



University of the Free State
WIDENING AND ACCELERATING
THE SCOPE OF TRANSFORMATION
Strategic Plan: 2018-2022

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
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EXECUTIVE SUMMARY

This Strategic Plan is a commitment of the University of the Free State to distinguish itself over the next five years as an institution, based in central South Africa, which through academic excellence, diversity and inclusivity and through innovative and transformative thought, will pursue the delivery of excellent quality graduates and knowledge for the region, the continent and the globe.

In 2017, the UFS embarked on a systematic process which included its internal stakeholders and its governance structures. The consensus reached was translated into an integrated transformation framework, which noted that transformation in South Africa means the dismantling of the legacy of colonialism and apartheid at political, social, economic, and intellectual levels in order to adopt new practices, modes of organisation, and values capable of delivering social justice. The process culminated with the approval by Council of an Integrated Transformation Plan (ITP).

Out of twelve (12) areas of work developed in the ITP, the Rectorate team synthesized seven (7) strategic goals.

- Goal 1: Improve student success and well-being.
- Goal 2: Renew and transform the curriculum.
- Goal 3: Increase UFS contribution to local, regional and global knowledge.
- Goal 4: Support Development and Social Justice through Engaged Scholarship.
- Goal 5: Increase the efficiency and effectiveness of governance and support systems.
- Goal 6: Achieve financial sustainability.
- Goal 7: Advance an Institutional Culture that demonstrates the Values of the UFS.

Associated with these goals are twenty (20) key performance areas and measures, which form the basis of this strategic plan. The implementation process will be participative, driven by twelve (12) cross-functional task teams, each with a convenor - the whole process will be governed by an Oversight Committee, chaired by the Rector and Vice-Chancellor. To ensure ongoing alignment and to reinforce the importance of transformation, the responsibility both for this Strategic Plan and for the coordinating the ITP will be located in the office of the Rector and Vice-Chancellor.

The Strategic plan and the ITP signal the University's commitment to widen the scope and radically accelerate transformation in the University.

- It instigates a curriculum review which will interrogate the marginalisation of particular identities and philosophies of knowledge, incorporating scholarship from Africa and the global South
- It emphasises methodologies and practices for improving student success
- It advances the UFS as a research-led university with an increased knowledge contribution locally, on the continent, and globally
- It accentuates improving the visibility of the UFS's engagement with society at large
- It is set to strengthen the administrative systems to develop robust, stable, and socially just processes underpinning the operational structures in the University
- It advances an institutional culture that demonstrates the values of the UFS

1. Introduction

Widening and Accelerating the Scope of Transformation, the University of the Free State's (UFS) Strategy from 2018 to 2022, is the result of an extended consultative process. It presents the strategic goals of the University and distils out the key performance areas and the performance indicators. These indicators will be used to measure the UFS progress towards achieving these goals and ultimately its vision.

The UFS is a research-led, student-centred and regionally-engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.

In 2017, the UFS embarked on a systematic process which included its internal stakeholders and its governance structures. The process started when the rectorate, deans, directors, student leadership, union representatives, and members of Council met with the incumbent Rector and Vice-Chancellor to identify the areas of transformation which the University needed to focus on, as well as the process going forward.

The consensus reached was translated into an integrated transformation framework, which noted that transformation in South Africa means the dismantling of the legacy of colonialism and apartheid at political, social, economic, and intellectual levels in order to adopt new practices, modes of organisation, and values capable of delivering social justice.

The process culminated with the approval by Council of an Integrated Transformation Plan (ITP).

The implementation of the ITP will also be highly participative. It will involve twelve (12) cross-functional task teams and over 120 team members. Each team will have a convenor, an implementation plan and be evaluated against a set of deliverables. The convenors of the task teams will form an implementation committee, which will meet monthly. The ITP will be

governed by an oversight committee, which represents members of Council, Rectorate, Deans, Senior Directors, Directors, Central SRC, and Unions. It will be chaired by the Rector on a quarterly basis. The ITP defines areas that require accelerated transformation in and across the core and support functions of the university, as well as in the broader ambit of institutional culture.

Out of 12 areas of work developed in the ITP, the Rectorate team synthesized seven (7) strategic goals and identified twenty (20) key performance areas to be monitored at a strategic level. These elements together constitute the UFS Strategy 2018-2022.

