Integrated Transformation Plan

Contents

1 Introduction

A transformed university in South Africa will be one which strives for social justice[1] 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. A transformed university will be a place for competing views, disagreements, and sometimes even discomfort.

This document is the University's Integrated Transformation Plan (ITP). The development of the ITP started in January 2017 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 of the Free State (UFS) needed to focus on, as well as the process going forward.

The consensus reached at the January workshop was translated into an ITP Framework. The framework, which was developed collaboratively by a representative team from the workshop, identified the conceptual points of departure for the task of transformation, as well as a broad vision centred on the notion of social justice and inclusivity. The framework noted that transformation in South Africa means the dismantling of the legacy of apartheid and colonialism at political, social, economic, and intellectual levels in order to adopt new practices, modes of organisation, and values capable of delivering social justice. It was in this sense that the framework noted that the key outcome of transformation is social justice.

In turn, the framework document built on a number of previous reports, including the Soudien Report of 2008, the 2001 SAHRC Report, the 2016 Report on Transformation at Public Universities in South Africa, the UFS Transformation Report 2016, and the Shimla Park Report 2016.

The ITP Framework was approved by Council at its March 2017 meeting. Work streams were identified, each of which had a convenor responsible for working consultatively with relevant stakeholders to produce this ITP. It represents the operationalisation of the framework document and has followed a long process of consultations in itself.

The ITP signals the commitment of the University of the Free State 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

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[1] *Social justice* is an understanding of the principles and practices which promote compassionate and fair distribution of the resources of a society. In the context of South Africa, it covers the notion of redress towards those who have suffered discrimination and exclusion.

This document is set out as follows: Section two looks at the process that was followed, the set-up of the work streams, how they fit together, what they were asked to do, and the ensuing consultation process; Section three looks at the individual transformation plans as developed and consulted by the individual work streams; Section four looks at the process going forward and how the Integrated Transformation Plan will be managed.

The University is a functioning organisation with all the complexity this entails. The aim of the ITP is for the University to review its focus. This requires managing the challenges that cut across university structures, hence the need for cross-functional task teams. Day-to-day issues should continue to be addressed as they arise; improvements that can be made within a department or faculty should be managed by the responsible manager. The cross-functional task teams are being set up to realise the plan below in a twenty-four-month time frame.

2 The Process behind the ITP

The University has been grappling with the implications of transformation for some time. Intractable problems in an organisation are typically those that require solutions that cut across departmental boundaries. Challenges which occur within a management domain are resolved by the responsible manager, given the capability, appropriate focus, and commitment. However, problems cutting across an institution require multi-functional teams with executive support, terms of reference, and adequate time and resources.

The framework identified a number of work streams and assigned work stream convenors. The convenors were charged with (a) constituting the work streams, and (b) each developing their part of the ITP.

2.1 The Work Streams that Developed the ITP

The work done in all streams have been informed by the understanding that universities are complex organisations which require the management of people, processes, physical resources, and finances in such a way that they can deliver on their specific purpose. In some cases, work streams were sufficiently complex that they had to be split later on. In other cases, it transpired that the work streams were working on activities that were related, and could ultimately be merged. In the end, ten work streams were chosen. These can be grouped into three broad areas, namely the core university functions, university culture, and structural and operational issues that underpin the existence of the University.

Core Functions	1	**Teaching and Learning**
	2	**Research, Internationalisation, and Innovation**
	3	**Engaged Scholarship**
University Culture	4	**Student Experience**
	5	**Staff Experience and Composition**
	6	**Names, Symbols, and Spaces**
	7	**Universal Access**
Structural Issues	8	**Financial Framework (Size and Shape)**
	9	**Governance, Systems, Policy, and Administration**
	10	**Multi-campus Model**

Figure 1: The ten work streams

Core functions: The core functions of a university consist of: (**1) Teaching and Learning, (2) Research, Internationalisation, and Innovation, and (3) Engaged scholarship**. Transforming this area requires a 'decolonised' curriculum which includes the voices that have previously been excluded, recognition of students in their human fullness, engagement in the global conversation, and the UFS to take its place in the disciplinary, multidisciplinary, and transdisciplinary debates.

University culture: University culture is a complex set of ingrained behaviours, practices, and norms governing the experience of those who study and work in the institution. Four work streams are responsible for this area: **(4) Student Experience, (5) Staff Experience and Composition, (6) Names, Symbols, and Spaces and (7) Universal Access.** These teams look to promote university culture that does not exclude or intimidate, but encourages people to experiment with and challenge established conceptions of the world while feeling part of a community.

Structural issues that underpin the University: These include **(8) Financial Framework (Size and Shape), (9) Governance, Systems, Policy, and Administration and (10) The Multi-campus Model.**

2.2   The Work Stream Process

In the case of transformation, the process of getting to the answer is often as important as the answer itself. The process of engagement must ensure the active participation of representatives from all relevant UFS stakeholder groups, and the principles and modes of engagement that are used must ensure institution-wide buy-in.

The work streams were asked to do their own transformation planning and have engaged in varying degrees of consultation leading to the plan going forward. The teams cut across functions and included the people needed to drive implementation later on.
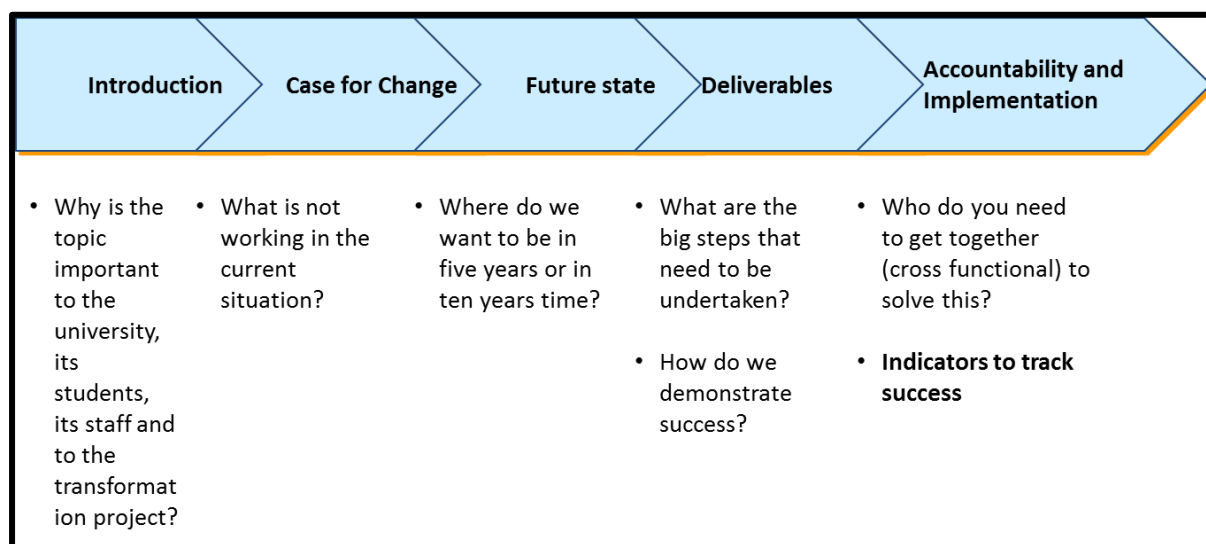
Introduction	Case for Change	Future state	Deliverables	Accountability and Implementation
• Why is the topic important to the university, its students, its staff and to the transformation project?	• What is not working in the current situation?	• Where do we want to be in five years or in ten years time?	• What are the big steps that need to be undertaken? • How do we demonstrate success?	• Who do you need to get together (cross functional) to solve this? • **Indicators to track success**

Figure 2: Setting the terms of reference for each work stream

Once they had done this, each team was asked to produce what is effectively a one-page terms of reference
1. **Introduction:** Why is the topic important to the University, its students, its staff, and to the transformation project?
2. **The case for change:** What is not working in the current situation?
3. **The future state:** Where do we want to be in five years' or in ten years' time?

