, professionalism &amp; transparency</li> <li>✓ Extent to which university activities,</li> </ul>

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		<ul style="list-style-type: none"> <li>- Safe environment for expression of diverse views &amp; engagement in critical discourse</li> <li>- Supportive &amp; enabling environment which emphasises human resource development</li> <li>- Participative, transparent &amp; consensus-seeking decision-making</li> </ul>	<p>practices &amp; processes demonstrate innovation</p> <ul style="list-style-type: none"> <li>✓ Outcomes of audit report on range of current recognition &amp; reward systems for staff &amp; students</li> <li>✓ No. of grievances emanating from decisions made by management at various levels of the institution</li> <li>✓ Staff &amp; student satisfaction levels (institutional climate survey)</li> </ul>
<b>STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
2. Adopt and nurture an ethic of care and compassion across the institution.	<p>2.1 Promote best practices reflecting <i>ubuntu</i> to enable all staff and students to realise their full human potential.</p> <p>2.2 Provide shared safe spaces within the institution that encourage encountering and learning from diverse perspectives.</p> <p>2.3 Encourage teamwork and collegiality amongst staff and students in order to develop an ethic of support, belonging and co-operation in keeping with continuous improvement principles.</p> <p>2.4 Regularly monitor and evaluate community and stakeholder expectations and experiences w.r.t. institutional culture</p>	<ul style="list-style-type: none"> <li>- Review report of core functions &amp; business processes</li> <li>- Comparative benchmarking exercise of core functions &amp; business processes against national &amp; international standards</li> <li>- Established best practices in all core functions &amp; business processes</li> <li>- Institutionalise deliberate mechanisms to diversify student profile (population group, gender, age, nationality, etc) in: <ul style="list-style-type: none"> <li>* NMMU residences &amp; NMMU-leased residences</li> <li>* Study/discussion/tutorial/assignment groups</li> <li>* Practical sessions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Institutional climate reflects institutional values, including care &amp; compassion</li> <li>✓ Increasingly diverse staff &amp; student profile w.r.t. population group, gender, age, ethnicity, etc</li> <li>✓ Diverse staff &amp; student profile represented in institutional committees, task teams, residences, social gatherings, etc</li> <li>✓ Reduced levels of discrimination (population group, gender, sexual orientation, belief, etc)</li> <li>✓ Institutional culture characterised by accepting/embracing difference</li> <li>✓ Increased social cohesion among diverse groups of staff &amp; students</li> </ul>



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	and values (including care and empathy).	<ul style="list-style-type: none"> <li>- Institutionalise deliberate mechanisms to diversify staff profile (population group, gender, age, nationality, etc) in:                             <ul style="list-style-type: none"> <li>* Institutional committees</li> <li>* Social gatherings</li> <li>* Task teams/ think tanks/discussion groups</li> </ul> </li> <li>- Integrated institutional almanac allocating specific sessions (e.g. lunch-hour) for activities promoting vibrant campus life &amp; exchange of diverse views (e.g. debates, public lectures, difficult dialogues, etc)</li> <li>- Expanded recognition system for staff &amp; students to reward co-operative teamwork</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff &amp; student satisfaction levels reported in biennial institutional climate survey</li> <li>✓ No., range &amp; frequency of campus life events on various campuses</li> <li>✓ Attendance of campus life events by diverse groups of staff &amp; students</li> <li>✓ Recognition &amp; reward/incentive systems for teamwork &amp; collaboration</li> <li>✓ Evidence of increased teamwork amongst staff &amp; students</li> <li>✓ Evidence of increased trans-disciplinary projects amongst staff</li> <li>✓ Ongoing academic connection of alumni with NMMU—e.g. PG studies, 2<sup>nd</sup>/3<sup>rd</sup> generation graduates</li> </ul>
<b>STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
3. Embrace and reflect reciprocal and nurturing engagement with internal and external communities.	<p>3.1. Create mutually beneficial and sustainable relationships with internal and external communities characterised by dynamic learning processes.</p> <p>3.2. Build and maintain stakeholder networks.</p>	<ul style="list-style-type: none"> <li>- Developed &amp; approved concept paper on the meaning of sustainability i.r.o. engagement</li> <li>- Developed &amp; approved policy framework outlining engagement with diverse groupings of external stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>✓ Evidence of link between engagement, T&amp;L &amp; research</li> <li>✓ Recognition &amp; reward for engagement with positive regional, national &amp;/or international impact</li> <li>✓ Increased graduate employability</li> <li>✓ Database of external stakeholders</li> </ul>