2. Locus of Plan

The responsibility for this Strategic Plan and for the coordination of the Integrated Transformation Plan are both located in the office of the Rector and Vice-Chancellor. This will ensure the ongoing alignment and reinforce the importance of transformation to the organisation. It also underlines the importance of leadership, long term planning and accountability.

The implementation of the strategic plan will require further planning and cascading of targets and accountabilities, from the Vice-Chancellor to the Executive and then to management and the University as a whole. The cascading of the Institutional Plan into the University from this office provides a sound framework to ensure the optimal alignment of all other levels of planning.

This high-level integration process is of vital importance and ensures that the widening and accelerating of the transformation process is not viewed and managed as a 'standalone' project, but rather as an integral component of the University's core functions.

3. Strategic goals and objectives

Based on the University's vision, values and the ITP, the rectorate team synthesized seven strategic goals to monitor and twenty key performance areas. A wider range of indicators, statistics, and progress markers will be monitored by the ITP implementation and oversight committees. The strategic goals and the key performance areas are discussed below.

Goal 1: Improve student success and well-being

Student success and student well-being remains the core of what the University does as captured in the vision statement. The student experience is a key element of success both at the University and subsequently; the UFS needs to continue to improve student experience both inside and outside the classroom. Students do not leave their socio-economic inequalities at home when they come to University; the 'massification' of higher education has resulted in a complex, challenging, and contested teaching and learning environment. At times, students still experience the University environment as unsympathetic, hostile, aloof, exclusionary, unsafe and discriminatory.

KPA 1.1: Increase student success and throughput rates, and reduce the achievement gap.

There are many proxies for student success. The strategic plan has chosen to look at students completing a three year qualification within five years and the difference in the success rates of black and white students.

KPA 1.2: Develop graduate attributes in curricular and co-curricular interventions.

Graduate attributes are critical to success beyond University. This looks at undergraduate modules that indicate the graduate attributes associated with the module's learning outcomes and provide opportunities to

demonstrate the acquisition of these attributes in assessment tasks.

KPA 1.3: Improve student safety and health issues.

This KPA looks in particular at student perceptions and experience of support for their well-being and incidents reported to the UFS protection services.

Goal 2: Renew and transform the curriculum

The University has undertaken an extensive review of all its curricula driven by an external review process. Much of the curriculum has been stuck in the past and needs to be reworked to reflect both global thinking but also to show sufficient respect for local understanding, experiences, and problems. A transformed and decolonised curriculum aims at being globally competitive and locally relevant. It will reflect a variety of ways of knowing. It will engage students in their own learning, and provide them with the necessary tools to access knowledge. A 'decolonised' curriculum will draw on locally relevant research and will reference global issues more comprehensively. It will include voices, developments, and scholarship both local and global that may have been excluded.

KPA 2.1: Develop curricula that is locally relevant and globally competitive.

This will be based on the external review process of departments and programmes that is being set in motion.

KPA 2.2: Revise the structure of the curricula in terms of pathways and graduate employability.

This will be based on job offers at graduation and relevance of those jobs to the qualification.

KPA 2.3: Transform the pedagogic relationship between students and lecturers.

This will be based on perceptions of student lecturer relationships.

Goal 3: Increase UFS contribution to local, regional and global knowledge

Being research-led is a key element of the University's vision; research-led with excellent undergraduate programmes. This shift will have important implications for the shape and size; there will be a need to increase the size and quality of honours, master's, and doctoral programmes and enrolments. The University will need to work on new supervisory models, which scale to postgraduate cohorts and balance supervisory load more effectively. In order to ensure a pipeline of students into postgraduate programmes, research skills will be developed in undergraduate programmes.

More international students will be attracted from Africa and the rest of the world, with the aim of enriching the programmes through embracing diversity. The University will have a differentiated research strategy that increases research productivity, performance, best practice, local application, and relevance. The UFS will also be established as a preferred academic knowledge partner that can conceptualise, develop, and successfully commercialise research activities, fostering an innovative and entrepreneurial culture.

KPA 3.1: Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness.

This will track the funding allocated to the areas of strength and distinctiveness identified in the differentiated research and innovation strategy.

KPA 3.2: Transform the profile and increase the diversity of UFS researchers.

