STRATEGIC PLAN
2007-2016
(REVISED JUNE 2012)

INSPIRING GREATNESS

UNIVERSITY OF KWAZULU-NATAL ™

INYUVESI YAKWAZULU-NATALI

Contents

FOREWORD
Vice-Chancellor and Principal

The review of the University's Strategic Plan (2007-2016) stemmed from the final reorganisation of the University's College structure; the National Development Plan recommendations of the National Planning Commission; the Green Paper for Post-School Education and Training in South Africa, and the Department of Higher Education and Training (DHET) 2014-2019 Enrolment Plan. It was also informed by the global trends in higher education particularly the World University Rankings, which provide critical and comparable indices and assessments of the higher education sector globally, and measurable best international benchmarks in quality, relevance and excellence. These rankings have forever transformed higher education. This reviewed Strategic Plan of the University of KwaZulu-Natal embodies the tenets of excellence and innovation through sustained transformation and social cohesion.

The plan articulates the University's vision and mission through strategic goals that underpin the academic, research, teaching and learning, community engagement, and administrative activities of the organisation. It provides an important path and compass with measurable indicators for the University to follow. And it provides a clear and concise path of the University's journey to be the Premier University of African Scholarship.

The Executive Task Team, chaired by Professor JC Mubangizi, delivered an excellent revised strategic plan endorsed by the Senate and approved by the Council.
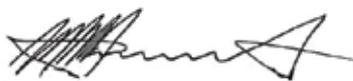
Professor Malegapuru Makgoba

Purpose of this Document

This Strategic Plan presents the vision and mission of the University of KwaZulu-Natal (UKZN) and gives a succinct overview of the Institution's strategic framework for action. It assumes an annual planning cycle designed to evaluate goals, targets and performance indices, taking account of progress and changes in the operational environment, and prioritising projects for budget purposes. It also assumes cognate planning and annual review processes in all academic and administrative units of the University that will translate this framework of high level vision, values, goals and strategies into more focused and specific plans and projects. It should therefore be read in conjunction with a complementary range of plans, including College and School Business Plans and Equity Plans. These individual plans may have different trajectories, but collectively they will respond to the challenges facing the Institution and position us over the next decade to become the Premier University of African Scholarship.

1

About the University

The University of KwaZulu-Natal came about through the merger of the former Universities of Durban-Westville and Natal in 2004. The mergers of universities ushered in a radical reconstruction of the national Higher Education system and UKZN is the flagship of this new system. It brings to this landscape the opportunity to build a university that is truly South African and truly global. It is an opportunity to shape an institution that represents both the richness of our heritage and the imagination of a free, democratic, egalitarian South Africa.

By international standards, UKZN is a very large and complex institution, with over 40 000 students spread across five campuses (Edgewood, Howard College, Medical School, Pietermaritzburg and Westville).

It spans two centres, one in the coastal city of Durban and environs, and the other in the provincial capital of Pietermaritzburg, some 80 km inland. Pietermaritzburg is a large administrative centre, lying at the heart of a rich and diverse rural, agricultural and forestry area. The greater Durban area is one of the fastest growing centres of population in the world. It is also the second largest commercial and industrial centre in South Africa with a wide range of industries covering commodities, manufacturing and services. The port handles the largest volume of shipping and general cargo on the African continent. The University has a unique opportunity to exploit these locational factors in developing its strategic thrusts.

Medical School campus

Westville campus
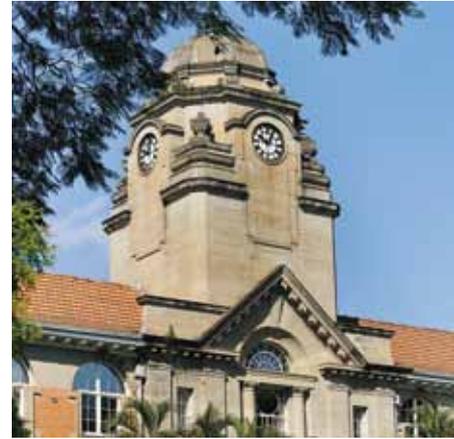
Pietermaritzburg campus

Howard College campus

Edgewood campus

2 Organisational Structure

The University is organised around four Colleges consisting of clustered Schools (19 in total), and each College is headed by a Deputy Vice-Chancellor and Head of College, as follows:

College of Agriculture, Engineering and Science
- School of Agricultural, Earth & Environmental Sciences
- School of Chemistry & Physics
- School of Engineering
- School of Life Sciences
- School of Mathematics, Statistics & Computer Science

College of Health Sciences
- School of Clinical Medicine
- School of Health Sciences
- School of Laboratory Medicine and Medical Sciences
- School of Nursing & Public Health

College of Humanities
- School of Applied Human Sciences
- School of Arts
- School of Built Environment and Development
- School of Education
- School of Religion, Philosophy & Classics
- School of Social Sciences

College of Law and Management Studies
- Graduate School of Business & Leadership
- School of Accounting, Economics & Finance
- School of Law
- School of Management, IT & Governance

University-wide Schools consisting of either a single discipline or a set of cognate disciplines, operate across campuses where appropriate.

This structure is premised on the principle that academic governance structures should not be duplicated and that single university-wide Colleges and Schools should operate across delivery sites. It is designed to facilitate co-ordination between strategy and operations; exploit synergies across Schools; and provide the critical mass necessary to compete in the national and international arena.

The academic structure is supported by a full range of administrative and service Divisions, some of which have been devolved into the Colleges and others that fall within the portfolios of various Deputy Vice-Chancellors and Executive Directors within the Executive Management team.

The organisational structure as a whole is underpinned by the vision, mission and goals of the University, and designed to ensure the efficient and integrated management and administration of a large and complex institution.

