



**VICE CHANCELLOR'S LISTENING CAMPAIGN:
OVERVIEW OF EMERGING THEMES
PHASE 1 AND 2 (JANUARY-JUNE 2018)**

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PREAMBLE

As part of a comprehensive stakeholder engagement strategy, the Vice Chancellor (VC) has been leading an institution-wide listening campaign throughout the first and second quarter of 2018. The overarching objective of this campaign is to contribute, over time, to successfully addressing contextual issues facing the University, whilst enabling active stakeholder participation in shaping our institutional strategic aspirations beyond 2020.

The overarching intention of this campaign is for senior leadership to listen to various publics to develop a comprehensive baseline on the state of the University to inform forward-looking strategy. From the inputs of various stakeholders, senior management will have a deeper understanding of the required strategic and pragmatic interventions that are required to embody our desired identity and ethos as Nelson Mandela University more fully. It is particularly crucial to carve a path that will take the good work of this University to greater heights and thereby thrive within the context of the prevailing volatile, uncertain and complex challenges confronting the higher education sector nationally and globally.

The dynamic environment, within which all universities operate, requires of us to continuously assess our strategic priorities against current realities and adapt these where required to enhance our competitiveness and make judicious choices about how best to deploy scarce resources. The overarching objectives of the stakeholder engagement strategy and the listening campaign plan are to contribute, over time, to successfully addressing contextual issues impacting on the University, while facilitating active stakeholder support of the University's strategic and operational objectives. To this end, the inputs of various stakeholders are being carefully documented and analysed to identify the key themes that will inform the University's strategies going forward.

The purpose of this report is to provide an overview of the themes that have emerged during phase 1 and 2 of the listening campaign, which were conducted during the first and second quarters of 2018. During the first phase, the VC and senior management engaged with senior and middle management, staff in all seven faculties, staff and students on the George Campus, reintegrated employees, organised labour, as well as the SRC and other student leadership formations. During the second quarter, these engagements were extended to include all professional and administrative support staff (PASS) divisions. Engagement with external stakeholders will commence during the second half of the year as phase 3 of the campaign.

The desired outcome of this campaign is to refine the priorities and goals articulated in the final three years (2018-2020) of the University's Vision 2020 strategic plan while simultaneously expanding our planning horizons to 2030. This will ensure that Nelson Mandela University is poised to honour the legacy and values of Nelson Mandela by *changing the world* for the better through our qualification mix, curricula, scholarship and innovation, engagement and partnerships, institutional culture, and service delivery.

Emerging themes from Vice-Chancellor's Listening Campaign

Re-imagining institutional identity and strategic positioning

Mandela name and identity

What makes this university unique?

Compared to our competition (e.g. UJ), we are virtually invisible.

Why do we limit ourselves to being an African university when Nelson Mandela was an international figure?

The need to understand our biggest responsibility, to position our University behind its name and what it stands for. In essence, to look at Madiba in totality and what he stood for.

Are we confident that we are clear about our identity, our purpose and responsibility as Mandela University?

The University's position on being an African university needs to be unpacked so that, as a community, we can pronounce on the institutional culture in terms of what it means to study and work at Nelson Mandela University.

The University has gone through an extensive re-branding campaign, but not sure that we have really interrogated what this means to us.

It is assumed we know what Mandela stood for, but we need to learn more about his life. We think we know the story, but we do not know it *properly*. We need to do justice to Mandela's work and legacy.

What does Nelson Mandela mean for each faculty? Nelson Mandela the lawyer; the political leader; the humanitarian; the educator; etc.

We should also not just look in the past, and at what Mandela did in the past, but how does the name take us forward and assist us to be relevant in the future?

The university *grabbed* the name, but we need to *earn* it!

Ways of approaching staff and students about embodying the values of Mandela:

- Ask them "How about changing yourself as Nelson Mandela did over his life time?"
- Put up a clear code about what the University stands for, phrased in a positive way. One of the key values is respect, and acting respectfully. In compiling such a code, it should be kept short with about 5-10 points/guidelines. The hope would be for everybody to buy into these guidelines and that they are portrayed everywhere staff and students go.

Staff must not just ask, "What can you [management] do?", but also "What can I do to help change the organisation?"

Staff and students must be brand ambassadors.

Every day should be Mandela Day – a sense of belonging for all students and staff is crucial as a university carrying the name of Nelson Mandela.

Emerging themes from Vice-Chancellor's Listening Campaign

Change the world

A positive interpretation of 'Change the World' - this is the posture we want and it must be explicitly named.

If we are talking about change at Nelson Mandela University, we are talking about changing *ourselves*. It takes staff to help and guide the change to make it happen.

There is a lot staff can do to change the world.

The University has the potential to be a powerful brand with the credo "change the world" – so much **we** can do to change the world (emphasis on individual and collective agency).

How to have a posture that enables us to change first at a personal and institutional level to change the world.

Change the world - Concern raised regarding the readiness of all University stakeholders to change the world and impact positively upon its social ills.

The need to examine our readiness as stakeholders of the University in the movement towards changing the world. "Have we grown enough and are we ready to change the world?"

Expectations that the University will change/transform with the name change and the appointment of three Black women in senior leadership.

Nelson Mandela University cannot have graduates who just want to graduate for themselves. Graduates must be able to articulate the issues of society and must be taught to give back to their communities.

Taking stock and reviewing Vision 2020

Need to take stock and assess what progress has been made in achieving V2020.

Staff do not "feel" Vision 2020 in the passages and on the ground.

Does not seem like the University actually lives and embodies the values.

Need to take stock of the fiscal and human costs of #FMF - staff feel like they are bullied/harassed by student leaders and SRC if decisions/rules do not favour students.

Need to also take stock of the many other challenges/problems staff and students are struggling with/influenced by that are bigger than just the University alone. Staff would love a forum to be established to engage on some of these issues.

New strategic directions and positioning/niche of campuses

Ocean Sciences; Medical Campus; PE as an ICT/Technologies Hub; Leadership Development (through the Business School); George campus: Hub for sustainability sciences with trans-disciplinarity as the basis located within a natural "lab" that could achieve global recognition.

Emerging themes from Vice-Chancellor's Listening Campaign

Positioning of campuses needs redress, as well as deployment of key expert staff such as SARCHI chairs.

Programmes located on Missionvale Campus are largely extended curricula and higher certificates and on 2nd Avenue it is mostly diplomas, except for the Business School – this must be relooked because it stigmatises certain campuses and creates the perception that they are inferior.

Growth opportunities need to be responded to, e.g. advanced research and short/bridging courses.

When things are done at MV Campus they must be done with people not for people – staff want to be part of the developments on the Campus. Staff need to be informed of medical school planning and the impact this will have on the academic project on the MV Campus – Who is moving where? What processes are underway to consult in this regard? This is perceived to be handled in a clandestine manner.

Medical school – no intention to be clandestine about developments on the MV Campus. Medical school will be located on the MV Campus and HPCSA accreditation visit will take place in March 2019 for which we need to be prepared from an infrastructural perspective.

DVC T&L and faculties have been meeting with infrastructure, academic and timetabling colleagues to discuss how to give effect to relocations required with minimal disruption to staff and students. Affected stakeholders will be consulted and staff are requested to assist with making suggestions or raising challenges as these arise.

Naming of buildings and public art

The naming of buildings needs to be undertaken - be proactive and approach staff and students about their views on renaming buildings.

There are no building names just numbers. Saying we are in Building 6 is impersonal – the buildings should be given names.

Renaming the buildings could make a public statement about our identity. This would also be a very public gesture and give an indication as to what we stand for as a university.

There is no statue, nor any public depictions of Nelson Mandela on our campuses.

The need to restructure the entrances of our University and thus establish an impactful “grand entrance”, which reflects the new name of the University in a striking manner.

The University is relooking its campus entrances in the spirit of addressing both the issue of safety and rebranding.

Need to re-do the sign on the Main Building and have a white background, as currently you cannot see the name – this option was considered, but the issue of maintenance costs needed to be considered as part of the University's sustainability drive.

Staff and graduate attributes

As a University, we need to consider and conceptualise the desired professional attributes of staff, including a set of transformational competencies.

Emerging themes from Vice-Chancellor's Listening Campaign

The University should do more to with respect to the orientation of students, to articulate what the University and broader society expect of them. Promote the message that students at Mandela University should not only be at university to study, but they must also be willing to give back to their communities.

How will the world of work evolve in the 21st century? Are we equipping our graduates with the skills and attributes for this world?

We also need to re-examine how we view the university as a place of work and assess how to embed flexibility into our COS (e.g. working hours).

Need to infuse innovative and entrepreneurial thinking into the curriculum.

New forms of support required for new alternatives: social entrepreneurship; business development; cooperatives; etc. – this will require us to re-envision Graduate Placement.

Students want assistance with gaining work experience on campus while studying – they do not want charity (e.g. food parcels) they want dignity by earning a salary.

Re-imagining the role of alumni

We do not capitalise enough on our famous graduates (e.g. Laduma Ngxokolo).

Alumni could be co-opted to guide and assist first-year students to settle into university life.

Alumni could play a role in sharing with incoming students what challenges they experienced and what they did to overcome these.

The role of alumni could be ambassadorial in projecting the name of the University.

The role of Alumni – what other roles, other than ambassadorial, could alumni play? Alumni could assist by delivering guest lectures/arranging site visits/ internships or experiential learning opportunities; or sponsor entrepreneurial competitions or activities etc.

Inclusive, transformative institutional culture and ways of being

Visibility and accessibility of senior management

We need to narrow the distance between senior management and staff.

Staff must be included in/consulted on decisions that affect them (e.g. the December supplementary exams).

Leaders need to embody the values.

Senior management should be seen to be part of the academic project (e.g. guest lectures) as and when their schedules allow.

Senior management visiting staff and students in their spaces – being visible and accessible. Both staff and students would really appreciate it if management would walk into various staff and student spaces from time to time.

Emerging themes from Vice-Chancellor's Listening Campaign

Involving staff and students in co-creating new projects (e.g. involving School of Architecture in design of new buildings).

Inclusive communication and a culture of engagement

Communication with staff by senior management. Feedback to staff and students on important matters/incidents affecting the University must come quicker and address the pertinent issues openly, honestly and frankly.

Establish a forum to engage with middle management regularly.

Volume of e-mails needs to be relooked and streamlined.

Celebrate and show case what we do well by telling the stories of what our staff and students are doing. We *are* doing a lot, but we are not very good at showcasing/presenting our success stories. We need to get these messages out there by publishing newsletters/communiques to celebrate achievements.

There is currently no real engagement and staff are “spoken at” (e.g. in Senate) and this approach has filtered down to other meetings.

The listening campaign is just a “talk shop” - Staff are sceptical that their contributions will be taken seriously or acted upon – one staff member wants to know if anything will be done with the comments that have been made, as he has participated before and nothing was done.

The VC indicated that she has heard a sentiment that management talks to staff and then not everything gets resolved to the satisfaction of all stakeholders.

There were also colleagues that were saying they are not heard. The only way to change this is to actually engage each other on a continuous basis until the issues are resolved.

People are being victimised for speaking out during the LC – The staff member said he wished to point out to the VC that people cannot talk freely in this space as their line managers are present and they will be disciplined for speaking out. The VC must take this campaign to the Departments where workers are sitting and open anonymous channels to engage.

Culture of engagement must be cascaded to all levels and workspaces.

There is a need to open platforms where employees can submit complaints and grievances without fear of victimisation from their line managers.

No urgency in dealing with student issues and students feel that they have to strike in order to be heard – protests can often be avoided if the University was responding more proactively to student issues.

Building social solidarity and a sense of belonging

Some staff do not feel part of the Nelson Mandela family and that there are insiders and outsiders – sense of belonging needs to be cultivated.

Propose new platforms for staff to come together and get to know each other e.g. sports day; staff picnic.

Feelings of exclusion, marginalisation, sense of belonging is lacking and instances of bullying – must be reported.

Emerging themes from Vice-Chancellor's Listening Campaign

Nelson Mandela University is a family and we must continue talking to resolve issues together.

Spaces for staff to be heard and seen – LC should not be an event but a process that is encouraged in all spaces irrespective of hierarchy.

