



GOALS AND ENABLERS

Goal 1: Promote excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions.

Goal 2: Strengthen research and innovation with a strategic focus on impactful globalisation.

Goal 3: Integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship.

Goal 4: Develop a clearly differentiated student value proposition with a focus on creating an inclusive environment aimed at developing students holistically through structured and unstructured co-curricular programmes which are relevant, desirable and meet students' needs.

Goal 5: Attract, develop and retain excellent staff and create an equitable staff profile.

Goal 6: The development and implementation of a digital business strategy to create a competitive advantage for the university and ultimately unlock alternative revenue streams.

Enabler 1: Govern, lead and manage in an agile, collaborative and integrated way towards an optimally digitised university environment.

Enabler 2: Establish a holistic and integrated university technology platform to provide a solid foundation for a digital future.

Enabler 3: Cultivate and deliver stakeholder-focused platforms to create and grow intentional experiences and brand equity.

Enabler 4: Ensure financial sustainability and optimal performance with due consideration of macro-economic conditions and a drive towards digital transformation.

NWU Success Model

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

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

The university further commits to employ strategies and trans-formational practices and processes that will be:

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

Internal Success Model

1. High-quality teaching and learning: reflected in external peer reviews, student satisfaction, employer feedback, employability of work-seeking graduates employed/self-employed within six months in top 10% in higher education in South Africa. Generic set of appropriate national comparative indicators reflected in the annual performance plan.
2. Research and innovation intensity: notable international profile and impact, ranked in top five in South Africa, ranked in top 500 globally.
3. Community engagement: integrated into teaching and learning and research, aligned to community needs, participatory and partnerships, mutually beneficial, sustainable, developing a culture of active citizenship and environmental stewardship, established and well-functioning campus structures involved in directly surrounding communities.
4. Student value proposition: Quality of core business; student equity of access (with the redress of the past having been achieved) as it relates to digital resources (assets and capabilities); empowering students and supporting the teaching and learning environment; creating agile Student Life services and functions through harnessing digital technologies; integrating principles of digitization of student life services and information, as far as humanly possible; functional multilingualism that promotes equity of access, academic performance, student growth and employability; increased access to information related to Student Life services through the creation of digital platform of information sharing; responsible management of digital data within the Student Life environment; diverse and integrated Student Life; aligned and comparable services and co-curricular programme offerings that are relevant and contribute to the holistic development of students; employability and the development of entrepreneurial skills; responsible, socially responsive active and caring citizens and leaders contributing to the national, continental and global development; sense of belonging – “feeling at home”; and value for money.
5. Size and shape: proportion of undergraduate/postgraduate students, national/international students, proportions of major fields of study, contact and distance, proportion of students in residences, academic programme niches: national imperatives aligned/driven, employment creating in local contexts, maximum utilisation of assets/resources, growth-oriented, market demand linked, competitive, cost effective, appropriate and access-enhancing, availability of programme offerings on campuses, optimum teaching and research balance.

6. People profile: (staff): must take cognisance of the principle that South African universities must be broadly representative of the demographics of the higher education sector, with provision for measures to address the imbalances of the past.
7. Employer of choice in higher education in South Africa for well- qualified staff and globally acknowledged academic staff and other knowledge workers, high staff retention, local/international employment mix for academic staff.
8. Academics and support staff with an open mindset (nationally and internationally), critical in thinking, respectful of the right to freedom of expression, commitment to and respect for the full scope of diversity, scholarship, commitment to students, active citizenry, good work-ethic. PhDs, high-performance individuals (wholeness, results-centred, appropriate conduct, enthusiastic, team-oriented, relationship- competent, personal leader, self-developing, effective follower, creative, change mindset).
9. Staff productivity: teaching and learning, and research in top 25% of global benchmark, Support staff working collaboratively with others to enhance organisational productivity.
10. Leadership and leaders: participative, distributed, inclusive, communicative, decision-competent, effective managers, results- driven, accept personal responsibility and joint accountability, transformative outlook (personally and external contexts), innovative, coaching, leading commitment to diversity.
11. Fully engaged and satisfied people: engagement survey results exceeding global benchmarks, climate survey results consistent at desired levels.
12. Organisational culture enabled by leaders through policies, implementation strategies and deliberate actions. Culture evidenced by behaviours congruent with ethics, trust, care, value-based collective identity, integration, inclusiveness, participation, collaboration, innovation, valuing of academic freedom, learning, dedication to the core business, discipline, high-performance, joint and individual accountability, delivery of results, open and transparent communication, robust engagement, teamwork at leadership level, valuing of diversity, transformational.
13. Core people practices at competitive edge-creating level: talent attraction and retention, performance development, people development (including leadership, self-leadership, change capacity, coaching and mentoring), and differentiating employee value proposition, staff reward and recognition systems providing competitive and equitable remuneration, progressive workforce analysis supporting data-driven decision making enabled by state of the art technology: in top 25% of international benchmark in higher education. South African Board for People Practices (SABPP) and employee measure.
14. Effective organisational and structure management model in context of a geographically dispersed multicampus university: unitary university-based, discipline-strengthening and performance- enabling, promoting and enabling interdisciplinary collaboration, integrated functioning inter and intra-campuses, optimally lean and flat, role clarity, rapid decision-making with delegated authority at appropriate levels, promoting effective communication, utility (easy external interface and internal work execution), fair and equitable asset and resource distribution throughout, efficient and value- contributing support services, cost effective, organisational sustainability.
15. Environmental practices and processes: promoting sustainability, best practices practised, Year on Year (YoY exceeding industry standard) reduction of carbon footprint,