3 University Vision

To be the Premier University of African Scholarship.

4 University Mission

A truly South African university that is academically excellent, innovative in research, and critically engaged with society.

5 African Scholarship

Universities with any aspirations to excellence will claim to be research-led, and outstanding in teaching and learning and community engagement – the core functions of every university.

UKZN can justify such claims to excellence. It is among the top-rated universities in South Africa in terms of research output and various local and international ratings. The University requires that its undergraduate and graduate learning programmes are underpinned by research. Research activities span the spectrum from the basic sciences (natural sciences and humanities), through a substantial terrain of applied sciences, to product-related research undertaken mainly in conjunction with industrial partners and government departments. UKZN has a rich history of community engagement from internships, to service learning, to community-based research and engagement with Non-Governmental Organisations (NGO) and Community-based Organisations (CBO) sectors, and these activities thread through the teaching and research of the institution. UKZN also boasts a wide range of international collaborative arrangements.

What then will differentiate UKZN from other universities with an equal claim to excellence? How will we define our uniqueness as a generator and disseminator of knowledge in a world where knowledge knows no boundaries and all knowledge is globally integrated and connected?

The key lies in the University's vision to be the Premier University of African Scholarship. The challenge facing the University is to define the concept of African scholarship, to examine the philosophical and political underpinnings of the knowledge enterprises in which we engage, and to construct an institutional knowledge agenda based on developing a shared understanding of the concept of African scholarship that will infuse new and powerful currents into research and teaching. The University's ultimate success will be measured in terms of its production of new knowledge through research and its effectiveness in diffusing knowledge into society.

African scholarship must in the first instance arise from and interface with our local context. "Local context" is a many-layered term that has geographical, socio-political, socio-cultural and economic dimensions.

Geographically, in terms of place, the University is embedded in concentric local contexts: in Durban and Pietermaritzburg, in KwaZulu-Natal, in South Africa, in southern Africa, in Africa and in the global South. Each is a viable geographical context and each presents its own challenges to the agendas for research and teaching at UKZN.

From a socio-political perspective, arising from our national history, universities in the local context are central to the processes of nation-building and to the strengthening and deepening of democracy. The legacy of apartheid is a society that is deeply fragmented and divided. This is a nation in search of an identity – a complex identity. It is also a nation in search of a post-

apartheid imagination. Nation-building remains a major post-apartheid challenge for South Africa, and UKZN recognises this. It sees the arts, humanities and social sciences as playing a fundamental role in this process and contributing to a vibrant civil society.

In this era of rapid globalisation and in the context of vast and powerful forces of cultural imperialism, the local socio-cultural context requires that UKZN shoulder the responsibility of ensuring the development of large-scale intellectual enterprises relating to local languages like isiZulu and local music forms, to name a few. Here again the humanities have a crucial role to play, not only in nurturing and generating knowledge about aspects of the local context, but also in defining and framing the knowledge project itself and thus shaping a distinctive character for the University.

At the same time the University has to respond to the challenges of increasing the capacity of South African industry to compete favourably in the sphere of economic globalisation, in terms of both the restructuring of South African industry (with the shift towards manufacturing), and the national capacity for innovation. Economic development is inextricably linked to the need for advancement in education, health care, food security and agriculture, and environmental management – globally-recognised African priorities. The local context requires that the University focus on understanding these priorities and advancing areas of sustainable development that will simultaneously allow us to care for and support our citizens, and compete in the global village.

Thus we may think of the local context of UKZN as a set of concentric spheres: geographical, socio-political, socio-cultural and economic. These spheres are bound together in a complex way by the vision of the University as a premier institution of African scholarship and as a knowledge-generating institution. UKZN must assume responsibility and become the hub for generating knowledge about and disseminating knowledge to its context.

The University cannot develop its knowledge agenda of African scholarship on its own. We will need to develop diverse kinds of strategic engagement that connect us to our local context. Strategic research initiatives will provide the opportunity for the development of networks with other institutions in the National System of Innovation and with institutions in other parts of Africa and the world. Joint approaches to local challenges and strategic linkages with other institutions that work in Africa will firmly embed us in our local context.

UKZN has a rich history of community engagement, spread across Colleges, Schools, Teaching and Learning, Research and Community Outreach Centres. Our communities include professional and social groupings, non-governmental and community-based organisations, government, business and industry. Each initiative provides the basis for dynamic interfaces in which different forms of knowledge accumulation and dissemination can intersect with each other and hence provide the basis for new approaches to knowledge production and the advancement of African scholarship.

It is important that UKZN is embedded in its local context and from that perspective enters the international and global arena. This will allow the University to engage with the global knowledge system on its own terms – bringing knowledge production processes relating to the local context into that global system, and thus defining African scholarship. The generation of such knowledge will place UKZN in a unique position and allow it to seek its legitimacy locally and globally, thereby making it a truly global institution.

6 University Values

The University aspires to be a positively transformed institution based on a clear understanding of its goals for broad and comprehensive change underpinned by shared values. These values serve as a framework for all its endeavours.

As the University community, we pledge ourselves to:

◗ Actively encourage and respect the right of all scholars, staff and students to engage in critical inquiry, independent research, intellectual discourse and public debate in a spirit of responsibility and accountability, in accordance with the principles of academic freedom and institutional autonomy.

◗ Promote access to learning that will expand educational and employment opportunities for all.

◗ Embrace our responsibility as a public institution to support and contribute to national and regional development, and the welfare and upliftment of the wider community, through the generation and dissemination of knowledge and the production of socially-responsible graduates.

◗ Conduct ourselves according to the highest ethical standards, and provide education that promotes an awareness of sound ethical practice in a diverse society.

