

TRANSFORMATION PLAN

2023-2027



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Transformation Office

Transformasiekantoor
Kantoro ya Ditirelo tša Diphetogo

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EXECUTIVE SUMMARY



After several paradigm shifts that the University of Pretoria has undergone in building on the significant achievements it has made to date, it is striving to enhance the integration of transformation imperatives into its culture and practices. Its transformation philosophy is embedded in THE UP WAY, which is its ethos of excellence, perseverance, respect, creativity, innovation, diversity, growth, kindness and making a difference every day.

As mentioned in the UP Strategy 2022–2026, transformation at the University is integral to everything we do and to our core mission of teaching, learning, research and societal engagement. Our overarching transformation imperative has multiple dimensions, among them:

- Creating a thoroughly inclusive institution with a diverse student body, taught by a diverse, qualified academic staff cohort
- Producing impactful, high-quality research that matters, and that contributes to solving complex issues
- Promoting a transdisciplinary approach to research and deploying knowledge for social, economic and environmental change
- Eliminating gender-based violence, sexism, racism, homophobia, xenophobia and all kinds of discrimination and prejudice
- Creating a welcoming university that is enabling and future-oriented
- Pursuing continuous curriculum reform, renewal and transformation
- Achieving excellence and innovation in teaching and learning to achieve higher access and success rates
- Offering hybrid modes of teaching, learning and assessment that are relevant to a 21st-century world where ubiquitous access to information is a prerequisite
- Ensuring financial sustainability to achieve our goals

Our approach to achieving a transformed, equitable and inclusive university community is driven by transformational leadership that creates a culture of engagement, collaboration and innovation, and transformed institutional systems, and ensures effective and efficient oversight and governance.

Transformational leadership

It is no secret that one of the most instrumental keys to achieving sustainable and institution-wide transformation is visible and active leadership. It is expected that top and senior leaders take the lead in speaking out about transformation, and in building an inclusive institutional culture. Meaningful, sustained and ongoing transformation requires a shared vision and the commitment of the entire UP community. UP's transformation leaders are change agents and can work on the hearts and minds of the people they lead. A suite of leadership skills and competencies such as engagement, participation, pace-setting, clear decision-making, coaching and mentoring – along with the ability to use different styles for different situations and contexts – is central to transformational leadership. Transformational leadership is also a prerequisite that enables an innovative, flexible and agile culture.

Creating a culture of engagement, collaboration and innovation

The recent Institutional Culture Survey provided an opportunity for the UP community to make its voice heard. To transform our institutional culture in a way that builds trust and enables all to reach their full potential, inclusive spaces for engagement,



critical thinking and collaboration must be explored. We should be open to shifting the current culture and encouraging the collective co-creation of solutions to address the barriers and obstacles that are identified.

Transformed institutional systems, policies and practices

Institutional systems, which comprise people, processes and infrastructure, are entrenched in the institutional culture, and reflect “the way we do things around here”. Unchanged institutional processes and routines create inertia and powerful resistance to change. Through our core functions of teaching, learning, research and engagement, shaped by curricular transformation and an inquiry-led approach, we give expression to a transformed university.

Effective and efficient oversight and governance structures

Effective monitoring and evaluation are prerequisites for learning and improvement on our transformation journey. In monitoring, we go beyond compliance and meeting targets, and explore whether we are meeting the spirit of transformation, and the extent to which we are shifting the institutional culture and lived experiences.

Deans and directors are the core drivers of implementing transformation in their areas of influence and accountability. Transformation should not be seen as a separate or added-on function. It is integral to the work of the department and faculty.

Transformation committees and related structures are there to play a critical role in guiding, supporting, assessing and monitoring the transformation process, as well as intervening appropriately where necessary. These structures include:

- The Vice-Chancellor and Principal
- The Transformation Office
- Transformation committees in faculties and professional departments
- The Institutional Transformation Committee
- The Executive Committee
- The Institutional Forum
- Council

These structures function in close collaboration with various other university structures.

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1. INTRODUCTION

Transformation in the higher education sector entails creating a system that is free from all forms of unfair discrimination, barriers to access and success. Such a system is also built on the principles of social inclusivity, mutual respect and acceptance. Several transformation-oriented initiatives at the University of Pretoria (UP) have sought to effect institutional change. The deliberate adoption of regulations has aided the removal of unfair discrimination, expanding access to education and training opportunities, and improving the quality of education, training and research. These initiatives have been grounded in the constitutional principles of human dignity, equality, freedom, non-racialism and non-sexism.

South Africa's constitution guarantees the right to further education and requires the State to take reasonable measures to ensure that further education is progressively available and accessible to all. The Higher Education Act, No. 101 of 1997, as amended, recognises the need to redress past discrimination, ensure representivity and equal access to higher education, and promote the values that underlie an open and democratic society based on human dignity, equality and freedom.

To align the higher education sector's transformation with the constitutional and legislative imperatives to transform higher education and make it accessible to all, a holistic approach that focuses on increasing the numbers of previously disadvantaged students in our universities is needed. We also need to explore other structural factors that may hinder access to education, such as cost, cultural inclusion into the social fabric of universities, curriculum change, and the face of the faculties in some of our institutions of higher learning. All these factors need to be explored from a human rights-based perspective.

While a key ethos of the Constitution, the Higher Education Act and the Policy Framework for the Realisation of Social Inclusion in Post-School Education and Training Institutions is social cohesion and inclusion, it is generally felt that such transformation within institutions is applied "only when convenient" and as an obligation. This reflects an externally located drive for change according to national prerogatives, rather than a collective academic struggle for self-reconstruction at the everyday level of departmental cultures. Because of this, many transformation initiatives amount to mere "window-dressing" and do not result in actual change or real transformation that benefits those who lack systemic and institutional power.

Therefore, it is key that, in implementing transformation within the University of Pretoria, management structures ensure that the process is sincere, genuine and inclusive, extending through all university structures, and that the change agents have full "buy-in" into the process.

Transformation entails bringing about radical change in ourselves, and advocating change to address structural defects and dehumanising systems for the betterment of higher education. In this way, it is possible to build a culture of mutual respect, trust, cooperation, tolerance and humaneness for a shared future where all are valued, their dignity is respected and conditions are created for all to reach their full potential. It is an ongoing process and not an event or an end in itself. It is a journey that requires tolerance, fairness, equity and the willingness and courage to ask difficult questions. It goes beyond addressing the ills of the past, to tap into a broader pool of talents that will secure our collective future in a meaningful way.

Transformation today includes the ongoing facilitation of:

- a diverse and cosmopolitan student cohort in terms of race, gender, religion, sexuality, culture, socioeconomic status, disability, nationality and academic background;
- enhanced access for talented students and staff;
- an evolution of the institutional culture where everyone feels comfortable within the University;
- the use of language to drive equality, diversity and inclusion;
- a re-thinking and reorganisation of the curriculum to be inclusive of African and global knowledge systems and contextual challenges;
- the implementation of policies, protocols and procedures to root out various forms of discrimination and harassment; and
- processes to identify and remove barriers to access, wellbeing, progression and the success of staff and students.

In this context, and consistent with the broader reimagining of UP, we are presented with an opportunity to invigorate and accelerate our transformation agenda in a way that not only addresses the past, but creates the conditions to mobilise our rich and diverse talents, where all members of the UP community give full expression to their talents. It entails shifting from a compliance mindset to recognising that transformation is critical to realising our ambition to be a leading research-intensive university, and to embracing and embedding it as a source of advantage.

2. PATHWAY TO DEVELOPING THE 2023–2027 TRANSFORMATION PLAN

In reviewing the plan, the process began by convening the Transformation Review Committee Workshop, which took place over two days. From this strategic conversation, a framework to develop the plan was agreed upon through discussion and examining the current status quo of transformation, performance over the past five years, and integration of the results of the Institutional Culture Survey. The document was shared with a broad range of stakeholders to engage the university community.

3. OUR VISION FOR TRANSFORMATION

The University recognises that its vision of being “a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally” can be achieved when we build higher education institutions that are committed to shaping a new society that is just, equal, equitable and prosperous.

In pursuit of substantive and strategic transformation that responds to societal problems, UP understands that this will require new modalities for engagement in intentional collaborative efforts and transdisciplinary solutions. This will require us to:

-
- instil and nurture a culture of inclusiveness where diversity is valued and celebrated;
- foster the creation of new knowledge, innovation and excellence by bringing diverse staff and students into the institution; and
- create an enabling culture that provides diverse staff and students with sufficient opportunities to contribute positively to decision-making.

4. UP'S TRANSFORMATION JOURNEY

The University of Pretoria has been on a transformation journey for over two decades. The process is an ongoing one. Although progress has been made, intentional work still needs to be done to realise our full transformational potential and aspiration for a *transformed, inclusive and equitable university community* that serves as a critical gateway and societal vehicle to advance the transformation and development imperatives of the country.

The transformation intent and imperative are clearly outlined in our institutional strategic frameworks: UP 2025, the 2022–2026 Employment Equity Plan, and the current five-year strategy ‘Destination 2026 and Beyond’. This intent is congruent with South Africa’s constitution, as well as policies, statutes and frameworks in the higher education space. It seeks to not only address the past, but to create the conditions to mobilise our diverse talents, and for all members of the UP community to reach their full potential.