Issues needing change in behaviour – we need to take ownership, practice mutual respect, ways of being heard if you feel that you are not being heard, need to know where to access services provided to staff, etc.

What forms of social and diversity literacies can we create in our spaces?

More work on social cohesion is needed.

Promote respect and social cohesion irrespective of position – live the legacy of Nelson Mandela.

Need to host dialogues on 'blackness' and 'whiteness' in South Africa.

Build forms of solidarity where we can be recognised as humans in the space.

Staff want to feel like they belong and are cared for and recognised. Satisfied staff and students perform better in such an environment.

The need for the University to create an environment in which students enjoy their University experience irrespective of their background and class. How to improve student affinity to the university, and create an institutional culture that fosters and enables this?

Certain staff voices are not heard because they are not positioned within faculties.

PASS vs Academic staff divide - Academics look down on non-academics.

George Campus: To consolidate the unity of staff, would it be possible for each newly re-integrated staff member, also management, to plant a tree on the Campus?

Division between insourced and other staff ("them and us"). Othering of 'insourced' staff - Insourced staff no longer want to be referred to as 'insourced staff' but just as 'staff' - Labelling as 'reintegrated'/'insourced staff' must stop – treat all staff members the same to build a united organisation.

Appeal from a staff member that insourced staff should not see this as a negative label – the same thing happened with the merger about "Vista staff" and, with time, the label disappeared. The VC welcomed all staff at the beginning of the year as equals under the banner of Nelson Mandela University, but reintegrated staff are not treated equally (e.g. disparity in how staff clock in).

Transformation

Zero tolerance for racism and exclusionary practices

The University is a 'microcosm' of society and thus grappling with broader societal challenges such as: lack of social solidarity/cohesion; issues of exclusion; collegiality; discrimination; racism; GBV/sexual harassment; etc.)

There are various forms of discrimination at the University, some are subtle and others are more blatant.

Emerging themes from Vice-Chancellor's Listening Campaign

Need to isolate and express zero tolerance for unacceptable conduct, among staff and students.

Institutional racism – reflected in organisational culture. People are treated differently based on race (e.g. who is checked when entering or exiting the University campuses).

Sensitisation workshops are required to inculcate the values.

The only race that should be considered is 'the human race' and no other race at all.

Deepening racial divides amongst students and staff. Instead of coming together, we are moving further apart.

The University as a 'microcosm' of society – and so reflecting challenges in society, such as a lack of social cohesion and issues of exclusion, racism and other forms of discrimination; sexual harassment and gender-based violence; etc.

Black PASS staff are turned away when wanting to register for PhDs.

The University does not wish to adapt its posture around the reality of black students. Black pain is taken as "normal". There are dehumanising practices in the way in which staff respond to student protests. Institutional culture – communication from the University repeats the importance of "normal operations" irrespective of the pain of Black students who are protesting because of their material conditions.

Discrimination against staff who do not fit a norm - we are a divided University (e.g. laughing at a staff member who expresses frustration because his uniform does not fit because he is overweight); why are we dehumanising our people?

Serious concerns raised regarding the incident at the Varsity Cup and the harm that it did to our brand.

Not just the incident and feeling unwelcome at Mandela University that are problematic, but also how incidents are dealt with and getting swift, decisive recourse.

Forms of racism experienced:

- Racism by staff to staff (Arts Faculty)
- Racism by staff to students - Academics in certain faculties (in Pharmacy and Architecture) and PASS staff (Financial Aid).
- Racism rife in certain departments: Sports, Health Sciences, EBEIT, Arts. Law and Education are trying to do work in this regard.

The Faculty of Arts is best placed to lead change in this regard.

Racism in Technical Services and Horticultural Services - Need to revisit these two Depts. Colleagues from Horticulture are not treated well. A staff member was called a chimpanzee and HR has resolved nothing. As a result, one staff member has already resigned. Apartheid system inside Technical Services.

Under the name of Madiba some colleagues are fired like ants. They put spies all over the place.

Emerging themes from Vice-Chancellor's Listening Campaign

Effective and responsive institutional complaints mechanism

The University needs an avenue for lodging complaints.

Need to address racism in reality not in rhetoric. There must be an Office to deal directly with racism, other forms of discrimination and GBV to raise awareness, offer training, investigate and bring cases to finality.

There is a need for a mechanism and/or structure where can students report intimidation/victimisation/intolerance by fellow students or unethical conduct of staff members without fear of reprisal or bias.

A well-advertised 'site' or anonymous email address should be available to report incidents or complaints relating to discrimination and unethical conduct.

BBBEE

The University BBBEE score is too low at 8. The University needs at least a score of 4, to meet tender requirements.

This is having a negative impact on the competitiveness of the University's tender proposals (e.g. in the Leadership Academy).

Disabilities

Bigger space needed for the Disability Unit. The number of disabled students increases each year, and the space for the unit is small.

Percentage of employees with disabilities is only 1.8% - departments and units on campus must consider employing students with disabilities that graduate from our University.

Teaching, learning and curriculum

Quality of academic offerings

Underprepared students entering the university and modules are adjusted to compensate.

University needs to manage the tension between meeting students' needs, and not compromising the quality of its offerings (not dropping its standards) and integrity of its brand.

Quality education/quality of education is what Mandela would have wanted his name to have stood for?

Students are given a lot of leeway with regards to complying with academic requirements. Often the measures lecturers put in place are over-ridden by staff higher up who do not understand the implications thereof.

Emerging themes from Vice-Chancellor's Listening Campaign

Admission requirements

CAAR testing - what informs the content/items of the CAAR tests? These tests are perceived as barriers to access.

Raised admissions requirements (APS) are partly blamed for the decline in student enrolments. This needs to be further explored to guard against a "knee jerk" reaction. When students are phoned to ask why they did not register at Nelson Mandela University, they often say that they went to another university because they did not hear back from admissions.

APS system is currently a blanket approach that treats all students as equal regardless of the fact that students come from vastly different economic classes, backgrounds, and schools of varying quintiles. The University cannot "turn a blind eye" to the realities of the EC province, its poor matric pass rate, and many students from quintile 1-3 schools.

There is a big difference between students entering the University with an APS of 38 points from a rural area, to the students entering the university with 38 points from more affluent city schools.

On 2nd avenue campus, all diplomas have the same entrance requirements (a student from Grey College who got a level 7 pass, is a very different student to a student from a rural area who got a 7). It thus cannot be that the level of the scale is equal in determining the APS. The 'privileged' students, some of whom take 9 subjects, get the best 7 subjects chosen even if some of the 7 are not even related to what they will be studying.

How we stream our students unintentionally. Students are reluctant to be placed in certain spaces. Inadvertently perpetuating alienation/stereotyping/discrimination. Issues include the following: Why was a decision taken to place the extended programmes at Missionvale? Why do we only have diplomas on the 2nd Avenue campus? We should consider placement of programmes on different campuses. If you look at it from the students' perspective, they could interpret this as "I came from certain school, this is my APS, I am placed on a certain campus in a certain programme, and thus I am not good enough).

Many Black students are not in degree programmes, but in diplomas and higher certificates.

How will faculties deal with the admission of first years in capped programmes going forward?

- Will it continue to be based on "first-come first-served" or on merit using a selection process?
- Will it be possible for a faculty to have its own internal process?

Graduate employability and entrepreneurship

Students must be equipped for the world of work. It is concerning that graduates are finding that they are not as equipped as they should be for work.

Give graduates an opportunity to gain work experience by working at the University.

Student should be assisted to get their driver's licence before graduating.

Student entrepreneurship development would be welcomed and opportunities to incubate this should be identified.

Emerging themes from Vice-Chancellor's Listening Campaign

Some companies recruit top students in terms of academic marks, however, they must also give more guidance on the sorts of qualities they want students to have in order to recruit them. This would assist graduates to be proactive in developing requisite skills/attributes.

Ability to get work with some of the qualifications that are offered - Students are unhappy with a programme/qualification that costs students R12 000 to complete, but it does not have a scope of practice (e.g. Pharmacy Assistant).

George campus:

- Teaching material is outdated and as a result, students are not work-ready.
- Student assistant opportunities should be offered in as many portfolios and offices as possible.

Faculty of Science:

- Other faculties have internships and graduates have opportunities to train in the field. However, in the Science Faculty when students graduate they have no real world work experience. How can this gap be bridged?
- How can the Faculty focus more on these practical skills so as to better equip its graduates for the working world?
- Students have to complete a BSc Hons before getting work with a Science qualification. Is there some way to influence this? The University to advocate, and educate companies as to the sorts of skills sets and abilities that undergraduates have that could benefit companies?
- The challenge Science students are struggling with is how to apply their qualifications from university back home in their communities? How do they explain what they have learnt in simple terms? The students (and parents) cannot easily see the relevance of graduates' knowledge and skills to current realities and challenges.

Faculty of Education: Students without *Funza Lushaka* bursaries who cannot get placements. Sometimes they are 'walk-in' students, enrolled in the Faculty of Education to do an Education degree, but they do not get a *Funza* bursary and then they cannot secure a placement when they qualify. How can the University assist the Faculty with these students?

Decolonisation and curriculum transformation

The knowledge and content in the curriculum must change.

It is time that the new system supersedes the old system.

The philosophical approach we are adopting – humanising/critical pedagogy – is a bigger concept than only teaching and learning, it is about changing the world and this needs to be reflected in the curriculum.

A special fund is needed for research into decolonising curricula – e.g. STEM curricula. A contract staff member and a student, who is conducting research into the decolonisation of the curriculum in EBEIT is finding it difficult to access funding to attend international events.

Emerging themes from Vice-Chancellor's Listening Campaign

Teaching, learning and assessment innovation

Is the way we deliver programmes still 'fit for purpose'?

Need to create electronic platforms [true blended learning]. Emulate the work of small tech companies that are developing "Nano" degrees.

Need to employ instructional designers to assist academic staff to design their modules/programmes for blended learning.

In 21st century, perhaps we do not want to sit in large classes – we need to take advantage of the fact that we are the 3rd strongest university in terms of bandwidth of the 26 public universities. What are we doing to embrace technology to enable teaching?

Perhaps we do not need a 500 or 1000 seater venue, but we rather need to diversify the way we teach.

We learnt a lot during the academic completion plan of 2016 and we need to investigate what it will take to 'massify' blended learning.

Exam clashes of students that are taking modules across multiple years (i.e. first, second and third year modules in one year). Staff need to be more accommodating of students who are taking modules across multiple years in the same year, as they end up having problems when it comes to exam timetables, with having two or three exams on consecutive days or on the same day.

Would it be possible for students to receive an exam timetable when students register for the year?

Assessment methods must change. The University should do continuous assessment rather than a summative exam, which you pass or fail. Continuous assessment will ensure that students really understand what they have learnt.

Staff workload model

Need to determine "What is the minimum teaching load that we should all have?"

High student: staff ratios affect ability to do research/study further due to large classes and need to duplicate lectures.

There are ageist issues that exist at this University, and as a result, younger staff are looking at moving to other universities. Younger staff are often allocated larger teaching loads and this leaves little or no time to conduct research, yet research outputs are required for promotions.

The current workload model is not reflecting what staff are actually doing. Workload model should acknowledge other aspects such as: online module development; serving on committees; serving as a Programme Coordinator - there is a mismatch in what the policy says a Programme Coordinator is, and what happens in practice.

The University also needs to relook the workload model since the kind of students that will start to enter the University going forward will require a lot more support from academic staff.

Emerging themes from Vice-Chancellor's Listening Campaign

Term of office of DOS/HODs

Appoint Deputy Deans rather than DOS to assist with dedicated faculty operations management so that Deans can focus on strategy and leadership. A term of three years is too short, because it takes someone about 18 months to learn the ropes and find their feet. At this juncture, it would be prudent to review this.

Service departments

Service departments are under tremendous strain because they have large classes and high student: staff ratios.

Queried why it is that fundamental modules (e.g. Maths) are taught by service departments and not by the home/offering departments? Is this model still the best approach? Could these modules not be taught better by the home/offering departments closer to the area of application (e.g. by the School of Engineering for Engineering students etc.).