4. **The deliverables:** What are the big steps that need to be undertaken? How do we demonstrate success?
5. **Accountability and Implementation:** Who do you need to get together (cross-functional) to solve this?
6. **Indicators to track success:** What will be used to demonstrate and track success? These will be firmed up by the cross-functional task teams once they have been constituted.

The teams were also asked to identify the key interfaces to the organisation and other work streams. Once the cross-functional task teams are constituted, one of their first activities will be to review the deliverables, sketch the key steps to achieve them, and present them together with the time frames to the oversight committee, which will be defined in Section 4.

2.3 The Consultation Process

As noted in the framework, transforming an institution which is more than a hundred years old, presents a variety of challenges. Firstly, the work streams have consulted internally in order to produce their transformation plans. Then the plans were summarised for this document. After that, the integrated plan was consolidated and consulted with a variety of stakeholders. The consultative process is mapped out below and culminated with the submission of the ITP to Council for adoption on 8 September 2017.
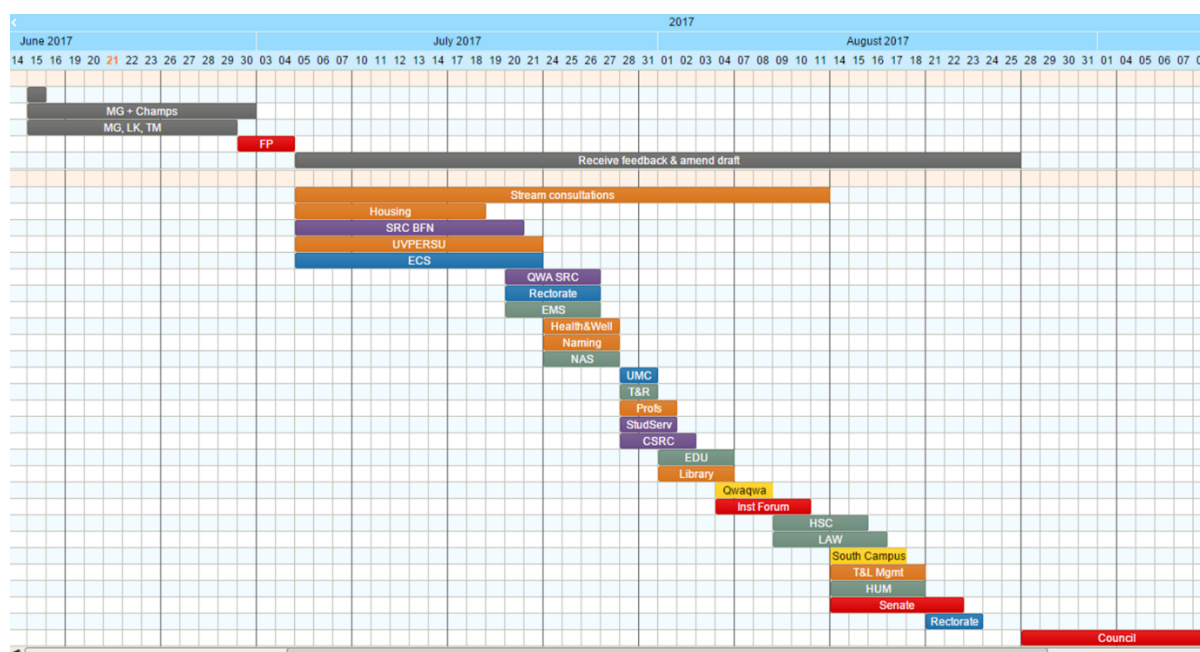

Figure 3: The ITP consultation process[2]

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[2] Among those consulted: Bloemfontein Campus (BFM), Central Student Representative Council (CSRC), Executive Committee of Senate (ECS), Education Faculty Board (EDU), Economic and Management Sciences Faculty Board (EMS), Institutional Health and Wellness Forum (Health&Well), Residence Management Committee and Residence Heads (Housing), Health Sciences Faculty Board (HSC), Humanities Faculty Board (HUM), Institutional Forum (IF), Law Faculty Board (LAW), Library Senate Committee (LIBRARY), Naming Committee (Naming), Natural and Agricultural Sciences Faculty Board (NAS), Professoriate Committee (Profs), Qwaqwa Campus (QWA), Qwaqwa Campus Coordinating Management Committee (Qwaqwa), South Campus Executive Management Committee (South Campus), Student Representative Council (SRC), Student Services Forum (StudServ), Teaching and Learning Managers (T&L), Theology and Religion Faculty Board (T&R), University Management Committee (UMC), University of the Free State Staff Union (UVPERSU).

3 The Transformation Plans

3.1 Teaching and Learning

Introduction: The 'massification' of higher education has resulted in a complex, challenging, and contested teaching and learning environment. In addition, the isolation of the apartheid years means that we are still in a process of catching up with disciplinary developments which form the conversations happening in the rest of the world. Teaching and learning will focus on evidence-based teaching excellence and deep curriculum transformation. This involves engaging with cutting-edge methods that enable scholars and students to pursue global standards of excellence in ways that speak to concerns in South Africa.

The case for change: Much of the curriculum traces back to isolation years or is stuck in a past that neither reflects contemporary global thinking nor shows sufficient respect for local understanding, experience, and problems. Students do not feel recognised in their human fullness and feel that their knowledge and the knowledge produced by their communities are not valued. At the same time, we are not fully engaged in the global conversations and the disciplinary, multidisciplinary, and transdisciplinary debates taking place. There is an achievement gap, particularly between black and white students, that needs to be addressed.

The future state: A transformed and decolonised teaching and learning function which offers curricula that reflect a variety of ways of knowing, pedagogy that engages students in their own learning, instruction that provides them with the necessary tools to access knowledge; and education that produces excellent graduates who can contribute to a sustainable, just society locally and globally. There will be a clear integration and alignment of workload and performance management. The 'decolonised' curriculum will draw on engaged scholarship and locally relevant research, include local and other voices that may have been excluded, and reference more comprehensively global issues, developments, and scholarship.