We recognise that the journey and the issues we need to address are complex – and that both the issues and the progress made are seen from different perspectives. Honest conversations and self-critique are essential for a collective understanding and commitment to accelerate progress on the journey towards our shared future.

5. A REVIEW OF UP'S TRANSFORMATION PERFORMANCE: 2017–2021

Our strategic priorities demonstrate a holistic view of transformation. Oversight structures are in place at different organisational levels, although there is an opportunity to better utilise their effectiveness.

Resources have been applied to specific transformation initiatives, such as the establishment of a Diversity Fund to support the development of talent and the provision of reasonable accommodation support for staff and students with disabilities. The establishment of the Transformation Office to drive the institutional transformation agenda is a notable milestone, and further resourcing of this office will advance the work that needs to be done.

During the period 2017 to 2021, a particular focus has been on meeting agreed targets. This has been achieved. Notwithstanding the importance of quantitative measurement and progress towards meeting targets, we recognise that, in itself, this does not fully describe our successes, weaknesses or the state of the transformation of our University community. Furthermore, a singular focus on targets may breed complacency. Institutional barriers remain a challenge, including the shifting of mindsets, institutional silos, rigid bureaucratic processes and various aspects of the institutional culture.

In interpreting the results of the Institutional Culture Survey, it appears that lived experiences may not universally reflect a sense of belonging and identity, a spirit of transformation or the desired culture.

Below is a detailed progress report on the 2017–2021 Transformation Plan.

5.1 Ensuring access to a diverse student body

Over the period 2017 to June 2021, the percentage of black undergraduate students grew to 65.3%. This percentage surpassed the target of 57.39% that the University had set itself in 2017. To ensure that undergraduate students are supported efficiently, the Department of Student Affairs (DSA) established a First-year Experience Project aimed at providing first-year students with support beyond the Orientation Week, extending throughout their first year on campus. The programme focuses on health and wellness, and includes financial wellness to enhance success in the first year of students' studies. The programme aims to integrate first-years into the UP student community and develop a sense of belonging in the early stages of their journey.

Additionally, the DSA's Student Development Division coordinates the STARS Mentorship Programme. This programme assists first-year students with their adjustment from high school to university by offering social and emotional support to boost their academic performance. To recruit learners with disabilities to UP, with a specific focus on black learners with disabilities, the DSA's Disability Unit pioneered recruitment processes for Grade 12 learners with disabilities in the Gauteng region. As a result, 333 students with disabilities are enrolled in different programmes at the University.

5.2 Student success

Since 2012, the University has followed an integrated approach to student success, with a distinct focus on the first-year experience through academic orientation (face-to-face and online), mentoring, advising and tutoring. To this end, since 2016, the University has diversified and bolstered a range of student support and academic success initiatives.

The UP-Readiness Survey uses Qualtrics to measure students' readiness for university education. Readiness for university education can broadly be defined as the level of preparedness of a student (financial, social and academic engagement) to succeed at a higher education institution. The results are used to identify first-time-entering first-year students for targeted interventions, such as the peer mentorship programme or academic advising by the faculty student advisors (FSAs). In addition, the information may be used to identify and refer students who indicated financial distress, accommodation challenges, data or device challenges, or a recognised disability to the respective support departments. In general, the results are used to obtain a better understanding of the profile of the new student cohort. The overall module pass rate for UP increased from 82.5% to 86.0% between 2018 and 2021.

The FLY@UP project intends to raise awareness among students that completing their degrees in the minimum period has significant advantages. These include minimum tuition fees, as well as starting postgraduate studies or earning a salary earlier than those not completing their degrees in the minimum time. The FLY@UP campaign is a comprehensive institution-wide student success programme. The campaign signals to students that completing their degrees in the minimum time is their responsibility. Students taking responsibility for their life and career goals is one of the key graduate attributes that the University endeavours to engender and encourage. Of course, with this project, the University also seeks to indicate its commitment to assisting students to complete their degrees in the minimum time and to enhance student success more generally. The impact of the student success interventions can be seen in improving pass rates.

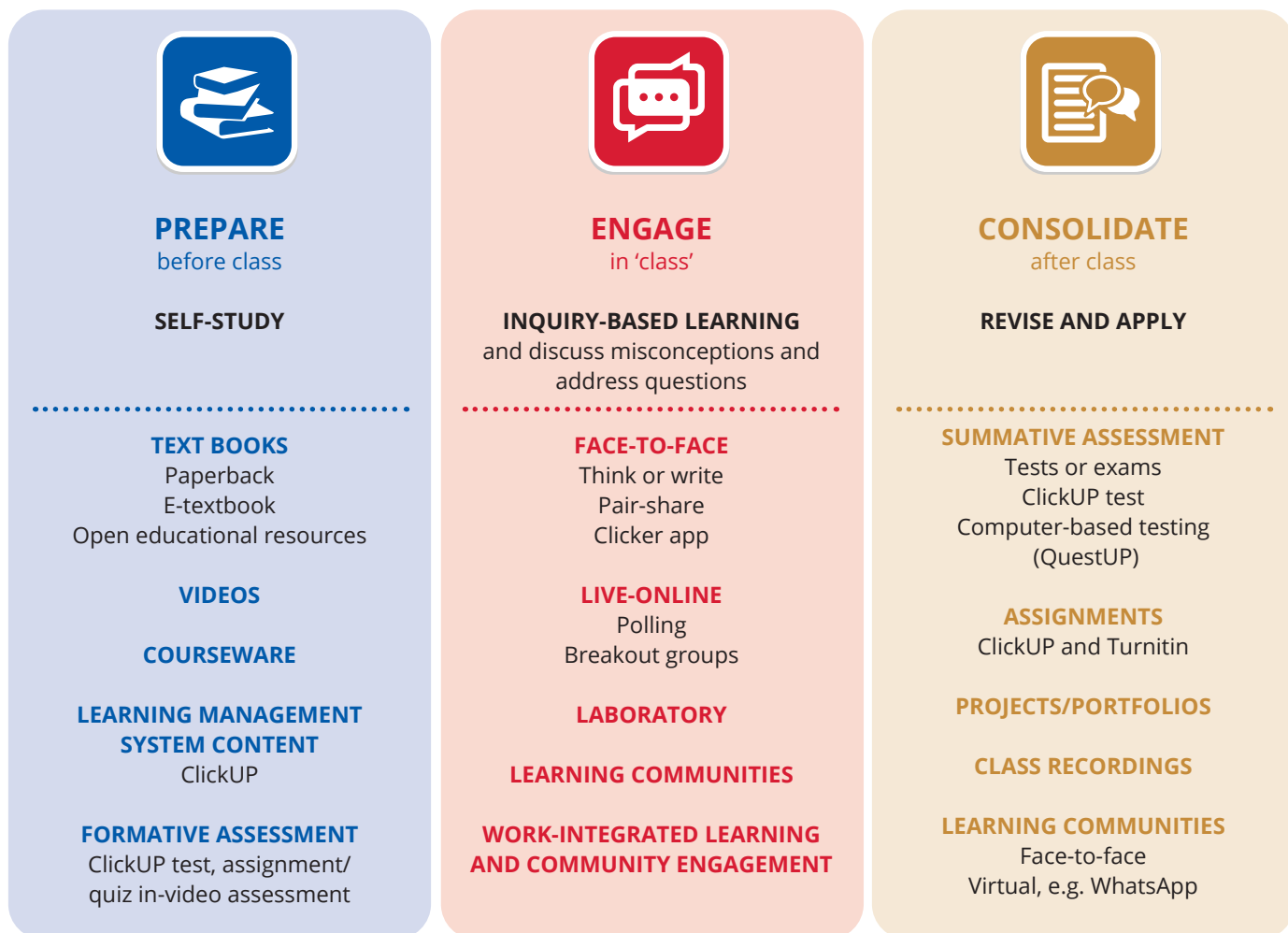
A key step towards enhancing student success at UP is to provide quality teaching and learning opportunities using quality, relevant and updated curricula and assessments. The past few years have marked a renewed realisation that teaching and learning is the most critical student success factor. This is evident in the USA-based Achieving the Dream, the UK's Teaching Excellence Framework, the European Forum for Enhanced Collaboration in Teaching (EFFECT) project, and locally, the Department of Higher Education and Training (DHET)'s Framework for Enhancing Academics as University Teachers. Tertiary education must develop students who can thrive in the workplace. This requires good-quality teaching and learning.

In terms of preparing students for future employability, recent studies about the Fourth Industrial Revolution (4IR) identified the following skills and values as essential: adaptability, career navigation, self-directed learning, lifelong learning, the ability to solve complex problems by taking a multidisciplinary approach, critical thinking, innovation (creativity), teamwork (collaboration), environmental awareness, work ethic and ethical reasoning, intercultural awareness and digital fluency. Because of the fast-changing workplace, lifelong learning has become a critical skill. Steele, C.M. (2011) argues that "[t]he best education does not prepare students for a test, or college or a job. It prepares them to keep learning". It is therefore

important that teaching moves beyond the transmission of information, and learning beyond memorising facts. We need to develop students' thinking skills and create opportunities for students to take control of their learning and to be self-directed lifelong learners that can navigate their careers.

In 2019, the Department for Education Innovation developed and introduced the concept of Teaching and Learning the UP Way to prepare our students for their future workplaces. The framework requires students to come to class prepared, complete a pre-class assessment and engage during class.

