

Strategy
Togamaano
Strategie

2015 - 2025

Index

Foreword - Prof Dan Kgwadi	2
Strategy statement	3
Identity of the NWU	3
Values	4
Success model	4
- Internal success model	5
- Financial success model	7
- External success model	7
Competitive strategy	9
Strategic agenda	10
Market direction decisions	10
Student equity targets	10

Foreword

We are a unique university in South Africa. We have a footprint in two provinces, rural, semi-rural and urban campuses, a diverse staff and student body and a unique approach to language.

My strategy team and I have been engaged since July 2014 in developing a new strategy for the NWU for the next 10 years. We have had to deal with significant and very challenging issues.

One of the first issues was the attitude that all is well with the NWU and we need not engage in a process to renew our strategy at all, far less implement fundamental change. It is clear that there is a strong and clear imperative to change, not because we have done badly in the past (on the contrary, we have done well) but because we will not survive and prosper unless we reposition this university for the future. Trust levels have been tested across the university. We are a product of our society and therefore display all the familiar fault lines. Despite this we have reached a substantial consensus on what needs to be done to take us to greater heights.

I am excited that this strategy, the end product of many hours of work by the strategy team, encapsulating the collective wisdom of the entire team and the many inputs obtained during the consultation process, has been approved by Council. Our strategy statement sums up the essence of the work we have now concluded:

We need “to transform and position the NWU as a unitary institution of superior academic excellence, with a commitment to social justice”.

This outcome represents a team effort and coincides with my personal vision for the NWU. At the outset of the process, I emphasised the need to achieve greater unity across the whole institution and to develop a unique university culture which will make our students recognisable as students of the NWU, to ensure equity of provision across the university and to focus on academic excellence. I do not need to persuade you that we should embrace issues of social justice – our history demands it and as a significant institution of higher learning, we can make a huge contribution to the effort to achieve greater social justice in the country.

The process which we have engaged in has been rigorous and extensive – and it has borne fruit. We need to take a bold step into the future, so that we can build on our current strengths, embrace our rich diversity and make it a positive advantage in the increasingly competitive landscape we inhabit. We must now focus on implementation.

Join us in the exciting prospect of embracing an imagined future which acknowledges our rich past and positions us for the future. We will need a commitment from all to succeed.

Dan Kgwadi
Vice-Chancellor



Approved by Council on 19 November 2015. Revised by Council on 16 March and 21 September 2017.

Strategy statement

To transform and position the NWU as a unitary institution of superior academic excellence, with a commitment to social justice.

Identity of the NWU

The North-West University was established by merger and incorporation in 2004 as a unitary multi-campus institution, with a single set of policies, systems and standards, driven by a set of constitutionally based values, promoting unity in diversity, developing its own brand and identity, and a unique institutional culture based on the unity and value system of the university.

We recognise that our university has in its first 10 years made great strides in becoming a balanced teaching-learning and research university. We continually strive to achieve greater social cohesion, inclusiveness, and diversity among students and staff. In the light of this, we adopted the following identity to direct our activities for the period 2015 to 2025:

Our dream

To be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care.

Our purpose

To excel in innovative learning and teaching and cutting-edge research, thereby benefitting society through knowledge.

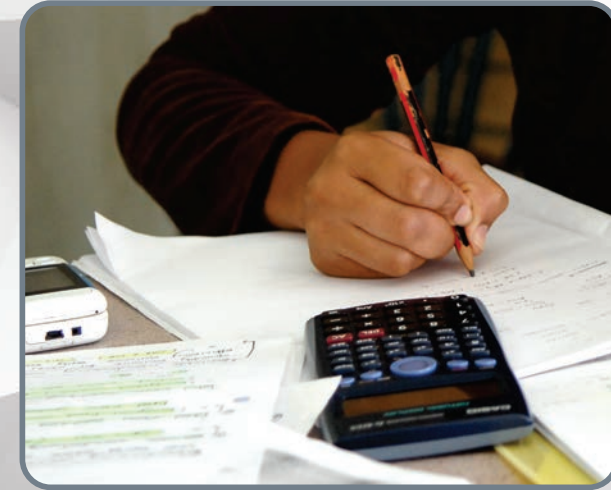
Our brand promise

To be dynamic, values-driven and excellent.

Values

The NWU will foster engaged and caring staff and students and embed the following foundational values, based on the constitutional values of human dignity, equality and freedom:

- Ethics in all endeavours
- Academic integrity
- Academic freedom and freedom of scientific research
- Responsibility, accountability, fairness and transparency
- Embracing diversity



Success model

Preamble: The following measures of ultimate external, internal and financial success, collectively, signify a commitment by the NWU:

- To conduct its core business at a high standard and in a nationally responsive and accountable manner.
- To function as a unitary, integrated multi-campus university that will enable equity, redress, alignment and globally competitive teaching and research across all NWU campuses as defined in the success measures contained in the success model.

The university further commits to employ strategies and transformational practices and processes that will be:

- aimed at achieving a sustainable competitive advantage
- responsible and risk-embracing in design and implementation
- intelligence-informed
- credible
- optimally-participative
- leadership-driven and collectively-owned.

Internal success model

1. **High-quality teaching and learning:** reflected in external peer reviews, student satisfaction, employer feedback, employability of work-seeking graduates employed/self-employed within six months in top 10% in higher education in South Africa. Generic set of appropriate national comparative indicators reflected in the annual performance plan.
2. **Research and innovation intensity:** notable international profile and impact, ranked in top five in South Africa, ranked in top 500 globally.
3. **Community engagement:** integrated into teaching and learning and research, aligned to community needs, participatory and partnerships, mutually beneficial, sustainable, developing a culture of active citizenship and environmental stewardship, established and well-functioning campus structures involved in directly surrounding communities.
4. **Clearly differentiating student value proposition:** quality of core business, equity of access (with the redress of the past having been achieved), sense of belonging, empowering and supportive learning experience, seamless learning and teaching, functional multilingualism (that promotes equity of access, academic performance, student growth and employability), diverse and integrated student life, employability, responsible, active and caring citizens, knowledgeable to be leaders in developing our country and continent, aligned programme offerings that are locally and regionally relevant and internationally competitive, value for money.
5. **Size and shape:** proportion of undergraduate/postgraduate students, national/international students, proportions of major fields of study, contact and distance, proportion of students in residences, academic programme niches: national imperatives aligned/driven, employment creating in local contexts, maximum utilisation of assets/resources, growth-oriented, market demand linked, competitive, cost effective, appropriate and access-enhancing, availability of programme offerings on campuses, optimum teaching and research balance.
6. **People profile:** (staff and students in every mode of delivery): must take cognisance of the principle that South African universities must be broadly representative of the population, with provision for measures to address the imbalance of the past.
7. **Employer of choice** in higher education in South Africa for well-qualified staff and globally acknowledged academic staff and other knowledge workers, high staff retention, local/international employment mix for academic staff.
8. **Academics with an open mindset** (nationally and internationally), critical in thinking, respectful of the right to freedom of expression, commitment to and respect for the full scope of diversity, scholarship, commitment to students, active citizenry, good work-ethic. PhDs, high-performance individuals (wholeness, results-centred, appropriate conduct, enthusiastic, team-oriented, relationship-competent, personal leader, self-developing, effective follower, creative, change mindset). Academic staff productivity (teaching and learning, and research) in top 25% of global benchmark.
9. **Support staff:** critical in thinking, freedom of expression, commitment to and respect for full scope of diversity, commitment to students, active citizenry, high-performance individuals (wholeness, results-centred, appropriate conduct, enthusiastic, team-oriented, relationship-competent, personal leader, self-developing, effective follower, creative, change mindset).
10. **Leadership and leaders:** participative, distributed, inclusive, communicative, decision-competent, effective managers, results-driven, accept personal responsibility and joint accountability, transformative outlook (personally and external contexts), innovative, coaching, leading commitment to diversity.
11. **Fully engaged and satisfied people:** engagement survey results exceeding global benchmarks, climate survey results consistent at desired levels.

12. **Organisational culture** enabled by leaders through policies, implementation strategies and deliberate actions. Culture evidenced by behaviours congruent with ethics, trust, care, value-based collective identity, integration, inclusiveness, participation, collaboration, innovation, valuing of academic freedom, learning, dedication to the core business, discipline, high-performance, joint and individual accountability, delivery of results, open and transparent communication, robust engagement, teamwork at leadership level, valuing of diversity, transformational.
13. **Core people practices** at competitive edge-creating level: talent management, performance development, people development (including leadership, self-leadership, change capacity, coaching and mentoring), and differentiating employee value proposition, staff reward and recognition: in top 25% of international benchmark in higher education. South African Board for People Practices (SABPP) and employee measure.
14. **Effective organisational and structure management model in context of a geographically dispersed multicampus university:** unitary university-based, discipline-strengthening and performance-enabling, promoting and enabling interdisciplinary collaboration, integrated functioning inter and intra-campus, optimally lean and flat, role clarity, rapid decision-making with delegated authority at appropriate levels, promoting effective communication, utility (easy external interface and internal work execution), fair and equitable asset and resource distribution throughout, efficient and value-contributing support services, cost effective, organisational sustainability. External expert assessment and internal measure.
15. **Environmental practices and processes:** promoting sustainability, best practices practised, Year on Year (YoY exceeding industry standard) reduction of carbon footprint, Year on Year (YoY exceeding industry standard) reduction in electricity and water usage, recycling effective, a culture of environmental stewardship in evidence among staff and students, integrated planned investments in green practices and infrastructure, green university in evidence, integration of principles of environmental sustainability in the curriculum.
16. **Governance, risk and compliance:** compliant with general and higher education sector-specific legislation, all regulatory rules and procedures, and institutional policies (100%).
17. **Best-in-class information and communications technology (ICT):** enabling seamless, virtual, open and integrated teaching and learning capability and experience, as well as research delivery and communication, access to rich data sets, reliability and availability exceeding world-class benchmarks, architecture supporting multi-campus real-time teaching, bespoke and integrated systems and solutions at discipline level, optimum level of standardisation, at the edge of new developments and breakthroughs, cost-effective and efficient systems (equipment, networks, solutions), strategic advantage and transactional excellence, best and balanced use of all media, speed and integration focus, user-focus, for instance user-friendly interfaces and user-competence developed, leveraged to reduce support service transaction cost (including optimally paperless) while improving service quality to staff and students including response and turnaround times, user satisfaction index.
18. **Institutional research and business intelligence:** strategic intelligence accessible for scenario development, trend analysis, strategic decision-making and integrated planning and reporting, best-in-class analytics including intelligent systems capability, real-time reporting enabled, accurate and reliable information, integrated and single data set, qualitative analysis enabled, webometrix position in top 800 globally and top five in South Africa.
19. **Communication infrastructure and capability:** brand equity developing, enabling of effective leader communication, strategic, leading-edge channels, appropriate content, media risk and opportunity constantly managed, integrated, optimally participative, executive leadership-owned. Higher education survey performance in top five.

Financial success model

1. Turnover mix (% of recurrent turnover)

- Subsidies (35%)
- Student fees (28,5%)
- Student accommodation and food services (7,5%)
- Entrepreneurial (13%)
- Endowments and donors (1,8%)
- State-subsidised research (7%)
- Short courses (3%)
- Investment income (4,2%)

2. Growth in turnover > 1,5% YoY real terms

3. Profitability/reserves

- Net surplus on recurrent activities (5,2%)
- Student accommodation (full cost recovery and including provision for macro maintenance) (15%)
- Food services (full cost recovery) (15%)
- Short courses (after full cost recovery, which includes 20%

indirect cost recovery for venues, use of equipment, library, systems, etc.) (20% net surplus)

- Entrepreneurial (after full cost recovery, which includes 20% indirect cost recovery for venues, use of equipment, library, systems, etc.) (10% net surplus)

4. Costs (% of recurrent turnover)

- Employees (49,5%)
- Operational (40%)
- Finance charges (1,3%)
- Depreciation (4%)

5. Balance sheet

- Gearing ratio (non-recurrent liabilities : equity) 19,7%
- Solvency (total liabilities : total assets) 30,5%
- Equity (available : total) 11,5%
- Return on capital employed (net current surplus : net assets) 7,5%

External success model

1. **Public sector reputation:** collaborative university, preferred partner for public projects, national imperative aligned, clearly distinguished role in national development projects, national debate and policy/regulatory influencer, public opinion shaping, responsive and accountable, valued national-regional-local asset, prime example of true transformation and nation building, value for money, ranked in top five in SA.

