

STRATEGIC PLAN 2007 – 2016

Purpose of this document

This Strategic Plan presents the vision and mission of the University of KwaZulu-Natal 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 prioritizing 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 Faculty plans, 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.

About the University

The University of KwaZulu-Natal (UKZN) 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 just under 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.

Organisational Structure

The university is organized around four Colleges consisting of clustered Faculties (eight in total), each headed by a Deputy Vice-Chancellor and Head of College, as follows:

- College of Agriculture, Engineering and Science
 - Faculty of Engineering
 - Faculty of Science and Agriculture
- College of Health Sciences
 - Faculty of Health Sciences
 - The Nelson R Mandela School of Medicine
- College of Humanities
 - Faculty of Education
 - Faculty of Humanities, Development and Social Sciences
- College of Law and Management Studies
 - Faculty of Law
 - Faculty of Management Studies

Faculties are constituted by single University-wide Schools (54 in total) consisting of either a single discipline or a set of cognate disciplines, operating across campuses where appropriate (see table below).

This structure is premised on the principle that academic governance structures should not be duplicated and that single university-wide Faculties and Schools should operate across delivery sites. It is designed to facilitate co-ordination between strategy and operations; exploit synergies across faculties; 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 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.

COLLEGES, FACULTIES, & SCHOOLS

COLLEGE OF AGRICULTURE, ENGINEERING AND SCIENCE

Faculty of Engineering

Bioresources Engineering and Environmental Hydrology

Chemical Engineering

Civil Engineering, Surveying and Construction

Electrical, Electronic and Computer Engineering

Mechanical Engineering

Faculty of Science and Agriculture

Agricultural Sciences and Agribusiness

Biological and Conservation Sciences

Biochemistry, Genetics, Microbiology and Plant Pathology

Chemistry

Computer Science

Environmental Sciences

Geological Sciences

Mathematical Sciences

Physics

Statistics and Actuarial Science

Centre for Science Access

COLLEGE OF HUMANITIES

Faculty of Education

Adult and Higher Education

Education and Development

Education Studies

Social Science Education

Language, Literacy, Media and Drama Education

Science, Mathematics and Technology Education

Faculty of Humanities, Development and Social Sciences

Anthropology, Gender and Historical Studies

Architecture, Planning and Housing

Development Studies

isiZulu Studies

Language, Literature and Linguistics

Literary Studies, Media and Creative Arts

Music

Philosophy and Ethics

Politics

Psychology

Religion and Theology

Social Work and Community Development

Sociology and Social Studies

COLLEGE OF HEALTH SCIENCES

Faculty of Health Sciences

Audiology, Occupational Therapy and Speech-Language Pathology

Dentistry

Medical Sciences

Nursing

Pharmacy and Pharmacology

Physiotherapy, Sport Science and Optometry

Nelson R Mandela School of Medicine

Clinical Medicine

Laboratory Medicine

Maternal, Child and Women's Health

Family and Public Health

Surgical Disciplines

Undergraduate Medical Education

COLLEGE OF LAW AND MANAGEMENT STUDIES

Faculty of Law

Faculty of Management Studies

Accounting

Economics and Finance

Information Systems and Technology

Management

Public Administration and Development Management

Graduate School of Business

Faculty Education Unit

UNIVERSITY VISION

To be the premier university of African scholarship.

UNIVERSITY MISSION

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

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- Government 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 globalization 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 globalization, 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, Faculties, Teaching and Learning, Research and Community Outreach Centres. Our communities include professional and social groupings, non-government 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.

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.

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 Re-design curricula to incorporate indigenous and local knowledge and knowledge systems

By engaging critically with local issues and creating innovative world-class solutions to local problems, the University will incorporate this locally-grounded knowledge into curricula, and generate teaching programmes that uniquely position the local within the global context and contribute to the goal of African-led globalisation.

Faculties and Schools will design their curricula to incorporate indigenous and local knowledge and knowledge systems as far as possible.

1.2 Promote internationalisation

In the competitive environment of global professional workplaces and opportunities, it is important that students are exposed to global developments and trends.