◗ Manage and run our institution in conscious awareness of the environment, and foster a culture of responsible, ethical and sustainable use of natural resources.

◗ Ensure effective governance through broad and inclusive participation, democratic representation, accountability, and transparency that serves as an example that contributes to building the democratic ethos of our country.

◗ Acknowledge the value of the individual by promoting the intellectual, social and personal well-being of staff and students through tolerance and respect for multilingualism, diverse cultures, religions and social values, and by fostering the realisation of each person's full potential.

These values are encapsulated into five components, namely: respect, excellence, accountability, client orientation and honesty, represented as R.E.A.C.H.

Accordingly, our behaviour and actions will demonstrate the following:

◗ **Respect:** we undertake to promote mutual respect, courtesy and inclusiveness.

◗ **Excellence:** we undertake to display quality, leadership and energy in all we do.

◗ **Accountability:** we promise to be responsible and accountable for our behaviour towards all our stakeholders.

◗ **Client Orientation:** we undertake to constantly satisfy the needs of all our clients.

◗ **Honesty:** we deliver with integrity, steadfastly and adhere to good governance.

7 Goals and Strategies

GOAL ONE
AFRICAN-LED GLOBALISATION

To promote African-led globalisation through African scholarship by positioning the University, through its teaching, learning, scholarship, research and innovation, to enter the global knowledge system on its own terms, bringing knowledge production systems relating to its local context into the global arena.

Strategies

The University will:

1.1 Foreground indigenous and local knowledge and knowledge systems in the academic enterprise

The University has identified Indigenous African Knowledge Systems (IKS) as a research thrust and a key component of African scholarship. We will harness existing IKS capacity and resources to engage critically with local issues and create innovative world-class solutions to local problems, while acknowledging and promoting the contribution of IK holders and practitioners to the sustainable development of the country. We will entrench IKS at the regional and continental levels by partnering with other institutions within and outside South Africa to establish regional focus groups that actively champion the role of IKS in sustainable livelihood and development in Africa.

The University will develop capacity in IKS by providing opportunities for students from within and outside Africa to pursue qualifications in IKS, and by encouraging Schools to incorporate indigenous and local knowledge and knowledge systems into their curricula as far as possible.

1.2 Promote internationalisation

In the competitive environment of global professional workplaces and opportunities, it is important that staff and students are exposed to global developments and trends. The education we provide must be globally relevant and produce graduates who have the knowledge, expertise and confidence to participate in international contexts. To this end, the University will promote internationalisation, within the framework of a policy that defines and contextualises the concept.

The University will encourage staff to enrich their academic experience at international universities, by facilitating mobility exchanges whose fruits will be seen in collaborative ventures such as co-supervision of students, co-authorship of papers and joint applications for research grants.

The University will support selected student exchange programmes that bring students from other countries to the University, and seek funding to enable qualified UKZN students who could not otherwise afford it, to study abroad.

The University will promote the concept of "internationalisation at home" by implementing teaching strategies that draw on the experience of incoming staff and students and incorporate African knowledge; by cultivating respect for diverse cultural experiences and perspectives through the initiation and facilitation of inter-cultural events and discussion fora that include our own students and staff; and by integrating international students and staff into the local environment.

1.3 Foster strategic partnerships

Strategic partnerships at the continental and global levels are critical in placing UKZN's African scholarship in the wider international arena and in taking on some of the challenges of producing African scholarship.

With its vision in mind, the University will pursue strategic linkages with other institutions that work in Africa whose common interests in research and graduate studies can provide a platform for bringing scholars together to create new knowledge, and that will allow the University to contribute to staff development in other African universities.

Each College will identify a key partner and develop and sustain mutually beneficial, in-depth relationships with them around flagship programmes and initiatives, within the parameters of an overarching policy on sustainable partnerships.

GOAL TWO

RESPONSIBLE COMMUNITY ENGAGEMENT

To contribute through knowledge to the prosperity and sustainability of our province, and to nation-building, by connecting with and committing ourselves to the communities we serve in a manner that adds value and earns their respect, admiration and trust.

Strategies

The University will:

2.1 Recognise, promote and reward responsible community engagement that adds value

Responsible community engagement (RCE) should support and advance the United Nations' principles of Academic Impact on Society. RCE is not a stand-alone activity, but should be embedded into either of the two pillars of academia: Teaching and Learning, or Research. It should be relevant and inclusive, and should solve problems in a new way that adds value. It should enhance the reputation of UKZN in the eyes of the community we serve. We should engage with communities on the basis of mutual benefit, in such a way that there is low risk for the community, and projects are sustainable within the community after our engagement is ended.

Activities recognised as responsible community engagement that results in academic impact on society can be classified into three broad categories:
1. Community Human Capital Development activities, which develop people outside of the University;
2. Activities that formally educate and train UKZN students outside the University;
3. Research and Development activities, which apply research outcomes to solve community issues and societal problems, or involve communities in the research process.

The University will recognise RCE that meets these definitions, and will create systems for reporting on RCE. RCE activities will be rewarded through staff performance management, as well as through the promotion process, with explicit recognition in the Teaching Portfolio and Research criteria.

2.2 Develop formal training for Human Capital Development outside of UKZN

The University will strategically and systematically identify gaps and opportunities for relevant Human Capital Development, especially relating to the national imperatives articulated in the National Development Plan and the Medium-term Framework, such as rural development and bridging the Mathematics divide.

The University will ensure that these activities take place in an environment of reciprocity where community input is valued and the University is able to make a positive impact by diffusing knowledge into communities and influencing the direction of public and social policy.

2.3 Promote and expand education and training activities and opportunities for our students outside the University

The University will continue to promote education and training activities of UKZN students outside the University through placements, internships and community service modules, thereby enhancing students' knowledge of communities and preparing them to play a more effective role in society when they graduate into a work environment.