Figure 1: Teaching and learning



Combining the latest technological advances with good-quality teaching creates new possibilities and the opportunity to develop authentic, flexible, individualised, adaptive and active learning environments. This is vital, as such environments could enhance students' knowledge, creativity and problem-solving abilities. Quality instruction requires students to come to class prepared, as this enables new teaching to build actively on students' prior knowledge. Instead of providing only post-class support (tutors and clickUP), there is an emphasis on students coming to classes prepared.

Students are essential participants in improving lecturers' teaching practices, and as such, their feedback is of great value to the lecturer. Evaluation KIT (Watermark) enables students to provide feedback on the effectiveness and quality of teaching through a single sign-on in the learning management system (LMS), anywhere and from any device, including phones. This platform allows academic staff and their line managers to develop and accumulate a portfolio of evidence, which can be used for performance management and academic promotion purposes. The electronic lecturer and module evaluation system's function helps academic staff to reflect on and gain new insights into their practice to enhance the standard and quality of their teaching.

5.3 Accelerating employment equity

Table 1: Academic diversity: Growth in black academics

Staff category	2016	2017	2018	2019	2020	2021
Head of Department – Professor	8.8%	11.3%	11.4%	12.4%	12.7%	12.6%
Head of Department – Associate Professor	9.9%	10.3%	16.5%	17.3%	19.3%	20.6%
Senior Lecturer	17.4%	18.9%	17.8%	20.1%	23.2%	24.6%
Lecturer – other	31.1%	35.4%	38.7%	40.2%	45.1%	49.4%
Total	19.4%	22.9%	24.1%	26.3%	29.0%	31.1%

The table above demonstrates the growth in the percentage of black academics from January 2016 until December 2021. The University had set a target of 30.6% black academics by December 2021. It surpassed the target by 0.5%. The lecturer – other and Head of Department – Associate Professor categories achieved the highest growth in black academics at 18.3% and 10.7%, respectively, while the Senior Lecturer and Head of Department – Professor staff categories achieved a nominal growth at 7.2% and 3.8% of black academics, respectively.

Further initiatives for accelerating employment equity (EE) to enhance UP's academic equity profile, including the strategic appointment and placement of qualifying candidates, are currently being implemented. These include the following:

- An order of preference is implemented for candidates from designated groups for all new appointments.
- Vacant posts in faculties, departments or divisions where there is unsatisfactory progress toward EE numerical goals are earmarked and advertised exclusively for filling by black candidates.
- Preferential interviews are arranged for identified black candidates with demonstrated potential, without advertising available vacant posts.
- Strategic appointments are made in posts created to achieve employment equity.
- All new appointments of non-designated staff are monitored by the Director: Human Resources.

Table 2: Staff with disabilities

Staff category	African		Coloured		Indian		White		Total
	F	M	F	M	F	M	F	M	
Head of Department – Professor	0	0	0	1	0	0	0	2	3
Head of Department – Associate Professor	0	0	0	0	0	0	1	2	3
Senior Lecturer	0	0	0	1	1	0	1	1	4
Lecturer – other	0	1	0	1	1	0	3	2	8
Grade 1–6	1	0	0	0	0	0	2	4	7
Grade 7–9	0	1	0	0	0	0	7	11	19
Grade 10–12	7	1	0	0	1	0	9	2	20
Grade 13–18	0	2	0	0	0	0	0	1	3
Total	8	5	0	3	3	0	23	25	67

Persons with disabilities made up 1.3% of the University's staff complement. Coloured females and Indian males remain severely under-represented, while both white male and white female staff members with disabilities are over-represented.

Table 3: Diversity talent pool

Diversity Fund posts					
Faculties and units	2016	2017	2018	2019	2020
Humanities	1	1	0	0	0
Natural and Agricultural Sciences	0	1	1	0	1
Law	0	0	0	1	1
Theology and Religion	2	2	2	2	1
Economic and Management Sciences	2	3	3	3	3
Education	1	1	1	1	0
Health Sciences	2	2	2	2	2
The Registrar	1	1	0	1	0
Total	9	11	9	10	8

The Diversity Fund was established as a dedicated financial resource to support transformation and cater for the appointment of academic staff from designated groups. The Diversity Policy requires faculties to mainstream Diversity Fund appointees into their departmental structures within three years to create opportunities for further diversity appointments.

5.4 Enhanced research capacity and productivity of black and women academics

From 2018 to 2021, the University supported early-career academics through 74 grants to the value of R10 096 951,39. This was done through the University Capacity Development Programme. Within the same period, 55 women (74%), 36 black researchers (49%) (both male and female) and 15 black women (20%) were supported through a total investment of R2 666 916,90.

In addition, 730 one-on-one mentorship sessions were provided in the same time frame (2018–2021). A total of 109 researchers were supported and mentored through 730 sessions broken down as follows: 85 women researchers were supported (78%), 80 black researchers (both male and female) were mentored (73%), and 57 black women were supported (52%).

Of the 730 mentorship sessions, valued at R703 251,62, a total of 352 sessions specifically supported black women researchers to an estimated value of R338 645,00.

5.5 Creating welcoming institutional cultures and practices

The approval of the Language, Anti-discrimination and Escalation policies displayed a commitment from the University to instill an institutional culture anchored in respect, tolerance and unity.

The establishment of the Transformation Office further strengthened this commitment. The Office aims to ensure that there is accountability and responsibility, as well as concerted efforts, towards implementing the University's strategic transformation agenda.

Structures, systems, mechanisms and processes were also put in place to eliminate and monitor any form of discrimination, harassment and violence in line with the Anti-discrimination Policy. This saw initiatives such as #SpeakOutUP being rolled out, creating an opportunity for the UP community to engage on uncomfortable issues of transformation. The Transformation Office and the Centre for Sexuality, Aids and Gender (CSA&G) embarked on an initiative to roll out gender-based violence (GBV) awareness training. The module is now available online to all UP employees. It is envisaged that the module will become compulsory for all first-year students and that it will be credit-bearing.

In support of the Anti-discrimination Policy (ADP), the CSA&G championed the development of the trans protocol with the launch of a microsite to ensure that the rights of transgender students and staff are realised in all facets of university life.

The Disability Protocol is currently undergoing consultation. The protocol further supports the operationalisation of the ADP and the Disability Policy to identify and remove barriers to wellbeing and success.

During 2021, the Transformation Office investigated about 38 cases, ranging from sexual harassment, entering a female restroom, intimidation, rape, sexual defamation on social media, stalking and sexual assault, to harassment, bullying/abuse of power, racial comments on social media and the incitement of violence, victimisation, racism, discrimination and hate speech.

An online case reporting system was introduced to streamline and simplify the process for victims to report incidents, building confidence within the UP community that reported cases are attended to and that there is accountability. The reported cases revealed that there are still gaps to be addressed through awareness and advocacy.

As mentioned above, the conversations and socialisation of the Anti-discrimination Policy are evolving every day. The UP community was encouraged to contribute critical insights into such conversations and to ensure the University remains relevant in its implementation, while creating a welcoming environment for all.

Through the Office of the Director of Student Affairs and collaboration with the Transformation Office and other professional service departments, initiatives were undertaken to increase awareness and advocacy against GBV. The Institutional Transformation Committee works collaboratively to support all cases that require restorative justice interventions to encourage and advocate for sexual diversity and sexual citizenship, and assist in addressing the challenges and dynamics of gender, identity, race and class.

Fighting GBV requires collaboration and conversations by all, irrespective of race, gender or sexual orientation. Two student wellness committees, the Student Wellness Committee and ManDown, were established in 2019 and have been instrumental in moving wellness campaigns online using social media. Apart from health and mental wellness issues, their awareness campaigns consider anti-discrimination, anti-GBV and the financial wellness of students. ManDown was formed in response to the #MenAreTrash campaign and added to conversations focusing on toxic and fragile masculinities. The intention is to create a space where men can explore alternative masculinities, challenge their perceptions in society and connect with other young men.

Student life events were also used as drivers for inclusivity and integration, and to build a sense of belonging for students within the University. This is where students had an opportunity to be part of active communities on all campuses. Together with leadership positions associated with the various structures organising these events, the events provided a comprehensive platform for development.

5.6 Institutional Culture Survey

While improvements in the Institutional Culture Survey have been demonstrated, areas of improvement have a disproportionate influence on retarding our transformation agenda. The four issues of agility and change navigation, barriers to robust debate, freedom to speak and submissive culture are central to the primary work of leadership – i.e. to create, maintain and improve the institutional culture for all to thrive, as people achieve their own and the institution's objectives over time.

Our response to mitigate these issues calls for transformational leadership at all organisational levels, effectively managing change and leveraging the leadership tools of practices, systems, symbols and our institutional environment.



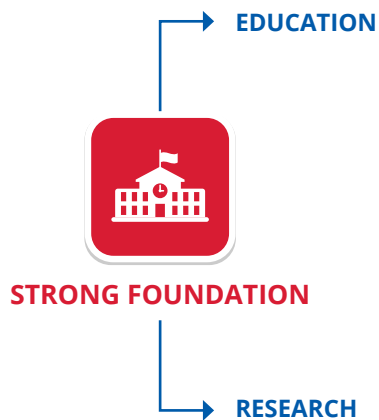
6. OUR APPROACH TO TRANSFORMATION

Our desired future as a transformed, inclusive and equitable university community is comprehensively captured in our strategic frameworks. The University has a holistic and integrated transformation philosophy that demonstrates diversity, inclusion and fairness at an institutional level, with systems and a culture that create the conditions for all to reach their full potential. These are inextricably linked to our community members thriving as individuals, and the University thriving as an institution. They also set us up to give expression to our societal role through the core functions of teaching, learning, research and engagement.