The University will promote the concept of “internationalisation at home” by implementing teaching strategies that make explicit and ongoing connections between local experience and global debate, foster intellectual curiosity that values and respects a range of cultural experiences and perspectives, and enables students to build the knowledge, expertise and confidence to participate in international contexts.

The University will support carefully selected student exchange programmes that bring students from other countries to the University and further expand our students’ international opportunities, particularly exposure to Africa, to enrich the learning experience of all.

1.3 Forge 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.

To this end, we will identify key partners and develop sustainable, mutually beneficial, in-depth relationships with them in broad focused areas that are not Faculty-specific and relate to the African context and its challenges.

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 Promote and reward community engagement that adds value

Community engagement takes the form of social engagement in the areas of clinical service and community-based learning, community outreach, public and social policy inputs, training and programme design.

It is important that we engage with communities on the basis of mutual benefit, in such a way that students and scholars tap into local resources that inform and shape their work, and communities are enriched by a shared learning experience and enhanced capacity.

The University will promote and reward community engagement that adds value.

Community engagement will be deemed to add value if it is within the framework of the University's mission and vision and fits within the local and national development imperatives; addresses issues of significant concern and importance to the community's interest and wellbeing; and disseminates and applies knowledge generated by the University or otherwise enables the University to generate further knowledge.

2.2 Embed community engagement that adds value in selected niche academic programmes

A significant number of qualifications in professional disciplines already require community engagement in the form of community-based learning, internship, and clinical practice.

The University will develop a few additional community-based programmes for selected, niche postgraduate professional qualifications.

The University will ensure that these activities take place in an environment of reciprocity where community input is valued and communities regard the University as a resource, 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 Give effect to public/private partnerships, including mutually advantageous dynamic agreements with local municipalities and government

The University has a range of partnerships with municipalities, embassies, trusts, foundations, corporates and individuals, both nationally and internationally, that ensure that the institution is socially engaged.

The University will develop and sustain projects involving public/private partnerships in key areas such as agriculture, health and social development.

Projects of strategic engagement, grounded in the skills and expertise that the University has to offer, will be informed by the common interests of the partners and undertaken in a spirit of mutual respect, adding value, advancing growth and development, projecting a positive image and exploiting the unique opportunities provided in KwaZulu-Natal.

In the Durban centre the University will take an active role, in collaboration with the eThekweni Municipality, in initiating and implementing projects that strengthen the local economy, broaden the skills base, and improve the quality of life of the citizens of the Unicity through the generation of new knowledge. In the Pietermaritzburg centre, in terms of its Memorandum of Understanding with the Msunduzi Municipality and the Pietermaritzburg Chamber of Business, the University, with its partners, will embark on the development of the Msunduzi Innovation and Development Institute that will build research and development, undertake technology and knowledge transfer in fields that support sustainable development, create awareness within the community, and grow capacity in social services and areas of scarce resource.

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 development of centres of research excellence that reflect major challenges to the continent of Africa (e.g. HIV/AIDS and sustainable development), particularly in areas that consolidate initiatives and draw on nationally and internationally recognised researchers in a wide range of disciplines across the University. 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.

3.2 Become a hub for the dissemination of African scholarship

The University will encourage the publication of 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 a few key partnerships with external organisations that will result in increased activity in commissioned policy studies, technical reports, process and product research and development; innovation, and technology transfer 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. 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 programmes and in select postgraduate areas

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 University will provide excellent teaching and learning in a comprehensive range of undergraduate programmes and in select postgraduate areas. The programmes we offer will be underpinned by research and will be of international standard. They will meet the needs and requirements of the labour market, and make a meaningful contribution to the provision of high-level human capital, particularly in areas that are critical 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 education, training and re-training in specific professional disciplines and in areas of national need, for students who cannot study on-campus during working hours.

4.2 Re-design curricula in creative and innovative ways that foreground African scholarship

In terms of the vision of the University, excellent teaching and learning must be contextualized, contributing to defining African scholarship and producing graduates who are responsive to the educational, social, political, scientific and economic challenges of our context.