The University will expand the range of programmes that include community education and training modules, including non-professional qualifications, and explore innovative ways of accommodating such opportunities within the institution.

2.4 Give effect to strategic partnerships that enhance the relevance and impact of our academic activities, especially with government entities

The University recognises its responsibility and will exploit opportunities to partner with the eThekwini and Msunduzi Municipalities, and, by expansion, with more rural municipalities, in initiating and implementing projects that strengthen the local economy, broaden the skills base, and improve the quality of life of their citizens.

The University will build strong formal partnerships across a range of departments within the KwaZulu-Natal Provincial Government in key areas such as agriculture and rural development,

education, health and economics, that will promote educational opportunities, enhance service delivery, and underpin development of a local knowledge economy.

The University will become more engaged on the national stage, linking with National Government Departments, Science Councils, and other national entities aimed at improving society.

The University will develop and sustain projects involving public/private partnerships, linking with major parastatals and industrial groups to achieve the complete innovation value chain, and to build shared Research and Development capacity.

GOAL THREE
PRE-EMINENCE IN RESEARCH

To build a research ethos that acknowledges the responsibility of academic staff to nurture its postgraduate students, and to be a pre-eminent producer of new knowledge that is both local and global in context, and defines UKZN as the premier university of African scholarship.

Strategies

The University will:

3.1 Develop a group of research thrusts that advance African scholarship

The University will give its support to the establishment of centres of research excellence in areas that present major challenges to the African continent, particularly areas that consolidate initiatives and draw on nationally and internationally recognised researchers in a wide range of disciplines across the University.

The University has identified the following research focus areas aligned to national priorities and institutional strategic

objectives and capacity: HIV/AIDS, TB and Health Promotion; Biotechnology; Water, Environment and Biodiversity; Social, Development and Economics; Agriculture and Food Security; Energy and Technology for Sustainable Development; Gender, Race and Identity Studies; Indigenous African Knowledge Systems; and Maritime Studies. Such broad-based research thrusts will serve to bring the Humanities into dialogue with the Sciences and foreground the unique contribution that both the human sciences and science play in defining and making current the notion of African scholarship.

The University will partner with major donor and granting agencies and key international universities to advance these research thrusts.

3.2 Become a hub for the dissemination of African scholarship

The University will encourage the publication of relevant research in local and international journals of high standing, enhance the reputation of African journals through the submission of quality articles for publication, and take a lead in advancing African publishing through the University Press.

3.3 Foster collaborative partnerships in research and innovation

Structural poverty is deeply-entrenched among a very large proportion of South Africa's population and manifests itself in poor literacy rates, social afflictions and the ravages of disease, particularly HIV and AIDS. UKZN will gear itself to address these challenges through the performance of high quality research and through collaborative partnerships with civil society, the public and private sectors.

The University will engage in research with community partners and enter into strategic partnerships with external organisations that will result in increased

activity in commissioned policy studies, technical reports, process and product research and development, innovation, and commercialisation across the spectrum from high- to low-tech solutions.

One of the outcomes of the emergence of the knowledge economy is the large and significant diffusion of knowledge production into private and public sector laboratories. The University will initiate strategic Research and Development partnerships to broaden and deepen this form of engagement with the economy.

This University understands its role as a knowledge-intensive institution within the National System of Innovation to work towards the generation of intellectual property of many kinds, to facilitate the commercialisation of Intellectual Property, and to increase the number of patents developed. To this end, the University will pursue mutually beneficial partnerships with research-based companies and develop an Intellectual Property Management Office.

3.4 Support and develop research capacity

The University will support distinguished scholars already in the University, provide incentives and encourage established academics to increase their research productivity, and invest in attracting, retaining and training young academics to provide a new generation of researchers. Mentorship programmes that develop, support and nurture black and female academic staff members will be provided. The University will also seek to attract post-doctoral researchers to assist in the building of a research ethos and to contribute, by example and in practice, to the nurturing of young talent.

3.5 Seek to attract postgraduate students in niche areas, nurturing them to become productive researchers

The University will seek to increase postgraduate enrolments in niche areas through active marketing and by providing

an environment for postgraduate students that caters for their needs – financial, social, residential and academic.

The University will provide training programmes to ensure that both supervisor and student are aware of their respective roles in the teaching and learning partnership, and can work together to ensure the success of the student in the minimum time and the production of new knowledge.

GOAL FOUR
EXCELLENCE IN TEACHING AND LEARNING

To promote excellence in teaching and learning through creative and innovative curriculum design and development, pedagogical strategies, and assessment practices in accordance with the highest quality management principles.

Strategies

The University will:

4.1 Provide excellent teaching and learning programmes in a comprehensive range of undergraduate and postgraduate programmes

Excellent teaching and learning takes place in an environment that generates intellectual excitement, fosters rigorous discourse and intellectual growth, values academic freedom and improves the quality of life of all who engage in the pursuit of knowledge.

The programmes we offer will be underpinned by research and will be of international standard. Programmes will prepare students to engage critically in society, participate in the workforce and contribute to the knowledge economy, particularly in areas that are vital to national and regional development. Recognising the importance of lifelong

learning, the University will continue to offer selected programmes, flexible both in structure and in mode of delivery, that provide opportunities for further education in specific disciplines and in areas of national need, for students who cannot study on-campus or during working hours.

4.2 Ensure that curricula are rooted in African scholarship and meet the needs of society

In terms of the vision of the University, excellent teaching and learning must be contextualised, contributing to defining African scholarship and adding value nationally and regionally.