2. **Professional and statutory bodies reputation** (for instance Health Professions Council of South Africa (HPCSA), South African Institute

of Chartered Accountants (SAICA), South African Institute of Professional Accountants (SAIPA), Chartered Institute of Management Accountants (CIMA), Engineering Council of South Africa (ECSA), South African Nursing Council (SANC), Association of MBAs (AMBA), Law Society of South Africa (LSSA), General Council of the Bar of South Africa, National Health Research Ethics Council (NHREC)): unconditional accreditations (100%), standard-setting, leading contributor, preferential bursaries, beyond compliance (see financial success model and audits).

3. **Higher education professional bodies and councils** (for instance Universities South Africa, Council on Higher Education (CHE), South African Qualifications Authority (SAQA), National Research Foundation (NRF), Human Sciences Research Council (HSRC), Medical Research Council (MRC), Agricultural Research Council (ARC)): unconditional accreditations (100%), standard-setting, leading contributor, preferential funding, research collaboration, beyond compliance (see financial success model and audits).

4. **Private sector** (South Africa and Sub Saharan Africa).

- Reputation: preferred partner in contract research in selected areas, graduate professional development, lifelong learning (short courses). Entrepreneurial, innovative, well-established and best-practice processes (licensing, patenting, collaborative platforms), ethical in sourcing income, high-performing graduates
- Postgraduate bursaries sponsored by private sector > 40% of total postgraduate bursaries
- Consistent growth in ventures and licensing agreements
- Mature, dynamic and influential joint ventures in all relevant disciplines as well as in all development clusters
- National platforms hosted in all core strategic research/innovation areas

5. **Communities** (local and within chosen sphere of influence):

- Reputation: caring, diverse, catering for the disabled, local community change instrument, involved, developmental, learning with communities, valued and responsive partner, leading contributor to social justice
- Integrated with the third sector, non-governmental organisations and community structures
- Significant and growing footprint

6. **Effective relationships** with key stakeholder individuals (public sector, professional and statutory bodies, unions, media, community, industry players/competitors): ethical, professional, dispute/audit resolution, flagship reputation.

7. **Student market** (parents, prospective students, schools)

- University of choice reputation, based on: quality education, employability-creating qualifications,

value-laden environment, diverse cultural experience, rich/diverse learning experience, social integration, full demographic access across school quintiles, healthy student life, caring residence environment, affordability, safety.

- Preferred relationship status at dynamic set of core feeder schools

8. **Higher education sector reputation** (international and national):

- Globally renowned for rated researchers worthy of attracting top scholars
- Recognised as a leading contributor to the African knowledge society
- The most responsive university to national imperatives in the South African higher education sector

9. **Alumni, donors, Convocation**

- Reputation: Brand promise congruent, proud to be associated with university, special and sustainable relationships with alumni and donors, strategic interfaces with alumni and donors, communicative and engaging
- Willingness to send children to NWU
- Consistent growth in endowments and donation

10. **Strategic business relationships** (key suppliers, core business partners, Public Private Partnerships, technology, local suppliers): Market-focused, edge-creating, developmental, risk-appetite enhancing, sustainable, ethical, beyond Black Economic Empowerment compliant, income-generating.

11. **Union relationships:** fully engaged participants in the future of the NWU based on formal, dynamic compact delivering results, harmonious, co-operative and honest relationships.

12. **Media relationships:**

- Radio, television and print: Constructive engagement, reputation-enhancing, balanced and accurate reporting, willingness to publish good news, balanced coverage of range of activities, proactive engagement before reporting, NWU opinion leaders prominent
- Social and online media: active presence and engagement, database-enriching and intelligence-generating, reputation-enhancing, integrated with marketing communication, integrated with research.

Note on measures and metrics:

Where measures and metrics have not been allocated to success measures these will be developed during the further strategy participation and institutional planning process.

Competitive strategy

The competitive strategy of the NWU will be to further strengthen and/or develop the following market differentiators:

- Learning and teaching flagship programmes
- Research and innovation flagship programmes
- Technology
 - e-learning: technology supported multi-modal teaching and learning (including ODL)
 - e-research
 - e-business
- NWU brand enabled by marketing and communication, internationalisation, vice-chancellor as prominent brand ambassador, all staff in particular NWU leaders and leading academics, prominent alumni
- Multi-campus value proposition



Strategic agenda

The strategic agenda for the NWU executive team is as follows:

- Academic talent management
- Learning and teaching innovation
- Research and innovation acceleration
- Financial viability improvement interventions
- Field of study mix migration to Science, Engineering and Technology (SET) and Commerce
- ICT planning, investment, deployment and utilisation
- Student access, retention and success advancement
- Community integration, relevance and impact
- Transformation acceleration
- Institutional culture redesign and development – leadership, staff and students
- Organisation structure and operating model redesign

Market direction decisions

Decision 1: Grow student enrolment by > 1,5% year on year, with a priority on SET and Commerce at each site while realising the significant opportunity for growth at Vanderbijlpark.

Decision 2: While realising growth in all fields of study, change the contact FTE mix in the fields of study through aggressive growth in SET, significant growth in Commerce and moderate growth in Humanities (including Education). This will change the ultimate FTE mix to SET 35% (from 32%, DHET expectation 30%), Humanities 35% (from 40,3%, DHET expectation 40%), Commerce 30% (from 27,4%, DHET expectation 30%).

Decision 3: Increase research and innovation intensity while simultaneously investing in innovative teaching and learning practices. This ultimately will direct the NWU from a balanced teaching-learning and research university, towards an innovation and creativity-led university in all its core functions of research, teaching and learning with an increased postgraduate market focus.

Decision 4: Maintain the current campuses and centres and grow virtual access through investment in innovative teaching and learning.

Decision 5: Accelerate the rapid repositioning of distance learning to reflect decision 2 above with full undergraduate qualifications as well as to reflect decision 1 above. Integrate ODL programmes into faculties.

Student equity targets

The following student equity targets have been approved until 2025:

Distance	African	Coloured	Indian	White
2020	70%	3%	3%	24%
2025	71%	5%	7%	17%

Contact	2015			2020			2025		
	MC	PC	VTC	MC	PC	VTC	MC	PC	VTC
African	96,7%	21,8%	76%	95%	30%	77,2%	93%	44%	81%
Coloured	0,9%	4,9%	1,4%	1%	7%	1,4%	1%	5,6%	1,4%
Indian	0,5%	1,5%	1,8%	0,6%	2%	1,4%	0,6%	1,4%	2%
White	1,8%	71,7%	20,6%	3,4%	61%	20%	5,4%	49%	15,6%

Our Annual Performance Plan

Our strategy is realised through our Annual Performance Plan (APP), which comprises five core performance goals and four enablers.

Goal 1	Promote excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions
Goal 2	Intensify research and innovation
Goal 3	Integrate and align community engagement with core activities (teaching and learning and research) and promote sustainability principles
Goal 4	Develop a clearly differentiated student value proposition
Goal 5	Develop and retain excellent staff and create an equitable staff and student profile

Enabler 1	Govern, lead and manage in a sustainable and transformed way with an effective operating model.
Enabler 2	Develop best in class information and communications technology to support the core business.
Enabler 3	Communicate, engage and develop core business capability to increase brand equity, leadership efficacy, and community solidarity
Enabler 4	Ensure the financial sustainability of the NWU



Togamaano

2015 - 2025

Diteng

Ketapele - Mop Dan Kgwadi	14
Polelo ya rona ya ditogamaano	15
Ka fa YBB e tlhaolwang ka gone	15
Mekgwa e mentle	16
Mokgwa wa katlego	16
- Mokgwa wa katlego wa mo teng ga setheo	17
- Mokgwa wa katlego mo go tsa ditšhelete	20
- Mokgwa wa katlego kwa ntle ga setheo	20
Togamaano e e sa tureng	23
Ajenda e e logetsweng maano	23
Ditshwetso malebana le ka fa mmaraaka o dirang ka gone	24
Mekgele ya baithuti ya go boloka tekatekano	24

Ketapele

Re yunibesiti e e tlhomologileng mo Aforikaborwa. Re na le dikhamphase tse di fetang e le nngwe mo diporofenseng tse pedi; dikhamphase mo lefelong la selegae, la seka-selegae le la setoropo; badiri ba mefuta e e farologaneng le setlhopha sa baithuti; le tsela e e tlhomologileng ya go dirisa puo.

Nna le setlhopha sa me sa ditogamaano re ntse re tshwaregile ka tiro fa e sa le ka kgwedi ya Phukwi 2014, ya go tlhama togamaano e ntšha ya YBB ya dingwaga di le lesome tse di latelang. Re ne ra tshwanelwa ke go mekamekana le mathata a a seng kana ka sepe a a gwetlhang e le tota. Bongwe jwa mathata a ntlha jo re neng ra tshwanelwa ke go mekamekana le jone e ne e le boikutlo jwa gore gotlhe go tsamaya sentle mo YBB le gore gotlhelele ga re tlhoke go nna le seabe mo thulaganyong epe ya go tlhabolola togamaano ya rona, le fa e le go tsenya tirisong phetogo e e botlhokwa. Go bonala sentle gore go patikile fela thata go dira phetogo, e seng ka gonne re sa dire sentle mo nakong e e fetileng (mo boemong jwa moo, re dirile sentle) mme e le ka gonne dilo ga di kitla di re tsamaela sentle fa re sa fetole boemo jwa yunibesiti eno mo isagong. Re dirile ditekeletso tsa go bona gore a gona le mowa wa go ikanya ba bangwe mo yunibesiting. Re maloko a setšhaba mme ka jalo re na le diphoso tse di tshwanang rotlhe. Go sa kgathalatsege seno re fitlheletse tumalano ka se se tlhokang go dirwa gore re fetele kwa mankalakaleng.

Ke kgatlhwa thata ke gore togamaano eno, e setlhopha sa ditogamaano se kgonneng go tla ka yone morago ga diura tse dintsi tsa tiro, e akaretsa botlhale jwa setlhopha sotlhe le ditshwaelo tse dintsi tse di amogetsweng ka nako ya dikgakololano, e amogetswe semmuso ke

Lekgotla. Polelo ya rona ya ditogamaano e sobokanya mooko wa tiro ya rona e jaanong re e konetseng: Re tshwanetse

"Go fetola le go tlhoma YBB jaaka setheo seo se leng seoposengwe sa thuto ya boleng jo bo kwa godimo, se se iketleeditseng go diragatsa tshiamiso mo loagong."

Diphelelo tseno di emela maiteko a a kopanetsweng ke setlhopha sotlhe e bile di tsamaisana le mokgele o ke nang le one ka YBB. Kwa tshimologong ya thulaganyo eno, ke ile ka gatelela botlhokwa jwa gore re fitlhelele kutlwano e kgolo go ralala setheo sotlhe le go nna le tlwaelo e e kgethegileng mo yunibesiting e e tla dirang gore baithuti ba rona ba lemotshege jaaka baithuti ba YBB; go tlhomamisa gore botlhe ba tlamela ka ditlhoko ka go lekalekana mo yunibesiting yotlhe; le go tlhoma mogopolo mo thutong ya boleng jo bo kwa godimo. Ga ke tlhoke go lo kgona go dira gore lo dumela gore re tshwanetse go amogela tshiamiso mo loagong – seno se batlwa ke hisitori ya rona mme jaaka setheo se se botlhokwa sa thutogodimo, re ka tlatseltsa fela thata mo maitekong a go fitlhelela tshiamiso e kgolwane mo nageng ya rona.

Thulaganyo e re ntseng re e dirisa ke ya ka natla le e e telele tota – mme e nnile le matswela. Re tshwanetse go tsaya kgato ya bopelokgale ya go ya ko isagweng, gore re tsewedisetse pele dikgono tse re nang le tsone, re amogele dipharologano tse di seng kana ka sepe tse re nang le tsone le go dira gore di re tsewe mosola mo setheong sa rona se se gaisanang le tse dingwe. Jaanong re tshwanetse go tlhoma mogopolo mo go tsenyeng ditshwetso tirisong.

