PROPOSED TRANSFORMATION FRAMEWORK (BAROMETER) REPORTING TOOL

DIMENSION/THEME 1: INSTITUTIONAL CULTURE				
Sub-theme	**Goals (Individual University Goals)**	**Reporting – Process Indicators**	**Reporting –Outcome (destination) Indicators**	**University Comments**
1.1 Governance, leadership and management		Examples: ○ Commitment of Council and Line Management to transformation ○ Transformation and ethical leadership ○ Accountability – internally and externally ○ Effective internal and external stakeholder management ○ Improving equity patterns on Councils and in top management structures ○ Supporting and embedding of the work of the Institutional Forum ○ Policy reviews and alignment ○ Human resources reviews and alignment with strategy (fit for purpose) ○ Institutionalisation of transformation with dedicated human and financial resources ○ Some measure of independence to provide advice without fear or favour ○ Student governance and student participation ○ Humanising institutional processes and ethical governance	Examples: ● Transformation statement/charter from Council ● Executive/Senior Management/Line Management/Performance agreement ● Suitably qualified and experienced Head/Director of University Transformation, preferably reporting directly to the VC ● Dedicated positions outlining the strategy, structure and goals of the unit, with budget from central funds proportionate to the size of the unit. ● Support and toolkits for developing transformation plans and generating transformation reports ● Earmarked website for transformation to embed transformation imperatives in academic and strategic plans ● Specialised training/ professional association/ defined territory and jurisdiction/code of ethics	

		o Recommendations to DHET regarding legal and policy reform if so required o Activities aimed at a corruption-free university o Levels of efficiency in strategic and academic management structures o Faculty, Departmental and Unit plans with targets in place that include equity figures; and substantive initiatives to advance inclusion o Number of transformation-related training and development interventions o Qualitative assessment of impact of transformational leadership activities		
1.2 Social inclusion		Examples: o Institutional social inclusion policy and social inclusion projects o Quantitative indicators (shift in demographic profile of committees) o Qualitative assessment of strategies (shifts in networks, inclusive distribution of resources and opportunities) o Identification of socially unjust systemic and structural patterns, and responses for dealing with them o Solidarity-generating initiatives (e.g. support across university for students facing financial exclusion) o Development and implementation of non-discriminatory supervision standards and practices o Lived experience of staff, students and communities in terms of transformation, measured through tools such as surveys, focus groups etc. o Development of diversity index and efficacy of strategies to meet the demand of the index o Language policy and levels of inclusivity it generates	Examples: • Number and nature of studies • Institutional social inclusion policy • Number of social inclusion projects • Measured through tools such as surveys, etc. • Number of students and demographic, socioeconomic, gender and disability profiles • Study area and demographic profile • Number of support initiatives for diverse post graduate students • Number of targeted recruitment initiatives of students within a broad understanding of diversities; and increased degree completion • Development and implementation of non-discriminatory supervision standards and practices • Number of interventions that facilitate postgraduate student intellectual cultures • Number of trainings on good practices in recruiting and graduating diverse students	

DIMENSION/THEME 2: EQUITY AND REDRESS				
Sub-themes	**Goals (Individual University Goals)**	**Reporting - Process Indicators**	**Reporting – Outcome (destination) Indicators**	**University Comments**
2.1 Staff and student access, support and success		Examples: ○ Equitable admission processes and requirements ○ Financial, academic and psychosocial support ○ Nature of resource and academic support ○ Enabling learning environment for students ○ Number and distribution of development grants (e.g. nGap, growing your own workforce programmes) ○ Initiatives in transforming recruitment practices ○ Appointment of staff to advance demographic representation across university (e.g. 'Black' dominated staff profiles - universities to recruit and retain 'white' academics and staff; and the other way around) ○ Diversity levels in recruitment search processes ○ The process of setting up a selection committee (e.g. search, drafting of advert, headhunting and e-recruitment) ○ Analysis of patterns of disciplinary cases ○ Targeted focus on STEM-related recruitment of diverse staff ○ Levels of integration between academic and 'service' staff ○ Targeted interventions for 'service' and administrative staff ○ Diversity, training and development and personal growth ○ Number of transformative academic communities (more clarity is needed to understand which category this would fall into) ○ Re-alignment of skills development regime	Examples: ● An enabling learning environment for students ● Number of targeted interventions supporting staff ● Nature of resource and academic support ● Re-aligning skills development regime	

		o Institutional plans that link skills development with diversity training; and the diversification of the professional base		