Some departments are operating in silos and service departments are not informed of the planned increases in student numbers. Departments offering service modules are caught off guard and thus did not plan for the extra students, more staff, or bigger venues, so they have students sitting on the floor due to overcrowding.

Rule adherence and appeals

Many issues are coming through the appeals process.

Perhaps it is time to debate if all the rules are still appropriate, but this should be resolved long before matters are channelled through the appeals process.

Why does the University have a yearbook, departmental rules, and other rules and regulations if students want us to ignore them?

Students are seeking clarity on the exclusion policy and the credits used for exclusion. Why are we using a credit policy when modules have different credit values? Why are we weighing modules with credits? Are some modules 'not important'?

Exclusion of first years without a warning. Why are these students not referred to student counselling for advice before being excluded? The first year is a radical change of environment for many students and they need to be supported with this transition.

Language of teaching and learning/language policy

Language goes with identity.

UKZN has made isiZulu the language of instruction, so why can Nelson Mandela University not follow suit and make isiXhosa its language of instruction?

Emerging themes from Vice-Chancellor's Listening Campaign

The students from this University are from diverse quintile schools – there are amongst the student body those from Q1 and 2 schools from deep rural areas that are used to being taught in their home language (isiXhosa). They come here as first years, and they are having difficulties to learn in a different language.

Research and postgraduate studies

Encouraging and supporting postgraduate studies

The focus on UG students is good, but there is not enough focus on PG students.

Students do not see the value of doing a PG qualification. The University should encourage PG studies.

PG studies is an important focus. There needs to be policy synergy between funding support for UG and PG students, so that when they finish UG they are not lost to the system.

Need for bursaries, scholarships and financial aid for PG qualifications other than Honours, Master's and PhD.

There is no way for PG students to get work experience. How can the PG students assist the University to ensure the UG students get a quality experience?

Train the PG students to deliver the duplicate lectures to ease the load of academic staff so that they can increase their research outputs.

Retain and employ more PG students at the University. Retain emerging, young, Black academics – give them training, funding, support, research opportunities.

When PASS staff want to supervise PG students they are turned away by faculties yet many M&D applicants are told that there is no PG supervisory capacity.

Support for staff completing higher qualifications

Support for young researchers to enable time to do research and complete higher qualifications.

Difficult for PASS staff to pursue PhDs because they cannot find supervisors in faculties.

PASS staff are not receiving the same support as academics in terms of research and obtaining higher qualifications.

Funding for contract staff (who may also be PG students).

To what extent are the lessons, insights and findings from lecturers' research being shared in the classroom?

Academic promotions

Research still paramount as compared to teaching and engagement. Need to implement the multi-track career pathway policy for academics.

Emerging themes from Vice-Chancellor's Listening Campaign

Recognition, rewards and promotions policy/multiple career paths for academic staff needs to be fully and consistently implemented.

Opportunities and criteria for progression of young academic staff must be clear.

What is an African researcher? Career paths and progression for staff that are outside of the hegemonic system?

Academic promotions cannot be done in faculties that need to be cross-subsidised since this is expected to be funded from within the RAM.

Research ethics approval

The Research Ethics Committee has too much power and acts as a gatekeeper by preventing research on various topics (e.g. research among University staff and students that is perceived to potentially pose a reputational risk).

Processes to obtain ethics approval for research studies are cumbersome and time consuming.

Improving research productivity

Payment of incentives for publishing in journals and PG supervision – is it true that these are going to be withdrawn due to cost? This will impact negatively on research outputs.

Publishing in accredited journals – at the time of publishing the article, the journal was accredited, but when the payment of the incentive is due, the researcher is informed that the journal is no longer accredited.

The University should spend 1% of its research on solving its own problems. This would lead to the institution seeing change and to more students taking up PG studies.

The University is ranked 12th in South Africa for research publications output, yet we are saying we want to 'change the world.'

Master's studies are not being published - if they were, the University could generate more funding.

International Office

Staff had queries given the retirement of their Senior Director and the restructuring process.

Most of staff been at the university for 11 years and perform their tasks to the utmost of their abilities yet they are still on contract. Will they become permanent staff?

The International Office works with FRE - what will happen going forward. How does it work for the rest of the University?

Emerging themes from Vice-Chancellor's Listening Campaign

DHET has developed a new Internationalisation Policy, and the University needs a strong International Office to implement this. The model approved after the merger was a semi-independent model for the International Office. The University is in a position now to revisit this to develop a model that will best suit us going into the future.

Library

Vacancies - there is not enough Library staff due to the moratorium and this has led to low staff morale

Faculty of Law:

- Students are unfamiliar with the Library and how to use it.
- The Faculty needs a dedicated Law Librarian to assist the students, but the Librarian they have resigned. Need to urgently appoint a Law librarian.
- In the Law Faculty, the 'laboratory' comprises books and databases - the library is therefore critical.
- More funding to be allocated to the Law Faculty for books in the Library to modernise the collection.
- The current funding model does not acknowledge the importance of the Library to the Law Faculty.

George Campus: Vacancies; night allowances not being paid; the Library should be expanded as students use this as a study space.

Moratorium/Freezing of PASS posts - LIS vacancies – when is moratorium coming to an end so that the restructuring process can be finalised?

Staff morale is low, staff booked off for depression, and staff are working long shifts due to understaffing.

Many staff vacancies - huge impact on quality of services and impacts on the work that the other staff have to do.

Need to at least appoint people on contracts to fill vacancies until the restructuring has been finalised.

Working on the proposal for the 21st century library – caught in limbo between the emerging future and the current reality.

LIS strategy needs to be aligned to bigger University strategy.

Library of the 21st century needs the participation of other units, e.g. ICT Training for LIS staff is needed to keep abreast of digital trends.

Need for a turnaround strategy to transition LIS towards the future vision.

Need to take all our "baggage" with us as we move forward – it is not only about technological improvements but also changing mindsets, skills development and business processes to enable innovation and substantive change.

Staff are ageing and we need to assess how to equip current staff with the skills required for the library of the future.

Concern about safety in the workplace afterhours as female staff.

Want a 'special needs library disability post' – someone who can use sign language and has sensitivity to disabilities.

Two new directions (i.e. medical school and ocean sciences) will need relevant libraries.

Emerging themes from Vice-Chancellor's Listening Campaign

Shortage of staff also impacts the library collection. Books are damaged and there is no-one to repair them.

North Campus - improving the furniture in the facilities. Furniture acquired, but cannot be assembled, as there is no money to complete this project. The only library where there are no discussion rooms for the students.

South campus library. Current work structure/ organogram does not support career growth or progression. Current organogram does not support vertical progression of staff and they are stuck at low levels with no opportunities for future career growth. Staff member stuck at Peromnes level 14. Told whilst Library undergoing re-structuring that Peromnes re-grading cannot occur.

Old furniture in the library despite the significant increase in the students – furniture has been purchased, but not assembled because there is no funding to complete the project; wasted resources.

Health and Safety with out-of-date/insufficient toilet facilities in the libraries. Staff have to use the students' toilet, one staff member landed up in hospital with an infection last year. Sanitary bins were overflowing. Problem with water supply – no emergency mechanisms in place for such situations and it impacts on health and safety for staff and students.

Working conditions of staff impacted by small things that can easily be attended to.

Inefficiencies and ineffectiveness of system is demoralising.

Seating design – staff sitting with backs to the door and the draught makes them sick.

What legacy are we leaving behind? What is needed for the Librarians of the future? Librarians have expertise about the future of libraries going forward.

Talking about temporary solutions for HR issues. We will lose direction.

It is not just about the library – the library needs IT, it needs money to better serve our students. Assist our students with electronic resources.

Student access to mobile devices is lacking and there is insufficient access to computers because labs are highly utilised and libraries/study spaces are overcrowded – this needs to be addressed as we embrace on-line content and learning.

Urgent need for study spaces with WiFi connectivity and plug points for students – students are coming to the library for this and it leads to problems with noise. Just need a big room to sit in and plug in laptops/charge devices and study quietly. The University should avail space for individual study. Lot of noise struggling with noise. Not a library issue but a space issue. At South Campus there is a study centre, but there is no wifi, so students are complaining.

Libraries built for smaller no of students but still have same space and number of toilets.

Air con in library is very cold.

Issues relating to the Library on 2nd Avenue and MV campuses:

- On 2nd Ave, M & PhD students are not allowed to use the Business School library and if wish to take out a book, - the students are not allowed to make use of the Business School library unless they are enrolled with the BS - have to wait around for up to an hour while postal services brings the book

Emerging themes from Vice-Chancellor's Listening Campaign

- The design of security gates within the library at 2nd Ave allows students to leave without checking out the books, which are expensive. The short-loan gate could be re-directed to prevent this
 - Resources required for the medical school library need to be assessed and provided for
- LIS service delivery issues must be resolved as a course of operations immediately including an assessment of the vacant positions that need to be filled to ensure that the library does not collapse.

Financial sustainability

Financial position of the University

More transparency regarding the actual financial position of the University to build trust regarding the resource constraints confronting the University. Provide clarity on how the University's financial position looks for the next five years, after insourcing. A financial turnaround plan was implemented years ago. Have we regressed or have we made progress? Will we begin to break even in a year or two? To what extent has insourcing put the financial sustainability of the University at risk and re-directed resources away from the academy?

Impact of austerity measures

Freezing of PASS posts due to austerity measures is negatively affecting the delivery of support services.

Failure to acknowledge the knock-on effect of freezing PASS posts on supporting the academic project.

There is a fine line between saving money and a negative impact on the quality of the educational experience.

As a University, when we benchmark we often find we are way below other universities, but our budgets are still way below what is needed. Budgets are not increased.

Resource constraints - Middle management struggle with budgetary and staff constraints and this impacts on quality. They have worked to tighten everything they can think of, but it is still difficult to function.

Freezing of posts/Moratorium on filling PASS vacancies - Line manager must first decide whether the vacancy must be filled. Need to accelerate the re-imagining of the University and our organogram so that we can fast track the unfreezing of posts.

Resource allocation model (RAM)

Need to explain to Faculties how resources are allocated and distributed in terms of the RAM.

RAM criteria have served the University well until now, but criteria need to change to facilitate growth in new strategic directions and trans-disciplinarity.

Emerging themes from Vice-Chancellor's Listening Campaign

Will the resource allocation model (RAM) be reviewed given the larger student intakes that will happen?

There is a need for transparency in the manner in which resources are distributed to and within faculties.

Perhaps the models for Finance do not work now, for faculties in our current climate. What are other universities doing?

Procurement

Procurement efficiencies need to be improved (e.g. it can take up to 12 months to order a piece of equipment).

Procurement cost savings - Example of exam scripts, which have to be bought in small quantities due to budget limitations, when costs could be saved if bought in bulk.

Opportunity for staff to purchase stock put out to tender - Staff have raised this question before. Technical services have vehicles and they take good care of them, but when the vehicles must be sold, staff do not get preference to buy the vehicles.

Payroll and salaries

Could staff rather get our bonus on 15th and not the end of the month as this results in more tax.

If 25th falls on a Sunday, can salaries be paid and not held over to the 26th as this affects stop orders that are automatically deducted on the 25th/ Revisit payday on Monday when 25th falls on a Sunday, because this costs money when debit orders are deducted before staff have been paid.

Possibilities for deductions from salary - University has good relations with the municipality. Staff would like the University to pay the municipality by stop order. The University says it wants to serve all the staff, but the University will not deduct stop orders for the municipality. Stop orders for insurance policies can also not be deducted. ED Finance will look into the question re insurance and stop orders/deductions for municipal accounts.

Human resources

Recruitment and selection practices

Recruitment was raised during the courageous conversation. When we adopt the motto to 'change the world,' start by changing our own dysfunctional systems.

HR – vacancies take a long time to fill due to lengthy HR processes, including making an offer to successful candidates. This is not conducive to the attraction of talented staff.

HR processes seem to favour some over others.

Emerging themes from Vice-Chancellor's Listening Campaign

A staff member raised a query w.r.t. to recruitment practices in recruitment, which are perceived to be unfair. The University's recruitment and selection policy states that when there is no consensus reached on an appointment, any aggrieved person can submit a minority report. The staff member felt that 'no one stuck their neck out on her behalf,' and no one submitted such a report/implemented this particular clause in the policy. She felt that HR policies are not adhered to.