The key indicator here are the number of black and female UFS staff members who hold a NRF rating.

KPA 3.3: Increase research impact and uptake, including a special focus on the African continent.

Number of research output units generated from scholarly articles published in internationally indexed journals and research collaborations on the African continent.

Goal 4: Support development and social justice through engaged scholarship

Generation, dissemination, and application of knowledge are core functions of a university; the latter, the application of knowledge is the core of engaged scholarship. Engaged scholarship gives effect to one of the key 'public good' dimensions of universities.

Engaged scholarship is the way a university interacts with the diverse community in which it exists. In turn, the curriculum, research efforts, teaching, and student attributes are all enriched through engagement with the community. Engaged scholarship will be an important anchor in maintaining the relevance of the academic syllabus, and linking real local needs to the global knowledge project. In this sense, it helps to 'democratise' knowledge, make knowledge relevant, 'decolonise the syllabus', and demonstrate the value of the extended curriculum.

KPA 4.1: Increase the number of academic staff who are involved in engaged scholarship.

Number of academic staff members who report that they have participated in engaged scholarship, as per the formal UFS performance management system for academic staff.

KPA 4.2: Increase opportunities for students to engage in community-based education.

Number of undergraduate students who report that they have participated in a community-based project (service-learning), as measured through the CLASSE and SASSE.

KPA 4.3: Prioritise engaged scholarship in the UFS funding model.

Funding (in ZAR) allocated to activities that uses engaged scholarship methodology.

Goal 5: Increase the efficiency and effectiveness of governance and support systems

Incomplete, inconsistent, and badly worded policies and ill-defined processes are inefficient and represent a significant litigation and reputation risk. Similarly, incomplete automation and the dispersed accountability of administrative governance, processes and systems pose risk through mistakes, service failures and inconsistencies in the application of general and faculty rules. The University is working towards well-established, fully digital standardised policies and procedures and the ability to flag revision dates and dependencies on legislation. Similarly, automated and integrated administrative processes and systems (with data integrity across the student lifecycle and value chain from student recruitment to graduation) will improve efficiency, effectiveness, transparency and quality. It will also enable the implementation of the size and shape strategy through improved enrolment, progression and graduation management; and strengthen our responsiveness to external changes. A consistent governance structure with a single line of accountability across all faculties and campuses will be established.

KPA 5.1: Revise and update all UFS policies to reflect the University transformative drive.

This will be measured by the successful implementation of a policy governance framework and platform and the number of revised and digitised policies. Increase student participation in University governance structures.

KPA 5.2: Increase student participation in University governance structures.

A proxy will be participation in Senate committees

KPA 5.3: Optimise the student lifecycle from recruitment to graduation.

This will be measured by the optimisation of all student administration processes and systems (especially PeopleSoft Campus Solutions); increased online self – services and use thereof; and a seamless student experience.

KPA 5.4: Improve the integration of data and electronic systems to support both tactical and strategic decision making.

Determine the gaps in integration of current systems through existing and additional audit processes to ensure reliable data for management decision making and seamless transfer of information between existing and new systems.

Goal 6: Achieve financial sustainability

In the ideal state, the University will have adequate funding to cover its needs, and all deserving undergraduate and postgraduate students will be able to access funding. All deserving students will have accommodation and living conditions conducive to study. The university will have a sustainability model that allows it to parameterise and review risks associated with macro indicators. At a micro level, costs and revenue can be matched, surpluses can be identified and used both as incentive, but also to fund activities identified by

the University as needed. This is mainly a question of the size and shape of the University, but also a dedicated focus to increase income through contract research, donations and endowments.

KPA 6.1: Increase non-government derived sources of income.

Non-government income will be monitored. In particular, three main categories will be reflected on i.e. contract research, advancement activities, and tuition fees from non-subsidised programmes.

KPA 6.2: Optimise the cost drivers in academic programmes and support service departments.

All departments to interrogate current costs in order to reduce inefficiencies and eliminate unnecessary costs. In addition a viability model approach will be introduced.

KPA 6.3: Correct the UFS tuition fee baseline.

The current tuition fees of the UFS is well below the average of the tuition fees of universities similar to the UFS. This will be progressively addressed and monitored.