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

4.3 Review and revise our teaching modes and assessment practices in accordance with the highest quality management principles

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

We will develop a teaching and learning environment that encourages deep learning and cultivates intellectual curiosity and critical thinking in all learning activities. 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 emphasises formative feedback to maximise student understanding and success.

We will optimise the use of Information Technology 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 and creativity in teaching

It is important that the University create a culture amongst teaching staff of responsibility for the success of students, and continuing 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 put in place an effective performance management system linked to education and training that will encourage and reward excellence, innovation and creativity in teaching.

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 curricula, teachers, 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- and post-enrolment

The University recognizes that successful recruitment and retention of 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.

There is an increased focus amongst prospective students (and employers) for higher education to be relevant to the job market and for higher education institutions to balance vocational education with curricula informed by research and scholarship. The University will regularly review its curricula to ensure that they are academically of a high standard, current and relevant and meet the requirements of prospective students, employers, academia and society.

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 on-line processes and electronic information centres.

The University acknowledges that effective academic support is essential to attract and retain students, and it will provide a range of student-focused initiatives that will enhance the learning experience. The University will ensure that, irrespective of their backgrounds, all students admitted to the University have access to flexible, responsive support systems, and learning environments that enable them to complete their studies successfully.

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.

The University will develop and implement a staff/student learning contract outlining 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.

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 and secure residential options, social spaces and amenities, located, equipped and run with students in mind, that are geared to the changing needs of all types of students.

The University will expand opportunities for students to enjoy an enriched campus experience through extra-curricular activities, and will provide excellent services to meet student needs for welfare, health care and counselling.

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 climate of collegiality, accountability and organisational citizenship

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.

Key to a climate 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 establish effective channels of communication that are responsive to staff interests and concerns, and provide staff with opportunities to engage with issues, contribute to, and participate in the decision-making processes that shape the institution.

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

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

In particular, the University will inject substantial capital sums for the creation of world-class physical infrastructure to promote the academic endeavour and attract outstanding scholars and researchers.

6.3 Identify, recognise and reward excellence

It is important that the University develop new and creative ways of recognizing 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 performance management system linked to staff development. Managers responsible for the application of the system will be adequately trained to ensure that it is used in a responsible, flexible and constructive manner. The aim is to develop the capacity of all employees, including the management capacity of academic staff.

Rewards will be linked to excellence as part of the implementation of the performance management system.

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.

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 decentralized and devolved to the Colleges, Faculties, 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.

Associated staff training and development needs, as identified, will be prioritized 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 organization - 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, processes and systems and effect improvements on an on-going basis. Increased efficiency will be achieved by enhanced automation, 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.

7.3 Institute Total Quality Management

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.

As part of an overall performance management system, the University will put in place service-level agreements, standards of performance, and codes of conduct for support Divisions in specified situations.

Performance will be regularly monitored and evaluated, 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.

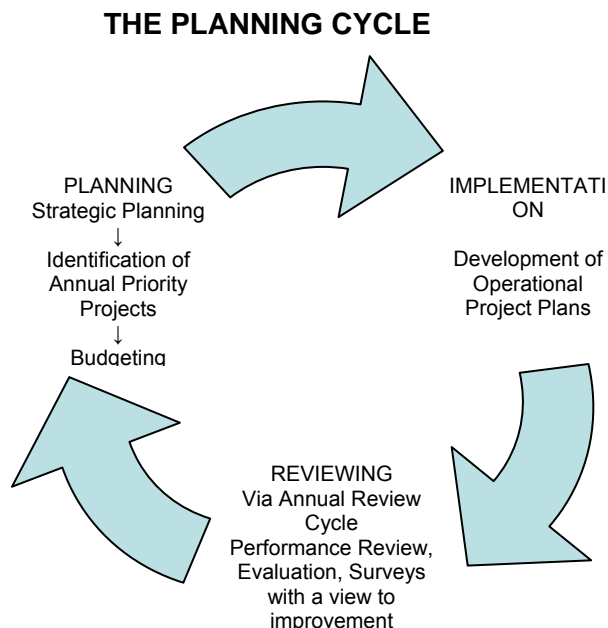
7.4 Establish a simple, efficient committee system

The organisational structure requires that the roles of Colleges, Faculties and Schools as important decision-making entities be reaffirmed and that their reporting lines from the University Council, Senate and other university-wide governance structures be clearly articulated and understood.