Temporary/contract staff create an unfair "bottom drawer" of staff that unfairly compete for positions that become vacant. Line managers should adhere to equity targets in recruitment and selection.

ICT staff who have been working for the University for more than ten years but they are still on contract – not fair to see such skilled employees being lost to the University because of the fear of not securing permanent employment.

Employment equity

Employment equity must be twinned with a non-discriminatory institutional culture.

Slow filling of academic vacancies because posts have to be filled with equity candidates.

Due to the employment equity protocol, a process of three rounds of advertisements must be followed before other non-designated candidates can be considered.

There are some Departments where no one has resigned, died or retired. In these cases, it is very difficult to diversify the staff profile. The lead times waiting to transform in this manner are just long.

If the University wants to make an impact on its equity statistics, then it has to set aside money to create new posts, and to transform in this way – through this fund.

There are often also further delays in the shortlisting as Unions must first sign off on the shortlist.

Difficulty finding suitable equity candidates and matching their salaries, especially in scarce skills areas that are in high demand.

Why are we restricted to appointing only equity candidates? Sometimes candidates should be considered just on their merits. Talented young staff who are not equity candidates are lost to other universities.

An instance was referred to where a post was advertised three times. There was a candidate that applied each time (3x), but never received feedback from the University about the outcome of the application. This is also a brand issue, because it conveys the message that certain candidates are not worthy of a response.

Emerging themes from Vice-Chancellor's Listening Campaign

Remuneration and conditions of service (COS)

Remuneration – staff salaries targeted by Finance for cost saving [The salary budget is growing and the University does not want this to get out of control, so it carefully monitors this indicator. The University Council has just agreed to raise this indicator from 65% to 67.5%, to accommodate the salary budget of insourced staff.]

Salary negotiations – Listening campaign is not a salary negotiation meeting, but staff want to be appreciated by management.

No notice had been issued to invite unions to begin to negotiate new CoS.

Attempts to reduce costs by “railroading” staff into accepting new COS.

Policies are flouted in the HR space and no appetite to interpret these correctly or to solve issues.

Different deals for different staff = leads to “othering” and fuelling divisions.

The hierarchical nature of the institution makes for unfairness in how workers are treated.

Termination of CoS only affects staff on levels 5-18 and there is not clarity in respect of the CoS for levels 1-4.

Staff are panicking because there is uncertainty as to what the cancellation of the CoS means in reality.

Proposed new COS only circulated for post levels 10-17. What are the new conditions of service for staff on levels 5-9?

What staff are offered in terms of “take home” pay does not compare favourably with other universities (especially to attract and retain talented, young Black academic staff). We need to relook how the remuneration package (CTC) to provide more flexibility in how appointment offers are structured.

The housing allowance is too little.

The medical aid cost is not in proportion to the proposed salary increase.

Anomalies in the wage system/inconsistency in application of the remuneration policy. Starting at 25th percentile then told starting at minimum, other staff are not starting at the minimum.

Parity in payment of staff should be attended to (e.g. 44 academic staff paid below the market) because this is inequitable and demoralises staff who are not remunerated as they should be.

Council approved that HR look at remuneration harmonisation for all employees in the University and address all the anomalies. An expert in remuneration will be appointed to assist the University to design a remuneration and reward policy that is in line with its strategic goals.

Reintegration of support services

Division between insourced and other staff (them and us) due to handling of/communication around reintegration and university financial constraints.

Equal treatment and COS for all staff - If staff are ‘equal’, why are there different pay grades and scales for reintegrated staff?

Emerging themes from Vice-Chancellor's Listening Campaign

If the University does not have money, all employees should be affected the same – not only the working class.

Lack of proper consultation with reintegrated staff - Employees were given letters by HR without having been informed/or negotiated with.

Challenge to filter information about reintegration processes to workers because unions are not participating in the task team.

Employees did not sign appointment letters because they did not agree with the conditions.

Dissatisfaction with the re-integration process outcomes, that it does not fulfil the social justice “promise” that informed the process at the beginning of the process.

Not everyone who toyi-toyed to end outsourcing on South Campus in 2015 was accommodated when reintegration took place.

Reintegrated staff employed on 1 January 2018 and given a three-month probation, but they have not been informed what happens beyond the probation period.

Perception of poverty wages being paid to reintegrated employees.

Salaries are low, particularly after deductions, and the hours are long.

Wage differences make employees feel exploited and some are worse off in terms of take home pay.

Peromnes grading does not make adequate provision for service employees.

Discussion around what happens during vacation time when people need to take leave. Can events and sports meetings be organised? Look at creating a special events company that is owned by the workers so that they can benefit from the long hours.

Grading the job in accordance with their expertise and need for a better understanding of wage deductions because the pay slip differs every month.

Need to reflect overtime more clearly on the pay slip so that employees know what they are being paid for.

Deductions from salaries of insourced workers (e.g. Alexander Forbes) without proper explanation or permission being obtained from employees.

Calculation of hours for payment of overtime.

Need for clarity on structuring of salaries and whether it is possible to opt out of certain benefits.

Staff do not understand payslips - have insufficient detail e.g. for extra shifts worked etc.

HR to organise sessions to explain salary slips and deductions to employees, including ER to explain legalities of payment for overtime.

Introduce biometric system to accurately calculate hours worked by employees to ensure they are remunerated appropriately.

Bullying at the workplace and request that this be investigated.

Reports of poor conduct, including alcohol abuse, must be immediately reported through line management.

Emerging themes from Vice-Chancellor's Listening Campaign

Protection services

Pay differentiation within Protection Services hierarchy - disparities are known, but not being attended to.

12-hour shift and dehumanising practices in respect of tea and coffee provision.

Training for Protection Services promised by HR two years ago but it still has not happened/Request for training that was promised at the beginning of year.

Equipment and uniforms for protection services that do not fit and wrong sizes make guards not look good as the face of the University.

Lost five protection services staff and the vacancies are not being filled – investigative capacity is very stretched and workload is increasing.

No growth opportunities for protection services staff who have been employed by the University for 28 or more years and are close to retirement – this is going to demoralise newly insourced workers after a while.

Supervisors have favourites among staff.

When protection services staff pass away, the memorial services are only attended by protection staff services and the University provides no refreshments.

Operational matters that have been mentioned need to be attended to immediately on the ground, including guardhouses and access to ablutions for protection services.

Security staff request regular updates from management and a platform to get queries addressed

Queries about pension fund transfers for security staff between different funds.

Skills audit was completed by the end of May 2018 for Protection Services to inform training to be provided to employees to implement new business model and to improve their skills.

Cleaning

Monthly wages differ for cleaners each month and no clarity as to why this happens; also no grading of jobs and rewarding for good performance.

Discrepancies between workers in terms of number of hours worked per shift (e.g. six- versus seven-hour shifts).

Long working hours and different colleagues working shifts of different hours with no understanding of the reason for these disparities.

Working conditions on the ground and access to tools of the trade.

Workload allocation is not equal, e.g. number of facilities to be cleaned and maintained at stadium, which need to be done frequently given the number of events held. This also applies to the number of rooms in res allocated to cleaners, which differs per residence.

Cleaners are raising complaints in the meeting, but have not raised these with their supervisors who are also in the room. Propose workshops for cleaners only to allow all issues to be aired.

Emerging themes from Vice-Chancellor's Listening Campaign

Employee relations

Many aspects of employee relations and related processes are handled poorly and this is causing a breakdown in the relationship between management and the unions.

A climate of distrust between unions and management exists.

Employee relations are at an all-time low and verge on aggression at times.

Unions feel forced to go to court to resolve issues due to dysfunctionality of internal processes. This creates a litigious climate.

The current approach seems to target individuals. As a result, shop stewards are scared to perform their duties.

Unions do not feel like a stakeholder and are not being taken seriously.

Certain staff are prevented from union membership.

Why are catering staff always called essential services? This means they can never attend union meetings and this is not fair.

HR-facilitated workshops to improve understanding about roles, especially supervisory-employee relationships and how to professionalise our work through owning our code of conduct.

Relational issues - If there are issues, the matter must be reported through the channels. Everyone deserves to be treated fairly. Need to follow due process and not humiliate someone in public. Work with facts as that keeps our organisation united and strong.

There should be recourse if you are not treated well. Report to the next level and if you feel that has not worked, escalate the matter.

A suggestion was made for a regular engagement with HR consultants - How about having a session once every 3-6 months to discuss issues and share information.

Staff retention, talent management and promotion

Does the University have a staff retention policy that actively speaks to the value of retaining talent?

Procedures to upgrade a post or promote support staff who are performing well beyond their KPAs are extremely cumbersome – demoralising for high-performing staff.

Many staff members are functioning in an acting capacity and it would be good to know what their future holds.

Fit-for-purpose structures as part of organisation-wide redesign will address the large number of people in acting positions.

Appointing people from outside into higher positions is demotivating for staff already in the system especially when there is high turnover in such posts.

Policy used to be that vacancies are advertised internally before externally to provide staff with opportunities for career progression.

Emerging themes from Vice-Chancellor's Listening Campaign

Staff been here for more than a decade and are still contract staff. Lose skilled workers to other institutions, because of the fear of not being able to secure a job.

When PASS staff with a lot of experience are at the top of their salary scale they do not get promoted, they do not qualify for higher positions because they are not designated groups, and also do not qualify for salary increments that contribute towards their pensions (i.e. only once-off payments).

Losing talent to neighbouring universities because of a lack of career growth opportunities for PASS staff, especially for those who have obtained higher qualifications but do not have managerial experience and/or want to move to another unit where they do not have the specialist skills.

Is there a mechanism for PASS staff with PhDs to become professors?

Need for HR policy improvements w.r.t. retention and a sense of urgency particularly recruitment.

Newly appointed staff start at the mid-point of the salary scale whereas long-serving staff remain at the entry level of the grade scale.

There are staff members that have been at Horticulture for 30 years on level 18, but now new incoming staff will also join the University at this level.

Some staff have no access to study further. Would like to have education opportunities.

Procedures to upgrade a post are cumbersome, but this seems the only way to change the scale/grade of a staff member who is performing excellently. This is de-motivating and does not retain staff.

Process of job re-grading is unfairly skewed to benefit white employees – Staff member asks that HR run a report to show the success rate of who was successful in applying for job regrading. The ED HR indicated that the job evaluation issue was raised 2 years ago. She said that in response to this allegation, a report was completed. She clarified that the University has to work with Deloitte, as this company is the only one with the licence to evaluate Peromnes.

Remuneration/Grading of Res Manager Posts - The Res Managers are the only managers on a level 9, all others are on a level 8. Let us be a university that is uniform in the area of grading staff. You will find that some supervisors in the university are on a grade 9 and grade 10. There is a process in place with HR to look at the grades. While HR is fixing the grades, it is difficult to get unhappy staff to perform.

Absence of promotions policy for PASS staff – no opportunity for vertical progression. No deliberate promotion or career pathway policy nor retention strategy – need to benchmark with other universities to assess how they handle these issues as part of the policy review to be conducted by HR.

Support staff do not have time to take leave.

University responsibility to create a conducive environment for career development – line managers have a responsibility to provide staff with opportunities to equip themselves for career progression.

Job evaluation processes and performance management system will be revisited by the incoming SD OD.

Emerging themes from Vice-Chancellor's Listening Campaign

Succession planning and talent continuity

Need to look at the impact of the retirement age on the staff equity profile. We cannot attract equity candidates, as the retirement age is 60 whereas at other universities it is 65.

Loss of experience and skills due to large numbers of staff retiring.

De facto veto on appointing retired staff on contract.

Need strategies to retain productive academics in a different capacity once they have retired so they can still contribute to mentoring, PG supervision and research outputs (e.g. as Research Associates).

Certain PASS staff felt that w.r.t. retirement, White colleagues are given the opportunity of a revolving door, because they are re-appointed on contract after they have retired.

Acknowledgement of retiring staff - The University does not give a gift to colleagues that retire after many years of service – plea to management to acknowledge such employees. Technical Services collect money for person retiring, but this should be done by the University to show appreciation for the years of service.