Year on Year (YoY exceeding industry standard) reduction in electricity and water usage, recycling effective, a culture of environmental stewardship in evidence among staff and students, integrated planned investments in green practices and infrastructure, green university in evidence, integration of principles of environmental sustainability in the curriculum.

16. Governance, risk and compliance: compliant with general and higher education sector-specific legislation, all regulatory rules and procedures, and institutional policies (100%).

17. Holistic and integrated educational technology platform: IT will be a key partner in driving digital transformation in the fourth industrial revolution, by establishing an educational technology ecosystem that integrates students, partners, employees and things, in order to connect people to contextualised information and services through modern digital delivery channels and a resilient integration platform sitting on top of stable, hybrid, responsive, manageable and secure infrastructure and enabling systems, in transforming business and operating models, driving analytics insights and exceptional customer experience, in order to differentiate NWU from others.

18. Institutional research and business intelligence: strategic intelligence accessible for scenario development, trend analysis, strategic decision-making and integrated planning and reporting, best-in-class analytics including intelligent systems capability, real-time reporting enabled, accurate and reliable information, integrated and single data set, qualitative analysis enabled, webometrics position in top 800 globally and top five in South Africa.

19. Communication infrastructure and capability: brand equity developing, enabling of effective leader communication, strategic, leading-edge channels, appropriate content, media risk and opportunity constantly managed, integrated, optimally participative, executive leadership-owned. Higher education survey performance in top five.

Financial Success Model

1. Turnover mix (% of recurrent turnover)
 - Subsidies (35%)
 - Student fees (28,5%)
 - Student accommodation and food services (7,5%)
 - Entrepreneurial (13%)
 - Endowments and donors (1,8%)
 - State-subsidised research (7%)
 - Short courses (3%)
 - Investment income (4,2%)
2. Growth in turnover > 1,5% YoY real terms
3. Profitability/reserves
 - Net surplus on recurrent activities (5,2%)
 - Student accommodation (full cost recovery and including provision for macro maintenance) (15%)
 - Food services (full cost recovery) (15%)
 - Short courses (after full cost recovery, which includes 20% indirect cost recovery for venues, use of equipment, library, systems, etc.) (20% net surplus)
 - Entrepreneurial (after full cost recovery, which includes 20% indirect cost recovery for venues, use of equipment, library, systems, etc.) (10% net surplus)

4. Costs(% of recurrent turnover)

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

5. Balance sheet

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

External Success Model

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

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

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

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

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

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

- Reputation: caring, diverse, catering for the disabled, local community change instrument, involved, developmental, learning with communities, valued and responsive partner, leading contributor to social justice
 - Integrated with the third sector, non-governmental organisations and community structures
 - Significant and growing footprint
6. Effective relationships with key stakeholder individuals (public sector, professional and statutory bodies, unions, media, community, industry players/competitors): ethical, professional, dispute/audit resolution, flagship reputation.
7. Student market (parents, prospective students, schools)
- University of choice reputation, based on: quality education, employability-creating qualifications, value-laden environment, diverse cultural experience, rich/diverse learning experience, social integration, full demographic access across school quintiles, healthy student life, caring residence environment, affordability, safety.
 - Preferred relationship status at dynamic set of core feeder schools
8. Higher education sector reputation (international and national):
- Globally renowned for rated researchers worthy of attracting top scholars
 - Recognised as a leading contributor to the African knowledge society
 - The most responsive university to national imperatives in the South African higher education sector
9. Alumni, donors, Convocation
- Reputation: Brand promise congruent, proud to be associated with university, special and sustainable relationships with alumni and donors, strategic interfaces with alumni and donors, communicative and engaging
 - Willingness to send children to NWU
 - Consistent growth in endowments and donation
10. Strategic business relationships (key suppliers, core business partners, Public Private Partnerships, technology, local suppliers): Market-focused, edge-creating, developmental, risk-appetite enhancing, sustainable, ethical, beyond Black Economic Empowerment compliant, income-generating.
11. Union relationships: fully engaged participants in the future of the NWU based on formal, dynamic compact delivering results, harmonious, co-operative and honest relationships.
12. Media relationships:
- Radio, television and print: Constructive engagement, reputation- enhancing, balanced and accurate reporting, willingness to publish good news, balanced coverage of range of activities, proactive engagement before reporting, NWU opinion leaders prominent
 - Social and online media: active presence and engagement, database-enriching and intelligence-generating, reputation- enhancing, integrated with marketing communication, integrated with research.