There is an increasing call from stakeholders, including students and employers, for higher education to be relevant to the job market and empower graduates to contribute to society and respond to the educational, social, political, scientific and economic challenges of our context. The University will review and (re-)design its curricula in creative and innovative ways informed by research and scholarship, and responsive to the vocational needs of students, employers, academia and society.

The University will make a concerted and co-ordinated effort to design and develop curricula informed by African scholarship, both within individual disciplines, and through cross-, inter- and trans-disciplinary programmes that consolidate and build upon existing synergies, and engage critically with local issues and challenges.

Multilingualism will be promoted in the process of curriculum review and transformation. While English will be the primary academic language, the development and use of isiZulu as a medium of instruction will be promoted with associated resources.

4.3 Review and revise our teaching modes and assessment practices in accordance with student learning needs, scholarship and the highest quality management principles

In keeping with a student-centred University, we will put our emphasis in teaching on student learning and success, and ensure that our pedagogical and assessment practices are fair and rigorous in facilitating this.

We will explore teaching methodologies that may be especially appropriate to teaching and learning in African contexts, and develop pedagogies that are informed by current research in theory and practice and responsive to the educational needs of students, particularly those from disadvantaged educational backgrounds.

We will develop assessment practice that focuses on learning, standards and efficient administration, and combines elements of summative and formative feedback to maximise student understanding and success.

We will optimise the use of appropriate Information Technology (IT) in improving teaching and learning by integrating IT networks and communication protocols into learning environments.

Through our quality management processes we will develop a culture of self-reflection and continuous improvement in the quality of the education we provide.

4.4 Encourage and reward excellence, innovation, creativity and scholarship in teaching and learning

It is important that the University foster a culture amongst teaching staff of responsibility for the success of students, and continuing staff professional development.

To this end, the University will provide training, development and mentoring programmes for staff to enable them to respond adequately to the changing needs and expectations of a diverse student body and new modes of education delivery.

The University will have an effective performance management system that explicitly includes education and training in university teaching and learning, and will encourage and reward excellence, innovation and creativity in teaching and reflective practice.

Innovation, scholarship and research in teaching and learning will be actively promoted and funded.

4.5 Provide a supportive educational environment that promotes a strong work ethic and a culture of deep learning among students

The University will develop a teaching and learning environment that encourages deep learning and cultivates intellectual curiosity and critical thinking in all learning activities. These activities will be underpinned by UKZN's Pact, which outlines the expectations, entitlements and responsibilities of both staff and students in respect of their interaction and obligations, in order to promote an ethos of caring and accountability based on mutual respect.

The University acknowledges that effective academic support is essential to enhance the learning experience, and that all students admitted to the University should have access to flexible, responsive support systems that enable them to complete their studies successfully. Among a range of student-focused initiatives, the University will promote a multi-pronged academic monitoring and support system, which focuses on both content and context. This approach will optimise student

learning, reduce dropout rates and increase completion in minimum time. The University will continue to improve this system and endeavour to institutionalise it within Schools and Colleges, to ensure that academic support services are accessible and utilised by students.

GOAL FIVE
INSTITUTION OF CHOICE FOR STUDENTS

To establish the University as an institution of choice that values students in all their diversity and has a student-centred ethos, providing students with infrastructure and support services designed around their needs and producing well-educated, competent, sought-after graduates.

Strategies

The University will:

5.1 Meet the needs and expectations of students both pre-enrolment and post-enrolment

The University recognises that successful recruitment and retention of high-calibre undergraduate and postgraduate students is a key constituent of its reputation and that this is dependent on its ability to meet the needs and expectations of students, both pre- and post-enrolment.

The University will implement professional, robust and efficient recruiting and admission processes focused on the student. It will streamline student academic administration and access to information by re-engineering processes in accordance with student needs and usage, and by the judicious development of online processes and electronic information centres. This will include efficient College-based online systems for rapid and easy access to information, and systems that allow online application to student residences, with facilities for response, maintenance reporting and feedback.

The University is committed to meeting students' expectations post-enrolment. We will provide stimulating environments conducive to learning, and recognise and reward high-performing students. We adopt a holistic approach to education that will produce skilled, self-confident and socially responsible graduates, conscious of their role in contributing to the national development effort and social transformation.

5.2 Engage meaningfully with students

Recognising the importance of effective two-way communication, the University will engage meaningfully on a regular basis with all student structures, as a mechanism for assessing, monitoring and reacting to the concerns of a broad base of students, and keeping abreast of their changing needs.

To promote effective student participation in decision-making and to foster constructive critical engagement, the University will provide programmes to build the capacity of student leaders in the various student structures, and opportunities for all students to develop their potential as leaders through holistic development programmes.

The University will use new methods to engage with students on a more personal level and improve students' experience of university life through the use of the University's social media platforms, such as Facebook pages, that allow for two-way communication.

5.3 Create conducive learning and social environments for students

The University will provide on all its campuses excellent learning facilities, accessible 24 hours a day, which stimulate intellectual engagement and provide a learning context conducive to holistic student development that respects a diverse range of educational experiences and needs.

The University will provide safe, secure and quiet residential options, located, equipped and run with students in mind, that are geared to the changing needs of all types of students, including students with disabilities and other special needs. We will implement education and training programmes for staff and students in residences that sensitise them to the diverse lived experiences of others, foster understanding and tolerance, and celebrate diversity.

The University will provide social spaces that encourage social interaction among diverse groupings, and amenities, including recreational and sport facilities that facilitate the social and personal well-being of students.

To give effect to holistic development, the University will expand opportunities for students to enjoy an enriched campus experience through co-curricular activities that form part of a student's record.

The University will provide excellent services to meet student needs for welfare, health care and counselling. In particular, it will provide effective and promotive health education programmes aimed at reducing student attrition rates associated with ill health and unplanned pregnancies.