Staff are leaving the University, yet it is taking a long time to fill vacant posts due to backlogs in HR.

In some instances, HoD/DoS are told they can only fill permanent academic posts with contract staff after senior staff have left.

Need to get back to the full complement of staff in departments where there have been retirements/resignations yet posts have not been filled with permanent employees.

There is an over-reliance on contract staff in some schools/departments and this poses risks in respect of labour relations, as well as long-term sustainability.

Staff morale and wellness

Staff morale is low due to student numbers increasing, yet no additional academic posts are being created, vacancies are not being filled quickly enough and there is a moratorium on filling PASS vacancies.

The critical core issues raised during the listening campaign should be attended to as a matter of priority, whilst we are evolving towards our vision – this will improve staff morale.

Part-time academic staff are often paid less for the same volume of work (or more), yet they are still serving the students and striving to give the same quality as before.

Staff need protection from student leaders/SRC who are hostile and become unruly if decisions do not go their way.

Since #FMF, perception that student demands are responded to by management without due cognisance of the impact on staff.

Emerging themes from Vice-Chancellor's Listening Campaign

Students' needs get preference and they get immediate feedback from management on their demands.

Nelson Mandela University is 'humanising' students, but 'dehumanising' staff – staff are expected to do more and more with less.

Staff at ICT Helpdesk are being verbally abused by staff members who log cases or need assistance – plea for patience and understanding.

Trauma experienced by protection services staff because of the disrespectful way they are treated – where do they go for counselling and debriefing?

What is the University doing to protect staff members who are being personally attacked and defamed on social media by students?

Wellness - Another challenge is crisis management for staff working in the residences (e.g. informing a student that their parent has died, supporting students who have been raped, finding a newborn baby abandoned in the residences, etc.).

Staff living in on-campus residences get worried when they hear students mobilising to protest. These staff need assurances, especially when they are told by students to vacate their accommodation during protests.

It is not possible for George Campus staff to access training opportunities offered on PE campuses or to access courses at other universities. This impacts on their professional development and career prospects.

HR operations and processes

Staff are willing to work with HR to professionalise their services.

The ED HR should open a communication line so that staff are able to make suggestions as to how to improve HR service delivery.

It would assist HODs if there were some HR 'guidelines' or 'checklists' or someone in HR that can give a quick answer to frequently asked questions. Staff do not want to have to read many lengthy policies.

What processes does the University have in place to decolonise spaces/policies/processes, for example, HR with respect to seeing a traditional healer versus a doctor?

Lack of support from HR. Support from HR consultants is weak – need to follow up with lots of e-mails and telephone calls to get work done.

HR systems seem flawed – they can be tampered with and this could lead to fraud – approval mechanisms on ITS (e.g. approving leave, etc.)

Lack of HR support e.g. despite numerous requests to HRC to update ITS approval levels resulting in managerial anomalies of approvals on the system

Unions should be part of negotiations for future/re-structuring for the Library.

George campus: HR is not accessible or visible on the George Campus; it is very difficult to get HR problems and queries resolved; HR is not responsive to queries (using x3555); Salary queries are not able to be addressed by HR, who say the person should rather send an email.

Emerging themes from Vice-Chancellor's Listening Campaign

Institutional systems and processes

Agile institutional systems and processes

Slow cumbersome decision-making.

Not a nimble institution because our systems and processes are slow, inefficient, and moribund.

Many of the University's policies, systems and processes are not aligned, such as, the timing of exams/exams invigilation and leave policy.

Current policies, systems and procedures at the University do not facilitate and enable new, innovative practices that improve efficiencies.

The amount of people dealing with the volume of students are not coping. The system is big and needs to function differently. We need to 'change the world' we are functioning in, because we are trying to turn an elephant in a small room!

We need fit for purpose structures and systems to minimise duplication.

Laborious processes and systems are not supporting the academic project optimally/how we serve our students.

Administrative support staff in faculties experience frustration with the inefficiency of various University systems – e.g. admissions, HR, student housing, finance, technical services. Examples cited by such a staff members: She had contact with frustrated parents that could not contact admissions. The HR rep is helpful, but overburdened. Finance is over-burdened – processing takes two weeks, this is very long, or the system needs to change? Student housing is swamped with new and returning students. Students arrive to find that rooms they were allocated have been reallocated to someone else.

Excellence in support services - what is this? Are we practising this?

Late announcement of graduation dates - Students/graduates from afar need to make travel arrangements and it has cost implications for graduates if dates are published late.

For staff, it is a challenge to understand/know where to turn if there is no response to digital requests.

The process of moving offices from one Campus to another is onerous and cumbersome.

Staff member wanted to get a new staff card after the name of the University changed, but was told to just keep her old staff card.

On the George Campus, the issuing of student cards is slow and the person responsible is often not available at their office to do this.

Student access and enrolment value chain

Enrolment and access value chain needs an external audit to assess how people are actually experiencing the University as they engage with us. We need to insource impartial capacity to analyse our processes objectively to provide an assessment of what the blockages are and how best they can be addressed strategically and pragmatically.

Actual enrolments are delinked from the enrolment intentions captured in the enrolment plan.

Emerging themes from Vice-Chancellor's Listening Campaign

Not meeting enrolment targets impacts on financial sustainability of the University and faculties.

Capping - needs an institutional solution (problems with one-year qualifications such as the PGCE and HCs).

Central Timetabling Office is understaffed and cannot cope with demands.

Recurring incidents of overcrowding (e.g. Psychology) not adequately dealt with despite multiple requests from academic staff to assist.

The lunchtime period - would it be permissible, if you cannot find venues available elsewhere (at other times), to possibly use the lunchtime slot for lectures?

The University should do more marketing at schools and explain the processes around applying for financial aid/bursaries etc.

Targeted marketing of faculties/programmes – one of the Executive Deans has recruited senior students to go to schools in the province and talk to learners to market the faculty's programmes. The faculty has to fund this or they will not survive.

The University does not adequately convert accepted applicants into registrations. The number of offers versus the actual enrolments that materialise each year is problematic and, in some programmes, 3x more students are accepted than are actually registered.

The Admissions Office takes too long to respond to applicants. Applicants and parents are anxious to secure a place at a university and will often go with the institution that responds the quickest.

CAAR testing closing whilst admissions are still trying to fill places – lack of alignment.

Applicants/parents cannot contact admissions because the phone lines are off.

Online application inefficiencies.

Need for an integrated admissions offer (i.e. admission to programme of choice, financial aid/scholarship, and accommodation).

The access/admission experience for students and staff is less than ideal – it is not only the systemic problems, but also how students feel at the point where they engage with the University through the application and registration processes.

Conduct an analysis of where students who were accepted actually end up enrolling, and their reasons for their choices.

With the advent of CAS, heightened competition for students necessitates digitisation and re-engineered processes to respond quickly to applicants.

Students who apply do not get satisfactory feedback on the outcome of their application. Just get a letter to say they are not successful without any reason given. The University should give support to first time entrants by providing reasons.

When receiving an SMS from admissions, there should be an option for the applicant to indicate (via a yes or no) whether they will take up the place or not.

A class of 600 can swell by an extra 50 with late students entering late into the first term. The fact that these students (who are also frequently from out of town) start classes so late, negatively affects their academic success.

Emerging themes from Vice-Chancellor's Listening Campaign

Technical services and venue maintenance

Administrative supervision to ensure that what we currently have is working optimally

Issues such as broken chairs in venues; cannot write on the chalkboards in Building 35; litter lying around on campus; etc.

Start with small things - how is it possible that the University wants to '*Change the World*', but we cannot even change our own light bulbs?

At Missionvale, it took three years to get the university to make sure all the computers in the computer labs were working. The stairs had broken glass on the side for over a year, the glass had been ordered 9 months ago, and had arrived, but had just not been put in.

There is a need for a cross-functional task team on campuses where there is no campus principal to attend to overall maintenance.

Technical services uniforms – Suggestion to have names printed on t-shirts to make it easier for clients to identify such staff.

Should not sell staff uniforms at Varsity Shop – this is not secure because anyone can then pose as a staff member of the University.

Issues between Student Housing and Technical Services - Student Housing staff say that other Depts. want to run their Dept. They say there is racism in the Technical Services Dept. A Working Group has been established to address the challenges between the two Depts.

Recycling

No coherent institutional strategy in respect of recycling.

Infrastructure

Positive development - facilities for insourced workers are being established (e.g. showers, tea rooms, etc.).

The spaces for teaching are not conducive to 21st century education – need to be modernised. Spaces are not uplifting and they look, feel and smell the same as 50 years ago.

There are no teaching spaces conducive to interacting with students, because the benches are in fixed rows and bolted to the floor. Need for flexible design of lecture venues.

Need to mirror the modern, 21st century world of work with open, transparent and collaborative spaces.

More large venues or multiple smaller venues? If we accept more students due to fee free higher education, will the University build more/bigger venues to accommodate more students? It is perhaps not ideal to go the way of bigger venues, but to build additional smaller venues to accommodate smaller groups with blended learning designed to complement face-to-face contact.

Too little on-campus accommodation and off campus accommodation is not on par with the standard of on-campus accommodation

The University has received R141 million from DHET for 2000 accommodation units to be built in Port Elizabeth and George.

Emerging themes from Vice-Chancellor's Listening Campaign

Safety and security

Incidents of crime are happening every day. What is the University doing/planning to do to address safety and security?

Why must Management must wait for a serious incident to occur before they act? Students were promised that there would be some strategy to enhance safety of students. Since the year has started, there were stabbings and students robbed of cell phones.

Students walking into campus are stopped and searched, but cars are not properly searched.

Propose that a card-swipe system is installed for staff to automatically open booms. Guards could then focus on visitors arriving.

Protection Services staff not taken seriously nor respected by staff and students due to a poor image.

People not cooperating with protection services staff requesting staff and student cards.

Why does the University not have a student swipe card system to access all buildings/lecture venues on campus like they do at most other universities in the sector? Besides enhancing security, this will also greatly assist the lecturers in monitoring class attendance in big classes where manual systems are impractical.

Staff/students can flash any card, e.g. a Pick 'n Pay Smart Shopper card, at the security and get in or out of campus.

SRC would like closed campuses with a biometric or fingerprint screening system for access to all campuses, buildings, computer labs and other laboratories.

Card-operated turn-styles are proposed because criminals are using expired student cards to get onto campuses. This would also provide valuable data for the purposes of timetabling and assessing space utilisation.

Need for security measures on the periphery of campus as students are targeted before they get to campus. Propose engaging with municipality to install CCTV cameras.

No vehicles to patrol campus periphery. Management does not express appreciation for preventive security work and acts and seemingly do not notice this.

Shelter for protection services staff on South Campus is problematic, especially when it is raining and staff need to conduct searches in vehicles.

Understaffed at South Campus boom gate – suggestion for staff and student to swipe their cards and receive a slip like it is done at the airports.

Operational matters need to be attended to immediately on the ground, including guardhouses and access to ablutions for protection services.

Guardhouse at South boom gate is small and not sufficiently equipped. Staff also cannot make coffee or warm up food so then forced to leave the post to arrange this.

Security risk assessment was done for all campuses and a plan has been developed to control the perimeters and access better, including use of technology and a control room to determine where the security threats are to inform the response.

Emerging themes from Vice-Chancellor's Listening Campaign

The University's strategy to address security should not only focus on security on campus. There must be strategies and plans that go beyond the periphery and boundaries of the University. Students are facing different kinds of crime and violence inside and outside campus. As the majority of the 27 000 students do not stay on campus, the University must look into how it can work together with the community/the city to improve the safety of students.

The University should install effective hidden cameras around the campus/in labs. Laptops and cell phones are being stolen on campus all the time. If someone forgets their cell phone in a lab, they should be able to go and look at the CCTV footage.

Where there *are* security cameras on campus, they are poor, and when you ask to view the footage to identify the suspects, you cannot see anything from the footage.

There is a lack of urgency from security on campus.

There should be a mechanism for students to be able to report security guards who are not doing their job properly – e.g. an anonymous email address.

To improve the security at residences, there should be access control/visitor sign-in areas where a visitor signs in (so that visitors who are not students can be traced).