Kopanela le rona mo go tebelelong e e itumedisang ya go amogela isagwe e re akanyang ka yone e e re bontshang kwa re tswang gone le go re baya mo boemong jo bo siameng jwa isagwe ya rona. Gore re atlege, re tla tlhoka boineelo jwa botlhe mo go sone.

Mop Dan Kgwadi:
Motlatsa-Mokanseliri



*Dumeletswe ke Khansela ka la 19 Ngwanaitseele 2015.
Boeleditswe ke Khansela ka la 16 Mopitlwe le ka 21 Lwetse 2018.*

Polelo ya rona ya ditogamaano

Go fetola le go tlhoma YBB jaaka setheo seo se leng seoposengwe sa thuto ya boleng jo bo kwa godimo, se se iketleeditseng go diragatsa tshiamiso mo loagong.

Ka fa YBB e tlhaolwang ka gone

Yunibesiti ya Bokone-Bophirima e ne ya tlhongwa ka go kopanngwa ga dikhamphase ka 2004 jaaka setheo se se leng seoposengwe sa dikhamphase di le mmalwa, se se neng le dipholisi tse di tshwanang, ditsamaiso le ditekanyetso, se se laolwang ke mekgwa e e theilweng mo Molaotheong, se se rotloetsang gore batho ba ditso tsotlhe ba nne le kutlwano, se se itirelang leinakgwebo la sone le leina le le itsegeng ka lone, le tlwaelo e e tlhomologileng ya setheo e e theilweng mo kutlwanong le mo tsamaisong ya mekgwa ya yunibesiti.

Re a lemoga gore, mo dingwaga di le lesome tsa ntlha, yunibesiti ya rona e dirile kgatelopele e e seng kana ka sepe ya go nna yunibesiti e e tlamelang ka tsela ya go ruta le go ithuta e e lekalekaneng sentle. Re tswelela pele ka dinako tsotlhe go fitlhelela momagano ya batho mo setšhabeng. Ka ntlha ya seno, Yunibesiti ya Bokone- Bophirima e amogela tsela e e latelang ya boitshupi ya go kaela ditiro tsa yone mo lobakeng lwa 2015 go ya go 2025:

Mokgele wa rona

Go nna yunibesiti ya mo Aforika e e itsegeng kwa dinageng di sele, e e tlhomologileng ka thutogodimo ya yone, ka go nna le boikarabelo mo loagong mmogo le tlhokomelo.

Boikaelelo jwa rona

Go di goga kwa pele mo go tsa tlhamosešwa ya go ithuta le go ruta le mo patlisong ya maemo a a kwa godimo, gore re solegele setšhaba molemo ka go se naya kitso.

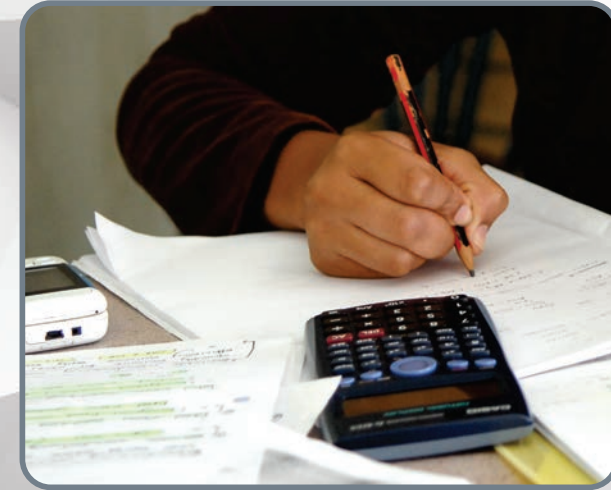
Tsholofetso ya rona ka leinakgwebo

Ke go: Gatela pele, Go gagamalela dilo tsa boleng jo bo kwa godimo; Go nna ya maemo a a kwa godimo.

Mekgwa e mentle

Re tla thusa go tlhagisa badiri le baithuti ba ba ineetseng mo tirong le go dirisa motheo o melawana ya rona ya boitshwaro e theilweng mo go one go ya ka molaotheo wa seriti sa botho, tekatekano le kgololesego:

- Maitshwaro a a siameng mo ditirong tsotlhe tsa rona
- Go ikanyega mo go tsa thuto
- Kgololesego mo go tsa thuto le kgololesego ya go dira patlisiso ka tsa saense
- Boikarabelo, go sikara maikarabelo a ditiro tsa rona, go sa gobebele le go dira dilo kwantle ga bofitlha bope
- Go amogela dipharologano



Mokgwa wa katlego

Matseno: Dikgato tse di latelang tsa go atlega kgabagare kwa ntle ga setheo, mo teng ga setheo le mo go tsa ditšhelete, mo dikarolong tseno tsotlhe, di bontsha boineelo jwa YBB.

- Gore e diragatse tiro ya yone ya konokono ya boleng jo bo kwa godimo ka tsela e e tsibogelwang ke setšhaba le go sikara maikarabelo a tiro eo.
- Go dira jaaka yunibesiti e e seoposengwe, ya dikhamphase tse di kopantsweng tse di tla kgontshang gorego nne le tekatekano, tharabololo ya mathata a nako e e fetileng, tolamisano le kgaisano ya lefatshe lotlhe ya tiro ya go ruta le go dira patlisiso mo dikhamphaseng tsotlhe tsa YBB jaaka go tlhalosiwa mo dikgatong tse di tla tse di akarediwa mo teng ga mokgwa wa katlego o o fa tlase

Gape yunibesiti e tswelela pele go ikemisetsa go dirisa ditogamaano le mekgwa ya go tlisa diphetogo le dithulaganyo tse:

- boikaelelo jwa tsone e tla nnang jwa go fitlhelela mosola o o tla nnelang ruri
- go nna le maikarabelo le go amogela kotsi e e ka tlhagang ya go tlhama le go tsenya tirisong
- go rarabolola mathata ka kitso
- go tshepega
- go tsaya karofo ka botlalo
- thotloetsego ya go etelela pele le go sikara maikarabelo mmogo.

Mokgwa wa katlego wa mo teng ga setheo

1. Boleng jo bo kwa godimo jwa **go ruta le go ithuta**: jo bo bontshiwang ke go sekasekwa ke dithaka tse di kwa ntle ga setheo, kgotsofalo ya baithuti, pegelokarabo ya bathapi, kgonego ya go thapa baalogi ba ba batlang tiro ba ba thapilweng/ba ba iperekang mo dikgweding di le 6 ba e leng karolo ya 10% e e kwa godimo mo Thutogodimong mo Aforikaborwa. Ditshupiso-kakaretso di le mmalwa tse di tshwanetseng tsa papiso tsa bosetšhaba tse di tshwanetseng go bontshiwa mo leanong la ditiro la ngwaga le ngwag.
2. **Patlisiso le tlhamosešwa** e e dirwang ka natla: porofaele e e itsegeng ya dinaga di sele le diphelelo tsa yone, e e beilweng mo maemong a ntlha a le 5 mo SA, le go bewa mo maemong a ntlha a le 500 mo lefatsheng lotlhe.
3. **Go nna le seabe mo baaging**: go kopantswe le go nna le go ruta le go ithuta le patlisiso, go lolamisitswe le ditlhoko tsa baagi, go nna le seabe mo le tirisanommogo, go solegelana molemo, go itsetsepela, go tlhama tlwaelo ya go nna le baagi ba ba tlhagafetseng le baemedi ba tikologo, dikago tse di itsetsepetseng sentle tsa dikhamphase tse di dirang sentle tse di nnang le seabe mo baaging ba ba leng gaufi le tsone.
4. **Go farologanya sentle tshitshinyo e e mosola ya baithuti**: boleng jwa tiro ya konokono, go newa ditshiamelo ka tekatekano (go fitlhelelwa ga tharabololo ya mathata a nako e e fetileng), go dira gore ba ikutlwe ba ratwa, go tlhomelelwa le maitemogelo a go engwa nokeng ka nako ya go ithuta, go ithuta le go ruta go go se nang pharologano e e kalo mo gare ga tsone, go dira sentle ga tiriso ya dipuo tse di farologaneng (tse di rotloetsang phitlhelelo ya ditirelo ka tekatekano, go dira sentle mo dithutong tsa sekolo, kgolo ya baithuti le kgonego ya go thapiwa ga bone), botshelo jwa methalethale jwa baithuti jo bo kopantsweng, kgonego ya go thapiwa, go sikara maikarabelo, baagi ba ba matlhagatlhaga ba ba amegang ka ba bangwe, go nna le kitso ya go nna baeteledipele mo nageng le mo kontinenteng ya rona, dirutwa tse di lolamisitsweng tsa lenaneothuto tse di maleba mo lefelong la rona le mo kgaolong e bile di rutwa le kwa dinageng di sele, tse boeng jwa tsone bo tshwanelang madi a a di duelelwang.
5. **Bogolo le popego** ke gore, palo ya baithuti ba pele ga kalogo/morago ga kalogo, baithuti ba naga ya rona/ba ba tswang kwa dinageng di sele, palo ya dirutwa tse dikgolo tse go ithutwang tsone, baithuti ba ba ithutelang mo se ba ba ithutang ba le kgakala le setheo, palo ya baithuti ba ba leng mo dikagong tsa bonno, dirutwa tsa akatemi tse di maleba: ditaelo tse di lolamisitsweng tsa bosetšhaba/tse di rotloediwang, go tlhama ditiro mo lefelong la rona, tiriso ya matlotlo/ditsompelo ka botlalo, kgolo, kgolagano le dilo tse di batlegang mo mmarakeng, dithwathwatlase, tshomarelo ya ditshenyegelo, go tokafatsa phitlhelelo, go nna teng ga mananeothuto a a rutwang mo khamphaseng, tekatekano ka botlalo ya go ruta le go dira patlisiso.
6. **Porofaele ya batho** (badiri le baithuti mo maemong mangwe le mangwe): e tshwanetse go akanyetsa molaotheo wa gore diyunibesiti tsa Aforikaborwa di tshwanetse go emela baagi ka kakaretso, le go tlamela ka dikgato tsa gore go baakanngwe go tlhoka tekatekano ga nako e e fetileng.
7. **Mothapi** yo botlhe ba ba batlang go thapiwa ke ene wa Thutogodimo mo Aforikaborwa wa badiri ba ba rutegileng sentle le badiri ba ba amanwang le tsa thuto ba ba itsiweng mo lefatsheng lotlhe le badiri ba bangwe ba ba dirang ka kitso, go boloka palo e e ka godimo ya badiri >90%, go thapa ba naga ya rona/ba dinaga di sele gore e nne badiri ba ba dirang ka tsa thuto.
8. **Baakatemi** ba ba amogelang dikgopolo tsa ba bangwe (ba naga ya rona le ba dinaga di sele), ba ba akanyang ka kelotlhoko, ba ba tlotlang tshwanelo e ba bangwe ba nang le yone ya kgololesego ya puo, ba ba ineetseng go amogela dipharologano le go di tlotla, madi a go ya go ithuta, go ineela mo baithuting, go nna baagi ba ba

tlhagafetseng, maitshwaro a a siameng a go dira, di PhD, batho ba ba ntshang ga tshwene mo tirong (ka botlalo, ba ba gagamalelang dipholo, boitshwaro jo bo siameng, tlhagafalo, go dira le setlhophha, go nna le kamano e e siameng le ba bangwe, moeteledipele, go itokafatsa bokgoni, molatedi yo o nang le matswela, bokgoni jwa go tlhama, go fetola tsela ya go akanya). Go nna le matswela mo tirong ga badiri ba tsa akatemi (go ruta le go ithuta, le go dira patlisiso) mo go 25% e e kwa godimo ya malebana a lefatshe lotlhe a re tshwanetseng go tsaya mo go one.