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STRATEGIC PRIORITY 5: Develop and sustain a transformative institutional culture that optimises the full potential of staff and students			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
4. Foster a culture of reflective practice, excellence, innovation and sustainability.	4.1. Adopt a reflective approach on institutional praxis, across academic, administrative and support areas in order to promote excellence, innovation and a sustainable natural and physical environment.	<ul style="list-style-type: none"> <li>- Policy framework on quality advancement across academic &amp; professional support functions, incorporating reflexive praxis principles</li> <li>- Benchmarking reports outlining best practices implemented by other national &amp; international HEIs/ industry leaders in respect of academic &amp; professional support functions</li> <li>- Implemented best practices in NMMU academic &amp; professional support functions</li> <li>- Culture of continuous learning &amp; evidence-based decision-making at all levels of the institution</li> <li>- Institutional business processes characterised by strategic flexibility, responsiveness &amp; innovation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Approved policy framework on quality advancement across academic &amp; professional support functions</li> <li>✓ Implemented QA reviews across all academic &amp; professional support/ business processes &amp; functions</li> <li>✓ Outcomes of QA reviews &amp; benchmarking exercises</li> <li>✓ Staff &amp; student satisfaction levels with professional support/business processes &amp; functions</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 6: Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness</b>			
By 2020, NMMU's financial position reflects a healthy balance sheet with sufficient reserves underpinned by positive cash flows and the generation of a R1 billion endowment fund. These reserves grow with fair returns on investments through a conservative investment approach to support deferred maintenance, replacement of assets and infrastructure. Revenue streams are diversified to ensure that NMMU is not totally reliant on government subsidies and fees. To achieve this, NMMU utilises an integrated, rolling, long-term financial plan that is responsive to institutional strategic priorities, promotes sustainable growth, and ensures the optimal utilisation of staff, assets and infrastructure.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Develop an integrated long-term financial plan that is responsive to institutional strategic priorities and promotes sustainable growth.	<p>1.1 Identify initiatives that will support the attainment of institutional strategic priorities and goals in a sustainable manner.</p> <p>1.2 Determine income streams and cost implications (capital, operating, staffing) of identified/proposed strategic initiatives.</p> <p>1.3 Develop policies and procedures for cost-benefit and –effectiveness analyses to establish the return on investment (ROI) of identified strategic initiatives and assess the effectiveness of existing costly initiatives.</p> <p>1.4 Implement models to prioritise identified strategic initiatives, and historical costly initiatives, and promote strategy-aligned resource allocation at all levels.</p>	<ul style="list-style-type: none"> <li>- Prioritised list of identified initiatives according to approved policy</li> <li>- A business plan per initiative with defined income &amp; cost implications</li> <li>- Developed evaluation procedure &amp; scorecard supporting sustainable growth</li> <li>- Established Strategic Resource Allocation Evaluation Committee (current SRAC)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Council approved priority list of strategy-aligned initiatives</li> <li>✓ Business plans submitted as % of identified priorities</li> <li>✓ EMCOM approved procedural document &amp; scorecard</li> <li>✓ EMCOM approved % strategic resource allocation from available resources</li> <li>✓ x% of surplus to general reserve</li> <li>✓ Established strategic resource allocation committee</li> <li>✓ Evidence of utilisation of scorecard for strategic resource allocations</li> </ul>

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 6: Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
2. Grow and diversify income streams to support the attainment of the institutional strategic goals.	2.1 Optimise student fees and subsidy income.  2.2 Secure more robust alternative revenue streams.  2.3 Mobilise academic units, NMMU Trust and Alumni Relations for fund-raising.	- Optimised fee & subsidy income * Increased student numbers * Increased research outputs * Improved success rates * Discontinued non-viable subjects/ programmes * Competitive fees - Optimised income from 3 <sup>rd</sup> stream revenue - R1 billion 2020 endowment fund targets realised	✓ Change in net income from fees & subsidy per FTE ✓ % Increase year x + 1 on year x ✓ % improvement of success rate ✓ % non-viable modules to total modules ✓ % difference in fees compared to other HE institutions ✓ 3 <sup>rd</sup> stream income as % of total income ✓ -3 <sup>rd</sup> stream income available for central distribution ✓ % of endowment fund target raised
3. Ensure efficient and effective utilisation of institutional assets and resources (academic, HR, financial, infrastructural) to enhance long-term financial viability.	3.1. Develop and implement models to promote strategy-aligned, financially viable operations at all levels of the institution.  3.2. Initiate an inclusive, participatory process to identify novel strategies to identify and eliminate system inefficiencies.  3.3. Review the multi-campus management model to ensure strategy-aligned, financially viable utilisation of services, human resources, assets and	- Approved & implemented business models for all key operations to enhance financial viability - Efficient & effective cost management system - Conducted efficiency audit of support departments & processes - Re-engineered & improved business processes - Defined & approved optimal multi-campus model - Implemented optimal multi-campus model	✓ No. of EMCOM approved & implemented business models ✓ Improvement in service levels ✓ Change in costs relative to service levels ✓ Academic space as % of total space ✓ Utilisation of venues as % time Available ✓ Effective timetable model ✓ No. of novel strategies implemented to eliminate system inefficiencies ✓ Change in direct and indirect cost per FTE

## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

	infrastructure in a multi-campus environment.	<ul style="list-style-type: none"> <li>- Effective utilisation of assets &amp; infrastructure</li> <li>- Efficient &amp; reliable inter-campus shuttle service</li> </ul>	<ul style="list-style-type: none"> <li>✓ % of non-viable modules/support services reduced</li> <li>✓ Council approved multi-campus model</li> <li>✓ Actual campus configuration relative to approved model</li> <li>✓ Revenue <math>\geq</math> expenditure per campus</li> <li>✓ % expenditure on shuttle service</li> </ul>
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<b>STRATEGIC PRIORITY 7: Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses</b>			
By 2020, NMMU provides high-quality living, learning and working environments for students and staff on all campuses and at off-campus tuition centres through modern infrastructure, facilities and equipment that promote excellence in teaching, learning, research, engagement and service delivery. The physical learning environment is characterised by well-equipped and technology-enabled lecture venues, laboratories, and library and information services. Institutional processes, systems and infrastructure embrace innovative technologies and are continuously reviewed to ensure that they make a meaningful contribution to creating a vibrant, multi-cultural campus life and to sustaining the natural environment.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Create an enabling and vibrant multicultural, living, learning and working environment that fosters the holistic development of all staff and students.	<p>1.1 Provide facilities for social interaction and multi-cultural campus life events for staff and students.</p> <p>1.2 Create and foster an inclusive, affirming multicultural campus environment by means of structures and integrated programmes that provide opportunities for interaction through social, cultural, sport, recreational and other campus life events for staff and students.</p> <p>1.3 Establish and sustain the facilities, programmes and services that will cultivate a network of living and learning communities (LLCs) for students in residences.</p> <p>1.4 Develop and implement strategies to enhance the living and learning environments, facilities and support</p>	<ul style="list-style-type: none"> <li>- Established study &amp; buzz (social) spaces on all campuses</li> <li>- Established coffee shops &amp; range of food outlets on all campuses</li> <li>- Multi-purpose student-staff centre on North/South, MV &amp; George campuses</li> <li>- Existing space &amp; facilities used for Arts &amp; Culture, Sport &amp; Recreation, &amp; social events/activities upgraded</li> <li>- Established cross-functional forum of staff &amp; students to guide development of a vibrant, multi-cultural campus environment</li> <li>- Existing campus life programmes &amp; events reviewed &amp; integrated</li> <li>- Shared safe spaces provided to encourage exposure to &amp; learning from diverse perspectives</li> <li>- Reliable shuttle service available for campus life events</li> </ul>	<ul style="list-style-type: none"> <li>✓ No. study &amp; buzz spaces per building</li> <li>✓ No. outdoor buzz spaces &amp; picnic areas per campus</li> <li>✓ Usage of buzz spaces per campus</li> <li>✓ Availability of 24 hour study space per campus</li> <li>✓ No. coffee shops</li> <li>✓ No. &amp; variety of food outlets per campus</li> <li>✓ No. of multi-purpose centres</li> <li>✓ No., range &amp; quality of facilities &amp; services provided in multi-purpose centres</li> <li>✓ Staff &amp; student perceptions of campus life</li> <li>✓ No. discussions of diverse groups of students &amp; staff</li> <li>✓ No. of diversity competence/sensitisation workshops offered</li> <li>✓ No. learning activities that facilitate</li> </ul>