Deliverables
• 'As-is' analysis of curricula, pedagogies, performance, and achievement gaps by department and campus
• An explicit assessment in all departmental reviews of the curricula with respect to decolonisation and relevance (Does it reflect global practice? Is it locally relevant? Does it refer to the students' experience?)
• Implement a peer-review mechanism of the pedagogies for undergraduate and relevant postgraduate and open distance-learning modules in order to transform the relationship between lecturer and student, using evidence and technology and making student engagement the preferred approach to successful learning.
• Reconceptualise academic staff development, continuous professional development, reward and promotion. Review the current policy for academic staff employment (in relation to professional training in teaching and learning, and UFS probation period and the respective requirements).
• Improve the quality of student learning and decrease the achievement gap (particularly between black and white students). This might include foregrounding the role of language, academic literacy, and developing innovative online support platforms.
• Clarify the proposed UFS graduate attributes and promote the intentional mapping and integration of these attributes into curricula and co-curricula
• Develop a learning analytics approach for teaching and learning

Deliverables
• Conduct an audit of the programme catalogue to clarify module progression rules and pathways
• Devise and implement a strategy to provide library services and flexible workspaces to meet differentiated learning and research for postgraduate and undergraduate students
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Vice-Rector: Academic. Director: Centre for Teaching and Learning (CTL), Faculty Teaching and Learning Managers, Director: DIRAP, University Preparation Programme (UPP) Manager, Qwaqwa Campus Academic, South Campus Academic, Student representation, Academic with experience of undergraduate research teaching, Director: Student Affairs Bloemfontein, Director: Postgraduate School.

Some possible indicators: Number of revised modules, number of peer reviews, increased success rate to 86% in three years, number of departmental reviews with recommendation successfully implemented, reduce the achievement gap by 4% in four years.

3.2   Research, Internationalisation, and Innovation

Introduction: The University of the Free State (UFS) has made considerable progress in relation to the major indicators of academic success. It has increased the number of registered doctoral students by 26% from 2015 to 2016, and over the past five years it has improved its research outputs (articles, conference proceedings, and books) from 650 to 990 units, and its number of NRF-rated researchers from 100 to 150. The potential contractual income from signed research-related contracts has increased from R38 million to R213 million over the past three years. However, these achievements have not been sufficient to leapfrog the University to be among the top five institutions nationally.

The case for change: The challenges which the UFS face in terms of the quantity and quality of knowledge produced, has been attributed to uneven productivity among individual academics, limited qualifications of appointed academic staff, and an insufficient alignment of the research capacity pipeline from undergraduate programmes to academic staff development. Colonialism has had an impact on knowledge production, shaping it in a particular way. As a consequence, the UFS must question how it produces knowledge, how research informs the curriculum and engagement, and how research activities relate to existing forms of privilege.

The future state: The University will move to being a research-led university with excellent undergraduate programmes. It will increase the size and quality of honours, master's, and doctoral programmes and enrolments. A supervisory model which scales to postgraduate cohorts, will 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.

Deliverables
'As-is' analysis • An analysis of the current UFS postgraduate research output and innovation landscape, including research focus areas, research chairs, the Prestige Scholars Programme, and the Senior Professors' programme
Creating research-ready undergraduate students • Alignment of the research-capacity pipeline from undergraduate programmes to postgraduate research training to academic staff development, focusing on the development of researchers, with specific focus on black researchers
Develop postgraduate students who can do research and contribute to society • Creating effective supplementary supervision models • A differentiated research strategy with targets for increased numbers of postgraduate students and expanding the international footprint, with a specific focus on Africa
Research development • A strategy for the Senior Professors' Programme, including a review of expected outputs • A strategy for research focus areas, including targets for publications, graduates, and integration internally and externally • Evaluation of research institutes and their mandates, and developing research strategies • A strategy for SARChI chairs to develop into Centres of Excellence and attract additional funding
Impact of research on society • A strategy for Innovation and Technology Transfer, including spin-out technology, licensing agreements, and patents • Alignment of research and engaged scholarship • Career development and creating opportunities for doctoral students
Indicators • Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Vice-Rector: Research. Top Researchers, a Prestige Scholar, a Head of an Institute or Centre, Senior Director: Research Development, Director: Postgraduate School, Director: Commercialisation and Contracts, Director: Internationalisation, representative from Human Resources and Finance, a Doctoral student, Chair of Postgraduate Student Council, and a Postdoctoral fellow.

Some possible indicators: Number of research output units (expressed as journal publications, conference proceedings, books, and creative outputs). Percentage of accredited journal publication output units in international journals. Research outputs per 'Permanent Instructional and Research'C1 staff member. Number of NRF-rated scholars and scientists and rating categories. Percentage of 'Permanent Instructional and ResearchC1' staff with doctoral degrees. Number of postdoctoral fellows (black and female). Number of registered and graduated doctoral students (black and female). Number of registered and graduated master's students (black and female). Number of registered and graduated honours students (black and female). Total funding from research contracts. The number of research projects that are under incubation have been provided with a safe environment to mature into sustainable entities that can contribute to growth at the UFS and the community. Percentage of signed licence agreements that have contributed to third-stream income. Growth of the Intellectual Property portfolio in proportion to the research portfolio.

Actual targets will be set by the cross-functional task team after the 'As is' analysis.

3.3 Engaged Scholarship

Introduction: The core functions of a university are the generation, dissemination, and application of knowledge. It is the latter, the application of that knowledge, that is the core of engaged scholarship.

Engaged scholarship is the heterogeneous way in which a university interacts with the diverse community in which it exists. It is about linking the best of the research and teaching skills of staff, but also students, to specific needs of different parts of the extended community – civil society, the private sector, government, and non-governmental organisations. It is about citizenship of the University and the civic responsibility of the University to society as a whole. Engaged scholarship gives effect to one of the key 'public good' dimensions of universities. In turn, the curriculum, research efforts, teaching, and student attributes are all enriched through engagement with the community.

The case for change: The key challenges associated with this function are an outdated approach and a lack of scholarship, i.e. a charitable approach instead of a two-way knowledge exchange process with communities. Important in this regard is to establish how community engagement interfaces with teaching and learning, and with Research, Internationalisation and Innovation.

The future state: 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. In future, the generation, dissemination, and application of knowledge will be part of the workload model, and as with teaching and publishing, application of knowledge will be expected from most members of the academic community.

Deliverables
• An 'As-is' analysis of the portfolio of Engaged Scholarship activity plus an estimate of the potential
• Develop an engaged scholarship strategy which incorporates engaged scholarship in the performance management and promotion system of the University, and is aligned with the differentiated research strategy
• Develop a support system and monitoring system to quantify the amount of engaged scholarship, its impact on the community, and the associated research outcomes and third-steam income
• Develop a strategy for effective partnerships with Province, City, broader communities, and other key stakeholders
• Enable access to opportunities for students to build their civic awareness (e.g. through the Global Leadership Programme)
• Promote access to research grants for engaged scholarship that advances development goals
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Vice-Rector: Institutional Change and Student Affairs. Representatives of Faculties, representative of Community Engagement Unit, Student representation, Innovation and Business Development Office representative, South Campus representative, and Director: Student Affairs Qwaqwa campus.

Some possible indicators: Number of academics engaged in knowledge application to increase (refer to 'As-is'). Amount of funding for knowledge application. Number of UFS projects involving application of knowledge to increase against baseline. Number of civic

awareness projects. Volume of continuous professional development projects. Number of projects with the City, Province, and broader communities.