9. **Badiri ba kemonokeng:** ba akanya ka kelotlhoko, kgololesego ya puo, ba ba ineetseng go amogela dipharologano ka botlalo le go di tlotla, go ineela mo baithuting, go nna baagi ba ba tlhagafetseng, batho ba ba ntshang ga tshwene mo tirong (ka botlalo, ba ba gagamalelang dipholo, boitshwaro jo bo siameng, tlhagafalo, go dira le setlhophha, go nna le kamano e e siameng le ba bangwe, moeteledipele, go itokafatsa bokgoni, molatedi yo o nang le matswela, bokgoni jwa go tlhama, go fetola tsela ya go akanya).

10. **Boeteledipele le baeteledipele:** go tsaya karolo, anamisitswe, akaretsa, puisano le ba bangwe, kgono ya go dira ditshwetso, dimmenejara tse di nang le matswela, go rotloediwa ke dipholo, go amogela boikarabelo le go kopanela go sikara boikarabelo jwa se se dirilweng, go fetola tsela ya go leba dilo (tse di amang wena le tse di sa go ameng), tlhamosešwa, go katisa, boineelo jo bo eteletseng pele jwa go amogela dipharologano.

11. Go tshwarega ka botlalo le go kgotsofala ga **batho:** dipholo tsa patlisiso ya go tshwarega mo tirong di feta tsa malebela a lefatshe lotlhe, dipholo tsa patlisiso ka tlelaemete di mo maamong a a tshwanang a a batlegang ka dinako tsotlhe.

12. **Tlwaelo** ya setlamo e e dirilweng ke baeteledipele ka dipholisi, maano a go di tsenya tirisong le go tsaya kgato. Tlwaelo e e supiwang ke mekgwa ya boitshwaro e e tsamaisanang le maitshwaro a a siameng, ikanyo, kamego, boitshupo jwa botlhe jo bo theilweng mo mekgweng e e siameng, kopanyo, kakaretso, go tsaya karolo, tirisano mmogo, tlhamosešwa, tshekatsheko ya boleng jwa kgololesego ya tsa akatemi, go ithuta, go ineela mo tirong ya konokono, go itshwara sentle, go ntsha ga tshwene mo tirong, go sikara boikarabelo mmogo le motho ka bongwe,

go ntsha dipholo, puisano ka tshosologo kwa ntle ga go fitlha sepe, tirisano mmogo e e nonofileng, go dirisana mmogo jaaka setlhophha sa baeteledipele, go tsaya dipharologano di le botlhokwa, go tlisa diphetogo.

13. **Ditlwaelo** tsa konokono tse di atlegang fela thata tsa batho: go laola talente, tlhabololo ya mekgwa wa go dira tiro, tlhabololo ya bokgoni ja batho (go akaretsa le boeteledipele, go iketelela pele, go fetola dikgono tsa tiro, go katisa le go katisiwa o beilwe leitho), go farologanya tshitshinyo e e mosola ya bathapiwa, go atswa badiri le go ba akgola: mo go 25% e e ka godimo ya malebela a dinaga di sele mo go tsa Thutogodimo. South African Board for People Practices (SABPP) le go lekanya bathapiwa.

14. **Thulaganyo** e e mosola ya setlamo le **mokgwa wa botsamaisi jwa yunibesiti ya dikhamphase tse di farologaneng tse di seng mo lefelong le le lengwe:** yunibesiti e e seoposengwe, go nonotsha dikgato-kotlhao le go ba kgontsha go dira tiro ya bone, go rotloetsa le go kgontsha tirisano mmogo ka dirutwa tse di farologaneng, tiro e e kopanetsweng le dikhamphase tsa dinaga di sele le dikhamphase tsa naga ya rona, go tlhalosiwa ga seabe ka phepafalo, go dirwa ga ditshwetso ka bonako balaodi ba ba tlhomilweng ba le mo maamong a bone a a tshwanetseng, go rotloetsa puisano e e mosola, sedirisiwa (tsela e e motlhofo ya go gokaganya metšhini le e mengwe e e kwa ntle le go dira tiro ya mo teng ga setheo), go aba matlotlo ka tsela e e lekalekanang, ditirelo tse di mosola tsa kemonokeng tse di mosola, tshomarelo ya ditshenyegelo, go itsetsepela ga setlamo. Tshekatsheko e e dirwang ke mankge wa kwa ntle le go lekanya mo teng ga setheo.

15. Mekgwa le dithulaganyo tsa **tikologo:** go rotloetsa go dirisa ditsompelo ka go di somarela, go dirisiwa ga mekgwa e e gaisang yotlhe, phokotsego ya Ngwaga le Ngwaga kgotsa ya Year on Year (YoY) ya kgotlelo ya khabonetaeokesaete (go feta tekanyetso ya YoY ya intaseteri), phokotsego ya tiriso ya motlakase le metsi, mosola wa go busetsa dilo gape mo tirisong, tlwaelo ya boemedi jwa setso ya bosupi mo gare ga badiri le baithuti, dipeeletsomadi tse di kopantsweng tsa mekgwa e e sa leswafatseng tikologo le go tlamela ka ditirelo, bosupi jwa yunibesiti e e sa leswafatseng tikologo, go kopanngwa ga melaotheo ya go dirisa tikologo ka go e somarela mo kharikhulamong.

- 16. Taolo, Kgonego ya go Nna le Ditatlhegelo, Go Ikobelwa ga Melao:** Go ikobela molao wa ka kakaretso o o kgethegileng wa setheo sa Thutogodimo, melawana yotlhe le mekgwatsamaiso, le dipholisi tsa Setheo (100%)
- 17. Thekenoloji ya maemo a a kwa godimo ya Tshedimosetso le Ditlhaeletsano** e e di gaisang tsotlhe mo teng ga phaposiborutelo: e kgontsha gore go nne le bokgoni le maitemogelo a tiro e e kopantsweng ya go ruta le go ithuta kwa ntle ga mathata ape, ka khomphiutha, mmogo le go dira patlisiso le ditlhaeletsano, phitlhelelo ya mefuta e e humileng ya data, e e ka kgonang go ikanngwa le go fitlhelelwa e e fetang malebela a maemo a a kwa godimo a go tshwanetseng ga lejwa mo go one a mo lefatsheng lotlhe, tiro ya go dira dipolane e e tshegetsang tiro ya go ruta mo dikhamphaseng tse di farologaneng, ditsamaiso tse di maleba le tse di kopantsweng le ditharabololo tsa serutwa, boemo jwa go dira ga dilo ka mokgwa o o tshwanang, tsa ditlhabololo tse dintsha le diphitlhelelo, tshomarelo ya ditshenyegelo le ditsamaiso tse di mosola (didirisiwa, dineteweke, ditharabololo), mosola wa togamaano le tiriso e e siameng ya madi, go dirisa bobegadikgang jotlhe sentle le ka tekatekano, go tlhoma mogopolo mo go direng ka lebelo le ka go kopanngwa ga dilo, mananeo a khomphiutha a go leng motlhofo go a dirisa le go tlhama bokgoni jwa go a dirisa, gore a dirisediwe go fokotsa ditshenyegelo tsa ditirelo tsa kemonokeng (go akaretse le go dirisa kwa ntle ga tiriso ya dipampiri gotlhelele) fa go ntse go tokafadiwa boleng jwa ditirelo tse di direlang badiri le baithuti mmogo le go newa ga bone dikarabo le go ngaparela dinako tse di beilweng, ditshupiso tsa go kgotsofalela tiriso ya tsone.
- 18. Patlisiso ya Setheo le Ditharabololo ka tsa Kgwebo:** ditharabololo tse di logetsweng maano tsa fa go ka tlhaga bothata, tshekatsheko ya maemo a gantsi a tlhagang, go dirwa ga ditshwetso tse di logetsweng maano ke thulaganyo e e kopantsweng le go ntsha pego, ditshekatsheko tse di gaisang tsotlhe mo teng ga phaposiborutelo go akaretse le kgono ya ditsamaiso tsa tharabololo bothata, go kgontsha dipego go tlhaisiwa ka yone nako e tiro e tswelletseng pele ka yone, tshedimosetso e e nepagetseng le e e ka ikanngwang, sete e le nngwe ya data e e kopantsweng, go kgontsha tshekatsheko ya boleng, boemo jwa webometrix mo maamong a ntlha a le 800 mo lefatsheng lotlhe le a bo 5 mo Aforikaborwa.

- 19. Ditirelo tsa tlhaeletsano le bokgoni:** go tlhama leinakgwebo le le lekalekanang, go dira gore go kgonege go buisana ka katlego le moeteledipele, dikanale tse di logetsweng maano tse boleng jo bo kwa godimo, diteng tse di tshwanelang, go laolwa ka dinako tsotlhe ga go nna mo kotsing ga ba bobegadikgang le tshono e e ba bulegelang, tse di kopantsweng, tse go nniwang le seabe mo go tsone, baeteledipele ba bagolo. Go dirwa ga patlisiso ka Thutogodimo e e mo maamong a ntlha a le 5.



Mokgwa wa katlego mo go tsa ditšhelete

1. Lotsenokakaretso (% ya lotseno lwa ga jaanong le le ipoeletsang)

- Thuso ya madi a a tswang kwa pusong (35%)
- Dituediso tsa baithuti (28,5%)
- Lefelo la bonno la baithuti le Ditirelo tsa Dijo (7,5%)
- Go bula kgwebo e ntšha (13%)
- Dimpho tsa madi le Baetleetsi (1,8%)
- Patlisiso e puso e e thusitseng ka madi (7%)
- Dikhoso tse di khutshwane (3%)
- Lotseno lwa madi a dipeeletso (4,2%)

2. Kgolo ya Lotseno lwa Madi > 1,5% YoY ya mmannete

3. Tlhagiso ya Porofete/Dikumo

- Madi a a oketsegileng a ditiro tse di dirwang gape le gape (5,2%)
- Mafelo a bonno a baithuti (go boelwa ke ditshenyegelo ka botlalo go akaretsa le dithulaganyo tsa go dira dipaakanyo tse dinnye) (15%)
- Ditirelo tsa dijo (go boelwa ke ditshenyegelo ka botlalo) (15%)
- Dikhoso tse di khutshwane (morago ga go boelwa ke ditshenyegelo ka botlalo, tse di akaretsang 20% ya go boelwa ke

ditshenyegelo ka tsela e e seng ya ka tlhamalalo ya go hira mafelo, tiriso ya didirisiwa, laeaborari, ditsamaiso, jj.) (20% ya madi otlhe a a oketsegileng)

- Go tsamaisa kgwebo (morago ga go boelwa ke ditshenyegelo ka botlalo, tse di akaretsang 20% ya go boelwa ke ditshenyegelo ka tsela e e seng ya ka tlhamalalo ya go hira mafelo, tiriso ya didirisiwa, laeaborari, ditsamaiso, jj.) (10% ya madi otlhe a a oketsegileng)

4. Ditshenyegelo (% ya lotseno lwa ga jaanong le le ipoeletsang)

- Bathapiwa (49,5%)
- Ditiro tsa kgwebo (40%)
- Dituediso tsa ditšhelete (1,3%)
- Go fokotsega ga boleng (4%)

5. Pampiri ya maemo a ditšhelete

- Madi a a adimilweng (melato e e sa ipoeletseng : dišere) 19,7%
- Go duela melato (madi otlhe a melato : matlotlo otlhe) 30,5%
- Dišere (tse di leng teng : palogotlhe) 11,5%
- Poelo ya Madi a a Dirisitsweng a Kapetlele (madi a a oketsegileng a ga jaanong jaana: matlotlo otlhe) 7,5%

Mokgwa wa katlego kwa ntle ga setheo

1. **Leina le setheo sa puso se itiretseng lone:** Yunibesiti ya tirisanommogo, setlamo se se ratwang thata sa tirisanommogo sa diporojeke tsa puso, go lolamisiwa ga ditaelo tsa bosetšhaba, seabe se se tlhaolwang ka phepafalo sa diporojeke tsa tlhabololo tsa bosetšhaba, ditherisano tsa bosetšhaba le pholisi/motlhotlheletsi wa taolo, go bopa kgopolo ya maloko a setšhaba, go tsiboga le go sikara maikarabelo, matlotlo a boleng jo bo kwa godimo a bosetšhaba le a kgaolo le a selegae, sekai se se tshomologileng sa phetogo ya boammaaruri le go aga setšhaba, boleng jo bo tshwanelang tlhwatlhwa, e beilwe mo maamong a bo 5 mo SA.