This is reflected in our concept of reimagining UP, where capable leaders set the organisational tone and culture, creating a capable, responsive and sustainable institution. Organisational transformation is at the centre of a reimagined UP, along with our core functions. With expanded access and enhanced student support, we seek to build capability that enables people to navigate complexity and achieve sustainable outcomes for the public good.

Figure 2: UP's reimagined concept

FROM



Residual challenges

- Research impact
- Diversity profile
- Uneven capability

Silos limit progress

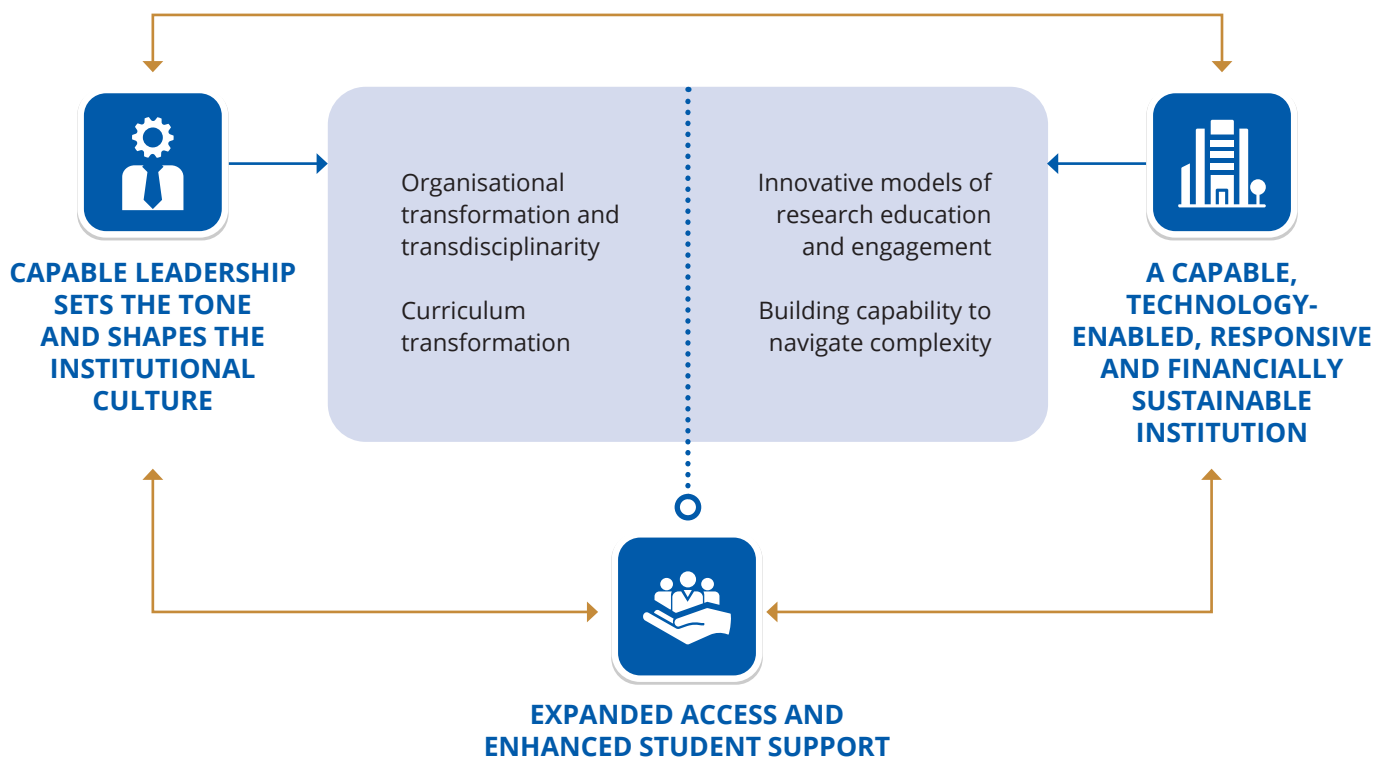
Cross-functional teamwork and a common approach is needed

Progress evident

- Research productivity
- Partnerships
- Global positioning

Opportunity to shift the game for greater societal impact

> TO



Sustainable outcomes and impacts for the public good

- Demonstrated quality and excellence
- Capability building
- Enabling policy frameworks
- Societal development where nobody is left behind
- Planetary protection and renewal

Embracing diversity and transformation does not mean lower quality or capability, nor does it mean mediocrity. It is not a “black thing” or a grudge purchase. Rather, pursuing a transformational agenda creates strength and greater opportunities for leverage as we mobilise our entire university community’s talents, excitement and skills.

Embracing diversity and transformation is the basis of our sustainable future, and it belongs to everyone.

Such a values orientation is a critical precondition to reflecting on who we are and our shared identity, building trust, intentionally and passionately developing diverse capabilities from within, shaping transformation in our core functions.

Recognising the complexity of transformation, our actions must reflect a combination of urgency and a long-term view. *We should seek to see issues as catalysts for serious transformation rather than as landmines waiting to explode.*

In turning these ideas into reality, we focus on a set of connected strategic focus areas that define and shape the work we do to achieve our desired future:

- Transformational leadership
- Shaping a culture of engagement, collaboration and innovation
- Driving transformation through institutional systems and core functions
- Implementation, monitoring, evaluation and governance

Collectively, our work in these areas seeks to transform our institutional culture in a way that builds trust, enables all to reach their full potential, and reflects equity, diversity, inclusion, innovation and entrepreneurship.

Figure 3: Our pathway to transformation



6.1 UP's transformational leadership

Meaningful, sustained and ongoing transformation requires a shared vision and the commitment of the entire UP community. It entails shifting from a command-and-control management style to formal and informal leadership at all levels of the institution, embracing and taking responsibility as change agents for a trust-based culture.

Such transformational leaders work on hearts and minds: creating awareness, clarifying the case for transformation, and inspiring, motivating and enabling others to reach their full potential and embrace the transformation agenda. True to our philosophy of diversity and inclusion, all people are taken along and nobody is left behind.

Leadership through influence and persuasion requires a suite of leadership skills and competencies such as engagement, participation, pace-setting, clear decision-making, coaching and mentoring – along with the ability to use different styles for different situations and contexts.

Transformational leadership is a prerequisite that enables the innovative, flexible and agile culture that is needed as we reimagine UP as the leading research-intensive university on the African continent and as globally recognised and influential. Beyond the institution, our transformational leaders engage and connect with broader networks to leverage our performance and influence societal transformation.

Figure 4: Our journey as transformational leaders



6.2 Creating a culture of engagement, collaboration and innovation

Notwithstanding progress made to date, a renewed sense of urgency for transformation as a determinant of our future success is needed. This includes articulating a compelling case for transformation as a means to mobilise the diverse talents of our university community, and to accelerate a cultural shift that enables innovation and entrepreneurship.

At the same time, the institution needs honest, yet non-threatening conversations to understand symbols that reinforce past philosophies, as well as implicit and explicit barriers to transformation. This will seek to address issues identified in the Institutional Culture Survey, including language, barriers to robust debate, freedom to speak and a submissive culture.

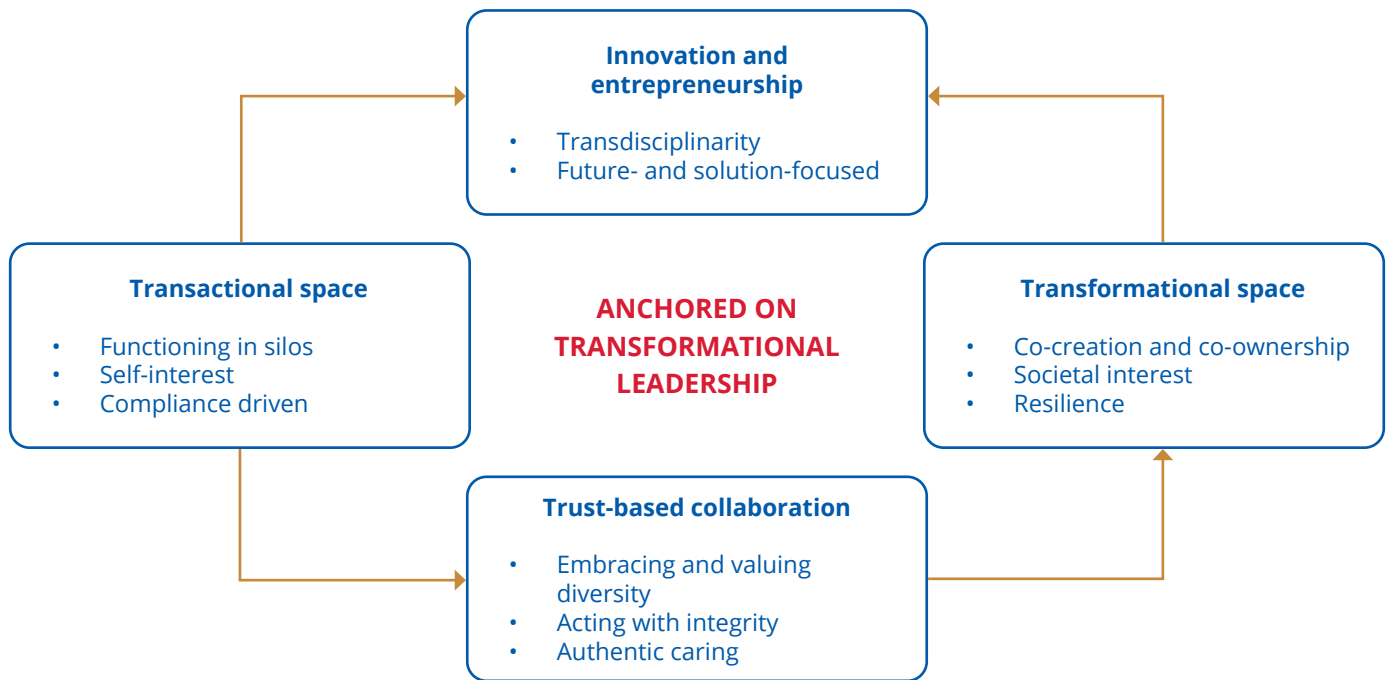
Through such conversations, we can collectively co-create solutions to address the barriers and obstacles that are identified.