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	<p>services provided to students living off campus.</p> <p>1.5 Establish and sustain effective systems and services to support distance/off-campus students at tuition centres.</p> <p>1.6 Implement integrated approaches that promote comprehensive staff and student health and wellness on all campuses.</p> <p>1.7 Ensure that NMMU continually develops and implements best practices in all professional support services.</p>	<ul style="list-style-type: none"> <li>- Support for family responsibilities provided</li> <li>- Well-functioning &amp; vibrant programme for LLCs in all residences</li> <li>- Ongoing professional development for residence staff, house committees &amp; peer facilitators/mentors</li> <li>- Accredited off-campus accommodation</li> <li>- Venues secured that can be used by off-campus students for learning, studying &amp; socialising purposes</li> <li>- Effective systems &amp; services available to support distance education students from all faculties</li> <li>- Increased health awareness among staff &amp; students through medical screenings</li> <li>- Increase in number of staff &amp; students know their HIV status</li> <li>- More HIV+ persons accessing care &amp; support services</li> <li>- All eligible HIV+ positive persons to receive ARV treatment on campus</li> <li>- Better usage of all health &amp; wellness care &amp; support services by staff &amp;</li> </ul>	<p>learning from diverse perspectives</p> <ul style="list-style-type: none"> <li>✓ No. of campus life events per annum on each campus</li> <li>✓ Content of campus life events</li> <li>✓ Attendance of campus life events by staff &amp; students</li> <li>✓ No. of children of staff &amp; students in child-care facility</li> <li>✓ No. staff &amp; students seeking advice/counselling related to family matters</li> <li>✓ No. of staff &amp; students attending workshops on financial planning &amp; management</li> <li>✓ Range of student support services/progs provided in the residences</li> <li>✓ % students participating in LLC programmes &amp; activities</li> <li>✓ % residence students that indicate that they experience the residence environment as conducive to learning</li> <li>✓ No. of professional dev. opportunities provided to residence staff, house committees &amp; mentors</li> <li>✓ No. &amp; impact of off-campus LLCs</li> <li>✓ No. of accredited off-campus</li> </ul>
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		<p>students</p> <ul style="list-style-type: none"> <li>- Increased coordination of all health &amp; wellness activities/progs for staff &amp; students</li> <li>- Increased awareness of health &amp; wellness benefits through participation in sport &amp; recreation activities</li> </ul>	<p>accommodation sites</p> <ul style="list-style-type: none"> <li>✓ No. of off-campus venues that can be used for learning, studying &amp; socialising</li> <li>✓ No. of fully-fledged off-campus tuition centres for distance education</li> <li>✓ No. of teaching venues per off-campus tuition centre</li> <li>✓ Utilisation rates of off-campus tuition centres by distance education students from all faculties</li> <li>✓ Ratio of off-campus students to Internet-enabled computers at accredited tuition centres</li> <li>✓ 100% increase in number of persons participating in all health &amp; wellness campaigns</li> <li>✓ VCT uptake by staff &amp; students</li> <li>✓ No. of HIV+ staff &amp; students accessing care &amp; support</li> <li>✓ No. of HIV+ staff &amp; students receiving ARV treatment on campus</li> <li>✓ Decreased absenteeism rates of staff &amp; students</li> <li>✓ Improved staff morale (staff satisfaction survey)</li> </ul>
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			✓ No. of staff & students participating in sport & recreation activities ✓ Extent of coordination across all health & wellness activities/progs for staff & students
<b>STRATEGIC PRIORITY 7: Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
2. Develop and implement a framework for the management of NMMU's infrastructural and environmental resources, which promotes the sustainable achievement of a vibrant staff and student life on all campuses.	2.1 Develop a physical infrastructure master plan to support the achievement of the NMMU's plans to create and sustain a vibrant staff and student life.  2.2 Continually review the use of existing built infrastructure and develop and maintain strategies for its optimal utilisation.  2.3 Implement an accredited environmental management (IEM) system for planning and managing infrastructural projects, facilities and natural resources.  2.4 Develop and implement a comprehensive environmental management system that comprises a detailed climate change strategy and carbon management plan.  2.5 Develop and implement a holistic academic facilities management policy.	- Well consulted & -developed infrastructure master plan - Sustainable use of all university facilities - Monitored use of lecture venues - Affordable site relocation projects undertaken - Environmentally-friendly products & processes used for infrastructure projects to reduce our carbon footprint - Good environmental management ratings on accreditation of NMMU infrastructure - Effective use of non potable water for irrigation - Implemented environmental management awareness campaigns for staff & students - Widely implemented 'greening' activities (e.g. recycling) on all	✓ Optimal utilisation of lecture venues, laboratories, offices & seminar rooms on all campuses ✓ % academic departments occupying space in alignment with HEMIS space utilisation norms per campus ✓ % expenditure on implementing site relocations ✓ Reported incidences of lecture venue overcrowding per annum ✓ Annual expenditure on environmentally-friendly products & processes for infrastructure ✓ Environmental management accreditation ratings assigned to NMMU infrastructure ✓ % water conserved through use of non potable water for irrigation ✓ % energy consumption reductions ✓ % staff & students participating in "greening" activities per campus