2. Leina le ditlamo sa Semolao tsa Seporofešenale di itiretseng lone

(ka sekai, Lekgotla la Diporofešene tsa Pholo la Aforikaborwa kgotsa Health Professions Council of South Africa (HPCSA), Setheo sa Babalamatlotlo ba ba Kwaditsweng sa Aforikaborwa kgotsa South African Institute of Chartered Accountants (SAICA), Setheo sa Babalamatlotlo ba Seporofešenale ba Aforikaborwa kgotsa South African Institute of Professional Accountants (SAIPA), Setheo sa Botsamaisi jwa Diakhaonto sa Babalamatlotlo ba ba Kwaditsweng kgotsa Chartered Institute of Management Accountants (CIMA), Lekgotla la Boenjenere la Aforika Borwa kgotsa Engineering Council of South Africa (ECSA), Lekgotla la Baoki ba Aforika Borwa kgotsa South African Nursing Council (SANC), Lekgotla la di MBA (AMBA), Mokgatlho wa tsa Molao wa Aforikaborwa kgotsa Law Society of South Africa (LSSA), Lekgotla-kakaretso la Bara ya Aforikaborwa, Lekgotla la Bosetšhaba la Maitshwaro a a Amogelesegang la Patlisiso ka Pholo kgotsa National Health Research Ethics Council (NHREC): Go nwa tetelelelo-semmuso kwa ntle ga go beelwa dithibelo dipe (100%), go tlhoma ditekanyetso, motlatseletsi yo o etelelang pele, go naya baba rileng fela dibasari, fa go sa ikobelwe melao (leba Mokgwa wa katlego mo go tsa ditšhelete le Bobalamatlotlo).

3. Ditlamo tsa Seporofešenale tsa HE le Makgotla (ka sekai, Lefapha la Thutogodimo la Aforikaborwa kgotsa Higher Education South Africa (HESA), Lekgotla la Thutogodimo kgotsa Council on Higher Education (CHE), Lefapha la Taolo ya Dithutego la Aforikaborwa kgotsa South African Qualifications Authority (SAQA), Mokgatlho wa Patlisiso wa Bosetšhaba kgotsa National Research Foundation (NRF), Lekgotla la Patlisiso la Disaense tsa Batho kgotsa Human Sciences Research Council (HSRC), Lekgotla la Patlisiso ya tsa Kalafi kgotsa Medical Research Council (MRC), Lekgotla la Patlisiso ka tsa Temothuo kgotsa Agricultural Research Council (ARC): Go nwa tetelelosemmuso kwa ntle ga go beelwa dithibelo dipe (100%), go tlhoma ditekanyetso, motlatseletsi yo o etelelang pele, go thusa ba ba rileng fela ka madi, tirisanommogo ya patlisiso, fa go sa ikobelwe melao (leba Mokgwa wa katlego mo go tsa ditšhelete le Bobalamatlotlo).

4. Setheo sa poraefete (South Africa and Sub Saharan Africa).

- Leina le le itiretsweng: Modirisanimmogo yo go elediwang ene mo konterakeng ya go dira patlisiso mo mafelong a a tlhophilweng, tlhabololo ya seporofešenale ya baalogi, go ithuta botshelo jotlhe (dikhošo tse di khutshwane). Go tsamaisa kgwebo, tlhamoseša,

dithulaganyo tse di tlhomilweng sentle le mekgwa e e siameng go e gaisa yotlhe ya go dira tiro (go ntshiwa ga dilaesense, go ntshiwa ga tshwanelo ya semolao, didirisiwa tsa tirisanommogo), maitshwaro a a siameng a go batlana le lotseno, baalogi ba ba ntshang ga tshwene mo tirong ya bone.

- Dibasari tsa baithuti ba morago ga kalogo tse di abilweng ke setheo sa poraefete > 40% ya palogotlhe ya dibasari tsa baithuti ba ba morago ga kalogo
- Kgolo e e sa kgaotseng mo dikgwebong le mo ditumalanong tsa go ntshiwa ga dilaesense
- Dikgwebo tse di Kopanetsweng, tse di godileng sentle, tse di gatelang pele le tse di nang le tlhotlheletso mo dirutweng tsotlhe tse di maleba le mo dikgaolong tsotlhe tsa tlhabololo
- Mananeo a bosetšhaba a a tshwerweng mo mafelong otlhe a konokono a patlisiso/le a tlhamoseša

5. Baagi (lefelola selegae le moo le nang le tolo gone):

- Leina le ba itiretseng lone: go amega ka ba bangwe, dipharologano, go tlhofofatsa botshelo jwa ba ba nang le bogole, sedirisiwa sa go tliša diphetogo mo lefelong la selegae la baagi, go nna le seabe, kgono ya tlhabololo, go ithuta le ditlhopho tsa baagi, modirisani mmogo yo o botlhokwa le yo o tsibogang go tsaya kgato, moeteletsi yo o etelelang pele tshiamiso mo loagong,
- e kopantswe le setheo sa boraro, Mekgatlho e e Seng ya Puso le ka fa mafelo a baagi a rulagantsweng ka gone
- Go anamela thata mo mafelong a mangwe

6. Dikamano tse di mosola le maloko a a botlhokwa a baamegi (setheo sa puso, ditlamo tsa seporofešenale le tsa semolao, mekgatlho e e lwelang ditshwanelo tsa badiri, metswedi ya dikgang, baagi, ba ba nang le seabe/batsayakarolo mo intasetering): Maitshwaro a a siameng, seporofešenale, tharabololo ka dikgotlhang/boruni, leina le le botlhokwa.

7. Mmaraka wa Baithuti (batsadi, baithuti ba ka moso, dikolo)

- Leina la yunibesiti e e ratwang go di feta tsotlhe le le theilweng go: thuto ya boleng jo bo kwa godimo, kgonego ya go thapa badiri go tlhama dithutego, tikologo e e nang le boleng, maitemogelo ka dipharologano tsa ditso, maitemogelo a a humileng/a a nang le dipharologano tsa go ithuta, go momaganya batho mo loagong, go kgona go tsena ka diheke tse di dikologileng

tša sekolo, botshelo jwa baithuti jo bo itekanetseng, tikologo e e siametseng botlhe ya kago ya bonno, e e sa tureng, e e sireletsegileng

- Boemo jo bo elediwang jwa go nna le kamano le dikolo tse go bonwang baithuti go tswa kwa go tsone

8. Leina le Setheo sa Thutogodimo se itiretseng lone (kwa

- Dinageng di Sele le mo Nageng ya Rona):
- Se itsege mo lefatsheng lotlhe jaaka se se nang le babatlisisi ba ba neilweng maduo a a ka kgonang go ngoka barutegi ba maemo a a kwa godimo
- Se lejwa e le moetleetsi yo o etelelang pele wa setšhaba se se nang le kitso sa Aforika
- Yunibesiti e e tsibogang go di gaisa totlhe e tsibogela ditaelo tsa bosetšhaba mo Setheong sa Aforikaborwa sa HE

9. Baithuti ba nako e e fetileng, Baetleetsi, Kokoano ya Semmuso ya Yunibesiti

- Leina le le itiretsweng: Tsholofetso ka leinakgwebo, la go nna motlotlo go bo motho e le leloko le yunibesiti eno, dikamano tse di kgethegileng tse di nnelang ruri le baithuti ba nako e e fetileng mmogo le baetleetsi, go dirisana mmogo le baithuti ba nako e e fetileng le baetleetsi, go tlotla le bone le go dira le bone
- Go eletsa go romela bana kwa YBB
- Kgolo e e sa kgaotseng ya dimpho tsa madi le go etleetsa ka madi

10. Dikamano tsa Kgwebo tse di Logetseng Maano (batlamela ka dikumo ba konokono, ba bagwebisani ba konokono, Bagwebisani ba Poraefete mo Setšhabeng, thekenoloji, batlamela ka dikumo ba lefelo la rona. Go tlhoma mogopolo mo mmarakeng, tlhomo ya dikumo tsa boleng jo bo kwa godimo, tlhabololo, go tokafatsa thulaganyo ya tatlhegelo e setlamo se ikaeletseng go nna le yone go diragatsa maikaelelo a yone, go dirisa ditsompelo ka go di somarela, maitshwaro a a siameng, ka kwa ga ngongorego ya Go Maatlafadiwa ga Bantsho Seikonomi, go tsenya lotseno.

11. Dikamano fa gare ga mekgatlho e e lwelang ditshwanelo tsa badiri: batsayakarolo ba ba tshwaregileng ka botlalo mo go nneng le seabe mo isagweng ya YBB go ya ka go tlhagisiwa ga dipholo tsa semmuso, ka kutlwano, ka tirisanommogo le ka go tshephegang le ka go nna le dikamano le ba bangwe.

12. Dikamano mo go tsa kalafi:

- Radio, thelebišene le dikgatiso: Tirisanommogo e e mosola, go tokafala leina le di itiretseng lone, go ntsha pego e e sa fetelediwang e e nepagetseng, go iketleeletsa go anamisa dikgang tse di monate, go bega ka ditiragalo tse di farologaneng kwa ntle ga go di feteletsa, go nna ba ntlha go tsaya kgato pele ga dira pego, kgopolo ya baeteledipele ba YBB e tlhomologile
- Mmedia wa botsalano le wa mo inthaneteng: go o dirisa ka botlalo, go tokafatsa sefalanatshedimosetso le go rarabolola mathata, go tokafatsa leina le e itiretseng lone, o kopanngwa la ditlhaeletsano tsa go maketa, o kopanngwa le go dira patlisiso

Ntlha ka go lekanya le go dirisa mokgwa wa go lekanya wa “metrics”: Mo go sa dirisiwang ditsela tsa go lekanya le tsa “metrics” tsa go lekanya dilo di tla dirisiwa fa go tsewa karolo mo togamaanong e nngwe go ya pele le mo tsamaisong ya go dira thulaganyo ya setheo. Boikaelelo ke go nna le sete e e feletseng e e nonofileng ya “metrics” kwa bokhutlong jwa 2015.



Togamaano e e sa tureng

Togamaano e e sa tureng ya YBB e tla nna ya go nonotsha go ya pele le/kgotsa go tlhama dipharologantshe tsa mmara tse di latelang:

- Mananeothuto a a botlhokwa a go ithuta le go ruta
- Mananeothuto a a botlhokwa a go dira patlisiso le tlamosešwa
- Thekenoloji
 - go ithuta ka tiriso ya eleketeroniki: thekenoloji e e tshegediwang ke mekgwa e e farologaneng ya go ruta le go ithuta (go akaretsa le ODL)
 - patlisiso ya eleketeroniki
 - kgwebo ya eleketeroniki
- Leinakgwebo la YBB le le kgotshiwang ke go maketa le ke tllaeletsano, go dirwa ga dilo ka mokgwa o o tshwanang mo dinageng tsotlhe, Motlatsa-Mokanseliri jaaka moemedi yo o tumileng wa leinakgwebo, badiri botlhe segolobogolo baeteledipele ba YBB le baakatemi ba ba eteletseng pele, baithuti ba nako e e fetileng ba ba tumileng
- Tshitshinyo ya boleng jwa dikhamphase tse di farologaneng

Ajenda e e logetsweng maano

Ajenda e e logetsweng maano ya setlhopho sa Bakhuduthamaga sa YBB e ka mokgwa o o latelang:

- Botsamaisi jwa talente ya akatemi
- Tlamosešwa ya go ithuta le go ruta
- Go akofisa patlisiso le tlamosešwa
- Dikgatotharabololo tsa go tokafatsa boemo jwa ditšhelete
- Serutwa sa go fudusetsa dithuto tse di tswakantsweng kwa go SET le Kgwebo
- Thulaganyo ya ICT, dipeeletsomadi, thomelo le tiriso
- Go fitlhelela thuto le go atlega ga baithuti, go ba boloka ba le mo setheong sa go ithuta le go atlega ga bone mo go gateleng pele
- Go kopanya baagi, dintlha tse di amanang le gone, le diphelelo tsa teng
- Go akofisa diphetogo
- Go tlhama mokgwa wa setheo boša le go katisetsa ba bangwe go nna baeteledipele, badiri le baithuti
- Thulaganyo ya setlamo le go tlhama boša mmotlolo wa go tsamaisa kgwebo

Ditshwetso malebana le ka fa mmaraka o dirang ka gone

Tshwetso 1: Go oketsa go ikwadisa ga baithuti ka $> 1,5\%$ ngwaga le ngwaga, ka go etelelsa pele Saense, Boenjenere le Thekenoloji (SET) le Kgwebo kwa lefelong lengwe le lengwe le go lemoga tšhono e kgolo ya kgolo e e diregang kwa Vanderbijlpark”.