Goal 7: Advance an institutional culture that demonstrates the values of the UFS

University culture is a complex entity clearly discernible yet complicated to define and shape. It incorporates the University's values, the names and symbols, its use of space, its research focus, and the interactions between staff new and old, and between staff and students. Names, symbols, and spaces need to portray an environment that reflects a real commitment to diversity, inclusivity, and social justice. The University environment plays a role in enriching critical thinking and the educational experience of its community. The University is transforming in a way that is emphatic and yet inclusive. This process requires a comprehensive approach, rather than the ad hoc methods used to date. Decisions should

stem from critical engagement with the findings of the engagement process with all stakeholders.

KPA 7.1: Operationalise a UFS Institutional Multi-stakeholder Group (IMG) responsible for the identification of interventions in relation to the UFS's institutional culture.

4. Strategy map

VISION		The UFS is a research-led, student-centred and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.						
GOALS		1: Improve student success and well-being	2: Renew and transform the curriculum	3: Increase UFS contribution to local, regional and global knowledge	4: Support development and social justice through engaged scholarship	5: Increase the efficiency and effectiveness of governance and support systems	6: Achieve financial sustainability	7: Advance an institutional culture that demonstrates the values of the UFS
KEY PERFORMANCE AREAS	<p>1.1: Increase student success and throughput rates, and reduce the achievement gap.</p> <p>1.2: Develop graduate attributes in curricular and co-curricular interventions.</p> <p>1.3: Improve student safety and health issues.</p>	<p>2.1: Develop curricula that is locally relevant and globally competitive.</p> <p>2.2: Revise the structure of the curricula in terms of pathways and graduate employability.</p> <p>2.3: Transform the pedagogic relationship between students and lecturers.</p>	<p>3.1: Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness.</p> <p>3.2: Transform the profile and increase the diversity of UFS researchers.</p> <p>3.3: Increase research impact and uptake, including a special focus on the African continent.</p>	<p>4.1: Increase the number of academic staff who are involved in engaged scholarship.</p> <p>4.2: Increase opportunities for students to engage in community-based education.</p> <p>4.3: Prioritise engaged scholarship in the UFS funding model.</p>	<p>5.1: Revise and update all UFS policies to reflect the University transformative drive.</p> <p>5.2: Increase student participation in University governance structures.</p> <p>5.3: Optimise the student lifecycle from recruitment to graduation.</p> <p>5.4: Improve the integration of data and electronic systems to support both tactical and strategic decision making.</p>	<p>6.1: Increase non-government derived sources of income.</p> <p>6.2: Optimise the cost drivers in academic programmes and support service departments.</p> <p>6.3: Correct the UFS tuition fee base-line.</p>	<p>7.1: Operationalise a UFS Institutional Multi-stakeholder Group (IMG) responsible for the identification of interventions in relation to the UFS's institutional culture.</p>	

5. Key performance indicators

GOAL	KEY PERFORMANCE AREA	KEY PERFORMANCE INDICATORS	MEASURES
1. Improve student success and well-being	1.1. Increase student success and throughput rates, and reduce the achievement gap.	• Undergraduate throughput rate	The percentage of a given undergraduate student cohort (headcount) enrolled in three-year undergraduate degrees who completed (graduated) in five years or less.
		• Black-white student achievement gap ^{a & b}	The difference between the average degree credit success rate of all undergraduate black ¹ students enrolled in the current year and the average degree credit success rate of all undergraduate white students enrolled in the current year.
	1.2. Develop graduate attributes in curricular and co-curricular interventions.	• Clarification of UFS graduate attributes	Year when Senate approved the UFS graduate attributes, formulated as learning outcomes.
		• Implementation of graduate attributes in module learning outcomes	Share of undergraduate modules registered in the module catalogue in the current year that indicate the graduate attributes associated with the module's learning outcomes and specify opportunities for students to demonstrate the acquisition of these graduate attributes in assessment tasks.
	1.3. Improve student safety and health issues.	• Protection Services incident rate	Monthly average number of incidents reported by students to UFS Protection Services in the current year.
		• Student perceptions of UFS support for student well-being ^b	Share of students who report that the UFS places emphasis on providing support for their overall well-being, as measured through the South African Survey of Student Engagement (SASSE) in the current year.
2. Renew and transform the curriculum	2.1. Develop curricula that is locally relevant and globally competitive.	• External review of departments/ programmes	Annual report aggregating the findings related to local relevance and global competitiveness from external reviews of academic departments and programmes.
	2.2. Revise the structure of the curricula in terms of pathways and graduate employability.	• Graduate employment ^{a & b}	Share of graduates who report that they have already accepted a job offer at the time of graduation, as measured through the Graduate Exit Survey (GES).
		• Employment-qualification match	Share of employed graduates who report that the job offer that they have accepted at the time of graduation is related to their qualification, as measured through the GES.
2.3. Transform the pedagogic relationship between students and lecturers.	• Perceptions of advanced student-lecturer engagement	Share of undergraduate students who report advanced forms of interaction with lecturers, as measured through the Classroom Survey of Student Engagement (CLASSE) and SASSE in the current year.	