Recognising that compliance-driven and silo approaches are powerful drivers of transactional relationships, as well as being barriers to innovation and entrepreneurship, moving beyond and undertaking shared and collaborative work is critical to shaping our desired culture.

Collaborative relationships that are underpinned by high levels of trust serve as powerful enablers to manage risk and capitalise on opportunities.

Leadership behaviour and practices are visible to the UP community at large, When they demonstrate UP's transformational leadership, the desired culture is strengthened and reinforced. Conversely, leadership behaviour and practices that are at odds with the desired culture breed distrust and cynicism.

Figure 5: A two-pronged approach shifting from a transactional and compliance-driven approach to enduring transformation



6.3 Transformation through institutional systems and core functions

- Institutional systems that comprise people, processes and infrastructure entrench the institutional culture, and reflect “the way we do things around here”.
- Unchanged, organisational processes and routines create inertia and powerful resistance to change. For enduring transformation, systems must be critically reviewed and redesigned as appropriate to support the transformation intent.

Figure 6: Systems giving expression to our strategic intent and driving transformation



It should be noted that institutional systems enable transformation. Through our core functions of teaching, learning, research and engagement, shaped by curricular transformation and an inquiry-led approach, we give expression to the transformed university.

6.4 Implementation, monitoring, evaluation and governance

The effective implementation of this plan is the responsibility of line management, supported by the Executive. Ensuring accountability to implement this plan should form part of all managers’ performance contracts. Deans and directors will play a leading role in driving its implementation in their faculties and departments.

Oversight and governance structures provide guidance and support, and assess and monitor implementation, intervening appropriately where necessary.

Effective monitoring and evaluation are prerequisites for learning and improvement. In monitoring, we go beyond compliance and meeting targets. We explore whether we are meeting the spirit of transformation, and the extent to which we are shifting the institutional culture and lived experiences. Recognising that there is heterogeneity across UP, with areas of excellence alongside areas showing slow progress, we see learning from experiences within UP as an important way to accelerate transformation and drive change across the University.

Within virtuous cycles of learning, we have experiences that provoke questions and reflections. These stimulate new insights that generate ideas about solutions that need to be tested. Implementing these solutions provides new experiences for a worthy and iterative cycle of learning. In addition to governance structures being in place, we need to ensure that they function effectively to provide oversight on our transformation agenda.

7. INTEGRATING CURRENT TRANSFORMATION INITIATIVES INTO THE TRANSFORMATION PATHWAY

7.1 Shaping a culture of engagement, collaboration and innovation

7.1.1 Use of language to drive transformation

In promoting diversity and inclusion, language can be a bridge for building relationships or an instrument for creating and maintaining divisions across differences. Acknowledging and respecting other languages is essential for breaking down divisions and achieving understanding and partnership.

The Language Plan must consider intentional strategies to develop languages beyond teaching and learning, and to use them to promote diversity and inclusion. This work will be supported by ongoing assessment of the inclusivity of our physical spaces.

The advancement of sign language and its incorporation into the Language Policy will be imperative to ensure that the deaf community at UP is not left behind. The University must consider tapping into technology to minimise the human resource need for sign language interpreters.

The University must commit to the development of African languages and contribute to lifting underdeveloped and marginalised languages to a level where they can serve as languages of science and academia. There should be a commitment to developing at least one language, for example, Sepedi, and mobilise resources with internal and external partners to achieve this goal.

7.1.2 Create a university environment that is welcoming, enabling and future-oriented

The University is committed to pursuing an inclusive and non-discriminatory institutional culture where differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging and inclusion.

This can be achieved through the following operational strategies:

- Expand the #SpeakoutUP platform to encourage robust dialogues on social justice, inclusivity and diverse perspectives of our communities so that they become part of our daily practice, in which there is acceptance for the continuous learning that is a cornerstone of our institutional culture.
- Strengthen our campus-wide education efforts to raise awareness among students and staff on anti-discrimination and social justice.
- Reinforce our services around restorative justice, conflict resolution and mediation.
- Continue to mainstream transformation across all the operational units of the University.
- Implement the gender-based violence protocols and guidelines.

7.2 Driving transformation through institutional systems and core processes

7.2.1 Employment Equity Plan (2021–2025)

Employment equity is a critical element of the University's transformation framework. The University's staff profile has changed significantly, with overall black representation growing from 53.8% in 2016 to 68% in 2021. The appointment, development and retention of black academics is a key area that has been identified for accelerated action in both the University's 2020–2025 Employment Equity Plan that was submitted to the Department of Employment and Labour in November 2020, and the new five-year Strategic Plan: 'Destination 2026 and Beyond'.

Implementation of the University's 2016–2020 Employment Equity Plan has seen a notable improvement in the academic staff profile. Stretch targets were set and various strategies formulated to support the achievement of the targets identified, with due cognisance of the available pool of black academics. Some of the strategies for improving staff diversity include ensuring that aspirant academics who are appointed and mentored in the Next Generation of Academics (nGAP) Programme of the DHET are all black. The DHET's University Capacity Development Grant for the academic development of emerging researchers to diversify the pool of young researchers at UP and the Vice-Chancellor's Academic Development Programme were specifically established to assist academics to complete their postgraduate qualifications or to relieve them of certain duties to enhance their research career profiles through the provision of relief staff and study leave.

The University is in the process of introducing a talent management framework that is aimed at building an internal talent pool that will serve as a pipeline for critical and scarce roles that may be available through attrition or growth. This process will ensure that the University can "grow its own timber" and retain talented staff, with a particular emphasis on designated groups. The process will be implemented as follows:

- Identification of critical and scarce skills within faculties and departments
- Mapping of talent
- Developmental plans to close capability gaps and ensure suitability in key roles
- The appointment of ready individuals through the University's competitive processes

The University provides opportunities for professional services staff to improve their competencies and skills through learning and development programmes, and allows them the opportunity to develop new ones to support their career goals.

Following the University's Benefit Policy, all staff qualify to pay a marginal levy in respect of tuition fees at UP. In exceptional cases, a study grant (determined annually) would be considered for a staff member to study for a formal qualification at another tertiary institution through distance learning. However, priority is given to job-specific skills, i.e. qualifications aligned with job content or job description, and skills development enforced by law or prescribed by a professional body or council. Thereafter, based on the availability of funds, development towards a possible future position that would be consistent with the staff member's career path will be considered and added as a development need.

The University further runs an Adult Education and Training (AET) programme that aims to empower employees without a matric qualification, including employees who cannot read and/or write. The full AET qualification is 120 credits in the National Qualifications Framework (NQF) Level 1 (Grade 9), and contributes to the integrated and inclusive approach to education and training that the University strives to achieve.

The University's partnership with LinkedIn Learning enables professional services staff members to access an on-demand library of high-quality video tutorials that cover a vast range of software, business and creative skills. LinkedIn Learning offers the following:

- Unlimited access to a vast range of video tutorials
- Convenient learning, i.e. access to courses online through any mobile device at the convenience of staff
- A certificate of completion

A further priority area that was identified is the employment of persons with disabilities. The Executive has approved a target of 2% for all faculties and departments by the end of 2025.

In summary, the pathways to accelerate employment equity include the following:

- Intensify the recruitment of high-achieving undergraduates into postgraduate studies.
- Implement academic internships to create a talent pipeline for new academics to create an entry pathway to an academic career with particular emphasis on the scarce skills areas and where EE under-representation remains problematic.
- Enhance our efforts with the nGAP Programme to develop new academics.
- Develop a formal and dynamic mentoring programme to assist new academics to navigate the first few years of academic life. This is vital to success through academic internships and the nGAP Programme. The mentoring programme will be executed through the development of a career advancement plan.
- Develop a comprehensive management and leadership development framework for both the academic and professional services departments to create a future talent pool and ensure leadership sustainability.
- Develop professional services initiatives.
- Increase emphasis on programmes to improve the number of employees with disabilities employed by the University.