Tshwetso 2: Fa go ntse go nna le kgolo mo dirutweng tsotlhe tsa go ithuta, go fetolwa dithuto tse di tswakantsweng tsa FTE tse di ithutelwang mo setheong ka kgolo e kgolo ya SET, kgolo e kgolo mo dirutweng tsa Kgwebo le kgolo e nne mo dithutong tsa Mekgwa ya Batho (go akaretsa le Thuto). Seno se tla fetola go tswakanngwa ga FTE gore e nne SET 35% (go simolola ka 32%, tebelelo ya DHET ya 30%), Mekgwa ya batho 35% (go simolola ka 40,3%. tebelelo ya DHET ya 40%), Kgwebo 30% (go simolola ka 27,4%, tebelelo ya DHET ya 30%).

Tshwetso 3: Go oketsa patlisiso le tshamosešwa le go dirisa mekgwa e meša ya go ruta le go ithuta. Seno kwa bofelong se tla dira gore YBB e se ka ya tlamela fela ka tsela ya go ruta le go ithuta e e lekalekaneng sentle, mme e nne yunibesiti ya tshamosešwa e e laolwang ke bokgoni jwa go tlhama mo ditirong tsotlhe tsa yone tsa konokono ka go tlhoma mogopolo mo mmarakeng wa baithuti ba morago ga kalogo.

Tshwetso 4: go tlhokomela dikago tsa dikhamphase tsa ga jaanong jaana le ditikwatikwe le go godisa mekgwa wa go amogelwa mo go tsone ka go dirisa mekgwa e meša ya go ruta le go ithuta.

Tshwetso 5: Go akofisa ka bonako go rulaganngwa boša ga thulaganyo ya go ithutela kgakala le setheo gore go bontshe Tshwetso 2 e e fa godimo ka dithutego tse di feletseng tsa baithuti ba pele ga kalogo mmogo le go bontsha Tshwetso 1 e e fa godimo. Go kopanya mananeothuto a ODL mo magorong.



Mekgele ya baithuti ya go boloka tekatekano

Ditshenyegelo (% ya lotseno lwa ga jaanong le le ipoeletsang):

Sekgala	Mo-Aforika	Mokhalate	Mo-India	Mosweu
2020	70%	3%	3%	24%
2025	71%	5%	7%	17%

Kgokagano	2015			2020			2025		
	MC	PC	VDC	MC	PC	VDC	MC	PC	VDC
Mo-Aforika	96,7%	21,8%	76%	95%	30%	77,2%	93%	44%	81%
Mokhalate	0,9%	4,9%	1,4%	1%	7%	1,4%	1%	5,6%	1,4%
Mo-India	0,5%	1,5%	1,8%	0,6%	2%	1,4%	0,6%	1,4%	2%
Mosweu	1,8%	71,7%	20,6%	3,4%	61%	20%	5,4%	49%	15,6%

Leano la rona la Tiro ya Ngwaga le Ngwaga

Mosolatogamaano wa rona o netefatswa go ya ka Leano la rona la Tiro ya Ngwaga le Ngwaga(APP-Annual Performance Plan) le le agilweng ka Maikaelelo a Matlhano a Motheo a Tiro.

Boikaelelo ba 1	Rotloetsa go ruta le go ithuta ka boitseanape mme baya sešwa YBB mo maemong a go fitlhelela bogolo le popego e e tlokegang ke tsela le dikaelo tsa makete
Boikaelelo ba 2	Tlhoafatsa patlisiso le poposešwa
Boikaelelo ba 3	Kopanya mme lolamisa tirisano le morafe le ditirokgolo (go ruta le go ithuta le patlisiso) mme rotloetsa melaometheo ya bokgonitswelelopele.
Boikaelelo ba 4	Tlhabolola baithuti ba boleng ba pharologanyo ba ba bonagalang sentle
Boikaelelo ba 5	Tlhabolola mme tshwara badirimmogo ba boitseanape mme bopa thalotlhakore ya badirammogo le baithuti ba ba lekalekanang

Kgontsho ya 1	Busa, etela pele mme tsamaisa ka mokgwa wa bokgonitswelelopele le o o fetogileng ka mmotlele wa tsamaiso o o nonofileng
Kgontsho ya 2	Tlhabolola thekenoloji ya tshedimosetso le tlhaeletsano e e fetang gotlhe go ema nokeng tirokgolo.
Kgontsho ya 3	Tlhaeletsana, buisana mme tlhabolola bokgoni jwa tirokgolo go oketsa tekatekano ya letshwaokgwebo, boleng le tshiamo le go nna seoposengwe le setšhaba.
Kgontsho ya 4	Netefatsa bokgonitswelelopele jwa tsa ditšhelete ba YBB



Strategie

2015 - 2025

Inhoud

Voorwoord - Prof Dan Kgwadi	29
Strategieverklaring	30
Identiteit van die NWU	30
Waardes	31
Suksesmodel	31
- Interne suksesmodel	32
- Finansiëlesuksesmodel	34
- Eksterne suksesmodel	34
Mededingende strategie	36
Strategiese agenda	36
Besluite oor markrigting	37
Studentegelykheidsteikens	37
Ons Jaarlikse Prestasieplan	38

Voorwoord

Ons is 'n unieke universiteit in Suid-Afrika. Ons het 'n voetspoor in twee provinsies, landelike, semi-landelike en stedelike kampusse, 'n diverse personeel- en studentekorps en 'n eiesoortige benadering tot taal.

Ek en my strategiespan is sedert Julie 2014 besig met die ontwikkeling van 'n nuwe strategie vir die NWU vir die volgende 10 jaar. Ons moes beduidende en uiters uitdagende kwessies hanteer. Een van die eerste sake wat ons moes hanteer, was die houding dat alles goed gaan met die NWU en dat dit nie vir ons nodig was om betrokke te raak by 'n proses om ons strategie te hernu nie, en veel minder nog om fundamentele verandering te implementeer. Dit is duidelik dat daar 'n sterk en duidelike noodsaak was om te verander, nie omdat ons in die verlede swak gevaar het nie (intendeel, ons het goed gevaar), maar omdat ons nie sal oorleef en voorspoedig wees tensy ons die universiteit met die oog op die toekoms herposisioneer nie. Vertrouensvlakke is regdeur die universiteit getoets. Ons is 'n produk van ons samelewing en dus vertoon ons al die bekende breukvlakke. Ten spyte hiervan het ons 'n beduidende mate van konsensus bereik oor wat gedoen moet word om ons na groter hoogtes te voer.

Ek is opgewonde dat die Raad hierdie strategie – die eindproduk van baie ure se werk deur die strategiespan waarin die gesamentlike wysheid van die hele span vervat is, sowel as die talle insette wat gedurende die oorlegplegingsproses verkry is – goedgekeur het. Ons strategieverklaring som die wese op van die werk wat ons nou afgehandel het:

Ons moet "die NWU transformeer en as unitêre instelling van voortrefflike akademiese uitnemendheid met 'n verbintenis tot maatskaplike geregtigheid posisioneer."

Hierdie uitkoms verteenwoordig 'n spanpoging en stem ooreen met my persoonlike visie vir die NWU. Aan die begin van die proses het ek die behoefte beklemtoon om groter eenheid oor die hele instelling heen te bereik en 'n unieke universiteitskultuur te ontwikkel wat ons studente herkenbaar sal maak as studente van die NWU, om gelykheid van voorsiening oor die universiteit heen te verseker en om op akademiese uitnemendheid te fokus. Ek hoef u nie te oortuig dat ons kwessies van maatskaplike geregtigheid moet omarm nie – ons geskiedenis vereis dit, en as 'n belangrike hoërondewysinstelling kan ons 'n reusebydrae lewer tot die poging om groter maatskaplike geregtigheid in die land te bereik.

Die proses waarmee ons besig is, was veeleisend en omvattend – en dit het vrugte afgewerp. Ons moet die toekoms dapper tegemoet gaan, sodat ons op ons huidige sterkpunte kan voortbou, ons ryke diversiteit kan omarm en dit 'n positiewe voordeel kan maak in die toenemend mededingende landskap waarin ons onself bevind. Ons moet nou op implementering fokus.

Sluit by ons aan in die opwindende vooruitsig om 'n toekoms te omhels wat ons ryke verlede erken en ons vir die toekoms posisioneer. Ons sal almal se betrokkenheid nodig hê om 'n sukses hiervan te maak.

Dan Kgwadi
Visekanselier



Goedgekeur deur die Raad op 19 November 2015. Hersien deur die Raad op 16 Maart en 21 September 2017

Strategieverklaring

Om die NWU te transformeer en as unitêre instelling van voortreflike akademiese uitnemendheid met 'n verbintenis tot maatskaplike geregtigheid te posisioneer.

Identiteit van die NWU

Die Noordwes-Universiteit het in 2004 by wyse van samesmelting en inkorporering tot stand gekom as 'n unitêre, multikampusinstelling met 'n enkele stel beleide, stelsels en standaarde, gedryf deur 'n stel waardes wat op die Grondwet gebaseer is, wat eenheid in diversiteit bevorder het, 'n eie handelsmerk en identiteit daargestel het, en 'n eie, unieke institusionele kultuur ontwikkel het wat op die eenheid en waardestelsel van die universiteit gegrond was.

Ons erken dat ons universiteit in sy eerste 10 jaar baie goeie vordering gemaak het om 'n gebalanseerde onderrig-leer- en navorsings-instansie te word. Ons streef voortdurend daarna om sosiale kohesie, inklusiwiteit en diversiteit onder ons studente en personeel te verbeter. In die lig hiervan het ons die volgende identiteit aanvaar om ons aktiwiteite vir die tydperk van 2015 tot 2025 te rig:

Ons droom

Om 'n internasionaal erkende universiteit in Afrika te wees wat bekend is vir betrokke wetenskapsbeoefening, maatskaplike responsiwiteit en 'n sorgsaamheidsetiek.

Ons doel

Om te presteer wat betref innoverende leer en onderrig asook baanbrekersnavorsing, om sodoende die gemeenskap deur kennis te dien.

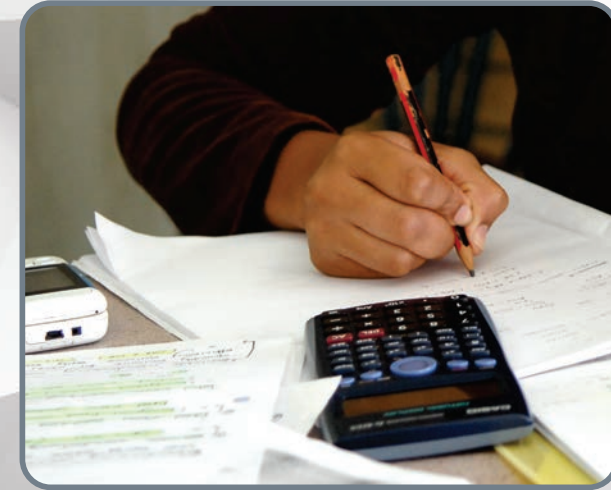
Ons handelsmerkbelofte

Om dinamies, waardegedrewe en uitnemend te wees.