GOAL SIX
INSTITUTION OF CHOICE FOR STAFF

To establish the University as an institution of choice that attracts and retains academic and support staff of the highest calibre by creating an intellectual environment that fosters and stimulates academic life, and a climate of organisational citizenship in which all staff recognise and understand their role in ensuring the success of the University.

Strategies

The University will:

6.1 Create a culture of collegiality, accountability, organisational citizenship and social cohesion

Collegiality includes recognition of responsibility and accountability. It is evidenced by harmonious inter-personal relationships, enthusiasm to make things happen, willingness to participate and contribute, and pride in the institution. The University will put in place initiatives that consciously seek to create a positive institutional environment that values respect, high ethical standards, excellence, accountability and service.

Key to a culture of collegiality is effective two-way communication. In an ever-changing environment, timely, clear, consistent and regular communication is vital. Meaningful communication builds trust, tolerance and respect for diverse opinion, and develops a common purpose. The University will be responsive to staff interests and concerns, and promote inclusivity by providing staff with opportunities to engage with issues, contribute to, and participate in the decision-making processes that shape the institution.

Social cohesion will be valued and promoted through understanding, tolerance and respect for diversity in all its forms. The University will adopt, implement and monitor policies and procedures that aim to eliminate discrimination in all its manifestations including ethnicity, race, gender, nationality, class and disability. Structures and procedures for problem-solving and dispute resolution will be in place to handle grievances in a fair and constructive manner.

6.2 Position itself as a preferred employer by providing top-class working conditions

The University is committed to developing a staff profile at all occupational levels that reflects the demographics of our province and country; to ensuring gender equity within the management levels of the University and adequate representation of women in all management structures.

In order to attract and retain top-calibre staff and meet our equity objectives, the University will offer competitive conditions of employment, and provide facilitative support systems, a secure environment, and physical spaces that encourage social interaction and collegiality.

The University will ensure competitive remuneration relative to its respective markets, recognising discipline-specific market differences.

The University will ensure ergonomic physical spaces by developing and adopting relevant strategies, policies, procedures and norms and standards within its occupational and protection services, as well as by a progressive move towards green campuses.

6.3 Identify, recognise and reward excellence and develop the full potential of staff

It is important that the University provide opportunities to achieve career goals and develop the full potential of all staff. It must also develop new and creative ways of recognising strengths, showcasing accolades and acknowledging the value of superior performance in all facets of its activities. Exceptional commitment, dedication and hard work should also be acknowledged as these attributes contribute to creating an ethos where 100% effort is expected and service beyond the call of duty is rewarded.

Key to this strategy will be the implementation of a Talent Management system linked to staff development and career opportunities. The University will ensure that career development pathways are identified which are equitable and available to all staff. Career promotional opportunities with clear and transparent criteria will be made known and accessed through a process of personal development plans within the Talent Management system.

In the academic arena, the University will focus on transforming staff capacity and investing in future academics through personal development plans that stress the importance of achieving a PhD. This is seen as fundamental to producing high-calibre, motivated, research-responsive talent that will position the University to achieve excellence and advance its goals.

The aim is to promote responsibility and accountability, and to develop the capacity of all employees, including the management capacity of academic staff

and the Executive. The University will put in place a formal staff and leadership development programme to ensure that training and development needs are met, both for current leadership and to develop capacity. A suite of training courses to address common requirements as identified by personal development plans will be developed and offered on a regular schedule.

Rewards will be linked to excellence as part of the implementation of the Talent Management system. The Institution will progressively shift its culture towards sustainable high performance by means of incentives such as those that promote research productivity, and recognition through awards such as the Distinguished Teachers' and Vice-Chancellor's Research Awards.

6.4 Showcase the Institution as a premier university

We will showcase the Institution as a premier university in a responsible and effective manner that enhances the image of the University, both internally and in the public mind, by projecting a positive image and responding promptly and effectively to negative publicity.

The University will develop an understanding of the role we each play as ambassadors in reputation management and image development by identifying and publicising instances of staff and student success.

In developing a positive image, the University will exploit its diversity, highlighting the unique character and atmosphere, individual strengths and attractions of each of its campuses.

GOAL SEVEN

EFFICIENT AND EFFECTIVE MANAGEMENT

To establish and maintain efficient, effective management systems and processes that provide a caring and responsive service to meet internal and external needs in a pragmatic and flexible manner.

Strategies

The University will:

7.1 Devolve responsibility and accountability fully in terms of the organisational structure

Devolution is the hallmark of the University's organisational structure. It is essential to the success of this structural arrangement that responsibility and accountability, characterised by clearly delineated decision-making authority, be decentralised and devolved to the Colleges and Schools, and their respective equivalent structures in the support services sector.

In the interests of promoting efficiency and good corporate governance, the University will put systems in place effectively to devolve all appropriate Human Resource, Finance and other relevant support service functions to Colleges, while maintaining a central administrative core to perform a facilitating, co-ordinating and monitoring role, thus ensuring that the University fulfills its statutory obligations. In order to ensure effective operations, the University will put in place service-level agreements, standards of performance, and codes of conduct for support Divisions in specified situations.

Associated staff training and development needs, as identified, will be prioritised and addressed to ensure that both managers and staff are both competent and confident to perform their designated job functions in a devolved environment and to make decisions consistent with their specific levels of responsibility. In particular, the development of qualities of decisiveness and initiative amongst staff within the devolved organisational structure will contribute to improved efficiencies and greater effectiveness.

7.2 Streamline administrative and decision-making processes

For the University – a large, diverse and complex organisation – to run efficiently and compete effectively for staff, students and funding, it is essential that its administrative and decision-making processes are streamlined and facilitative.