¹ 'Black' includes African, Coloured and Indian/Asian.

GOAL	KEY PERFORMANCE AREA	KEY PERFORMANCE INDICATORS	MEASURES
3. Increase UFS contribution to local, regional and global knowledge	3.1. Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness.	• Clarification of UFS areas of strength and distinctiveness	Year when Senate approved a differentiated research and innovation strategy that specifies the areas of strength and distinctiveness that will be supported.
		• Differentiated research resource allocation ^b	Funding (in ZAR) allocated to the areas of strength and distinctiveness identified in the differentiated research and innovation strategy as a share of total funding allocated for research in the current year.
	3.2. Transform the profile and increase the diversity of UFS researchers.	• Share of rated researchers who are black and who are female	Black and female UFS staff members who hold a valid NRF rating as a share of all NRF rated researchers employed at the UFS in the current year. Black staff members include African, Coloured and Indian/Asian staff members.
	3.3. Increase research impact and uptake, including a special focus on the African continent.	• Co-publication rate	Number of subsidy-bearing research publications co-authored with authors affiliated with institutions outside South Africa as a share of total number of subsidy-bearing research publications captured in the RIMS system in the current year.
		• Collaboration rate	Number of collaborations with authors affiliated with institutions outside South Africa captured in the RIMS system in the current year.
		• Rate of publication in international journals ^{a & b}	Number of research output units generated from scholarly articles published in internationally indexed journals ² as a share of the total number of research output units generated from journal articles.
4. Support development and social justice through engaged scholarship	4.1. Increase the number of academic staff who are involved in engaged scholarship.	• Academics' participation in engaged scholarship	Share of academic staff members who report that they have participated in engaged scholarship, as per the formal UFS performance management system for academic staff.
	4.2. Increase opportunities for students to engage in community-based education.	• Student participation in service-learning ^{a & b}	Share of undergraduate students who report that they have participated in a community-based project (service-learning), as measured through the CLASSE and SASSE.
	4.3. Prioritise engaged scholarship in the UFS funding model.	• Engaged scholarship resource allocation ^b	Funding (in ZAR) allocated to activities that uses engaged scholarship methodology ³ as a share of total funding allocated for research in the current year.
5. Increase the efficiency and effectiveness of governance	5.1. Revise and update all UFS policies to reflect the University transformative drive.	• Policy revision rate	Share of UFS policies that have been revised since after 1 January 2018.

² Internationally indexed journals include all journals indexed in the Thomson Reuters Web of Science (ISI Combined); ProQuest International Bibliography of Social Sciences (IBSS); Norwegian Register for Scientific Journals, Series and Publishers (level 2 only); Scientific Electronic Library Online (SciELO) SA; and Elsevier's Scopus.

³ E.g. action research, participatory evaluation, participatory governance, community-based participatory research, participatory development.