Waardes

Die NWU sal betrokke en sorgsame personeel en student kweek en die volgende fundamentele waardes vaslê, wat op die grondwetlike beginsels van menswaardigheid, gelykheid en Vryheid gebaseer is:

- Etiek in al ons strewes
- Akademiese integriteit
- Akademiese vryheid en vryheid van wetenskaplike ondersoek
- Verantwoordelikheid, aanspreeklikheid, billikheid en deursigtigheid
- Entoesiastiese aanvaarding van diversiteit



Suksesmodel

Aanhef: Die volgende maatstawwe van primêre interne sukses dui gesamentlik op 'n verbintenis deur die NWU:

- Om sy kernbesigheid volgens 'n hoë standaard en op 'n nasionaal responsiewe en aanspreeklike wyse te bedryf
- Om as unitêre, geïntegreerde, multikampusuniversiteit te funksioneer wat billikheid, herstel, belyning en internasionaal mededingende onderrig en navorsing oor al die NWU-kampusse moontlik sal maak soos aangedui in die suksesmaatreëls vervat in die suksesmodel.

Die universiteit onderneem verder om strategieë en transformasiepraktyke daar te stel wat:

- daarop gemik is om 'n volhoubare mededingende voordeel te bereik
- verantwoordelik is en bereid is tot risiko in ontwerp en implementering
- behoorlik ingelig is
- geloofwaardig is
- optimaal deelnemend is, en
- leierskapsgedrewe en in gesamentlike besit is

Interne suksesmodel

1. **Onderrig en leer van hoë gehalte:** weerspieël in eksterne eweknie-evaluering, studentetevredenheid, werkgewerterugvoer, aanstelbaarheid van werksoekende gegradueerdes in top 10% in hoër onderwys in Suid-Afrika binne ses maande aangestel of selfgeëmplojeerd. Generiese stel toepaslike nasionale vergelykende aanwysers gereflekteer in die jaarlikse prestasieplan.
2. **Intensiteit van navorsing en innovasie:** vooraanstaande internasionale profiel en impak, onder die voorste vyf in Suid-Afrika en die voorste 500 wêreldwyd geplaas.
3. **Gemeenskapsbetrokkenheid:** geïntegreer in onderrigleer en navorsing, belyn met gemeenskapsbehoefte, deelnemend sowel as in vennootskappe, onderling voordelig, volhoubaar, met ontwikkeling van 'n kultuur van aktiewe burgerskap en omgewingsrentmeesterskap, gevestigde en goed funksionerende kampusstrukture betrokke by gemeenskappe in die onmiddellike omgewing.
4. **Duidelik onderskeibare studentewaardeproposisie:** gehalte van kernbesigheid, billike toegang (met regstelling ten opsigte van die verlede wat reeds bereik is), 'n gevoel van geborgenheid, 'n bemagtigende en ondersteunende leerervaring, naatlose leer en onderrig, funksionele meertaligheid (wat billike toegang, akademiese prestasie, studentegroei en aanstelbaarheid bevorder), 'n diverse en geïntegreerde studentelewe, kundig om as leiers op te tree in die ontwikkeling van ons land en kontinent, belynde programaanbiedings wat plaaslik en in streeksverband relevant en internasionaal mededingend is, en waarde vir geld bied.
5. **Grootte en vorm,** dit wil sê verhouding van voorgraadse tot nagraadse studente, nasionale tot internasionale studente, verhoudings van primêre studierigtings tot mekaar, kontak- teenoor afstandstudente, proporsie van studente in koshuise, akademiese programnisse: nasionale verpligtinge belyn/gedrewe, werkskepping in plaaslike verband, maksimum benutting van bates/hulpbronne, groei-georiënteerd, markvraagverwant, mededingend, koste-doeltreffend, toepaslik en toegang-bevorderend, beskikbaarheid van programme op kampusse, optimale balans tussen onderrig en navorsing.
6. **Mensprofiel** (personeellede en studente in elke afleweringsmodus): moet die beginsel in aanmerking neem dat Suid-Afrikaanse universiteite breed verteenwoordigend moet wees van die bevolking en voorsiening maak vir maatreëls om die wanbalanse van die verlede die hoof te bied.
7. **Voorkeurwerkgewer** vir goed gekwalifiseerde personeel en internasionaal erkende akademiese personeel en ander kenniswerkers in hoër onderwys in Suid-Afrika; hoë personeelbehoud >90%, verhouding van plaaslike tot internasionale aanstellings vir akademiese personeel.
8. **Akademici** met 'n ontvanklike ingesteldheid (nasionaal en internasionaal), kritiese denke, agting vir die reg op vryheid van spraak, verbind tot en respek vir diversiteit, vakkundigheid, verbintenis tot studente, aktiewe burgerskap, goeie werksetiek, PhD's, goed presterende individue (heelheid, resultaatgesentreer, toepaslike gedrag, entoesiasies, spangeoriënteerd, verhoudingsbevoeg, persoonlike leiers, selfontwikkellend, doeltreffende volgelinge, kreatief, veranderingsingesteld), produktiwiteit van akademiese personeel (onderrig en leer, asook navorsing) in boonste 25% van die wêreldnorm.
9. **Ondersteuningspersoneel:** krities in denke, vryheid van spraak, verbintenis tot en respek vir die volle omvang van diversiteit, verbintenis tot studente, aktiewe burgerskap, hoëprestasieindividue (heelheid, resultaatgesentreer, toepaslike gedrag, entoesiasies, spangeoriënteerd, verhoudingsbevoeg, persoonlike leiers, selfontwikkellend, doeltreffende volgelinge, kreatief, veranderingsingesteld).
10. **Leierskap en leiers:** deelnemend, verspreid, inklusief, kommunikatief, besluitnemingsvaardig, effektiewe bestuurders, resultaatgedrewe, aanvaar persoonlike verantwoordelikheid en gesamentlike aanspreeklikheid, transformerende ingesteldheid (persoonlik en in eksterne kontekste), innoverend, afrigting, leiding in verbintenis tot diversiteit.

11. **Mense** wat volledig betrokke en tevrede is: resultate van betrokkenheidsopname oortref wêreldnorme, resultate van klimaatsopname bestendig op verlangde vlakke.
12. Organisatoriese **kultuur** deur leiers moontlik gemaak deur middel van beleide, implementeringstrategieë en doelbewuste aksies. Daar word van die kultuur getuig deur optredes wat strook met etiek, vertroue, sorgsaamheid, waardegebaseerde gesamentlike identiteit, integrasie, inklusiwiteit, deelname, samewerking, innovasie, waardering vir akademiese vryheid, volgehoue leer, toewyding aan kernbesigheid, dissipline, hoë prestasie, gesamentlike en individuele aanspreeklikheid, lewering van resultate, oop en deursigtige kommunikasie, robuuste gesprek, spanwerk op leierskapsvlak, waardering vir diversiteit, transformasioneel.
13. **Kernmensepraktyke** op die vlak van skepping van 'n mededingende voorsprong: talentbestuur, prestasieontwikkeling, mensontwikkeling (insluitende leierskap, selfleierskap, kapasiteit vir verandering, af-rigting en mentorskap), 'n onderskeidende werknemer-waardeproposisie, personeelvergoeding en -erkenning: onder top 25% van internasionale norm vir hoër onderwys. Suid-Afrikaanse Raad vir Personeelpraktyke (SARPP-) en werknemerstelling.
14. **Doeltreffende organisasiestruktuur en bestuursmodel vir geografies wydverspreide multikampusuniversiteit:** unitêre-universiteitgebaseer, dissiplineversterkend en prestasiebevorderend, bevordering en instaatstelling van interdissiplinêre samewerking, geïntegreerde funksionering op en tussen kampusse, optimaal lenig en plat, duidelikheid oor rolle, vinnige besluitneming met gedelegeerde gesag op toepaslike vlakke, bevordering van doeltreffende kommunikasie, nutsingesteld (gladde uitvoering van werk op die eksterne koppelvlak en ook intern), deurlopend regverdige en billike verspreiding van bates en hulpbronne, doeltreffende en waarde-toevoegende steundienste, kostedoeltreffend, organisatoriese volhoubaarheid. Eksterne evaluering en interne meting.
15. **Omgewingspraktyke en -prosesse:** bevorderend vir volhoubaarheid, beste praktyke wat toegepas word, jaarop-jaar-vermindering van koolstofvoetspoor (met jaar-op-jaar vermindering wat die bedryfstandaard oortref), jaarop-jaar-vermindering (wat die bedryfstandaard oortref) in elektrisiteits- en watergebruik, herwinningsdoeltreffend, 'n kultuur van omgewingsrentmeesterskap waarneembaar onder personeel en studente, geïntegreerde beplande belegging in groen praktyke en infrastruktuur; opvallende groen universiteit, integrasie van omgewingsvolhou-baarheidsbeginsels in die kurrikulum.
16. **Korporatiewe bestuur, risiko, voldoening:** Voldoen aan algemene en hoërondwyssektorspesifieke wetgewing, alle regulatoriese reëls en prosedures, en aan institusionele beleide (100%).
17. Beste in sy klas wat betref **inligtings- en kommunikasietegnologie (IKT):** instaatstellende naatlose, virtuele, oop en geïntegreerde onderrig- en leervaardigheid en -ervaring, asook lewering van navorsing en kommunikasie, toegang tot ryk datastelle, betroubaarheid en beskikbaarheid wat wêreldklasnorme oortref, argitektuur wat intydse multikampusonderrig ondersteun, doelgemaakte en geïntegreerde stelsels en oplossings op dissiplinevlak, optimale standaardisasievlak, op die voorpunt wat betref nuwe ontwikkelings en deurbrake, koste-effektiewe en doeltreffende stelsels (toerusting, netwerke, oplossings), strategiese voorsprong en transaksionele uitnemendheid, beste en gebalanseerde gebruik van alle media, 'n fokus op spoed en integrasie, 'n gebruikersfokus, dit wil sê gebruikersvriendelike koppelvlakke en gebruikersvaardigheid ontwikkel, hefboomeffek aangewend om steundienstransaksiekoste laag te hou (byvoorbeeld optimaal papierloos) terwyl gehalte van dienslewering aan personeel en studente verbeter word, insluitende reaksie- en omkeertye, gebruikerstevredenheidsindeks.
18. **Institusionele navorsings- en sake-inligting:** strategiese inligting toeganklik vir scenario-ontwikkeling, tendensontleding, strategiese besluitneming en geïntegreerde beplanning en verslagdoening, beste in-klasontledings (waaronder intelligentestelselvermoë), intydse verslagdoening ingestel, akkurate en betroubare bestuursinligting, geïntegreerde en enkeldatastel, kwalitatiewe ontleding in werking gestel, webometrix-posisie in voorste 800 wêreldwyd en voorste vyf in Suid-Afrika.
19. **Kommunikasie-infrastruktuur en -vermoë:** handelsmerkekwiteitsontwikkeling, moontlik maak van effektiewe leierkommunikasie, strategiese voorpuntkanale, toepaslike inhoud, mediarisiko en media-geleenthede deurlopend bestuur; geïntegreer, eienaarskap aanvaar deur optimale deelnemende, uitvoerende leierskap. Onder voorste vyf in hoërondwysopname presteer.

Finansiëlesuksesmodel

1. Omsetsamestelling (% van herhalende omset)

- Subsidies (35%)
- Studentegelde (28,5%)
- Studenteverblyf- en voedseldienste (7,5%)
- Entrepreneuries (13%)
- Skenkings en donateurs (1,8%)
- Staatsbefondsde navorsing (7%)
- Kortkursusse (3%)
- Beleggingsinkomste (4,2%)

2. Groei in omset >1,5% jaar-op-jaar in reële terme

3. Winsgewendheid/reserwes

- Netto surplus op herhalende aktiwiteite (5,2%)
- Studenteverblyf (volle kosteverhaling en met insluiting van voorsiening vir makro-instandhouding) (15%)
- Voedseldienste (volle kosteverhaling) (15%)
- Kortkursusse (ná volle kosteverhaling wat 20% insluit wat

indirek verhaal is vir lokale, gebruik van toerusting, biblioteek, stelsels, ens) (20% netto surplus)

- Entrepreneuries (ná volle kosteverhaling wat 20% insluit wat indirek verhaal is vir lokale, gebruik van toerusting, biblioteek, stelsels, ens) (10% netto surplus)

4. Koste (% van herhalende omset)

- Werknemers (49,5%)
- Bedryfskoste (40%)
- Finansieringskoste (1,3%)
- Waardevermindering (4%)

5. Balansstaat

- Hefboomverhouding (nie-herhalende laste : ekwiteit) 19,7%
- Solvabiliteit (totale laste : totale bates) 30,5%
- Ekwiteit (beskikbaar : totaal) 11,5%
- Opbrengs op kapitaal aangewend (netto bedryfsurplus : netto bates) 7,5%

Ekterne suksesmodel

1. Aansien in die openbare sektor: samewerkende universiteit, voorkeurvennoot vir openbare projekte, belyn met nasionale imperatief, duidelik onderskeibare rol in nasionale ontwikkelingsprojekte, beïnvloeder van nasionale debat en beleid/regulatoriese werksaamhede, dra by tot openbare meningsvorming, deelnemend en aanspreeklik, gewaardeerde nasionale/streeks-/plaaslike bate, uitstekende voorbeeld van ware transformasie en nasiebou, waarde vir geld, onder die voorste vyf in Suid-Afrika.