To this end, the University will regularly review its policies, procedures, processes and systems, and effect improvements on an ongoing basis. Increased efficiency will be achieved by enhanced automation and adopting "best practice" methodologies. Efficient electronic transactions, supported by an integrated ICT structure, will provide real-time access to information for students, staff and management decision-making purposes alike.

The restructured committee system will continue to be monitored and evaluated to assess whether further improvements can be made. The number, roles and terms of reference of University committees must ensure that a properly functioning committee system is in place that bridges the gaps across Colleges, provides for clearly understood decision flows and effective decision-making, shortens time-lines, eliminates bottlenecks, and promotes proper communication and feedback.

7.3 Institute service excellence

In order to promote itself as an institution that cares for its clients, whether its own staff and students, or the public at large, the University must be committed to the highest levels of service excellence and the continuous improvement of its processes and practices.

Performance will be regularly monitored and evaluated against agreed and regularly reviewed service levels and operating procedures, with a view to improving the quality of services offered and inculcating an ethic of customer service to all stakeholders, internal and external to UKZN.

The successful attainment of service excellence is critically dependent on the establishment of sound working relationships within and between support Divisions, the academic community, the student body and external stakeholders served by these Divisions. A clearly articulated web-based information site that provides full details of the relevant support structures, key personnel, services provided, and that facilitates the initiation, approval and processing of transactions routinely and efficiently, will form part of the strategy to achieve the goal of service excellence.

7.4 Ensure that the principles of good corporate governance underpin our operations

The University is committed to the highest standards of corporate governance and will ensure that this is reflected in its structures and processes. As far as is practicable, the University will apply the principles contained in the code of good practice of the King III report.

The policy framework of the University will be regularly reviewed to ensure that it is up-to-date, relevant and complete, and that all policies are aligned to best governance practices. Policies

will be supported by documented implementation procedures, which, together with the policies, will be readily accessible to the University community. Enterprise risk management, business continuity and fraud prevention plans will be developed and implemented.

An alternative dispute resolution approach will be foregrounded in staff and student discipline processes. All grievances and disputes will be handled respectfully and with due care, and be dealt with efficiently, effectively and expeditiously. Codes of conduct will be developed in conjunction with stakeholders to set the standards for ethical behaviour.

7.5 Implement an effective and transparent planning and budgeting cycle

Recognising that planning is a continuous and ongoing process, the University will put in place an annual cycle of performance monitoring, evaluation and re-planning linked to a properly functioning budget system to ensure that all financial resources and the process for their allocation are optimally managed. The process will include the identification of strategic initiatives and key projects for priority funding in the budget cycle and the

monitoring and evaluation of projects already in train.

The University will adopt a Medium Term Expenditure Framework (MTEF) approach to budgeting with a greater focus on goals and outputs, informed by the strategic plan. The annual operating and capital expenditure budgets will be monitored and assessed, and resources reallocated where necessary, to ensure optimal use of funds. Regular, formal reports will be made available, internally to University management, Senate, Council and its Committees with oversight for financial planning and risk management; and to the University's external stakeholders in the form of its statutory annual reports and other publications. Financial management reports will be readily available to budget holders via a website, and dashboards and indices reflecting financial performance on an aggregate basis will be accessible within the University.

In the interests of ensuring an increased awareness and accountability amongst staff, students and their respective representative bodies, all finance policies, regulations, procedures and guidelines will be fully documented in an accessible format and made available on the web.

Indicators of Success

8

The University's vision entails a journey of exploration. Its achievement cannot be marked by a single event, nor can the University become the single place where African Scholarship resides. Nonetheless, the University needs to be able to chart its course and measure its progress on its journey of exploration. How will we know that we are moving towards the goals we have set ourselves as markers along the route, and that the strategies we are proposing are guiding the Institution in the right direction? What should the University look like by 2016?

INSTITUTIONAL SUCCESS INDICATORS[1]				
No.	SUCCESS INDICATOR	Link to Goal	Link to Strategy	UKZN Target 2016
1.	Meet the undergraduate enrolment target	5	5.1	Subsidy-earning undergraduates as per the Enrolment Plan
2.	Meet the postgraduate enrolment target	3 5	3.5 5.1	28% of total enrolment
3.	Meet the percentage PhD to student ratio	3	3.5	As per the Enrolment Plan
4.	Meet the percentage enrolment target for international students	1	1.2	10% of total enrolment
5.	FTE student to staff[2] ratio	4	4.3	Based on the Enrolment Plan
6.	Meet the graduation rate	4	4.1,3,5	25%
7.	Meet the student retention rate	4 5	4.1,3,5 5.3	75%
8.	Meet the graduation target	4	4.1,3,5	As per the Enrolment Plan
9.	Meet the PhD graduation target	3	3.4,5	As per the Enrolment Plan
10.	Exceed the national norm of research units per staff member	3	3.2	The national norm is 1,25. Achieve 2,00 in 2016 on 2015 output.
11.	Percentage of PhD-qualified staff	6	6.3	70%
12.	The number of PhD students per staff member	3	3.4,5	Professor: 4,0 Associate Professor: 3,0 Senior Lecturer: 2,0 Lecturer (with PhD): 1,0
13.	The impact of publications (measured by the number of citations by staff per year excluding self-citations)	3	3.2	20
14.	The number of postdoctoral students	3	3.4	300
15.	The percentage of students in placements (responsible community engagement)	2	2.2	40% of registered students[3]

Indicators of Success

No.	SUCCESS INDICATOR	Link to Goal	Link to Strategy	UKZN Target 2016
16.	The average value per academic staff member of grants to support research (external research funds per academic staff member) (research engagement)	3	3.1	R220 000 per annum
17.	Good governance: unqualified audit report; comprehensive reporting; positive compliance audit reports	7	7.4	Unqualified external audit report Annual Report accepted with no queries Significant compliance with the Higher Education Act/ Statute/ King III
18.	Transformation of people: Meet equity targets in terms of student enrolment and graduations	4 5	4,3 5.1	Targets for African, Coloured, Indian, White, Male and Female students as per the Enrolment Plan
19.	Transformation of operations: meet the Broad-Based Black Economic Empowerment (BBBEE) rating target	6	6.2,3	Level 2
20.	Stakeholder satisfaction: various survey responses from staff, students, alumni, parents, employers and donors focusing on satisfaction attributes per group	4[4] 5[5] 6[6] 7[7]	4.2 5.1,3 6.1 7.3	Obtain an average satisfaction level of "fully meets expectations"[8]

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1   These institutional indicators have been discussed in various fora, including Senate, and approved by Council.