DIMENSION/THEME 3: TRANSFORMING THE ACADEMIC PROJECT (CORE UNIVERSITY FUNCTIONS)

Sub-themes	Goals (Individual University Goals)	Reporting - Process Indicators	Reporting – Outcome (destination) Indicators	University Comments

3.1 Teaching & learning		Examples:
		o Curriculum
		o Pedagogy
		o Assessment
			Examples:
			• Number of study programmes:
			  - First nation studies
			  - Africa studies
			  - Gender studies
			  - Ethnic studies
			  - Disability studies
			  - Area studies
			  - Diverse Histories of STEM
			• % and value of funding/ support and development Initiatives
			• Enrolment template for Annual Performance Plan and the Mid-year Performance Review
			• Numbers and diversity profiles
			• Graduation rates of designated groups
			• Grant recipients and bursary rates; and diversity profiles of such
			• Gateway achievement levels
			• Level of diversity in different majors, e.g. STEM
			• Number of 1st generation students
			• Diversity in teaching awards
			• Qualitative assessment of pedagogical approaches	

3.2 Research		Examples: o Scholarship in intersectional discourse (e.g. race gender, disability and social justice)	Examples: • Number of research clusters • Number of scholarly outputs • Number of full-time or affiliated staff in these programmes; and their equity profiles • Presence of transformation and diversity-themed research	

			• % of research funding available for transformation studies • % of research funding for critical scholarship • Total number and value of grants • Scholarly outputs on transformation themes • Qualitative assessment of the roles of committees such as research committees and ethics committees on facilitating/constraining transformation-themed research • Engaged scholarship • Number of interdisciplinary diversity-themed research; administratively, financially supported across faculties	
3.3 Community engagement		Examples: ○ Socially just, diverse inclusive community engagement ○ Integration of internationalisation ○ Technical review of impact of alumni organisations on patterns of in/exclusion ○ Number of and diversity of external engagement practices	Examples: • Qualitative assessment of external relations • Community engagement on our academic and institutional cultures • Number of transformational community engagement initiatives; away from conventional, patronizing and discriminatory paradigms, towards inclusive epistemological practices • Increase number and quality with diverse external communities/ partnerships	
3.4 Transformation and diversity competencies		Examples: ○ Compulsory general education programme focusing on diversity, transformation, environment, development and pluralistic societies ○ Credit bearing intervention on faculty level (convergence/divergence design) ○ Integration of diversity and social justice themes into academic courses, living and learning activities, and other co-curricular activities.		

Sub-themes	Goals (Individual University Goals)	Reporting - Process Indicators	Reporting – Outcome (destination) Indicators	University Comments
4.1 Funding strategies to diversify the sectoral funding pool		Examples: ○ Subsidy ○ Tuition fees ○ Investments ○ Alumni ○ PPPs ○ International donors ○ Business sector engagement		
4.2 Transformative budgeting and costing process, and spend (including B-BBEE)		Examples: ○ Budget to enable strategic Transformation initiatives ○ Broaden economic interaction with Black and Black women-owned businesses ○ Budget provision for enterprise and supplier development		
4.3 Improving efficiencies and effectiveness in business processes and use of facilities		Examples: ○ Quality assurance reviews of business processes ○ Sustainability/cost saving initiatives to reduce operational costs ○ Optimal use of facilities to generate revenue ○ Increase third stream income		

DIMENSION/THEME 4: ENABLING FUNDING REGIME/ENVIRONMENT *(header row spanning table above)*

Glossary

Term	Definition
Designated groups	Blacks (African, 'Coloured', Indian, Chinese), women and people with disabilities
Equity	Representation of previously disadvantaged groups (Blacks, women and people with disabilities)
First nation	Indigenous peoples

Humanising processes	Humane processes that respect the dignity of the individual and do not inflict pain, suffering, discrimination and/or exclusion of any individual.
Institutionalising Transformation	Integrating Transformation into the institutional praxis and culture
Internationalisation	Inclusion of global persons, perspectives and processes in the scholarship and praxis of the University to enhance diversity and sustainability
Intersectional discourse	The theory that the overlap of social identities contributes to the specific type of oppression and discrimination experienced by an individual
Solidarity-generating initiatives	Initiatives that build unity and celebrate diversity
STEM	Science, Technology, Engineering and Mathematics
Sustainability	Future viability of the organisation in terms of human, financial and infra-structural resources
Third stream income	Income generated from sources other than Government subsidy and student fees