In the interests of effective governance the committee system will be re-evaluated. The number, roles and terms of reference of University committees will be rationalised to ensure that a properly functioning committee system is established that bridges the gaps across Colleges, provides for clearly understood decision flows, shortens time-lines, eliminates bottlenecks, and promotes proper communication and feedback.

7.5 Implement an effective and transparent planning and budgeting cycle

Recognising that planning is a continuous and on-going 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 key projects for priority funding in the budget cycle and the monitoring and evaluation of projects already in train, as illustrated in the diagram below.



The University will introduce and maintain an institutional financial plan, informed by the strategic plan and underpinned by a “rolling” (medium-term) budgeting framework, and annual operating and capital expenditure budgets. These, in turn, will be monitored and assessed through the medium of regular, formal reports : 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.

Standards of performance in financial management, budgeting and reporting will be set, and evidenced by documented plans and timetables.

In the interests of ensuring an increased awareness, and understanding of University budgets and planning issues more widely amongst staff, students and their respective representative bodies, formal reports will be augmented by informal reports, web-based policy and procedural guidelines, Finance-related induction workshops, and other training courses designed to educate all concerned about the link between planning and funding and to demystify financial concepts and intricacies as far as possible.

INDICATORS OF SUCCESS

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?

The task of creating the premier University of African scholarship will be an incremental process of small step improvements and gradual progress towards ambitious goals.

Progress towards the achievement of its goals will be measured as follows:

International standing

UKZN aspires to be the top-ranked African university by 2016, as measured by recognized international higher education rankings. We would expect clear evidence of continued improvement towards this end over the plan period.

African Scholarship and Engagement

The University will gauge its success in embedding African scholarship and engagement into its core activities by its achievement of the following during the plan period:

- The development of key trans-disciplinary programmes and research initiatives that consolidate and build upon existing synergies and engage critically with local issues and challenges;
- The forging of strategic projects involving international linkages that are university-wide rather than Faculty-specific, and relate to the African context and its successes and challenges;
- The successful implementation of priority collaborative projects that focus on partnership with communities, in select areas that involve technology and knowledge transfer to support sustainable development, advance economic growth and development, and build capacity in areas of scarce resource.

Research

The University will be deemed to have been successful in establishing itself as a premier research-led University if by 2016:

- The average research output rate per permanent academic staff member in each College has increased to 60 productivity units;
- 70% of all permanent academic staff have doctoral qualifications;
- The undergraduate/postgraduate ratio has shifted to 65/35;
- The number of post-doctoral researchers has trebled.

Teaching and Learning

The University will measure its success in providing excellent teaching and learning programmes against the achievement of the following targets by 2016:

- A pass-rate of 85% in all modules;
- A cohort completion rate of 65% within a recognised time.

An Institution of Choice

The University will consider itself successful in attracting and retaining staff and meeting its equity objectives if Africans as defined in the Employment Equity Act comprise 35% of the total staff complement by 2010.

Annual or biennial surveys throughout the plan period will be used to measure improvements in:

- Current student and new graduate satisfaction with the quality of the student experience;
- Employer satisfaction with the quality of UKZN graduates;
- Staff morale and staff satisfaction with the quality of management and support provided by the University.

Efficient and Effective Management

The University's strategies to establish and maintain efficient, effective management systems and processes will be deemed to have been successful if the University can demonstrate:

- An unqualified audit report each year;
- An improvement in the University's relative standing among its peers, from its current mid-point position to the upper quartile, based on annual participation in a competition among higher education institutions to evaluate their annual reports.
- Continuously improving customer service as validated through the monitoring of service-level agreements.

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