Students who are participating in sport or societies after hours are at risk. One student reported that he had experienced three incidents where he was nearly robbed after practices.

MISSIONVALE:

Security on the MV Campus is problematic and staff and students are being mugged in the vicinity of the campus.

Security in the vicinity of the MV campus to be addressed in close collaboration with the City, SAPS and Metro Police – the use of a patrol vehicle can be explored and CCTV cameras need to be installed.

GEORGE:

The campus access security should be improved as there are many entry points and break-ins are occurring.

Staff do not want to respect security procedures when entering gates regarding signing in, or having 2018 vehicle disk.

Male security supervisors have unrestricted access to female residences.

Security staff need protective equipment in order to protect students' safety.

Provide identifiable uniforms for cleaning and security staff.

Catering

Management has requested that staff use in-house catering, but it is actually cheaper to source catering from external suppliers and the quality is better.

Some catering staff get access to food supplies for own use, but not others.

Emerging themes from Vice-Chancellor's Listening Campaign

Staff shortages - Rendezvous has limited staff. Doing three people's job in one (Assistant Manager, Supervisor, and Cashier) and this is unfair.

Job descriptions - need for job descriptions because one person is doing three jobs; long hours worked and do not get lunch break.

Kitchen North Campus – only two staff catering for all internal staff functions/events. Work long hours and shouted at due to customer dissatisfaction.

Been doing the job for two years, and not permanent yet. Get frustrated at work every day.

Staff cannot take lunch/breaks - this is against our rules and must be resolved. Write to DVC as these are not systemic issues.

Relational issues - Problems with (line) management. For every situation, there is a recourse. Best if issues are resolved at line management level.

Variety – There needs to be more variety in the food offered. At 2nd avenue campus, chicken and chips are constantly on the menu.

More catering providers should be accommodated in the unused space at Madibaz. This will lighten the load on Rendezvous.

Transport issues - There is demand from students for the cafeterias to stay open longer and trade late. Transport home is a problem after hours. Security of staff working late is not adequately catered for which puts the staff at risk.

Student-centric support

Student indigence

Need for a greater sensitivity to the material conditions of poor students – economic disparities in our student groups and this impact on academic performance (e.g. living conditions, transport to campus, hunger, indigence, access to toiletries, etc.).

Why do we not start classes later when students' bursaries are paid in April or May? Instead, we have students who arrive without funds to buy books and to print learning materials that are placed on the LMS.

There are 'vultures' that exploit our students – for example, the moment a textbook is prescribed, the cost of the book increases. Students who have S-bucks can only purchase books from certain bookshops, so they cannot shop around for a cheaper book. Another example is language editors for postgraduate students' treatises or dissertations who charge exorbitant prices and sometimes there are still language errors afterwards. A further example is the products that are for sale on campus that are much more expensive than at Pick n Pay.

Some of the problems experienced by students are hard and affect staff to the extent that they sometimes cry with the students. There is no cognisance taken of the emotional toll on staff and no opportunities are provided to debrief. This has an impact on staff wellness.

Financial aid

What are the statistics on the number of fee-free higher education students?

Emerging themes from Vice-Chancellor's Listening Campaign

The current policy of fee-free higher education is designed by government to divide the working class. Why are only first years considered for this year? What about the senior students?

NSFAS - could the university please take the NSFAS processes into its own hands? NSFAS works too slowly, if the processes were 'owned' by the University they could deal with the processes more quickly and smoothly.

George campus: wish for a second window to apply for NSFAS; need for clarity on deductions from monthly allowances; debt clearance has not been implemented.

Students who had applied for bursaries/financial to study at Nelson Mandela University, but who did not hear in time if they had been successful went to study elsewhere.

Bursaries/financial aid required for financially needy white students. DHET funding model is for all poor students [of any ethnicity] so the University must just check that no poor students are falling through the net.

NSFAS - some students still have not received money for 2018, students are hungry and food parcels for students run out before all needy students have received these

Management is seized with student welfare issues and how to ease the impact of NSFAS inefficiencies

Student nutrition

PORT ELIZABETH:

The SRC would like food banks or to have on-campus services that make food for commuter/off campus students who come to university on an empty stomach.

Some staff felt that food parcels were humiliating. They said students had told them that what they wanted was a job, and to earn some money. How can the university assist undergrad students to get jobs?

NSFAS - some students still have not received money for 2018, students are hungry and food parcels for students run out before all needy students have received these.

GEORGE:

More food choices/variety, as well as affordability are requested.

Baboons are becoming an increasing nuisance and there is no compensation when they steal students' food/property.

Students are prevented from doing catering to fundraise because they do not have a health certificate.

Emerging themes from Vice-Chancellor's Listening Campaign

Student accommodation (on-campus)

PORT ELIZABETH:

Too little/insufficient on-campus accommodation/residences.

Lack of maintenance and on-campus residences are dilapidated.

Wifi – there should be constant connectivity from residences to lecture halls.

GEORGE:

The criteria for allocating on-campus residence rooms needs to be re-visited.

Student accommodation (off-campus)

PORT ELIZABETH:

Too little off-campus accommodation.

The University should buy up the empty buildings in town and extend the services that are offered on campus to all students that are in off-campus accommodation.

Bring stability to the Off Campus Residence Office. Cannot have a year-to-year contract, but should rather have a 3-5 year contract. The majority of students stay off campus. Then property owners will provide better services.

Accreditation criteria: Senior management to please go and check the accredited off-campus accommodation.

Unsafe - drugs, gangs, and violence

No hot water

Queue for showers

No wifi

Fire alarms

Off-campus accommodation not on par with the standard of on-campus accommodation:

- o Wifi - On Campus = unlimited, versus Off Campus= 3 gigs
- o Catering (meal allowance)
- o Security

Governance - The Student Housing Council has no budget. The structures of student housing are not being taken seriously. In Appendix 4 of the current SRC Constitution, it indicates that the SRC President must Chair and Student Housing must be there.

Emerging themes from Vice-Chancellor's Listening Campaign

Living and Learning staff take decisions and they do not consult students. No protocol is followed in Student Housing.

GEORGE:

Too little off-campus accommodation. Student numbers are increasing and accommodation is in short supply.

Accreditation of off-campus accommodation: Done by PE colleagues and takes too long. Students have to pay higher rents while this is happening.

The safety of off-campus accommodation needs to be an accreditation criterion.

If accommodation is far from the shuttle drop off points, property owners should be requested to provide linking transport.

Generators are needed in all student housing sites.

Mechanisms need to be in place to pay private accommodation providers via university systems in cases where students are guaranteed funding but have not yet received their allowances.

Shuttles/transport

PORT ELIZABETH:

Length of contracts with providers/own fleet: the shuttle service cannot operate on a month-to-month basis, as there is no sustainability or certainty. The University should buy its own fleet of shuttles and buses and then put it out to tender for a service provider to run this for them.

Shuttle routes and times: Not enough shuttles at certain times to certain areas, for example, there are now double or triple the number of students living in town compared to last year and yet there is still only one Blunden bus going at 12.30 to town.

No shuttles on Saturdays - There are no shuttles on Saturdays, but tests are written on Saturdays.

Shuttle sizes: Next time the shuttles go to tender, please get 22-seater shuttles (not minibus taxis).

A corporate identity is needed for the shuttles:

- o The shuttle stop looks like a taxi rank.
- o No uniform/no way to identify who are legitimate drivers: Drivers wearing a uniform would be more easily identifiable to passengers, to security, could be identified by potential victims - the wearing of the uniform itself would be a deterrent. Those without a uniform should not be there.

Every shuttle driver should be compelled to provide a security clearance/be security-checked.

MISSIONVALE:

Shelters and bus stop needed for students on MV campus when waiting for shuttles.

GEORGE:

There has been a shortage of shuttle services due to financial constraints.

Emerging themes from Vice-Chancellor's Listening Campaign

Transport for staff asked to perform after hours work - Acting DVC Institutional Support wants to identify all people in the University who need transport so it can be resolved as a single issue. This solution for students should also cover staff, and should serve for the next 6 to 7 years.

Student life and vibrant campus experience

PORT ELIZABETH:

Be student centred not finance centred. All staff must act in accordance with this and the vision, mission and values must drive daily interactions with staff, students, visitors etc.

Different experiences for staff and students on different campuses due to uneven allocation of resources and services.

The SRC, as part of a national campaign, is assisting all students that are awaiting allowances from NSFAS with buying necessities/toiletries etc.

Establish a halfway house for students in crisis (health, psychological, sexual harassment issues).

Make provision for off-campus students to have access to facilities on-campus such as comfortable study spaces with Wi-Fi connectivity.

Lack of venues for student clubs and societies to meet or practice in. The university could construct a purpose-built building, or make venues available, to be used by societies/clubs.

Lack of transport and concerns regarding safety after hours/after dark are limiting student participation in societies/clubs/sports.

Financial support for society travel costs: Students in a society spend R21 to travel to and back from the high schools in PE where they assist high school students. Their society did not get support from the University (Dean of Students) for these travel costs.

MISSIONVALE:

Request for more ATMs of different banks on MV campus.

GEORGE:

The VC is requested to visit the George campus every term.

Feedback is needed from previous engagement sessions – what was done to address the concerns raised?

Issues are referred to PE but no feedback is given. There should be accountability from management, and certain decision-making should be decentralised to the George Management team.

The SRC Budget allocation should increase in line with increasing student numbers.

Campus events must be held to foster a vibrant student life.

Students are prevented from using certain facilities and venues, yet other outside parties and staff are allowed to use these.

Would like a Capitec ATM on campus.

Emerging themes from Vice-Chancellor's Listening Campaign

Amnesty for #FMF student protestors that violated the court interdict (they have since graduated and it is costly for them to keep returning to George).
Need soccer and netball changing rooms.

Sport

The Sports Department is a problem - SRC asked for an audience with the Head of Sport to discuss transformation, but this was not granted.

The sport policies and recruitment system are problematic - No trials are held for positions 1-7, only for 8 onwards.

George Campus: Sports Officers need to visit the campus monthly to assist with talent identification for participation in the Varsity Cup.

All sporting codes should be treated equally.

Gender equality and inclusion needs to be practiced everywhere (e.g. gym facilities).

Sport is not optimally utilised to promote our brand and as a lever for change and transformation.

The concern raised regarding the lack of social identity in sports. The need to establish a unique culture in how we identify ourselves through sporting activities.

Students prefer to play sport for community clubs rather than the University - need to explore and unpack why this is so.

Safety elements at night after sports games due to poor lighting.

The University was in the process of organising tools to rename spaces and furthermore to use sports as a platform to establish unity, social cohesion and most importantly to build social capital with the community.

Student leadership development

Who will see to it that the future leaders produced by Mandela University are leaders of the calibre of Nelson Mandela? Who will instil these good leadership principles and values/grow future leaders? Many students (e.g. Pinnacle/VC's Scholars) could serve as role models.

The University must support SRC leaders who work hard, do not sleep, and even have to miss classes because of their duties.

House Committee leaders in Residences must be trained.

Student leaders at the institution are intolerant of differences of opinion, believe they are above everyone, and they victimise other student leaders and students.

Silent voices - not all the students' voices are heard at the University. How can this be changed and be made more inclusive?