3.4A Student Experience

Introduction: The #Fallist movements have galvanised students across South Africa, highlighting the need to fast track the transformation of the student experience. At the UFS, the #Fallist movements explored more than the issue of fees; it also reflected on students' conditions in general. In this regard, the UFS needs to work towards humanising student experience both inside and outside the classroom, which is conducive to success at the University and subsequently.

The case for change: Student experiences across the University strongly depend on the students' origin and socio-economic conditions. At times, students experience the University environment as unsympathetic, hostile, aloof, exclusionary, and discriminatory. They sometimes experience the administrative staff as unsympathetic and hostile, and similarly the academic staff as remote, discriminatory, and wishing for 'better students'. There is often a disconnection between the student and staff experience, creating an environment that works against student success. In addition, the institution is often divided along the historical lines of dominance, oppression, power and privilege, exacerbated by lack of empathy and tolerance. Many students are struggling with their fees and with living conditions. Use of recreation facilities is dominated by on-campus students and UFS traditional sports.

The future state: The future is a UFS with self-reflective staff and students who are conscious about their historic and present positionalities. Staff and students go out of their way to make others feel comfortable. The University will have a culture which is humanising, socially just and inclusive; no-one will feel excluded based on sexual orientation, disability, gender, religion, culture, place of origin, language, race, class, etc. It will encourage empathy in academic and support staff and provide a flourishing community and supportive environment for all who work and study here. The majority of students will participate in sport and recreational activities, including activities which were not previously offered.

Deliverables
• A detailed 'As-is' study to understand the issues faced by students, including transport, food security, safety, accommodation, study facilities, and universal access
• Design and roll out an advocacy programme based on the results of the 'As-is' study
• Participation of academic and support staff in conscientisation workshops
• Proactive solution-building workshops within faculties and departments, involving both students and staff
• Institutional-culture study, using a variety of methodologies to share student experiences of the UFS
• Implementation of sexual harassment and sexual assault strategy and policy (by the Sexual Harassment Task Team and also to establish a Sexual Assault Response Team)
• Develop a comprehensive sport strategy, with emphasis on non-traditional sports and maximum inclusivity, focusing on historically-excluded demographics and paying attention to enabling issues such as transport, safety, and universal access
• Establishment of mechanisms that ensure the support and integration of international students, SADC in particular, in collaboration with the International Office
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Vice-Rector: Institutional Change and Student Affairs. Dean: Students Affairs, Academic Staff representative, Support Staff representative, Head of CUADS, Director: Student Counselling (Health and Wellness), Director: Student Life, Student representation, Centre for Teaching and Learning (CTL) representative, Director: Institute for Reconciliation and Social Justice

(IRSJ), Director: Postgraduate School, representative of Gender and Sexual Equity Office, KovsieSport representative, Senior Director: Housing and Residence Affairs, Director: Internationalisation.

Some possible indicators: Number of students under financial stress to decrease by against the base, number of students suffering food insecurity to decrease against base. Roll out programme to reach 70% of students. Increase in sports participation, particularly black, women, and off-campus students. Number of black and women staff members, and available sporting codes.

3.4B Student Accommodation and Residence Culture

Introduction: Less than 20% of students are accommodated in residences; however, residences have demonstrated potential to play a big role in academic success, particularly for first-year students and first-generation students. In principle, student accommodation is self-funding; in practice the modalities are difficult, with no university as yet getting it right, since the relationship to the private sector is difficult to manage and in some institutions costs are carried well above market prices.

The case for change: Students do not leave socio-economic inequalities at home when they come to university. Black African and Coloured students are particularly vulnerable. According to a 2016 study, UFS students are worse off than the national average; for example, the vast majority of students (79%) indicated that they have run out of food without being able to buy more, with 30% indicating that this happens most days or every day (compared with 23% nationally). For this reason alone, it would be important to accommodate almost all first-year and most second-year students. In addition to the socio-economic reasons, residence culture at the Bloemfontein Campus, for example, has been inherently divisive, creating residence identities different from that of the University. The strong residence culture still retains the potential to disrupt. Furthermore, safety for off-campus students at the Bloemfontein, Qwaqwa, and South Campuses remains a major challenge, and in all cases a flash point for disruption. The condition of off-campus accommodation for Qwaqwa Campus students, in particular, is a risk.

The future state: The University would like to put all first-year, most second-year, and about half of third-year students in campus residence. There are currently some 4 000 beds at Bloemfontein. The desired number would be close to 6 000 new entrants, 6 000 second-years, plus 3 000 third-years. This would provide the necessary leeway to create a new residence culture that would primarily have an academic rather than an identity culture, with a progressive mentorship system and a safety net for first-year and first-generation students. The residence strategy needs to be integrated into a broader accommodation strategy which includes optimising transport, safety, study, and recreation. The database of off-campus student accommodation for quality assurance, as well as an increase in security patrols in neighbouring streets where student accommodation is found, would improve student safety. All UFS off-campus accommodation should comply with minimum norms and standards for housing as set out in the Higher Education Act: Policy on minimum norms and standards for Student Housing at public universities.

Deliverables
• A detailed 'As-is' study to understand the issues faced by students regarding on- and off-campus accommodation and quantification of the accommodation gap
• The development of a strategy to create residences with an academic focus, and the full implications for numbers and costing
• The setting of minimum transport, safety, accommodation, and travel standards for students

Deliverables
• Development of an approach to student accommodation that is affordable for the student and entails optimal cost to the University
• A strategy for postgraduate, postdoctoral, and international students
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Vice-Rector: Operations, Dean: Students Affairs, Student representation, Director: Student Life, representative of University Estates, CTL representative, representative of Protection Services, Academic from the Student Colleges, representative of Gender and Sexual Equity Office, CUADS representative, Senior Director: Housing and Residence Affairs, Director: Postgraduate School, Director: Internationalisation.

Some possible indicators: Percentage of students in residence. Pass rate of students in residence. Mix of students in residence.

3.5 Staff Experience and Composition

Introduction: Employment equity, particularly as it relates to senior academic staff, is a key priority in the UFS's transformation process. The University has great difficulty in both attracting and retaining black staff members. Two identified obstacles to improving the UFS equity profile are: policies and practices in the recruitment, employment, and promotion process; and the impact that institutional culture has on new staff members' sense of collegiality. In addition, there are enclaves that embrace change, but equally enclaves that are perceived to be openly hostile to new staff; that perception in itself is a barrier to entry.

The case for change: It is known that newly-appointed academics, particularly black academics, find it very difficult to function in academic departments at the UFS for several reasons, which include the predominance of Afrikaans in some departments, the dominance of certain intellectual approaches that limit alternative perspectives, and the lack of mentoring and capacity-building approaches to develop the next generation of academic staff. The institutional culture built on extreme hierarchies has played a negative role in staff relations, especially between academic and support staff. Practices such as raising the inherent requirements, grooming a person from the non-designated group, appointment of non-designated staff in temporary positions, restricted professional networks in the disciplines, inappropriate 'head hunting', downplaying designated candidates, accentuating non-designated candidates, and informal job protection have been identified as potential blocks to transformation. The general environment in academic and support services departments is patriarchal. An analysis of the position of female staff in academic positions indicates few women professors and a concentration of women in the lower echelons of the academic hierarchy. When race and gender are combined, the situation is worse in both academic and support services departments. Complaints of pay corresponding with unpleasant/hostile experiences were expressed through the protests of outsourced service staff during the #FeesMustFall student protests at the UFS.