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		campuses - Well-consulted & -developed academic facilities management policy	✓ No. & frequency of “greening” awareness campaigns ✓ No. of recycling facilities per campus
<b>STRATEGIC PRIORITY 7: Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
3. Develop and implement an integrated strategy for the planning, review and continuous improvement of institutional business processes and systems	<p>3.1. Design, implement and monitor an integrated institutional quality management system.</p> <p>3.2. Provide reliable and accurate management information to support evidence-based strategic planning, decision-making and institutional performance review at all levels of the institution.</p> <p>3.3. Promote strategic flexibility and excellence in service delivery, by reviewing, improving (and streamlining) institutional processes and systems.</p>	<ul style="list-style-type: none"> <li>- Researched &amp; benchmarked NMMU Quality Policy</li> <li>- Approved &amp; implemented NMMU Quality Plan (2011-2013)</li> <li>- Developed &amp; approved web-based institutional performance indicator framework</li> <li>- Developed &amp; implemented web-based management information system (MIS)</li> <li>- Evidence-based planning &amp; decision-making at all levels of the institution</li> <li>- Approved &amp; implemented system for NMMU support services quality reviews</li> <li>- Developed &amp; approved service level agreements (SLAs) for all support service divisions/units</li> <li>- Rolling three-year plan for review &amp; improvement of cross-functional institutional business processes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Researched &amp; benchmarked NMMU quality management model</li> <li>✓ Approved &amp; implemented NMMU Quality Policy &amp; Plan (2011-2013)</li> <li>✓ Developed &amp; approved web-based institutional performance indicator framework</li> <li>✓ Quarterly institutional performance reports to Council</li> <li>✓ Client satisfaction with web-based management information system</li> <li>✓ Approved &amp; implemented system for support services quality reviews</li> <li>✓ EMCOM approved SLAs for all support service divisions/units</li> <li>✓ Frequent monitoring of adherence to agreed-on SLA standards of service delivery</li> <li>✓ Ongoing monitoring of efficiency of NMMU business processes</li> <li>✓ Staff &amp; student satisfaction levels with support service delivery</li> </ul>

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		<ul style="list-style-type: none"> <li>- Implementation of lean management &amp; service excellence principles by all departments</li> <li>- Best practices in professional support services established &amp; implemented</li> <li>- Ongoing professional development of professional support staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implemented lean management &amp; business process re-engineering principles</li> <li>✓ No. of best practices implemented across range of services provided</li> <li>✓ No. of professional support staff engaged in continuing professional development (CPD)</li> </ul>
<b>STRATEGIC PRIORITY 7: Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
4. Ensure a quality educational environment through the effective use of technology in the areas of ICT, media and library services.	<p>4.1. Develop and implement an institutional strategy for the provision of adequate access to appropriate <b>ICT services and resources</b>:</p> <ul style="list-style-type: none"> <li>- Achieve a state where technology and access to technology is a pervasive part of student culture and learning at the NMMU</li> <li>- Improve imaging services and reduce the overall volume of paper based images created</li> <li>- Improve messaging and communication infrastructure to staff and students</li> </ul>	<ul style="list-style-type: none"> <li>- Improved student to workstation PC ratios</li> <li>- Widespread access to 'lite' workstations on all campuses</li> <li>- Every student has a personal mobile computing device (cellphone/Blackberry/iPhone/Laptop)</li> <li>- Affordable, high quality and readily available imaging services to all staff and students (scan, copy, fax, print services)</li> <li>- More efficient use of printing &amp; imaging resources</li> <li>- Widespread access on all NMMU campuses to telephony (Voice over Internet Protocol - VoIP) services, including wireless access</li> <li>- Unified messaging capability</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student to workstation PC ratio on each campus is at least 1 PC per 5 students (adjusted according to no. of student laptops)</li> <li>✓ At least one 'lite' workstation on each floor &amp; multiple stations in each social area</li> <li>✓ Every student has a registered mobile computing device on the NMMU network</li> <li>✓ All staff &amp; students have access to working imaging multi-function devices on each floor of each building</li> <li>✓ Large reduction in printing devices &amp; consumables - 50% reduction of desktop printing</li> </ul>