CONCLUSION

From this report, it is clear that staff and students have provided valuable inputs to assist the Vice Chancellor and senior management with conducting a comprehensive situational analysis to inform the University's forward-looking strategic aspirations and intentions. At her inauguration as Vice Chancellor on 17 April 2018, Professor Sibongile Muthwa signalled that, although the listening campaign is not yet concluded, a pattern has already begun to emerge from the engagement with staff and students at all levels of the University. The themes that have been identified during the first phase of the listening campaign support the Vice Chancellor's assertion in her inaugural address (2018: 5-6) that:

*"In **transformational** terms, we need to make the University organisationally more efficient to serve our students, staff and community better. In **transformative** terms, we must give our University a sharper social justice purpose and praxes... That is, what the University should do and what the University should stand for, are closely tied into the stature of our namesake: the expansion of human understanding; pushing forward the frontiers of knowledge in all sciences to cultivate humanity; and contributing to the well-being of our city, our province, our nation, our continent and our world. In short, the quest of a Mandela University is for a more equal and socially-just world."*

The listening campaign has yielded broad thematic areas that will be embedded in institutional strategy up to 2020 and beyond, namely:

- Positioning our institutional identity in line with Nelson Mandela's lifelong commitment to social justice and his unwavering belief in the value of education to change the trajectory of those who are marginalised and vulnerable.
- Inculcating a transformative, inclusive institutional culture that fosters social solidarity and a sense of belonging for all students and staff.
- Rethinking the content and approach of our teaching and learning, our research agenda, and our engagement to unleash the full potential of our staff and graduates to "change the world" through their scholarly and societal contributions.
- Ensuring that our human resource policies and systems are agile, people-friendly, responsive and efficient.
- Promoting the financial sustainability of the University through innovative resource mobilisation and responsible resource stewardship.
- Modernising institutional support systems and processes to promote agility, flexibility and responsiveness in an increasingly digitised and competitive higher education landscape nationally and globally.
- Enhancing student success through the execution of vibrant student-centric support and value-adding intellectual, social, cultural, sport, recreational and other programmes on campus.

WAY FORWARD

As part of the way forward, the outputs from the listening campaign have been analysed to:

- Identify key issues that impact negatively on academic excellence and organisational effectiveness to ensure that the necessary corrective actions can be taken as a matter of urgency within relevant senior management portfolios and faculties.
- Distil key challenges, opportunities and contextual trends that will impact on the attainment of the University’s strategic priorities and goals over the next three years (2018-2020) and beyond.
- Identify gaps in our strategic, transformation and operational plans and priorities that need to be addressed in the short-, medium- and long-term.
- Craft a long-term institutional strategy (Vision 2030) that leverages our strengths and opportunities to boldly position Nelson Mandela University as a higher education institution of first choice for talented students and staff; and
- Refine institutional monitoring, evaluation and reporting systems to track progress, enhance accountability, and provide evidence-informed feedback on steps taken to address the issues identified by various stakeholders.

Outlined below is a matrix of thematic areas and issues identified by internal stakeholders who participated in the Vice Chancellor’s listening campaign during the first semester of 2018. These have been cross-tabulated against the envisaged time horizon to address these strategically, as well as the responsible management portfolios to inform strategic planning, implementation, monitoring, evaluation and reporting going forward.

THEMATIC AREA	ISSUES IDENTIFIED	STRATEGY TIME HORIZON		RESPONSIBLE PORTFOLIO(S)
		2018-2020	2021 – 2030	
1. Re-imagining institutional identity & strategic positioning	1.1 Strategically position the University behind its name and Nelson Mandela’s legacy	X	X	All MANCO members, SD IP
	1.2 Change the world – impact of the University on addressing challenges in broader society	X	X	All MANCO members
	1.3 New strategic directions and niches of campuses	X	X	All MANCO members, SD IP
	1.4 Naming of buildings and public art to reflect our institutional identity	X		DVC IS

THEMATIC AREA	ISSUES IDENTIFIED	STRATEGY TIME HORIZON		RESPONSIBLE PORTFOLIO(S)
		2018-2020	2021 – 2030	
	1.5 Desired staff and graduate attributes	X		All MANCO members, SD IP, Dean T&L, Dean of Students, Chair CriSHET
	1.6 Re-imagining the role of alumni	X		DVC IS, DVC T&L, DVC R&E, Dean of Students
2. Inclusive, transformative institutional culture & ways of being	2.1 Visibility and accessibility of senior management	X	X	All MANCO members
	2.2 Inclusive communication and a culture of engagement	X	X	All MANCO members
	2.3 Building social solidarity and a sense of belonging among all students and staff	X	X	All MANCO members, SD OD, Chair CriSHET, CANRAD
	2.4 Zero tolerance for racism and exclusionary practices	X		All MANCO members, SD OD, Chair CriSHET, SD IP
	2.5 Effective and responsive institutional complaints mechanism	X		DVC IS, DVC T&L, ED HR, SD IP, Chair CriSHET
	2.6 BBEE strategy and scorecard	X		DVC IS, ED F, ED HR, SD IP
	2.7 Disabilities (students and staff)	X		DVC IS, ED HR, Dean of Students
3. Teaching, learning & curriculum	3.1 Quality of academic offerings	X	X	DVC T&L, DVC R&E, Dean of T&L, Executive Deans
	3.2 Admission requirements			DVC T&L, DVC R&E, Dean of T&L, Executive Deans
	3.3 Graduate employability and entrepreneurship	X		DVC T&L, DVC R&E, Dean of T&L, Dean of Students, Executive Deans
	3.4 Decolonisation and curriculum transformation	X	X	DVC T&L, DVC R&E, Dean of T&L, Executive Deans

THEMATIC AREA	ISSUES IDENTIFIED	STRATEGY TIME HORIZON		RESPONSIBLE PORTFOLIO(S)
		2018-2020	2021 – 2030	
	3.5 T&L and assessment innovation	X	X	DVC T&L, DVC R&E, Dean of T&L, Executive Deans, CIO
	3.6 Terms of office for Directors of School and Heads of Department	X		DVC T&L, DVC R&E, Executive Deans
	3.7 Service departments/modules	X		DVC T&L, DVC R&E, Dean of T&L, Executive Deans
	3.8 Rule adherence and academic appeals	X		DVC T&L, DVC R&E, Dean of T&L, Executive Deans, Registrar
	3.9 Language policy	X	X	DVC T&L, DVC R&E, DVC IS, Dean of T&L, Executive Deans
4. Research & post-graduate studies	4.1 Encouraging and supporting postgraduate studies	X		DVC R&E, Executive Deans
	4.2 Support for staff completing higher qualifications	X		DVC R&E, DVC T&L, ED HR, Executive Deans
	4.3 Academic promotions criteria and funding	X	X	DVC R&E, DVC T&L, ED HR, ED F, Executive Deans
	4.4 Research ethics approval	X		DVC R&E, Executive Deans
	4.5 Improving research productivity	X	X	DVC R&E, EVC T&L, Executive Deans
5. Financial sustainability	5.1 Financial health of the University	X	X	ED F, SD SRMO
	5.2 Impact of austerity measures	X		ED F, ED HR
	5.3 Revisit Resource Allocation Model (RAM)	X		ED F, DVC T&L, DVC R&E, Executive Deans
	5.4 Procurement efficiencies	X		ED F
	5.5 Payroll and salaries	X		ED F, ED HR, CIO
6. Human resources	6.1 Recruitment and selection	X	X	ED HR, all MANCO members, Executive Deans

THEMATIC AREA	ISSUES IDENTIFIED	STRATEGY TIME HORIZON		RESPONSIBLE PORTFOLIO(S)
		2018-2020	2021 – 2030	
	6.2 Employment equity	X	X	ED HR, all MANCO members, Executive Deans
	6.3 Remuneration and conditions of service	X	X	ED HR, ED F, all MANCO members, Executive Deans
	6.4 Reintegration of support services	X		DVC IS, ED HR, ED F
	6.5 Employee relations	X	X	ED HR
	6.6 Staff retention, talent management and promotion	X	X	ED HR, all MANCO members, Executive Deans
	6.7 Succession planning and talent continuity	X	X	ED HR, all MANCO members, Executive Deans
	6.8 Staff morale and wellness	X	X	ED HR, all MANCO members, Executive Deans
	6.9 HR operations and service delivery	X		ED HR
	7. Institutional systems & processes	7.1 Agile institutional systems and processes	X	
7.2 Student access and enrolment value chain		X		DVC IS, DVC T&L, Registrar, Dean T&L, SD IP, CIO
7.3 Technical services and venue maintenance		X		DVC IS
7.4 Infrastructure		X	X	DVC IS, ED F, CIO
7.5 Recycling		X		DVC IS
7.5 Safety and security		X		DVC IS
7.6 Catering		X		DVC IS
8. Student-centric support	8.1 Student indigence	X	X	Dean of Students, ED F
	8.2 Financial aid	X	X	ED F, Dean of Students, SD SRMO
	8.3 Student nutrition	X		Dean of Students, DVC IS
	8.4 Student accommodation	X	X	DVC IS, ED F, Dean of Students
	8.5 Shuttles and student transportation	X		DVC IS, ED F, Dean of Students

THEMATIC AREA	ISSUES IDENTIFIED	STRATEGY TIME HORIZON		RESPONSIBLE PORTFOLIO(S)
		2018-2020	2021 – 2030	
	8.6 Student life and vibrant campus experience	X	X	Dean of Students
	8.7 Sport	X		Dean of Students
	8.8 Student leadership development	X		Dean of Students, DVC T&L, Dean T&L

In addition to the above, there were a number of operational complaints raised by internal stakeholders that need to be immediately attended to by the appropriate line functions to ensure that the University provides an affirming and well-functioning working and learning environment for employees and students respectively. These issues are tabulated below:

THEMATIC AREA	ISSUES REQUIRING IMMEDIATE ATTENTION	RESPONSIBLE PORTFOLIO(S)
Re-imagining institutional identity & strategic positioning	Need to assess what progress has been made in achieving V2020. Staff and students to be informed of medical school planning and the impact this will have on the academic project on the MV Campus – Who is moving where? What processes are underway to consult in this regard?	SD Institutional Planning DVC T&L and DVC IS
Inclusive, transformative institutional culture & ways of being	Senior management to be more visible - walk through various staff and student spaces, whenever possible. Involve staff from relevant faculties in co-creating new projects (e.g. School of Architecture in design of new buildings). Honest communication with staff and students on important matters affecting the University. Engage with middle management regularly. Volume of e-mails needs to be relooked and streamlined. Celebrate and show case what we do well to position the University more visibly. Labelling as 'reintegrated'/'insourced staff' must stop – treat all staff members the same to build a united organisation.	MANCO and Deans MANCO MANCO & CSL MANCO DVC IS, CSL MANCO, DVC IS & CSL DVC IS, ED HR, CSL

THEMATIC AREA	ISSUES REQUIRING IMMEDIATE ATTENTION	RESPONSIBLE PORTFOLIO(S)
Teaching, learning & curriculum	<p>Communication and consultation with internal stakeholders regarding imminent changes to admissions scoring system.</p> <p>We learnt a lot during the academic completion plan of 2016 and we need to investigate what it will take to ‘massify’ blended learning.</p> <p>Staff workload - Need to determine “What is the minimum teaching load that we should all have?”</p> <p>Exam clashes - Staff need to be more accommodating of students who have two or three exams on consecutive days or on the same day.</p> <p>Students to receive an exam timetable when they register.</p> <p>Revisit institutional rules given the large number of appeals.</p>	<p>DVC T&L, Dean T&L, Executive Deans</p> <p>DVC T&L, Dean T&L, Executive Deans</p> <p>DVC T&L, Dean T&L, Executive Deans</p> <p>DVC T&L, Dean T&L, Executive Deans, Registrar</p> <p>DVC T&L, Executive Deans, Registrar</p> <p>DVC T&L, Dean T&L, Executive Deans, Registrar</p>
Research & postgraduate studies	<p>Need for bursaries, scholarships and financial aid for PG qualifications other than Honours, Master’s and PhD.</p> <p>Use of PASS staff with relevant qualifications and expertise to supervise PG students.</p> <p>Support for young researchers and PASS staff to do research and complete higher qualifications.</p> <p>Strategies to retain productive academics in a different capacity once they have retired – e.g. mentoring, PG supervision and producing research outputs.</p> <p>Funding for contract staff who are pursuing PG studies.</p> <p>Implement the multi-track career pathway policy for academics.</p> <p>Revisit ethics approval systems and processes.</p> <p>Fill critical vacancies in the Library.</p> <p>Attend to facilities, maintenance, and health and safety issues in the libraries.</p> <p>Create 24/7 study spaces with WiFi connectivity as alternatives to the libraries.</p>	<p>DVC R&E, ED F, SD SRMO</p> <p>DVC R&E, Executive Deans</p> <p>DVC R&E</p> <p>DVC R&E, DVC T&L, ED HR</p> <p>DVC R&E, ED HR, ED F</p> <p>DVC R&E, DVC T&L, Executive Deans</p> <p>DVC R&E</p> <p>DVC R&E, ED HR</p> <p>DVC IS, SD EFM</p> <p>DVC IS, DVC R&E, SD EFM, CIO</p>