The future state: The future will be one of excellence and diversity. The University will have a staff culture of high performance and equality. Institutional culture will value and encourage different approaches, different perspectives, and differences in religion, race, gender, values, and beliefs. It will be possible to attract, recruit, develop, and retain black staff. There will be a support and mentoring programme that ensures the University gets the best possible contribution from its staff. There will be fair and competitive remuneration based on performance. There will not be pockets of exclusion where staff members feel unwelcome. Women will be well represented at all levels in the UFS workforce.

Deliverables
• A detailed 'As-is' study to understand how young academics, black academics, support staff, and service workers experience the academic and departmental cultures and where employment equity is working and not working
• Review the proposed initiatives, including focus groups, inclusive capacity building, adaptation of the recruitment and selection process, a new performance evaluation system, development training, and a new differentiated remuneration system
• A study of institutional culture, using different methodologies, is conducted to create awareness of staff experiences
• Exit interview policy aimed at identifying opportunities for improvement; to be conducted with each and every staff member on leaving
• Review of promotion criteria for academic staff
• Development programme for next-generation academics
• Revise Employment Equity strategy, with equity targets agreed at faculty and departmental level
• A feasibility study of promotion policy for support staff
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Vice-Rector: Operations. Senior Academic, Senior Director: Human Resources, Postdoctoral student, Graduate student, Young Academic from each campus, and a non-academic staff member, Vice-Rector: Research, and Senior Director: Research Development.

Some possible indicators: Employment equity targets. Number of black staff at senior lecturer level and higher by 2019. Female academics according to rank. All young staff with career plan, which is tracked annually.

3.6 Names, Symbols, and Spaces

Introduction: Symbols such as buildings, statues, artworks, names, and memorabilia play an important role in signalling institutional culture. Names include not only the names of physical spaces and structures, but also other symbolic names, for example, memorial lectures. Symbolic imaging includes institutional branding, artwork, and memorabilia, but also institutional traditions and protocols. In the same way, the physical, social, and learning spaces have important roles in shaping experience and signalling values. The University needs to identify symbols and spaces that need transformation, and ensure that any changes promote a socially just institution which celebrates freedom of expression and provides a sense of solidarity and belonging for all. Activities such as the greening of the University, which have important transformational value, are continually managed by University Estates.

The case for change: The recent concerns expressed about the UFS's current institutional culture and its representation, calls for the UFS to take a comprehensive and critical look at the state of institutional symbols and the current processes used in the naming, renaming, acquisition, and disposition of symbols. The UFS must assess whether the existing names, symbols, and spaces reflect a transformed university. To date, processes concerning the naming and renaming have been handled on an ad hoc basis by the Naming Committee, with the initiative for naming and renaming mainly residing, for example, with the occupants/residents of buildings. At times, this process has been seen as problematic. It is the general assumption that all matters related to symbols fall under the Naming Committee. However, the acquisition or removal of symbols does not fall within the mandate and expertise of the Naming Committee. There is currently no committee to address concerns on institutional symbols.

The future state: University environments will reflect knowledge spaces which inform and challenge their users. Names, symbols, and spaces will portray an environment that reflects a real commitment to diversity, inclusivity, and social justice. They will play a role in enriching critical thinking and the educational experience of its community. They will draw on the

diversity of the University body, but not act as a museum, which solely commemorates its histories and heritage. The task of symbolic reparation will not have been undertaken with a crude displacement narrative. The University will have transformed in a way that is emphatic and yet inclusive; it will be seen to embrace diversity beyond its two ethnic opposites. This process requires a comprehensive approach, rather than the ad hoc methods used to date. Decisions should stem from the findings of the engagement process with all stakeholders. This said, it is not necessarily in the best interest of the UFS to follow popular ideas of what constitutes inclusive symbolism.

Deliverables
• Review proposals to reconstitute the Naming Committee and expand their terms of reference
• Estimate of the costs that might be needed for, among others, commissioning of studies, work on cataloguing, renaming, removals, replacements, and potential commissioning of artworks
• 'As-is' analysis, including a comprehensive survey into the current state of names (buildings, streets, memorial lectures), statues, symbols, spaces, artworks, and campus configuration, and how this informs the existing institutional culture
• An evaluation of the current processes on naming, renaming, acquisition, and disposition of statues, artworks, and other symbols, and recommendations on how they can be enhanced
• The development and implementation of a transformation strategy for the naming, renaming, acquisition, disposition of symbols (if any), and re-configuration of areas and spaces
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: There is a need to set up a work stream comprising of members who have expert knowledge in the fields of art, image studies, cultural studies, architecture, heritage, history, and heritage legalisation. Convenor: Director: Institute for Reconciliation and Social Justice (IRSJ). Team members: Assistant Director: Property Management, UFS Art Curator, SRC, Heritage expert, representative for CTL, Director: Communication and Brand Management, Director: Community Engagement, representative from the Art Advisory Committee, representative from Free State Provincial Heritage Resources Authority, Visual Culture expert, Culture Studies expert, Urban Planning expert, Outside advisors (as necessary), representative of the Naming Committee.

Some possible indicators: New approved process on naming, renaming, acquisition, and disposition of statues, artworks, and other symbols.

3.7   Universal Access
Introduction: Promoting the human rights of people with disabilities, including the development of practices such as universal design and universal access, supports the social model of disability and focuses on the holistic nature of the challenges that students might encounter. Although the existence of impairment cannot be denied, a person only really becomes disabled once they interact with their environment. When a person's environment, whether physical, social, educational or attitudinal, is designed in such a way that it is accessible to the greatest variety of users, allowing for different options and ways of use, the degree of disability that might be experienced can be reduced significantly. This also benefits people without disability and caters for different access preferences.

The case for change: People with disabilities belong to a group that is often either not catered for or even discriminated against. The UFS recognises a number of students and staff with disabilities, in particular visual impairment, hearing impairment, mobility impairment as well as learning difficulties. A broader definition of disability includes psychosocial disorders which significantly impact learning (e.g. depression, anxiety, panic disorder, post-traumatic stress,

etc.). Attention to the principles of universal design will improve the University experience for a large number of students, and also staff, including students and staff with disabilities.

The future state: The application of the principles of universal design and universal access at the UFS will be instrumental in the improvement of the institutional culture with regard to people with disabilities, thus moving away from the traditional focus on the individual with the problem. This will enable the UFS to create an environment where students with disabilities can experience all aspects of student life equal to their non-disabled peers. Recognising the rights of people with disabilities is an important lesson in social justice and an opportunity to reinforce university values. Moreover, a significant number of students with varying degrees of psychosocial disorders which affect learning are positively supported in the process.