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	<ul style="list-style-type: none"> <li>- Improve and deploy network infrastructure in line with business needs</li> <li>- Improve availability and utilisation of information</li> <li>- Improve enterprise content management (ECM) services</li> <li>- Provide specialised computing resources in support of teaching, learning and research</li> <li>- Empower staff and students to use technology as a normal part of mainstream teaching and learning provision, processes and practices in a blended learning environment</li> <li>- Capability for rapidly responding to changing business needs through the use of flexible ICT solutions</li> </ul>	<ul style="list-style-type: none"> <li>- Capability to support video conferencing via desktop, mobile computing device or dedicated video conferencing equipment.</li> <li>- Campus-wide unified wireless communications platform for data &amp; rich media applications, with central management &amp; single login for authentication</li> <li>- High capacity, highly resilient WAN links between all NMMU campuses</li> <li>- System independent knowledge objects to provide secure self-help reporting capabilities</li> <li>- Business process enablement through ICT</li> <li>- Improved systems through which information is captured &amp; processed</li> <li>- Facilitate training to empower users in the use of flexible technology solutions</li> <li>- Improved utilisation of the ECM system and promote a culture of paperless business processes</li> <li>- Access to specialist computing resources in support of academic &amp; research requirements</li> <li>- Capability to produce blended</li> </ul>	<ul style="list-style-type: none"> <li>✓ No. of staff &amp; students with network (incl. wireless) access to VoIP services on all campuses</li> <li>✓ Capability for staff and students to receive voice messages via e-mail</li> <li>✓ Availability of basic personal video conferencing for staff &amp; students on all campuses</li> <li>✓ % wireless access coverage (map)</li> <li>✓ Available inter-campus bandwidth</li> <li>✓ Broadband experience by users</li> <li>✓ New online reporting facilities available to staff &amp; students</li> <li>✓ Some core business processes identified, analysed &amp; improved</li> <li>✓ No. of trained users in the use of flexible technology solutions</li> <li>✓ Increase in business areas using imaging system</li> <li>✓ Reduction in paper files</li> <li>✓ Efficient &amp; effective storage, search, retrieval, collaboration, dissemination &amp; archiving of enterprise information</li> <li>✓ Specialised computing needs addressed</li> <li>✓ No. of blended learning training programmes</li> </ul>
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		<p>learning products</p> <ul style="list-style-type: none"> <li>- Integrated training programmes for staff members to sustain blended learning environment</li> <li>- Users have 24/7 access to suitable technology for use in a digitally enhanced T&amp;L environment (e.g. cell phones/laptops)</li> <li>- Appropriately sized &amp; suitably skilled ICT staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ No. of lectures digitally recorded</li> <li>✓ No. of lecturers using blended learning technology</li> <li>✓ No. of technology-enabled lecture venues</li> <li>✓ Training, certification &amp; qualifications of ICT staff</li> <li>✓ Related industry benchmark (e.g. Educause report) for ratio of ICT staff to users</li> <li>✓ Annual operating, capital and HR expenditure on ICT services</li> </ul>
	<p>4.2 Develop and implement an appropriate technology-based, <b>integrated media services</b> and infrastructure to support quality teaching and learning:</p> <ul style="list-style-type: none"> <li>- Develop and implement an appropriate technology-based infrastructure and structures to support quality teaching and learning by ensuring equitable access and exposure to digital audiovisual technologies.</li> <li>- Improve end user competency and technology literacy skills in order to facilitate human-technology interaction</li> <li>- Develop and implement appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Guaranteed accessibility to audiovisual equipment for the delivery of PowerPoint &amp; other presentation programme outputs (Note: this solution does not include permanent PC's in lecture venues and relies on the ICT goal of all staff having their own laptops by 2013)</li> <li>- Staff enjoy access to an Apple Macintosh dual platform Graphic Design option &amp; full desktop publishing (DTP) production</li> <li>- Improved access to audiovisual production facilities in IMS</li> <li>- Enhanced staff access to well maintained, serviced equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Uniformity in terms of information transfer enhancement</li> <li>✓ Quality graphic support for teaching and research outputs</li> <li>✓ Availability of quality imagery for inclusion into teaching outputs</li> <li>✓ No. of academic staff able to troubleshoot &amp; problem solve certain system &amp; equipment faults</li> <li>✓ Reduced AV infrastructure &amp; equipment downtime caused by operator misuse</li> <li>✓ Improved preventative maintenance &amp; emergency call out response by IMS staff</li> <li>✓ Outsourced maintenance to</li> </ul>

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	<p>structures that support the total audiovisual operation at the NMMU.</p>	<ul style="list-style-type: none"> <li>- Students access DVD-recorded lectures</li> <li>- Students access live streaming of lectures in real time via videoconferencing or a satellite uplink (infrastructure in place)</li> </ul>	<p>augment internal servicing</p> <ul style="list-style-type: none"> <li>✓ % of old &amp; outdated equipment &amp; technology reduced</li> <li>✓ Implementation of scheduled equipment replacement cycle</li> <li>✓ No. of lectures recorded using a laptop, webcam, microphone/ headset &amp; dedicated software</li> <li>✓ No. of DVD-recorded lectures posted on the web</li> <li>✓ No. of pre-recorded lectures produced in IMS studios</li> <li>✓ No. of lectures recorded by video production teams in real time in a multi-camera environment</li> <li>✓ No. of students accessing recorded lectures as reinforcement material to enhance their success</li> </ul>
	<p>4.3 Develop and implement an institutional strategy for the effective provision of electronic <b>library and information services</b> to enhance T&amp;L and research:</p> <ul style="list-style-type: none"> <li>- Researched and implemented e-technology strategies to facilitate electronic access to information resources</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of appropriate technology &amp; development of e-access through eServices</li> <li>- Increased web access through integrated collections with seamless access to information resources</li> <li>- Provision of industry standard hardware, software, Internet access &amp; access to appropriate e-learning platforms for all programmes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adequate &amp; reliable connectivity &amp; bandwidth to support all LIS functions</li> <li>✓ Integrated digital collections management with seamless access</li> <li>✓ Updated industry standard hardware, software, Internet access and access at all LIS Branches</li> <li>✓ iCommons/ Research Commons at all LIS branches</li> </ul>