THEMATIC AREA	ISSUES REQUIRING IMMEDIATE ATTENTION	RESPONSIBLE PORTFOLIO(S)
Financial sustainability	<p>Communicate the University's financial position for the next five years.</p> <p>Improve procurement efficiencies and turnaround times.</p> <p>Revisit payday on Monday when 25th falls on a Sunday, because this costs money when debit orders are deducted before staff have been paid.</p> <p>Assess possibilities for deductions from salaries – e.g. stop orders for municipal accounts and insurance policies.</p>	<p>ED F, CSL</p> <p>ED F</p> <p>ED F, ED HR</p> <p>ED F</p>
Human resources	<p>Accelerate filling of critical vacancies.</p> <p>Attend to cumbersome HR processes and unresponsive HR consultants.</p> <p>HR is not accessible, visible or responsive on the George Campus</p> <p>Regular engagement with HR consultants - sessions every 3-6 months to discuss relevant HR issues and share information.</p> <p>Address anomalies and inconsistencies in the application of the remuneration policy.</p> <p>Conditions of service negotiations – HR to communicate more effectively with unions and employees about process.</p> <p>HR issues pertaining to reintegrated staff – e.g. explaining pay slips, salary deductions, over time, length of shifts, etc.</p> <p>Over-reliance on contract staff in some schools/departments and this poses risks in respect of labour relations, academic excellence, and long-term sustainability.</p> <p>Unequal remuneration and conditions of service for part-time academic staff (e.g. on George Campus).</p> <p>HR 'guidelines' or 'checklists' to provide quick answers to frequently asked questions without having to read many lengthy policies.</p> <p>Review and decolonise HR policies – e.g. traditional healers versus doctors.</p> <p>HR systems flawed – approval mechanisms on ITS (e.g. approving leave).</p> <p>Improving staff wellness and morale is an urgent priority.</p>	<p>ED HR</p> <p>ED HR, CIO</p> <p>ED HR, George Campus Principal</p> <p>ED HR</p> <p>ED HR, ED F</p> <p>ED HR, DVC IS, CSL</p> <p>DVC IS, ED HR</p> <p>DVC T&L, ED HR, ED F, Executive Deans</p> <p>DVC T&L, ED HR, Executive Deans</p> <p>ED HR</p> <p>ED HR</p> <p>ED HR, CIO</p> <p>ED HR</p>

THEMATIC AREA	ISSUES REQUIRING IMMEDIATE ATTENTION	RESPONSIBLE PORTFOLIO(S)
Institutional systems & processes	<p>Late announcement of graduation dates - cost implications for graduates from afar needing to make travel arrangements.</p> <p>Indicate to staff and students where to turn if there is no response to digital requests.</p> <p>The process of moving offices from one campus to another is onerous.</p> <p>Issuing of student cards is slow and the person responsible is often not available.</p> <p>Enrolment and access value chain needs an external audit to analyse our processes objectively to assess what the blockages are and how best to address these.</p> <p>Recurring incidents of overcrowding (e.g. Psychology) not adequately dealt with despite multiple requests from academic staff to assist.</p> <p>The Admissions Office takes too long to respond to applicants.</p> <p>CAAR testing closing whilst admissions are still trying to fill places – lack of alignment.</p> <p>Applicants/parents cannot contact admissions because the phone lines are off.</p> <p>Need for an integrated admissions offer (i.e. admission to programme of choice, financial aid/scholarship, and accommodation).</p> <p>Students who apply do not get satisfactory feedback on the outcome of their application. Just get a letter to say they are not successful without any reason given.</p> <p>When receiving an SMS from admissions, there should be an option for the applicant to indicate (via a yes or no) whether they will take up the place or not.</p> <p>Maintenance issues such as broken chairs in venues; cannot write on the chalkboards in Building 35; litter lying around on campus; water supply interruptions, broken toilets, etc.</p>	<p>DVC IS, Registrar</p> <p>DVC IS, CSL</p> <p>DVC IS, SD EFM</p> <p>DVC IS, SD EFM</p> <p>DVC IS, DVC T&L, D T&L, Registrar</p> <p>DVC IS, Registrar</p> <p>DVC IS, Registrar</p> <p>DVC T&L, D T&L</p> <p>DVC IS, Registrar</p> <p>DVC IS, Registrar, CIO</p> <p>DVC IS, Registrar, CIO</p> <p>DVC IS, Registrar, CIO</p> <p>DVC IS, SD EFM</p>

THEMATIC AREA	ISSUES REQUIRING IMMEDIATE ATTENTION	RESPONSIBLE PORTFOLIO(S)
	<p>There is a need for a cross-functional task team to attend to overall maintenance on campuses where there is no campus principal.</p> <p>Need for vehicles to patrol campus periphery.</p> <p>Operational matters need to be attended to immediately on the ground, including guardhouses, shelter for protection services staff when it is raining, and access to ablutions for protection services employees.</p> <p>Mechanism to report security guards who are not doing their job properly – e.g. an anonymous email address.</p> <p>Access control/visitor sign-in areas to improve safety in residences.</p> <p>Students and staff who are on campus after hours are at risk, especially those relying on public transport.</p> <p>Need to attend to cost, quality, variety and service delivery efficiencies of catering services.</p>	<p>DVC IS, SD EFM</p> <p>DVC IS, SD EFM</p> <p>DVC IS, SD EFM</p> <p>DVC IS, SD EFM, ED HR</p> <p>DVC IS, SD EFM</p> <p>DVC IS, SD EFM</p> <p>DVC IS, SD EFM</p>
Student-centric support	<p>Food banks or on-campus catering services for commuter/off campus students who are hungry.</p> <p>Support for students who have not received NSFAS allowances.</p> <p>Lack of maintenance and on-campus residences are dilapidated.</p> <p>Wifi – there should be constant connectivity from residences to lecture halls.</p> <p>The criteria for allocating on-campus residence rooms need to be revisited.</p> <p>Revisit the criteria for accrediting off-campus accommodation – e.g. safety of students needs to be an accreditation criterion; if accommodation is far from the shuttle drop off points, property owners should be requested to provide linking transport.</p> <p>Generators are needed in all student housing sites.</p> <p>Bridging finance mechanisms to pay off-campus accommodation providers where students are guaranteed funding but have not yet received their allowances.</p>	<p>DVC IS, DoS</p> <p>DVC IS, DoS, ED F</p> <p>DVC IS, CIO</p> <p>DVC IS, DoS</p> <p>DVC IS, DoS</p> <p>DVC IS, SD EFM</p> <p>DVC IS, DoS, ED F</p>

THEMATIC AREA	ISSUES REQUIRING IMMEDIATE ATTENTION	RESPONSIBLE PORTFOLIO(S)
	<p>Shuttle routes and times: Not enough shuttles at certain times to certain areas.</p> <p>No shuttles on Saturdays, but tests are written on Saturdays.</p> <p>A corporate identity is needed for the shuttles and uniforms for shuttle drivers.</p> <p>Security clearance of shuttle drivers should be compelled to provide a security clearance/be security-checked.</p> <p>Shelters and bus stop needed for students on MV campus when waiting for shuttles.</p> <p>Transport for staff performing after-hours work.</p> <p>Establish a halfway house for students in crisis (e.g. health, psychological, sexual harassment issues).</p> <p>Make provision for off-campus students to have access to facilities on-campus such as comfortable study spaces with Wi-Fi connectivity.</p> <p>MISSIONVALE:</p> <p>Request for more ATMs of different banks on MV campus.</p> <p>GEORGE:</p> <p>SRC Budget allocation should increase in line with increasing student numbers.</p> <p>Request for a Capitec ATM on campus.</p> <p>Need soccer and netball changing rooms.</p> <p>Sports Officers need to visit the campus monthly to assist with talent identification for participation in the Varsity Cup.</p> <p>All sporting codes should be treated equally.</p> <p>Academic support for SRC leaders.</p> <p>Need for student leadership development to include tolerance and respect for diversity.</p>	<p>DVC IS, SD EFM, DoS</p> <p>DVC IS, SD EFM, DoS</p> <p>DVC IS, SD EFM, DoS</p> <p>DVC IS, SD EFM, DoS</p> <p>DVC IS, SD EFM, DoS</p> <p>DVC IS, SD EFM</p> <p>DVC IS, DoS</p> <p>DVC IS, SD EFM, DoS</p> <p>DVC IS, DoS, ED F</p> <p>DVC IS, SD EFM, DoS</p> <p>DVC IS, DoS, ED F</p> <p>DVC IS, SD EFM, DoS</p> <p>DVC IS, DoS</p> <p>DVC IS, DoS</p> <p>DVC T&L, D T&L, DoS</p> <p>DoS</p>

Throughout the listening campaign, the Vice Chancellor emphasised the importance of fostering a culture of engagement at all levels of the University to liberate the agency of all key stakeholders towards co-creating a sustainable and vibrant future for the University. To this end, it will be crucial to signal the importance of the inputs received during the listening campaign by prioritising the following key actions as part of the way forward:

- Senior and middle management to work with their teams to identify **catalytic operational and strategic actions** required to respond to the issues relevant to their divisions or faculties.
- Where additional resources are required, these operational and strategic plans will need to inform **annual and three-year rolling budgets** and strategy-aligned resource allocation. In a resource-constrained context, this may require a critical and honest assessment of what is not working, and should be discontinued, to redirect resources to strategic initiatives that will catapult the University boldly into the future.
- In an effort to enhance accountability and ownership, the **institutional monitoring, evaluation and reporting mechanisms** will be adapted to accommodate quarterly progress reports on corrective and/or proactive interventions within each MANCO portfolio and/or faculty to track progress in responding to the themes and issues that have emerged from the listening campaign.
- A **communication plan** will be developed to inform all key stakeholders of the progress being made in the short-, medium- and long-term to address the issues raised and themes identified during the listening campaign.
- As part of the **organisational redesign** process currently underway, the outputs of the listening campaign will inform a careful baseline or “as is” assessment of existing institutional systems, processes, structures, policies and practices to identify innovative ways of knowing, doing and being that will enhance the agility, responsiveness, impact and sustainability of the University.

From this report, it is clear that the issues and themes that emerged from the VC’s listening campaign can be categorised as follows:

- An **immediate operational response** and corrective action is needed by the relevant line function(s) to resolve the issues – embed in annual operational plans of the responsible MANCO member(s);
- A **short- to medium-term response** is required by the relevant line function(s) to resolve the issues - embed in 2018-2020 strategic plans of the responsible MANCO member(s) and the revised version of the Vision 2020 strategic plan to be approved by Council in the third quarter of 2018; and
- A **longer-term response** is required to resolve those issues that will shift the University in strategic and impactful ways to foster a transformative institutional identity and culture that is befitting of the legacy of Nelson Mandela – embed in future-focused Vision 2030 strategic plan.

These planning timeframes are diagrammatically depicted below:

2018 (immediate)

- Update MANCO strategic plans (2018-2020) and revised Vision 2020 strategic plan to embed themes emerging from Listening Campaign and VC's inaugural address
- Revised Vision 2020 strategic plan to be approved by Council in Q3
- Adapt M&E and reporting framework to report on progress in addressing issues identified in the Listening Campaign
- Communicate progress with strategy implementation to stakeholders on a quarterly and annual basis

2018-2020 (short-to medium-term)

- Assess resource implications of updated Vision 2020 and strategic plans and integrate into budget directives for 2019/20
- Implement organisational redesign process to reimagine existing institutional systems, processes, structures, policies and practices to enhance sustainability
- Develop future-focused scenarios and craft Vision 2030 in consultation with key stakeholders using the Listening Campaign to inform the baseline assessment of the University

Beyond 2020 (long-term)

- Implement Council-approved Vision 2030, including:
- Strategic positioning, identity and institutional culture
- Distinctive academic size and shape, T&L, research, and engagement
- Transformation imperatives
- Sustainability and resource stewardship
- Mobilise resources to fund game-changing strategic initiatives
- Forge mutually beneficial strategic partnerships