GOAL	KEY PERFORMANCE AREA	KEY PERFORMANCE INDICATORS	MEASURES
and support systems	5.2. Increase student participation in University governance structures.	<ul style="list-style-type: none"> • Student representation in governance structures ^{a & b} 	Share of Senate subcommittee meetings that were attended by currently enrolled students in the current year.
	5.3. Optimise the student lifecycle from recruitment to graduation.	<ul style="list-style-type: none"> • Achievement of recruitment targets 	Percentage of Faculty enrolment target achieved
		<ul style="list-style-type: none"> • Improvement of turnaround time from student application to provisional admission 	Turnaround time from student application to provisional admission to be determined, and then the current turnaround time be improved to the determined time
	5.4. Improve the integration of data systems and the credibility of management information.	<ul style="list-style-type: none"> • Effectively addressing gaps in data integration of current systems 	Gaps in integration identified through relevant audit processes
6. Achieve financial sustainability	6.1. Increase non-government derived sources of income.	<ul style="list-style-type: none"> • Share of income from contract research ^{a & b} 	Income from contracts for research (in ZAR) as a share of total third stream income in a given year. Third stream income includes all income other than state appropriations (subsidies and grants) and tuition and other fee income, as per the UFS annual consolidated financial statements.
		<ul style="list-style-type: none"> • Share of income from advancement activities 	Income from private gifts and grants (in ZAR) as a share of total third stream income in a given year. Third stream income includes all income other than state appropriations (subsidies and grants) and tuition and other fee income, as per the UFS annual consolidated financial statements.
		<ul style="list-style-type: none"> • Share of tuition income from non-government sources 	Tuition income from non-government sources (in ZAR) as a share of total tuition income in a given year. Tuition income from non-government sources exclude NSFAS funding, NRF bursaries and other income originating from state appropriations.
	6.2. Optimise the cost drivers in academic programmes and support service departments.	<ul style="list-style-type: none"> • Share of departments that are financially viable 	Cost reductions against a baseline. Share of academic departments that generated sufficient income to meet operating costs in the current year, as measured through the Finance department viability model.
	6.3. Correct the UFS tuition base-line.	<ul style="list-style-type: none"> • Average percentage baseline correction ^b 	The difference between the undergraduate tuition fees of the UFS, and the average of the undergraduate tuition fees Universities in the similar class of the UFS, as a percentage of UFS tuition fees, calculated per faculty

GOAL	KEY PERFORMANCE AREA	KEY PERFORMANCE INDICATORS	MEASURES
7. Advance an institutional culture that demonstrates the values of the UFS	7.1. Operationalise a UFS Institutional Multi-stakeholder Group (IMG) responsible for the identification of interventions in relation to the UFS's institutional culture.	• Frequency of IMG gatherings	Number of meetings or other gatherings of the IMG in a given year, as per the IMG meeting notes/reports.
		• Activities discussed and agreed on by IMG ^b	Annual report on IMG activities.

NOTE

Shaded KPIs specify indicators for the Department of Higher Education and Training (DHET) and UFS Council, as follows:

^a Indicators included in Annual Performance Plan submitted to the DHET

^b Indicators included in UFS Council Scorecard

6. Implementation

Transformation involves change on a large scale, needs to be participative, and is important that the solutions are appropriate for the University. The process of getting to the answer can be as important as the answer itself.

The cross-functional task teams will be convened by members of the executive team. The Key Performance Areas will be assigned to the individual convenors who will constitute an implementation committee, which will be chaired by the Vice-Rector: Institutional Change, Student Affairs and Community Engagement. This committee will meet monthly.

Transformation involves changing institutional culture at a fundamental level. The Institutional Multi-stakeholder Group (IMG) will be responsible for the identification of interventions in relation to the UFS's institutional culture. The governance will be an Oversight Committee, a governance committee which will have representatives of Council, Rectorate, Deans, Management, Senior Directors, Directors, Central SRC, and Unions. It will be chaired by the Rector and Vice-Chancellor and will meet on a quarterly basis.

7. Conclusion

This Strategic Plan is a commitment of the University of the Free State to distinguish itself over the next five years as an institution, based in central South Africa, which through academic excellence, diversity and inclusivity and through innovative and transformative thought, will pursue the delivery of excellent quality graduates and knowledge for the region, the continent and the globe.

It signals the commitment to widen the scope and radically accelerate transformation in the University.

The University of the Free State will strive for social justice in everything it does. It will be an institution where its diverse people feel a sense of common purpose and where the symbols and spaces, systems and daily practices all reflect commitment to openness and engagement. It will respond to the needs of the local community, while at the same time participating in the global knowledge production. It will be an institution that has engaged actively with its colonial and apartheid legacies and which recognises its common humanity and the universal nature of the intellectual endeavour. It will be a place for competing views, disagreements, and sometimes even discomfort.

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