7.2.2 Pursue continuous curriculum renewal, reform and transformation

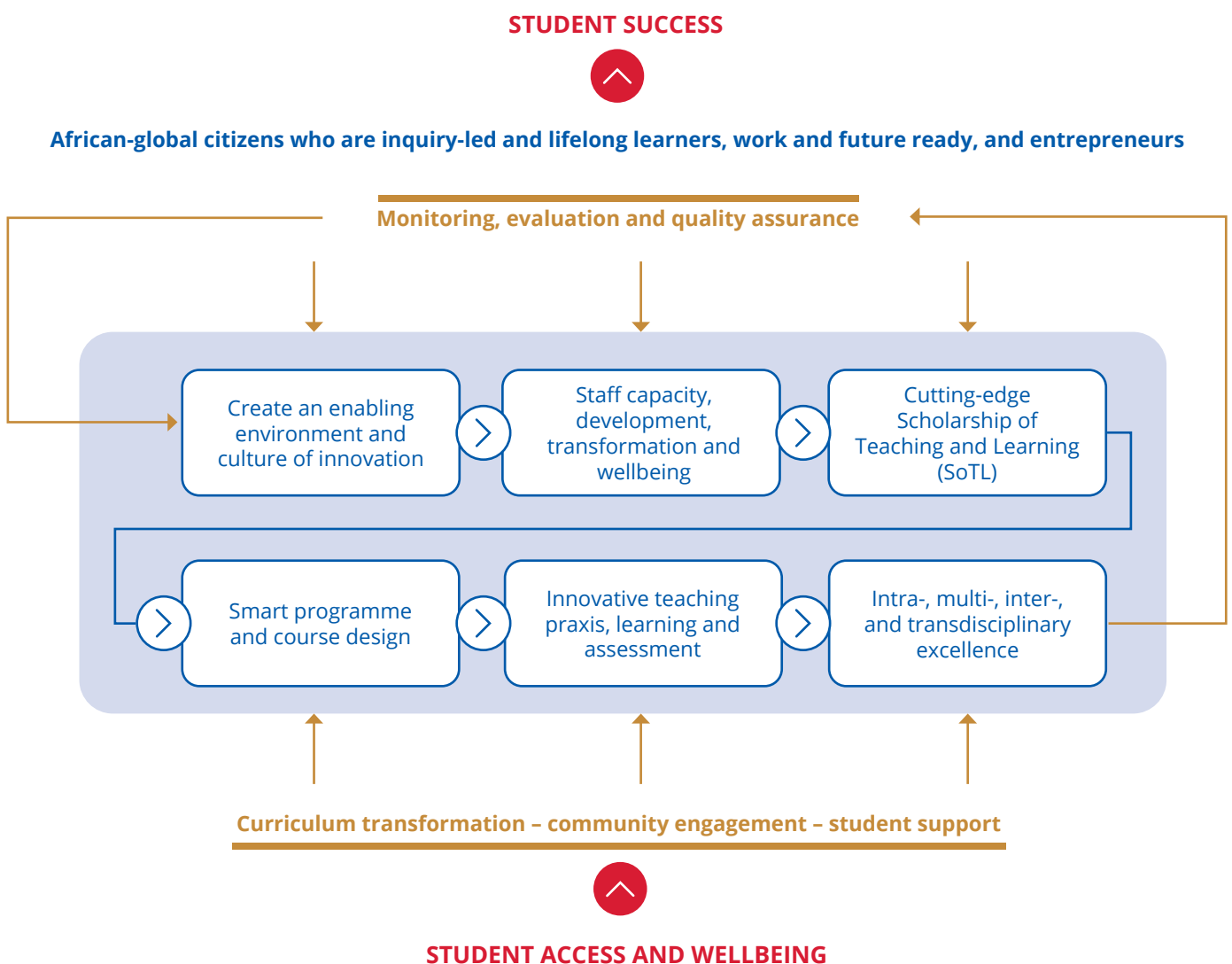
To optimise growth, development and transformation, in 2021, UP launched the process of reimagining itself. Central to this is the curriculum transformation drive, themed “Curriculum transformation is not a future event, but a present activity”.

This drive calls for UP to actively discard archaic, outdated practices, processes and beliefs that hinder the transformation and knowledge expansion that befits a 21st-century South African university. We seek a curriculum that asserts and celebrates our local capacity to produce cutting-edge teaching and research with a global reach, and that prepares graduates to optimally contribute to the context in which they will live and work.

Curriculum transformation in the higher education sector has been gaining traction globally. Locally, all South African higher education institutions have been tasked with its implementation. UP has identified seven areas of curriculum transformation: decolonising the curriculum, technology-enhanced teaching and learning, excellence and quality assurance, student support, student retention and throughput, student access and accessibility, and reinventing assessment through alternate assessment systems.

This is evident in the recently developed UP system and pathway for teaching, learning and engagement.

Figure 7: Teaching, learning and engagement system and pathway





Curriculum transformation serves as a foundational aspect of the teaching, learning and engagement pathway, in support of enhancing work readiness, developing entrepreneurs, nurturing lifelong learning and achieving ultimate student success.

The extremely worrying statistics of youth unemployment in South Africa and the continent requires UP to leverage knowledge and education towards making a decisive difference in our society. Two ways of doing this are by directly engaging in solutions to our society's many challenges and by educating our youth to achieve their full potential and contribute to the United Nations' 17 Sustainable Development Goals (SDGs) in the best interests of our society and world.

The foundation of our curriculum transformation drive is a social justice framework that ensures the metamorphosis of a "transformation consciousness" for all our staff and students, across all faculties. It is a paradigm shift where we move from the single-storey syndrome of the traditionally Western university to an institute that honours and reflects multiculturalism and is inclusive of our dynamic, diverse society.

It is a process of rethinking, reimagining, recreating and developing new courses and curricula in all disciplines at UP, based on a critical examination of current knowledge. During 2023, we have been hosting a series of online lectures on this, looking at every discipline. The point of departure is that every field of study is dynamic and requires regular renewal, reinvention and new knowledge; every field of study holds the power to either advance or retrogress our humanity; and every field of study needs to ensure that it actively does away with stereotypes about race, class, disability, religion, sexuality and nationality. This is how we nurture graduates who can go out into the world with an inquiring mind and a transformation consciousness. This is how we encourage diverse forms of knowledge production to come together in what, how and who we teach.

Across all faculties, knowledge, inheritances and cultural heritages from Africa and the Global South need to be incorporated into the curriculum. As part of curriculum transformation, academics in all our faculties are calling for transdisciplinary and cross-faculty collaboration in our teaching, learning, research and engagement practices, where they can learn from each other, and students can share.

Our transformation process at UP started in 2016 with the crafting of a policy document on curriculum transformation after extensive consultation and engagements with the UP community, including staff and students. This document aims to serve as a guideline, platform and driving force for faculties to work towards the decolonisation and transformation of the UP curriculum.

It opens up the space for critical thinking and robust debates, where our students become proactive in curriculum transformation. This, at the same time, develops them into independent people who can confidently enter society and the world of work, and robustly share new knowledge and views.

To monitor progress, the deans of all our faculties report to the Deputy Vice-Chancellor: Academic on their curriculum transformation initiatives. We are working on a collaborative effort with the University's Transformation Office to strengthen linkages between curriculum transformation and the institutional culture because the two go hand in hand.

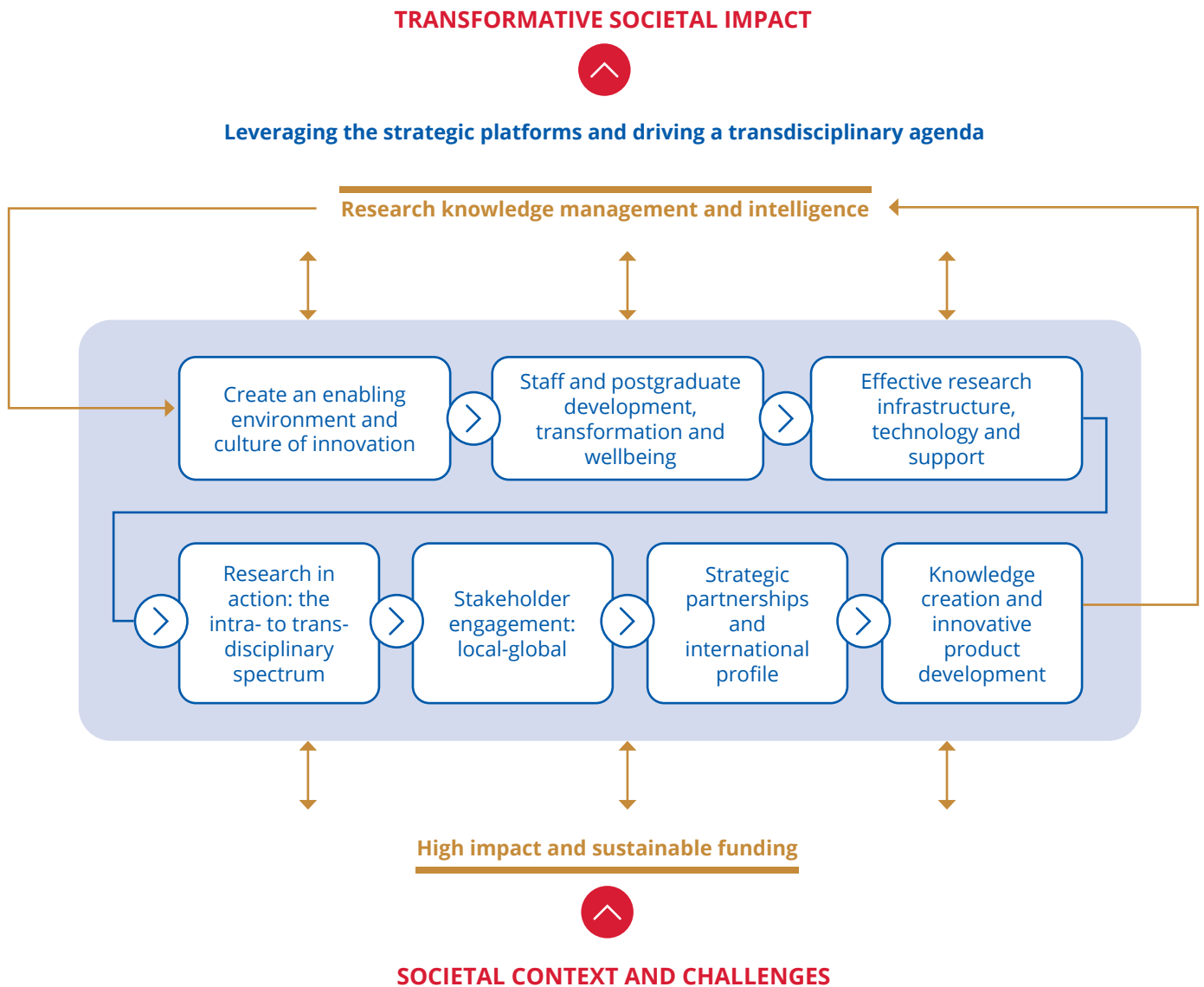
UP is transforming into an institution of people who are comfortable with differences, sensitive to historical injustices, conversant in a diverse array of pieces of knowledge, world views, cultures, literature and ways of life; people who show deep care for the natural world that sustains us and who are committed to contributing to the positive development and transformation of our country, continent and world.