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	<ul style="list-style-type: none"> <li>- Provision of training and services that allow Library Users optimal benefit from accessible/available information resources</li> <li>- Access to comprehensive and up-to-date print and electronic information resources and collections to support NMMU's objectives in relation to teaching, learning and research</li> <li>- Adequate resourcing of NMMU e-strategy</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced e-access through Web services and Library 3.0</li> <li>- Established point-of-need &amp; Virtual Reference Services through provisioning of Ask-A-Librarian services from physical &amp; virtual service points</li> <li>- Online tutorials developed, implemented &amp; made available on LIS website</li> <li>- Information literate library users</li> <li>- Provision of access to print &amp; electronic information resources &amp; collections</li> <li>- Enhanced e-Resources &amp; e-collections</li> <li>- Collaboration with other NMMU departments to provide access to currently unexposed resources, e.g. exam papers, grey literature, research output &amp; archival material</li> <li>- Increased funding for online and printed resources in line with HEQC &amp; international benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Seamless access to more online resources for LIS users</li> <li>✓ Ask-A-Librarian services utilised for information provision</li> <li>✓ eLearning software, e.g. Moodle implemented</li> <li>✓ Increased no. of on-line training sessions</li> <li>✓ Increased no. of information literate library users</li> <li>✓ Procured e-Resources</li> <li>✓ Investigated &amp; evaluated SANLIC package offers</li> <li>✓ Increased access to high-demand materials for residential &amp; off-campus students</li> <li>✓ Consortium (SEALS) buying power</li> <li>✓ Increased no. of LIS users with access to e-exam papers, grey literature research output &amp; archival material</li> <li>✓ Enhanced integrity of WebPac</li> <li>✓ % of total LIS budget allocated to e-Resources</li> <li>✓ % of total NMMU budget allocated to LIS</li> <li>✓ Cost-effective subscriptions to e-Resources</li> </ul>
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## NELSON MANDELA METROPOLITAN UNIVERSITY VISION 2020 STRATEGIC PLAN

<b>STRATEGIC PRIORITY 8: Maximise human capital potential of staff</b>			
By 2020, NMMU is strategically positioned as an employer of first choice for talented scholars and professionals through its affirming institutional culture and its emphasis on systems and processes that value diversity, excellence, growth, and employee advancement. Staff are empowered to realise their full potential by providing superior learning and development opportunities, competitive remuneration, equitable reward and recognition systems, and comprehensive employee wellness programmes.			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
1. Develop a brand that positions the NMMU as an employer of first choice	<p>1.1. Create and sustain an institutional culture which is conducive to achieving individual and institutional excellence.</p> <p>1.2. Establish NMMU as an employer of first choice.</p> <p>1.3. Development and implement systems and processes to value growth, development and employee advancement.</p> <p>1.4. Establish a unique employer brand compatible with the NMMU brand pillars.</p>	<ul style="list-style-type: none"> <li>- Approved Excellence Development System (EDS) implementation plan</li> <li>- Post-merged institutional culture integration plan</li> <li>- Rollout of Individual Development Plans (IDPs) for all employees</li> <li>- Benchmarking tool &amp; Employer of Choice action plan</li> <li>- Attraction &amp; Retention Plan</li> <li>- Competitive remuneration strategy</li> <li>- Embedded learning organisation principles</li> <li>- Superior learning &amp; development (L&amp;D) opportunities provided</li> <li>- Developed, coordinated &amp; delivered comprehensive organisational development (OD) programmes tailored to meet the needs of academic &amp; professional employees</li> <li>- Provided coaching, support &amp; management development programmes for managers &amp;</li> </ul>	<ul style="list-style-type: none"> <li>✓ % of staff participating in EDS</li> <li>✓ % of staff participating in IDPs</li> <li>✓ Comprehensiveness &amp; relevance of organisational culture surveys</li> <li>✓ Comprehensiveness &amp; relevance of benchmarking analysis</li> <li>✓ No. of talented employees attracted &amp; retained annually</li> <li>✓ % of scarce &amp; critical Skills employees attracted &amp; retained annually</li> <li>✓ % of staff participating in L&amp;D opportunities</li> <li>✓ % &amp; no. of managers participating in coaching &amp; mentorship training</li> <li>✓ % &amp; no. of employees participating in OD interventions</li> <li>✓ Brand strength survey</li> </ul>