Deliverables
• A detailed 'As is' study looking at the prevalence and impact of all conditions affecting learning and access to learning
• Alignment of all the policies that refer to universal access, including those related to teaching and learning, staff with disabilities, and students with disabilities
• Develop and implement a universal access strategy including impairments such as clinically-diagnosed psychological disorders, as well as an assessment of the potential impact
• Develop and implement guidelines for teaching material, new learning spaces, and any new relevant policies
• Develop and implement a protocol of proactive approach for lecturers
• Develop and implement a comprehensive advocacy and awareness strategy
• Develop and implement a protocol for universal access to physical spaces and structures
• Develop and implement a protocol for universal participation in sport activities
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Dean: Student Affairs. Including Head of CUADS, Director: Student Counselling, representative of CTL, Director: Student Life and Communities (Student Health and Social Support), Assistant Director: Property Management, Students with Disabilities, HR representative, Student representative, Director: Protection Services.

Some possible indicators: Reduction of policies still to be aligned. Strategy for Universal Access developed and implemented. Guidelines for teaching material, new learning spaces, and any new policies implemented. Roll-out of awareness strategy.

3.8 Financial Framework (Size and Shape)

Introduction: Typically, student demands are currently either about funding or services with important costing/funding implications. Furthermore, many of the transformation initiatives that have been identified will require some level of funding. Universities in South Africa are underfunded and for this reason the financial overview is important. At the same time, the University wants to become a research-led university. Cost and income are incurred and generated at a micro level. This requires a detailed understanding of the financial impact of 'local decisions' and rules around the control of surpluses and their governance. The financial viability, and therefore financial transformation, involves trade-offs for the University as a whole. It is intimately linked to the Size and Shape work stream which is being set up.

The case for change: A large number of students are financially stressed. The financial needs of students include fees, but also accommodation, transport, technology, and living expenses. The financial stress impacts on their academic performance and also on the student experience. Financial stress is often a cause of volatility and can be a trigger for protest. On

the other hand, the writing off of debt and the funding of transformation initiatives places financial stress on the University and could potentially cause a financial crisis.

The future state: 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. We will have a clear understanding of the students as well as the ability to intervene with access to funding as needed. 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 a question of the size and shape of the University. The rules around making a surplus, types of surplus, and the rules around using the surpluses are thus generated. These discussions involve finance, but are essentially decisions around the core business.

Deliverables
• An 'As-is' review of the financial model at a departmental level
• Review departmental fee structures in context of national alignment, but also affordability, class size, and departmental contribution
• Review the intended size and shape differentiated by academic intent and the resulting income and funding streams
• Review the rules for unspent budgets, unspent salary budgets, savings of funds, and potential surplus generation and deployment of funds to support core business
• Review policies around high-level opportunities for third-stream income, including cost-recovery mechanisms and rules around surplus generation
• Model for allocation of strategic funding
• Exit strategies for all marginal courses, programmes, and projects
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Vice-Rector: Operations. Members of the Deans' Committee, Vice-Rector: Academic, Senior Director: Finance, Director: Institutional Information Systems (IIS), Vice-Rector: Research, and Senior Director: Research Development.

Some possible indicators: Departmental fee structure review. Agreed rules for unspent budgets, unspent salary budgets, savings of funds, and potential surplus generation. Model for allocation of strategic funding. Exit strategies for marginal programmes.

3.9A Governance and Policy
Introduction: The UFS has made important progress in certain areas of governance and policy. Particular examples are the Language Policy, Appeals Policy, and composition of Senate. However, the majority of UFS policies need to be revised to ensure that they reflect and support the transformation drive of the University.

The case for change: Many UFS policies are complex, difficult to understand, and consequently difficult to communicate, implement, monitor, and audit. Clauses talking to issues of, inter alia, discrimination, gender, race, equity, universal access, people with disabilities, and sexual orientation are inadequately infused. Policies are past the revision dates and there is often a disjuncture with national policy developments. In addition, critical policies that should be in place are missing. Incomplete, inconsistent, and badly worded policies carry a real implicit bias. Inconsistently applied policies represent a significant litigation and reputation exposure, especially in times of political tension.

The future state: The University needs to work towards a well-established standardised framework, competencies, and insights to develop a suite of crisp and clear operational policies and procedures that should be placed on the University's intranet. Policies competently developed, serve as a guiding process for implementation, monitoring, and especially audit. The policy framework articulated in the UFS Policy Manual must be fully digital, be able to flag revision dates and dependencies on legislation. A revised UFS Policy Manual should be availed every academic year. The terms of reference for such a work stream should be clearly formulated, as well as the time frames. The remits and relevant governance documents (Statute, institutional regulatory material, etc.) should be taken into account when the work stream executes its mandate. UFS governance needs to explore greater student participation beyond the inclusion of SRC members in UFS committees.

Deliverables
• Conduct an 'As-is' review of the extent of the duplication, relevance, availability, and completeness of the current policies and the extent to which they are up to date, accessible, and comprehensible
• Develop a guiding framework for policy development, formulation, and implementation
• Design, revise, and redevelop policies with the relevant policy owners
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor**:** Registrar: Governance and Policy. Registrar: Systems and Administration, Dean: Student Affairs, HR representative, Senate representative, Union representatives, the Institutional Forum representative, SRC, Assistant Director: Postgraduate School, Deputy Registrar: Governance and Policy, Director: Academic Planning.

Some possible indicators: Guiding framework for policy development, formulation and implementation. Number of policies reduced against base. Number of policies satisfactorily revised and approved by Senate.

3.9B Governance: Systems and Administration

Introduction: The university student administration system covers students from their initial recruitment to graduation, any further studies, and induction into the alumni system. The University has been optimising these related student administration processes (Student Administration Process Engineering Project – PR-ENG) with the assistance of external consultants. The process analysis ('as is') and redesign ('to be') was completed in 2015 under the leadership of the Vice-Rector: Academic and Senior Director: ICT. The processes currently included are qualification management, prospective students' recruitment, applications, admissions, and registration. The implementation is planned for conclusion by end of January 2018.

The case for change: The majority of the current processes and systems are still manual, with dispersed accountability. The lack of automation and the dispersed accountability potentially leads to mistakes and inconsistencies in the application of admission requirements, progression rules, and other general and faculty rules, including inconsistencies across campuses. The integrity of awarding qualifications, obtaining of distinctions, certification, and graduations is also potentially compromised. The University has been subjected to five audits in the Student Administration ambit over the past four years. Furthermore, where rules are fraught, they potentially become weighted against the poor students. Also, it has a potential impact on enrolment and throughput and on the academic reputation of the UFS. There are further processes in the lifecycle and value chain linked to student administration, including faculties, other campuses, financial aid, student accounts, international student processes,

and residence placement that need to be integrated in order to reduce risk and improve services to students.

The future state: The future state is a stronger, rule-based, and consistent governance structure with a single line of accountability in student administration across all faculties and campuses. The system will be fully automated, with data integrity across the student lifecycle and value chain. The derived data will become the first point of call for student analytics, and even for flagging students at risk in real time.