2. Aansien by professionele en statutêre liggame (byvoorbeeld die Gesondheidsberoeperaad van Suid-Afrika (GBRSA), Suid-Afrikaanse

Instituut vir Geoktrooieerde Rekenmeesters (SAIGR), Suid-Afrikaanse Instituut vir Professionele Rekenmeesters (SAIPR), Geoktrooieerde Instituut vir Bestuursrekenmeesters (GIBR), Ingenieursraad van Suid-Afrika (IRSA), Suid-Afrikaanse Raad vir Verpleging (SARV), Vereniging vir MBA's (VMBA), die Prokureursorde van SA (POSA), die Suid-Afrikaanse Balieraad, die Nasionale Gesondheidsnavorsing-etiekkomitee (NGNEK)): onvoorwaardelike akkreditering (100%), standaardstellende, leidende bydraer, voorkeurbeurse, meer as blote voldoening (sien finansiëlesuksesmodel en oudits).

3. Professionele liggame en rade vir hoër onderwys (byvoorbeeld Universiteite Suid-Afrika, Raad op Hoër Onderwys (RHO), Suid-Afrikaanse Kwalifikasie-owerheid (SAKO), Nasionale Navorsingstigting (NNS), Raad vir Geesteswetenskaplike Navorsing (RGN), Mediese Navorsingsraad (MNR), Landbounavorsingsraad (LNR)): onvoorwaardelike akkreditasies (100%), normstellende, leidende bydraer, voorkeurbefondsing, samewerking aan navorsing, meer as blote voldoening (sien finansiële suksesmodel en oudits).

4. Privaat sektor (Suid-Afrika en sub-Sahara-Afrika)

- Aansien: voorkeurvennoot in kontraknavorsing op uitgesoekte gebiede, professionele ontwikkeling van gegradueerdes, lewenslange leer (kortkursusse). Entrepreneurs-, innoverende, goed gevestigde en bestespraktykprosesse (lisensiëring, patentering, samewerkingsplatforms), eties in die werwing van inkomste, hoogpresterende gegradueerdes.
- Nagraadse beurse geborg deur die privaat sektor >40% van totale getal nagraadse beurse
- Bestendige groei in ondernemings en lisensie-ooreenkomste
- Gevestigde, dinamiese en invloedryke gesamentlike ondernemings in alle relevante dissiplines asook in alle ontwikkelingsklusters
- Nasionale platforms aangebied op alle strategiese kernnavorsings-/innovasiegebiede

5. Gemeenskappe (plaaslik en binne die gekose invloedssfeer):

- Aansien: deernisvol, uiteenlopend, voorsiening vir gestremdes, instrument vir verandering in die plaaslike gemeenskap, betrokke, ontwikkelingsgerig, leer saam met gemeenskappe, gewaardeerde en deelnemende vennoot, leidende bydraer tot maatskaplike geregtigheid
- Geïntegreer met die derde sektor, nieregeringsorganisasies en gemeenskapstrukture
- Beduidende en groeiende voetspoor

6. Effektiewe verhoudings met belanghebbende sleutelindividue (openbare sektor, professionele en statutêre liggame, vakbonde, die media, die gemeenskap, nywerheidsrolspelers/-mededingers):

Eties, professioneel, geskil-/ouditoplossings, vlagskip-aansien.

7. Studentemark (ouers, voornemende studente, skole)

- Aansien as 'n voorkeuruniversiteit gegrond op

gehalte-onderwys, kwalifikasies wat aanstelbaarheid moontlik maak, waardegelaaide omgewing, diverse kultuurervarings, ryk/diverse leerervaring, maatskaplike integrasie, volle demografiese toeganklikheid oor skoolkwintiele heen, gesonde studentelewe, simpatieke koshuisomgewing, bekostigbaarheid, veiligheid

- Voorkeurverhoudingstatus met 'n dinamiese stel kernvoederskole

8. Hoëronderwyssektor-reputasie (internasionaal en nasionaal):

- Wêreldbekend vir gegradeerde navorsers wat in staat is om topstudente te lok
- Erken as 'n leidende bydraer tot die Afrikakennissgemeenskap
- Die mees responsiewe universiteit op nasionale imperatiewe in die Suid-Afrikaans hoëronderwyssektor

9. Alumni, donateurs, Konvokasie

- Aansien: handelsmerkbeloftes word gestand gedoen, trots om met die universiteit geassosieer te wees, spesiale en volhoubare verhoudings met alumni en donateurs, strategiese koppelvlakke met alumni en donateurs, kommunikatief en gespreksvoerend
- Bereidwilligheid om kinders na die NWU te stuur
- Konstante groei in bemakings en skenkings

10. Strategiese sakebetrekkings (sleutelverskaffers, kernbesigheidsvennote, publiek-private vennootskappe, tegnologie, plaaslike verskaffers): markgefokus, voordeelskeppend, ontwikkelend, risiko-aptit-verbeterend, volhoubaar, eties, meer as blote voldoening aan swart ekonomiese bemagtiging, inkomstegenererend.

11. Vakbondbetrekkings: Ten volle betrokke deelnemers dinamiese ooreenkoms wat resultate oplewer, harmonieuse, samewerkende en eerlike betrekkings.

12. Mediabetrekkings:

- Radio, televisie en gedrukte media: konstruktiewe betrokkenheid, verhoog die NWU se aansien, gebalanseerde en akkurate verslagdoening, bereidwilligheid om goeie nuus te publiseer, gebalanseerde dekking van 'n verskeidenheid aktiwiteite, proaktiewe betrokkenheid voor verslaggewing, NWU-meningsleiers prominent
- Sosiale en aanlyn media: aktiewe teenwoordigheid en betrokkenheid, databasisverrykend en inligtinggenererend, reputasieverbeterend, geïntegreer by bemarkingskommunikasie en navorsing.

Nota oor maatstawwe en metrieke: Waar maatstawwe en metrieke nie aan suksesmaatstawwe toegewys is nie, sal dit nog as deel van verdere deelname aan die strategiedeelname- en institusionele beplanningsproses ontwikkel word.

Mededingende strategie

Die doel van die NWU se mededingende strategie sal wees om die volgende markdifferensieerders verder te ondersteun en/of te ontwikkel:

- Leer-en-onderrig-vlagskipprogramme
- Navorsing-en-innovasie-vlagskipprogramme
- Tegnologie
 - e-leer: tegnologiegesteunde multimodale onderrig en leer (insluitende OAO)
 - e-navorsing
 - e-sake
- NWU-handelsmerk moontlik gemaak deur bemerking en kommunikasie, internasionalisering, visekanselier as prominente handelsmerkambassadeur, alle personeel, in die besonder NWU-leiers en vooraanstaande akademici, prominente alumni
- Multikampus-waardeproposisie



Strategiese agenda

Die strategiese agenda vir die NWU se uitvoerende span is die volgende:

- Bestuur van akademiese talent
- Innovasie in onderrig en leer
- Versnelling van navorsing en innovasie
- Ingrepe ter verbetering van finansiële lewensvatbaarheid
- Migrasie van studierigtingmengsel na wetenskap, ingenieurswese, tegnologie (WIT), en handel
- IKT-beplanning, -belegging, -ontplooiing en -gebruik
- Die bevordering van studentetoegang, -retensie en -sukses
- Gemeenskapsintegrasie, -relevansie en -impak
- Versnelling van transformasie
- Herontwerp en ontwikkeling van die institusionele kultuur – leierskap, personeel en studente
- Herontwerp van die organisatoriese struktuur en bedryfsmodel

Besluite oor markrigting

Besluit 1: Verhoog inskrywings met >1,5% jaar op jaar, met wetenskap, ingenieurswese, tegnologie en handel as prioriteit op elke kampus, terwyl die Vaaldriehoekkampus se beduidende groeipotensiaal verwesenlik word.

Besluit 2: Terwyl groei in alle studierigtings gerealiseer word, moet die mengsel van kontak-VE's verander as gevolg van aggressiewe groei in WIT, beduidende groei in handel, en matige groei in geesteswetenskappe (insluitende opvoedkunde). Dit sal die uiteindelijke VEmengsel verander na 35% vir WIT (vanaf 32%, DHOO-verwagting van 30%), geesteswetenskappe 35% (vanaf 40,3%, DHOO-verwagting van 40%) en handel 30% (vanaf 27,4%, DHOO-verwagting 30%).

Besluit 3: Verhoog die intensiteit van navorsing en innovasie terwyl daar terselfdertyd in innoverende onderrig-en-leer-praktyke belê word. Dit sal uiteindelik die NWU lei in die rigting van 'n gebalanseerde onderrig-leer- en navorsingsuniversiteit na 'n innoverende instansie wat in al sy kernfunksies van navorsing, onderrig en leer deur kreatiwiteit gelei word en meer klem op die nagraadse mark lê.

Besluit 4: Handhaaf die huidige kampusse en sentrums en ontwikkel virtuele toegang deur te belê in innoverende onderrig en leer.

Besluit 5: Bespoedig die herposisionering van afstandsonderrig om besluit 2 ten opsigte van volledige voorgraadse kwalifikasies sowel as besluit 1 hierbo te weerspieël. Integreer OAO-programme by fakulteite.

Studentegelykheidsteikens

Die volgende studentegelykheidsteikens is tot en met 2025 goedgekeur:

Afstand	Afrikaan	Kleurling	Indiër	Wit
2020	70%	3%	3%	24%
2025	71%	5%	7%	17%

Kontak	2015			2020			2025		
	MK	PK	VDK	MK	PK	VDK	MK	PK	VDK
Afrikaan	96,7%	21,8%	76%	95%	30%	77,2%	93%	44%	81%
Kleurling	0,9%	4,9%	1,4%	1%	7%	1,4%	1%	5,6%	1,4%
Indiër	0,5%	1,5%	1,8%	0,6%	2%	1,4%	0,6%	1,4%	2%
Wit	1,8%	71,7%	20,6%	3,4%	61%	20%	5,4%	49%	15,6%

Ons Jaarlikse Prestasieplan

Ons strategie word deur ons Jaarlikse Prestasieplan (JPP) verwesenlik, wat uit vyf kernprestasiedoelwitte en vier instaatstellers bestaan.

Doelwit 1	Bevorder goeie leer en onderrig en herposisioneer die NWU om die grootte en vorm te bereik wat deur die besluite oor markrigting vereis word
Doelwit 2	Intensiveer navorsing en innovasie
Doelwit 3	Integreer en belyn gemeenskapsbetrokkenheid met kernaktiwiteite (onderrig en leer en navorsing) en bevorder volhoubaarheidsbeginsels
Doelwit 4	Ontwikkel 'n duidelik gedifferensieerde studentewaardeproposisie
Doelwit 5	Ontwikkel en behou uitstekende personeel en skep 'n gelyke personeel- en studenteprofiel

Instaatsteller 1	Beheer, lei en bestuur op 'n volhoubare en getransformeerde wyse met 'n doeltreffende bedryfsmodel
Instaatsteller 2	Ontwikkel inligtings- en kommunikasie-tegnologie wat die beste in sy klas is om die kernbesigheid te ondersteun
Instaatsteller 3	Kommunikeer, raak betrokke by en ontwikkel kernbesigheidsvermoë om handelsmerk-gelykheid, leierskapsdoeltreffendheid en gemeenskapsolidariteit te verhoog
Instaatsteller 4	Verseker die finansiële volhoubaarheid van die NWU