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		supervisors - Provide mentoring & multi-skilling opportunities to encourage & support employees to maximise their contribution & meet their full potential - HR Employee Branding Plan	
<b>STRATEGIC PRIORITY 8: Maximise human capital potential of staff</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
2. Implement and monitor programmes to enhance human resources development transformation at NMMU	2.1 Build institutional capability to support V2020 knowledge and skills requirements.  2.2 Develop a formalised strategic workforce planning process to provide workforce capability to ensure that employees are able to meet current and future business objectives.  2.3 Establish an integrated institutional L&D delivery system.  2.4 Provide opportunities for employee development and learning and career enhancement, through the development, implementation and coordination of policies and programmes designed to increase organisational effectiveness and develop individual potential.	- Conducted HCM competency gap analysis - V2020 aligned L&D programmes - Future Workforce Plan - Integrated approach to workforce & business planning - Coached & supported managers to facilitate & implement workforce planning within their various directorates - Integrated L&D plan, programmes & processes (HRD, RCD & HEADS) - Aligned L&D programmes (to EDS and IDPs) - Provided coaching, support & training for managers & supervisors in the effective management of employees - Developed, implemented & monitored employee development	✓ Comprehensiveness of gap analysis ✓ % of managers participating in workforce & business planning ✓ Quantitative & qualitative assessment of V2020 alignment ✓ Extent of career enhancement ✓ No. & % of staff participating in Learning & Development opportunities ✓ Extent of coordination of L&D plans, programmes & processes ✓ Comprehensiveness of employee diversity profile ✓ % employee diversity in all occupational categories & at all Peromnes levels ✓ Extent of integration of diversity & equity principles & practices into human resources policy, practices

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	2.5 Promote equity and social responsiveness by creating a work environment that achieves excellence through diversity.	<p>policies &amp; procedures to regulate employee advancement</p> <ul style="list-style-type: none"> <li>- Increasingly diverse employee equity profile</li> <li>- Principles &amp; practices of equity &amp; diversity integrated into all aspects of human resources policy, practices &amp; programmes</li> </ul>	& programmes
<b>STRATEGIC PRIORITY 8: Maximise human capital potential of staff</b>			
STRATEGIC GOALS	STRATEGIC OBJECTIVES	OUTPUTS	INDICATORS
3. Develop and implement strategies to ensure effective leadership at the NMMU	<p>3.1. Foster an environment for effective institutional and personal leadership at all levels.</p> <p>3.2. Develop leaders who are capable, committed, and complete (transactional, transformational and situational leadership) at each level of the organisation to ensure the achievement of current and future success.</p>	<ul style="list-style-type: none"> <li>- Developed &amp; implemented leadership &amp; management development programme</li> <li>- Developed &amp; implemented personal leadership programmes to develop leaders at all levels</li> <li>- Identified leadership requirements &amp; key behaviours necessary to deliver V2020 strategy</li> <li>- Developed comprehensive, customised plan to develop a leadership pipeline</li> <li>- Developed selection process that defines leadership requirements of all mission-critical jobs &amp; accurately assesses candidates' fit</li> <li>- Measured impact to determine improvement opportunities in</li> </ul>	<ul style="list-style-type: none"> <li>✓ % participation in various leadership &amp; management development programmes</li> <li>✓ % participation in leadership pipeline programmes</li> <li>✓ No. of pipeline leaders developed</li> <li>✓ Leadership effectiveness survey</li> </ul>

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		respect of leadership effectiveness	
<b>STRATEGIC PRIORITY 8: Maximise human capital potential of staff</b>			
<b>STRATEGIC GOALS</b>	<b>STRATEGIC OBJECTIVES</b>	<b>OUTPUTS</b>	<b>INDICATORS</b>
4. Develop and implement strategies to ensure employee and institutional wellness	<p>4.1. Develop an integrated approach to employee and institutional wellness.</p> <p>4.2. Develop strategies and policies to foster a cooperative relationship with organised labour.</p>	<ul style="list-style-type: none"> <li>- Developed plan to train managers to ensure effective understanding of &amp; participation in the Employee Wellness Programme (EWP).</li> <li>- Provided coaching, support &amp; management &amp; leadership advice to line managers to empower them to effectively deal with Employee Wellness within NMMU.</li> <li>- Monitored trends &amp; developed strategies to ensure compliance with labour relations frameworks.</li> <li>- Developed &amp; maintained effective communication strategies to empower managers with respect to HR policies &amp; industrial relations protocols.</li> <li>- Developed new partnership initiatives with organised labour in advancing V2020 objectives.</li> </ul>	<ul style="list-style-type: none"> <li>✓ % participation in the EWP</li> <li>✓ % participation of managers in coaching programme</li> <li>✓ Compliance reports</li> <li>✓ No. of new partnership initiatives with organised labour</li> </ul>

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