Deliverables
• A detailed 'As-is' study to flag all the potential problems at the different interfaces
• Delivery of the basic (Phase I and Phase II) system with the functionality covering qualification management, applications, admission, registration, prospective students, and postgraduates
• Review of all accountabilities and weaknesses in the basic system
• Prioritise the plan and the implementation of the next phase of process and systems renewal (partially completed in Gap Analysis and ITP Systems and Administration plans)
• Clean-up of all old data and clean-up of the catalogues
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Registrar: Systems and Administration. Director: Student Academic Services, Director: UFS Marketing and Student Recruitment, Director: Academic Planning, Director: DIRAP, Deans, Faculty managers, Campus Principal and Campus Vice-Principal: Academic and Research of Qwaqwa, Principal of South Campus, Student representation, representative from ICT, representative from International Affairs, representative for Student Affairs, Implementation consultants, Finance representative, representative of Housing and Residence Affairs, Director: Institutional Information Systems (IIS).

Some possible indicators: Mitigation of risks as identified in the audit reports. Automated systems and processes. Reduced number of queries, requests, complaints and appeals. Seamless recruitment to graduation lifecycle and value chain, excellent services, data integrity and credibility. Consistency in the application of policy, rules and requirements on an institutional level.

3.10 Multi-campus Model
Introduction: The UFS is a multi-campus institution. The South and Qwaqwa Campuses have their own profiles and challenges. It is important to identify the complementarity among the campuses and develop a narrative that celebrates the specific characteristics of each campus and their contribution to the reputation and impact of the UFS. Two principles must underpin the UFS's multi-campus model: the quality of both support service provision and academic offerings must be equal across campuses; and off-campus learning sites must be fully included in the University's identity.

The case for change: Both campuses have started transformation programmes and both have comprehensively reviewed their spaces and symbols. Both campuses are already dealing with issues around student experience, in particular optimal student transportation and accommodation. While these issues are being addressed, it is felt that these campuses must create their unique niche for this transformation to gain traction. The South Campus already has a unique role and niche in terms of teaching and research. Qwaqwa is moving towards creating its own identity both in terms of its PQM and research.

The future state: The future state will have equitable treatment of staff and students between campuses, the same teaching and learning standards, and equity in the provision of resources. Integration, transport, and accommodation issues at the Qwaqwa and South

Campuses will be dealt with. The University operates as one university with niches, but no campus is seen as inferior. The Bloemfontein Campus will draw on the pedagogical expertise of the other two campuses and collaborate where appropriate on their unique research efforts.

Deliverables
• 'As-is' analysis of the programme needs and gaps in Qwaqwa and South Campuses
• Comprehensive review of the infrastructure needs of Qwaqwa and South Campuses
• Review PQM with relevant qualifications for all three campuses
• Develop and implement unique strategies for Qwaqwa's selective undergraduate courses
• Develop postgraduate focus on sustainability sciences for Qwaqwa
• Develop a strategy around open distance-learning and foundation programmes for South Campus
• Development of Qwaqwa and South Campuses' own unique academic signatures
• Submit indicators for tracking to the Implementation Committee

Accountability and Implementation: A cross-functional task team. Convenor: Qwaqwa Campus Principal. South Campus Principal, SRC representatives (Qwaqwa and South Campuses); Student Forum representative (Distance Education); Academics (Qwaqwa, Bloemfontein, and South Campuses); Head: Academic Planning (DIRAP).

Some possible indicators: Deliver new PQM with relevant qualifications for all three campuses. Develop and implement unique strategies for Qwaqwa's selective undergraduate courses. Develop postgraduate focus on sustainability sciences for Qwaqwa. Develop strategy around open distance-learning and foundation programmes for South Campus. Development of Qwaqwa and South Campuses' own unique academic signatures.

4   The Process Going Forward

The previous section gives the individual plans, which together form the Integrated Transformation Plan. The majority of the work will be done in the cross-functional task teams. This section looks at the process going forward.
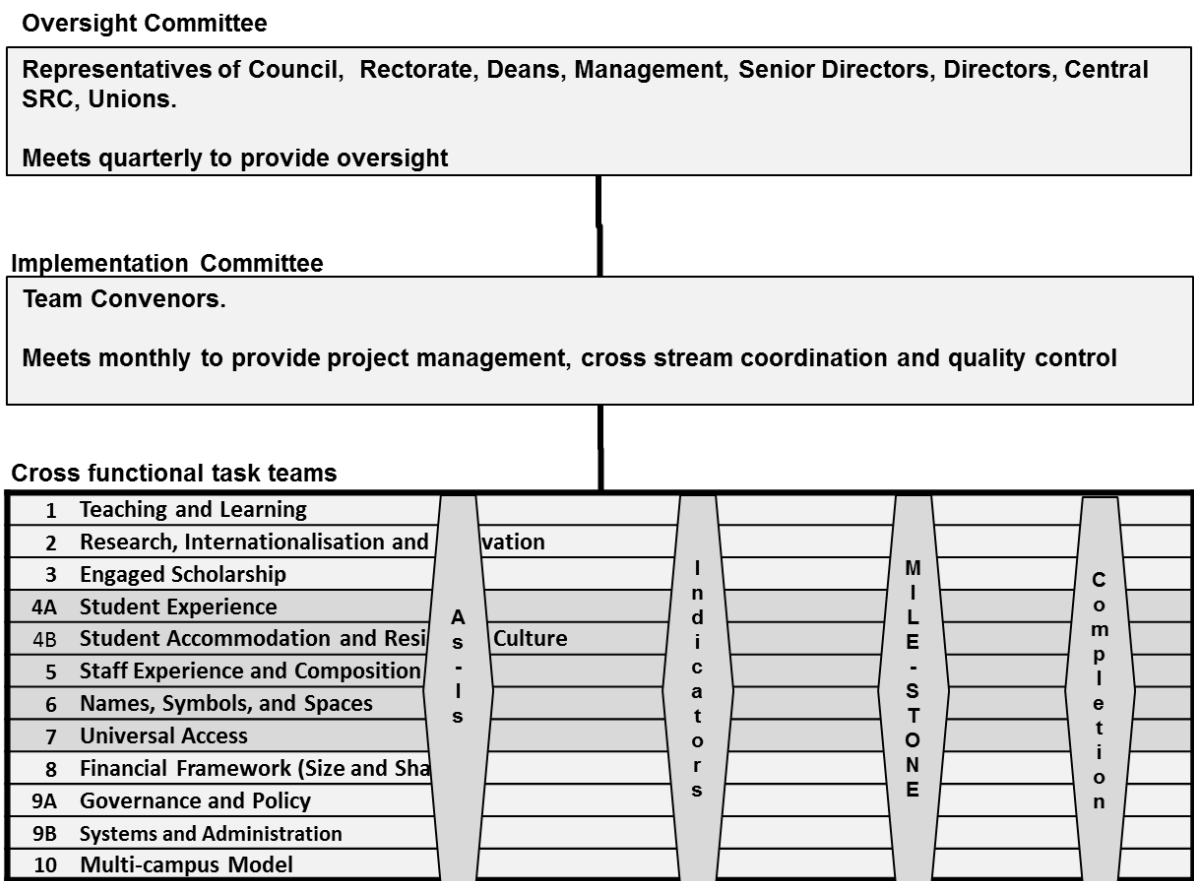

Figure 4: The governance structure going forward

4.1   The Composition of the Cross-functional Task Teams

There are ten cross-functional task teams, each of which has a convenor and a set of deliverables.