7.2.3 Transform, diversify and expand UP's research base

In alignment with the University's vision of being a leading research-intensive institution on the continent, we remain resolute in supporting, funding and contributing research that advances transformation. We are committed to investing in our staff and students and streamlining our processes to support them. Our transformation-informed research will help us build knowledge and close the knowledge gaps regarding societal issues, especially those related to inequality and social injustice.

This is reflected in the recently developed research, internationalisation and postgraduate education system and pathway

Figure 8: Research, internationalisation and postgraduate education system and pathway



A key activity to advance the transformation agenda is the establishment of a forum comprising the Deputy Deans: Research, the Vice Principal: Research and Innovation, and the Director of Research and Innovation to do the following:

- Identify career path opportunities for early career academics to increase the number of rated researchers, especially in the categories A, B and P, by providing training workshops on writing (grants, publications, etc.), supervision, writing retreats and mentoring; and grant support such as sabbaticals, travel grants and PhD-related costs made available through the University Capacity Development Grant and the Research and Development Programme.
- Identify “faculty-assigned mentors” to ensure that identified early career academics are supported through the career development pipeline.
- Promote, encourage and incentivise publishing in DHET-accredited journals.
- Work with deputy deans to encourage an innovation culture.
- Create an awareness of and promote the registration of patents, licensing and commercialisation activities.

7.2.4 Diversify procurement to ensure it is from a broad and diverse range of service providers, including black entrepreneurs, women, persons with disabilities and youth

In the next five years, the University will emphasise improving its broad-based black economic empowerment (B-BBEE) status. One focus area will be on supplier development, which includes working with certain suppliers on a one-to-one basis to improve their performance and drive continued business growth. Enterprise development is done with suppliers that are not on the database, and start-up businesses or new entrants. Small business enterprises offer significant value to the economy and contribute almost 50% towards South Africa’s gross domestic product (GDP). For this reason, the University should embark on investing in enterprise and supplier development.

By investing in the success of suppliers and giving them opportunities to collaborate and grow, we enable mutually beneficial relationships between UP and supplier networks. UP benefits when these partnerships lead to cost-effective practices, innovative solutions and value-add from suppliers. It should be noted that the interventions proposed will require financial resource allocation. In the interim, the Procurement Department will assist in the following ways:

- Identifying companies that can be partnered with for development
- Negotiating with creditors to effect early payments to specific suppliers
- Working with the Asset Department to identify redundant assets that can be donated to these suppliers

7.3 Implementation, monitoring, evaluation and governance

7.3.1 Strengthen transformation oversight structure

The plan requires a strong focus on transformation to be built into all the operational plans of departments and faculties. This will enable an integrated and holistic approach to advance and monitor transformation through the quality agenda. This work must be taken forward by developing meaningful transformation indicators.

Implementation and accountability at UP are shared between different oversight structures such as faculty and departmental transformation committees, the Institutional Transformation Committee, the Executive, the Institutional Forum and the University Council.

All these committees, including the Employment Equity Committee, report their progress to the Institutional Transformation Committee.

Currently, faculties have well-constituted transformation committees, with terms of reference. The committees are now in a position to develop their annual plans to drive transformation in their environments. The Student Representative Council (SRC) has a Transformation Sub-council, representative of all key structures (like faculty and residence houses) and committees at the University. This distributed way of driving transformation within the University goes a long way in making sure the UP community owns the transformation agenda.

The Institutional Transformation Committee will oversee university-wide transformation initiatives and advise the Executive where progress is not realised. The Committee, in its agenda, has identified key focus areas that will inform discussions.

These will be reviewed annually according to need. The focus areas will include, among others:

- Student accommodation
- Food security on campus
- Student admissions and exclusions
- Monitoring the UP EE Plan and B-BBEE Evaluation Plan
- Monitoring reported cases of discrimination

- The Language Development Plan
- Implementation of the Institutional Culture Survey recommendations
- Curriculum transformation

The Transformation Office manages the overall reporting process in respect of the transformation issues of the institution, and submits reports to Council annually.

8. COMMUNICATION PLAN

The Transformation Office and Department of Institutional Advancement will be responsible for developing a Communication Plan for the roll-out of the plan as and when necessary. The document must be accessible on all university platforms for both students and staff.

9. FUNDING

Adequate funding and resources must be progressively allocated towards the implementation of this plan, and allocated funds and resources must be efficiently utilised.

10. ASSOCIATED DOCUMENTS

This plan should be read in conjunction with the UP Strategy: 'Destination 2026 and Beyond', the EE Plan, the Curriculum Transformation Framework, the Language Policy and Language Development Plan, and the Talent Management Framework.



11. TRANSFORMATION OF KEY PERFORMANCE AREAS AND INDICATORS

Strategic Focus Area	Objective	High-level activities	Accountabilities	Strategic Performance Indicator	Operational Performance Indicator
Transformational leadership	<ul style="list-style-type: none"> Transformational leaders across all institutional levels and constituencies have the requisite competencies and drive transformational change. 	<ul style="list-style-type: none"> Review current leadership programmes to ensure alignment with UP's transformational agenda. Expand leadership development offerings to different institutional levels and constituencies. Incorporate the requisite leadership practices into individual performance management. Ensure the collaborative development of the UP Leadership Academy. 	<p>Sponsor: Vice-Chancellor and Principal</p> <p>Champion: Chief Operations Officer</p>	N/A	<ul style="list-style-type: none"> Leadership Development Academy developed and implemented Transformational leadership competencies demonstrated by Head of Department, Deputy Dean, Deputy Director and above
Shaping a culture of engagement, collaboration and innovation	<ul style="list-style-type: none"> Institutional culture reflects high levels of trust across the UP community and enables all to reach their full potential. Equity, diversity and inclusivity are embraced, leveraging the vast suite of talents across the University, and driving innovation and entrepreneurship. 	<ul style="list-style-type: none"> Establish and communicate a compelling case for transformation, ensuring that institutional symbols are aligned and used effectively. Establish forums as safe spaces for transformation conversations across the University. Continuously identify transformation barriers and opportunities. Drive the transdisciplinary agenda to foster collaboration and innovation. 	<p>Sponsor: Vice-Chancellor and Principal</p> <p>Champion: Executive Management</p>	<ul style="list-style-type: none"> Percentage level of satisfaction concerning positive lived experience (baseline target) 	N/A

Strategic Focus Area	Objective	High-level activities	Accountabilities	Strategic Performance Indicator	Operational Performance Indicator
Driving transformation through institutional systems and core functions	Institutional systems enable the transformation agenda, and UP demonstrates transformation across all facets of talent management and the core functions of teaching, learning, research and engagement.	<ul style="list-style-type: none"> Address barriers identified and capitalise on opportunities identified. Continuously improve talent management with a particular focus on internal talent development and retention. 	<p>Sponsor: Vice-Chancellor and Principal</p> <p>Champion: Chief Operations Officer</p>	<ul style="list-style-type: none"> Achievement of quantitative performance indicators outlined in Annexure A 	N/A
Implementation, monitoring, evaluation	Effective implementation and cascading of the transformation agenda across the University. Ongoing learning, continuous improvement and cultural transformation with a vibrant, inclusive and innovative university community demonstrated.	<ul style="list-style-type: none"> Embed the various dimensions of transformation (e.g. transformational leadership, diversity, inclusion, innovation and entrepreneurship) into curricular transformation and the core functions of teaching, learning, research and engagement. Review supply chain processes and practices in support of upstream transformation and the strengthening of value networks. 	<p>Vice Principal: Academic</p> <p>Vice Principal: Research and innovation</p> <p>Executive Director: Finance</p>	<ul style="list-style-type: none"> Diversification of procurement with percentage B-BBEE participation spend for five years (baseline target) 	N/A
		<ul style="list-style-type: none"> Align faculty and departmental transformational plans to the institutional strategic framework for transformation. Engage and socialise the institutional plan and faculty and departmental plans at faculty level. Ensure that governance structures at all levels have the requisite capability and are actively involved in providing guidance and oversight of transformation. Ensure that the scope of metrics and targets gives a holistic view of the strategic intent for transformation. Ensure that agreed targets include both realistic and stretch dimensions. 	<p>Sponsor: Vice-Chancellor and Principal</p> <p>Champion: Executive Management</p> <p>Chairperson: Institutional Transformation Committee</p> <p>Chairperson: Faculty Transformation Committee and Departmental Transformation Committee</p> <p>Director: Transformation</p>	<p>N/A</p>	<ul style="list-style-type: none"> The Faculty Transformation Committee and Departmental Transformation Committee are to submit an annual transformation demonstrating progress, areas of improvement and recommendations to the Institutional Transformation Committee. Transformation Office to compile an annual institutional transformation report to Council.