2   In these indicators, 'staff' refers to permanent academic staff members, excluding long-term contracts.

3   In 2011 there were 13 000 students registered for programmes that require placement.

4   For Goal 4, this will include employer opinion surveys and graduate opinion surveys.

5   For Goal 5, this will include student opinion surveys assessing satisfaction pre-enrolment (the quality of information and engagement); and post-enrolment (the type and nature of support services and learning and social environments provided).

6   For Goal 6, this will take the form of Employee Engagement Satisfaction survey. (Employee Engagement occurs when employees feel satisfied, motivated and effective in their roles. It has a direct and measurable impact on employee retention, productivity, customer satisfaction and financial results).

7   In the case of Goal 7, stakeholder satisfaction will be assessed by surveys of staff, students, alumni, parents, employers, and donors focusing on satisfaction attributes per group. The rollout of the R.E.A.C.H. initiative and an evaluation of its impact in achieving better working relationships could also be assessed in this way.

8   For Goal 6 this translates to an Employee Engagement Satisfaction survey rating of 3.

Indicators of Success

No.	SUCCESS INDICATOR	Link to Strategy	UKZN Target 2016
	ADDITIONAL SUCCESS INDICATORS FOR SPECIFIC GOALS		
	Goal 1: African-led Globalisation		
1.	Be ranked among the top 300 universities in the world as per QS ranking	Goal 1 and all goals	
2.	Meet an annual enrolment target of students in IKS postgraduate programmes	1.1	50
3.	Meet a target number of outgoing UKZN exchange students	1.2	50
4.	The number of Masters and PhD students co-supervised with colleagues from international universities	1.2	100
5.	Key strategic partnerships around flagship programmes and initiatives	1.3	At least one per College
	Goal 2: Responsible Community Engagement		
1.	Percentage of staff reporting substantial Responsible Community Engagement in their performance management	2.1	80%
2.	The number of Short Courses offered by University Extended Learning	2.3	200
3.	The number of Memoranda of Understanding/Agreement with local, provincial and national government, Science Councils and parastatals	2.4	100
	Goal 3: Pre-eminence in Research		
1.	Funded Research Chairs	3.1	30
2.	The number of research outputs and innovations successfully developed into socially useful and relevant products	3.3	100% increase on 2011
3.	The number of successful spin-off companies	3.3	100% increase on 2011
	Goal 4: Excellence in Teaching and Learning		
1.	Percentage of graduates in full-time employment within six months of completion, excluding those who proceed to postgraduate studies	4.1	90%
2.	The number of modules delivered in, or with tutorials offered in isiZulu, or a combination of English and isiZulu	4.2	100
3.	The undergraduate cohort completion rate in minimum (+1) time	4.1,3,5	65%
4.	The percentage of academics completing the University Education Induction Programme, or with a Teaching portfolio assessed as strong	4.3,4	95%
	Goal 5: Institution of Choice for Students		
1.	Improved Matric average point scores	5.1	34
2.	Availability of capacity-building opportunities for student leaders in the various student structures	5.2	At least 4 per year
3.	Percentage of student participation in co-curricular activities	5.3	80%

Indicators of Success

No.	SUCCESS INDICATOR	Link to Strategy	UKZN Target 2016
	Goal 6: Institution of Choice for Staff		
1.	Retention of PhD-credentialed staff	6.2	95%
2.	Achievement of a target percentage of the People Performance Index[9]	6.1,2,3	95%
3.	The total Advertising Value Equivalent (AVE) of news items published in the media	6.4	R350 million[10] per annum
	Goal 7: Efficient and Effective Management		
1.	The existence, monitoring and achievement of relevant service level agreements between support and academic sector, and various sections of the University and students	7.1,3,5[11]	80%
2.	The existence and availability of documented standard operating procedures for all key functions	7.1,3	80%
3.	The widespread availability of documented policies, regulations and guidelines covering all appropriate aspects of University operations	7.3	80%
4.	The successful development and implementation of key IT systems to address operational efficiency and provide self-help access to information	5.1[12],2[13] 7.2	100%[14]

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9 *Human Resources is focusing on the development of a People Strategy that will provide an overarching framework within which our people processes, practices and policies, as well as human resources activities will take place. A key feature of this strategy is a People Performance Index that will enable us to conduct periodic institutional performance reviews to determine our progress towards being an Employer of Choice.*

10 *In 2011 the AVE was R237 million.*

11 *This includes the accessibility of accurate, timely management accounting reports and financial management information, as well as documented finance policies, regulations, procedures and guidelines, for example, the availability of finance management information/reports at the touch of a button reflecting accurate and timely figures, and the enhancement of a webstats site to include financial dashboards and indices.*

12 *This includes the establishment of College-based online systems.*

13 *This concerns the availability of relevant information to students via student central and similar portals, to enable them to manage their academic and financial relationship with the University.*

14 *With reference to the University schedule of IT projects.*

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