Cross-functional task teams	Convenor	Proposed Team
1. Teaching and Learning	Vice-Rector: Academic	Director: Centre for Teaching and Learning (CTL), Faculty Teaching and Learning Managers, Director: DIRAP, University Preparation Programme (UPP) Manager, Qwaqwa Campus Academic, South Campus Academic, Student representation, Academic with experience of undergraduate research teaching, Director: Student Affairs Bloemfontein, Director: Postgraduate School

Cross-functional task teams	Convenor	Proposed Team
2. **Research, Internationalisation and Innovation**	Vice-Rector: Research	Top Researchers, a Prestige Scholar, a Head of an Institute or Centre, Senior Director: Research Development, Director: of the Postgraduate School, Director: Commercialisation and Contracts, Director: Internationalisation, representative from Human Resources and Finance, a Doctoral student, Chair of Postgraduate Student Council, and a Postdoctoral fellow
3. **Engaged Scholarship**	Vice-Rector: Institutional Change and Student Affairs	Representatives of Faculties, representative of Community Engagement Unit, Student representation, Innovation and Business Development Office representative, South Campus representative, and Director: Student Affairs Qwaqwa
4A. **Student Experience**	Vice-Rector: Institutional Change and Student Affairs	Dean: Students Affairs, Academic Staff representative, Support Staff representative, Head of CUADS, Director: Student Counselling (Health and Wellness), Director: Student Life, Student representation, Centre for Teaching and Learning (CTL) representative, Director: Institute for Reconciliation and Social Justice (IRSJ), Director: Postgraduate School, representative of Gender and Sexual Equity Office, KovsieSport representative, Senior Director: Housing and Residence Affairs, Director: Internationalisation
4B. **Student Accommodation**	Vice-Rector: Operations	Dean: Student Affairs, Student representation, Director: Student Life, representative of University Estates, CTL representative, representative of Protections Services, Academic from the Student Colleges, representative of Gender and Sexual Equity Office, Senior Director: Housing and Residence Affairs, Director: Postgraduate School, Director: Internationalisation
5. **Staff Experience and Composition**	Vice-Rector: Operations	Senior Academic, Senior Director: Human Resources, Postdoctoral student, Graduate student, Young Academic from each campus and a non-academic staff member, Vice-Rector: Research, and Senior Director: Research Development
6. **Names, Symbols, and Spaces**	Director: IRSJ	Assistant Director: Property Management, UFS Art Curator, SRC, Heritage expert, representative for CTL, Director: Communication and Brand Management, Director: Community Engagement, representative from the Art Advisory Committee, representative from Free State Provincial Heritage Resources Authority, Visual Culture expert, Culture Studies expert, Urban Planning expert, Outside advisors (as necessary), representative of the Naming Committee
7. **Universal Access**	Dean: Student Affairs	Head of CUADS, Director: Student Counselling (Health and Wellness), representative of CTL, Director: Student Life, Assistant Director: Property Management, Student with Disability, HR representative, Student representative, Director: Protection Services

Cross-functional task teams	Convenor	Proposed Team
8. Financial Framework (Size and Shape)	Vice-Rector: Operations	Members of the Deans' Committee, Vice-Rector: Operations, Vice-Rector: Academic, Senior Director: Finance, Director: Institutional Information Systems (IIS)
9A. Governance and Policy	Registrar: Governance and Policy	Registrar: Systems and Administration, Dean: Student Affairs, HR representative, Senate representative, Union representatives, the Institutional Forum representative, SRC, Assistant Director: Postgraduate School, Deputy Registrar: Governance and Policy, Director: Academic Planning
9B. Systems and Administration	Registrar: Systems and Administration	Director: Student Academic Services, Director: UFS Marketing and Student Recruitment, Director: Academic Planning, Director: DIRAP, Deans, Faculty Managers, Campus Principal and Vice-Principal: Academic of Qwaqwa and the Principal of South Campus, Student representation, representative from ICT, representative for International Affairs, representative for Student Affairs, Implementation consultants, Finance representative, representative of Housing and Residence Affairs
10. Multi-campus Model	Qwaqwa Campus Principal	South Campus Principal, SRC representation (Qwaqwa and South Campuses); Student Forum representative (Distance Education); Academics (Qwaqwa, Bloemfontein, and South Campuses); Head: Academic Planning (DIRAP)

Figure 5: The composition of the cross-functional task teams

4.2   The Implementation Committee

The convenors will form the Implementation Committee. They are the Vice-Rector: Academic, Vice-Rector: Research; Vice-Rector: Institutional Change and Student Affairs; Vice-Rector: Operations; Director: IRSJ; Dean: Student Affairs; Vice-Rector: Operations; Registrar: Governance and Policy; Registrar: Systems and Administration; the Qwaqwa Campus Principal, and the Principal of South Campus. It will be chaired by the Vice-Rector: Institutional Change and Student Affairs and deputised by the Vice-Rector: Operations. This committee will meet monthly.

The Implementation Committee will review the progress of the cross-functional task teams. It will look at the interfaces, and will clear any obstacles. Although each team will have an engagement plan, there will be a need for general engagement. The Implementation Committee will have its own high-level stakeholder map and engagement plan. It will ensure that the students and the academic staff in particular are solicited for advice at regular intervals.

The engagement process will be supported by the department for Communication and Brand Management through a communication strategy aimed at keeping the UFS community well informed about, actively engaged in, and committed to the realisation of the ITP.

4.3   The Oversight Committee

The Oversight Committee is the governance committee. It represents the January 2017 workshop and 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.

4.4   Critical success factors

Large-scale change must work on at least three levels. Firstly, it must work at a rational level; it is important that the solutions are appropriate for the University of the Free State. Secondly, it must work at an emotional level; it must feel right for all those who will need to carry the change. Thirdly, it must work at a political level; the solutions need to be driven by the managers with authority to ensure that the solutions indeed take hold. The launch of the ITP internally, will in itself be designed to help generate the energy needed for the later implementation. This will be coupled with change-management support.

The ITP does not represent the addition of resources, but rather changes in approach, structures, and practices. The cross-functional task teams represent a commitment to the process; this does not require additional staff. The team members will be expected to work on implementation steps.

Financial provision will be made available for the effective implementation of the ITP. In addition, the Directorate for Institutional Research and Planning (DIRAP) will be coordinating the monitoring and tracking of progress on behalf of the Oversight Committee. There will be an implementation team aligned to the Rector and Vice-Chancellor's office, which will assist the Implementation Committee.

5   Conclusion

This document is the operationalisation of the Framework Document which was approved in March 2017. Transformation is not the task of a single individual or even a group of people; transformation is the responsibility of every member of the University community. This is the Integrated Transformation Plan promised in the Framework Document. It sets out the key deliverables by cross-functional task teams led by convenors, and puts in place the mechanisms to manage the process of transformation and to govern it. It will be supported by a small implementation team reporting to the Implementation Committee, which will assist with the change management and the implementation process.