12. CURRENT TRANSFORMATION INITIATIVES

No.	Objective	High-level activities	Accountabilities	Strategic Performance Indicator	Operational Performance Indicator
1	<p>Ensure the realisation of employment equity as set out in the University's Employment Equity Plan, including providing support for students and staff with disabilities.</p>	<ul style="list-style-type: none"> Intensify the recruitment of high-achieving undergraduates into postgraduate studies. Implement academic internships to create a talent pipeline for new academics to create an entry pathway to an academic career with particular emphasis on the scarce skills areas where EE under-representation remains problematic. Enhance efforts with the nGAP Programme to develop new academics. Develop a formal and dynamic mentoring programme to assist new academics to navigate the first few years of academic life. Develop a comprehensive management and leadership development framework for both the academic and professional services departments to create a future talent pool and ensure leadership sustainability. Increase emphasis on programmes to improve the number of employees with disabilities employed by the University. 	<p>Human Resources Deans and directors</p>	<ul style="list-style-type: none"> Achieve the EE targets as indicated in the EE Plan Achieve relevant transformation indicators as indicated in Annexure A 	N/A
2	<p>Pursue continuous curriculum renewal, reform and transformation</p>	<ul style="list-style-type: none"> Work with faculties to elevate transformation concepts and discussions in the curriculum. Encourage faculties to incorporate transformation-related programmes across disciplines. 	<p>Faculties Departments Transformation committees</p>	N/A	<ul style="list-style-type: none"> Development and implementation of compulsory general education programmes focusing on diversity and inclusion. Integration of diversity and social justice themes into academic courses, living and learning activities, and other co-curricular activities.

No.	Objective	High-level activities	Accountabilities	Strategic Performance Indicator	Operational Performance Indicator
3	<p>Produce impactful, high-quality research that resolves critical societal issues</p>	<ul style="list-style-type: none"> • Establish a forum comprising the Deputy Deans: Research, the Vice Principal: Research and Innovation and the Director of Research and Innovation to do the following: <ul style="list-style-type: none"> - Identify career path opportunities for early career academics to increase the number of rated researchers, especially in the categories A, B and P by providing: <ul style="list-style-type: none"> - Training workshops on writing (grants, publications, etc.), supervision, writing retreats and mentoring. - Grant support, such as sabbaticals, travel grants and PhD-related costs made available through the University Capacity Development Grant and the Research and Development Programme. - Identify “faculty-assigned mentors” to ensure that identified early-career academics are supported through the career development pipeline. - Promote, encourage and incentivise publishing in DHET-accredited journals. - Work with deputy deans to encourage an innovation culture. - Create awareness of and promote the registration of patents, licensing and commercialisation activities. 	DR1	<ul style="list-style-type: none"> • Achieve relevant transformation indicators as indicated in Annexure A. 	<ul style="list-style-type: none"> • Percentage of research funding available for transformation studies. • Number of interdisciplinary diversity-themed research, financially supported across faculties.

No.	Objective	High-level activities	Accountabilities	Strategic Performance Indicator	Operational Performance Indicator
4	Diversify procurement to ensure it is from a broad and diverse range of service providers, including black entrepreneurs, women, persons with disabilities and youth	<ul style="list-style-type: none"> Assist with supplier enterprise development initiatives and increase spending on black-owned companies. 	Human Resources and Finance	<ul style="list-style-type: none"> Diversification of procurement with percentage B-BBEE participation spend for five years 	N/A
5	Create a university environment that is welcoming, enabling and future-oriented	<ul style="list-style-type: none"> Expand the #SpeakoutUP platform to encourage robust dialogues on social justice, inclusivity and diverse perspectives of our communities to become part of our daily practice, in which there is an acceptance for the continuous learning that is a cornerstone of our institutional culture. Strengthen our campus-wide education efforts to raise awareness among students and staff on anti-discrimination and social justice. Reinforce our services around restorative justice, conflict resolution and mediation. Continue to mainstream transformation across all the University's operational units. Implement GBV protocols and guidelines. 	Transformation Office, deans and directors	<ul style="list-style-type: none"> Percentage of staff and students trained on GBV, harassment and discrimination. Number of cases reported, investigated and finalised. 	<ul style="list-style-type: none"> Develop a charter on GBV that will be signed by all staff and student leadership in institutions. Departments implement and report on the implementation of institutional plans, including awareness programmes that focus on the prevention of GBV, harassment and discrimination.
6	Use of language to drive transformation	<ul style="list-style-type: none"> Contribute to the development, amendment, implementation or dissemination of policies, plans and initiatives related to language as a driver of transformation. Implement interventions that contribute to a transformed, equitable and inclusive environment. 	Faculties Departments Transformation committees	N/A	<ul style="list-style-type: none"> Number of targeted interventions supporting the use of language to drive transformation



13. STAKEHOLDER ROLES AND RESPONSIBILITIES

The Vice-Chancellor and Principal has overall accountability for transformation. The Director: Transformation reports directly to the Vice-Chancellor and Principal to drive and oversee institutional transformation. The broad roles of major players in UP's transformation agenda are as follows:

1. Council

- Approve transformation strategy.
- Monitor and review progress.

2. Executive

- Approve transformation goals and implementation plan.
- Allocate resources for transformation.
- Assign responsibilities and manage the implementation of the transformation plan.

3. Human Resources Committee of Council

- Approve policies and regulations applicable to staff.
- Approve EE Plan and monitor its implementation.

4. Institutional Forum

- Advise Council and the Executive on race and gender equity policies, and the fostering of an inclusive institutional culture that promotes:
 - (i) tolerance and respect for human dignity and fundamental human rights; and
 - (ii) a positive environment for teaching, learning and research.

5. EE Forum

- Consult on review of EE Policy, EE plans and annual EE reports.
- Monitor progress and implementation.

6. Institutional Transformation Committee

- Review, monitor and make recommendations to the Executive on transformation projects to ensure the achievement of relevant objectives and targets.
- Play an oversight role on the progress made in transformation within faculties and professional services departments based on the Transformation Charter and the University's transformation objectives.

7. Faculty and Professional Services Department Transformation Committees

- Work with deans and directors to develop faculty or departmental transformation plans.
- Implement and manage transformation to ensure the achievement of set goals.
- Monitor the progress of transformation plans.
- Provide a dialogue platform on transformation and provide advice to management.

8. Staff and students

- Participate in transformation dialogues and initiatives through the various university forums, namely the Institutional Forum, the Institutional Transformation Committee, and Faculty, Department and Professional Services Transformation Committees.
- Live the values of transformation.

ANNEXURE A

Quantitative transformation indicators

Indicator	Target 2023	Target 2024	Target 2025	Target 2026	Target 2027	Annual growth percentage 2019-2023
Percentage of black undergraduate contact students to total undergraduate contact students	64.98%	66.79%	68.66%	70.58%	72.55%	2.79%
Percentage of black postgraduate contact students to total postgraduate contact students	69.20%	70.81%	72.47%	74.16%	75.89%	2.33%
Percentage of black staff (South African citizens, permanent and fixed-term contract only)	71.57%	73.42%	75.33%	77.28%	79.29%	2.59%
Percentage of black academic staff with doctoral degrees	33.97%	35.34%	36.76%	38.24%	39.78%	4.03%
Percentage of female academic staff with doctoral degrees	51.75%	52.30%	52.86%	53.42%	53.99%	1.07%
Accredited journal units per black academic full-time equivalent staff member	0.93	0.98	1.04	1.10	1.17	5.87%
Number of black graduates in scarce skills areas (excluding distance education)	3 118	3 263	3 414	3 572	3 738	4.64%
Number of female graduates in scarce skills areas (excluding distance education)	3 471	3 549	3 629	3 711	3 795	2,26%
Percentage of black registrations in science, engineering and technology (contact students)	61.57%	62.45%	63.33%	64.23%	65.14%	1.42%
Percentage of female registrations in science, engineering and technology (contact registrations)	52.79%	53.36%	53.93%	54.50%	55.08%	1.07%
Percentage of first-time entering black undergraduate headcounts	68.23%	70.40%	72.64%	74.95%	77.33%	3.18%
First-time entering black undergraduate headcount enrolments	6 029	6 180	6 334	6 492	6 653	2.49%
Staff with disabilities (permanent and fixed-term)	97	99	100	101	103	1.38%
Students with disabilities (moderate and severe)	287	303	318	335	353	5.27%

The targets are subject to review annually.



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