# VISION, MISSION & VALUES

## VISION

An international University of choice, anchored in Africa, dynamically shaping the future.

## MISSION

Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.

## VALUES

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<tr>
<th>IMAGINATION</th>
<th>CONVERSATION</th>
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<tr>
<td>Shaping the future</td>
<td>Learning together from our diversity</td>
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<tr>
<td>Thinking independently</td>
<td>Making wise decisions collectively</td>
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<tr>
<td>Developing a cosmopolitan identity</td>
<td>Engaging meaningfully with one another</td>
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<td>Exhibiting ambition and drive</td>
<td>Displaying mutual respect</td>
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<td>Adopting entrepreneurial approaches</td>
<td>Leading consultatively</td>
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<tr>
<th>REGENERATION</th>
<th>ETHICAL FOUNDATION</th>
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<td>Developing sustainably through creative contribution</td>
<td>Treasuring academic freedom</td>
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<td>Introspecting for renewal</td>
<td>Seeking balance in the pursuit of knowledge</td>
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<td>Innovating for the common good</td>
<td>Facing challenges with courage and earning trust</td>
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<tr>
<td>Making positive change</td>
<td>Acting responsibly by being fair, consistent and transparent</td>
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<tr>
<td>Taking advantage of overlooked</td>
<td>Participating in and helping the community (ubuntu)*</td>
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<tr>
<td>opportunities</td>
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*Ubuntu, which means humanness in the Nguni languages of southern Africa, is the idea that a person achieves excellence insofar as she shares a way of life with others and cares for their quality of life.
CONSULTATION REPORT: UJ VALUES CHARTER

10 OCTOBER 2012

1. PROCESS FOLLOWED

1.1 Working group prepared first draft – September 2011.
1.2 Presented to representative “sounding boards”: one for academics, one for support & service staff – October 2011.
1.3 Second draft prepared by working group, based on advice from sounding boards.
1.4 Second draft presented to MEC – November 2011.
1.5 Third draft prepared by MEC & presented to Council for discussion at Council Workshop – November 2011.
1.6 Fourth and final draft prepared by MEC on 24 January 2012 and presented for discussion at ELG Breakaway – 08 February 2012.
1.7 Discussion of Values Charter at Open Forum of 17 February 2012: “A Developing UJ Culture - Transforming the ‘We’ through Integral Leadership” – facilitated by Dr P Paisley.
1.8 20 February 2012 – communication to all members of the ELG requesting them to discuss the proposed Values Charter with colleagues in their environment and provide the Transformation Office with feedback by 30 March 2012.
1.9 08 March 2012 - Discussion of Values Charter with SRC, residence house committees and student organisations facilitated by DVC (Strategic Services).
1.10 16 March 2012 – The draft Values Charter displayed at the UJ Staff Day and staff encouraged to provide feedback.
1.11 23 April 2012 - Internal Communication prepared, providing all staff with a link inviting feedback on the proposed new Values Charter – 23 April 2012
1.12 25 April 2012 - Discussion of Values Charter, incorporating all input received, at Transformation Steering Committee meeting.
1.13 09 May 2012 - Discussion of Values Charter at Institutional Forum meeting, and input received.
1.14 16 May 2012 - Discussion of Values Charter at Student Services Council, and input received.
1.15 18 June 2012 – The Values Charter was an item on the Agenda for the VC Consultation with Senior Management. This was cancelled due to the VC’s illness.
1.16 From 24-30 May 2012 and during July 2012, a total of 21 Focus Group discussions were conducted on all four campuses. During these discussions the proposed Values Charter was discussed in depth with delegates.
1.17 20 August 2012 – a communication was again sent to all members of the ELG requesting them to discuss the proposed Values Charter with colleagues in their environment and provide the Transformation Office with feedback by 31 August 2012.
1.18 24 August 2012 – Prof Derek van der Merwe discussed the Values Charter with the Transformation Facilitators and they were requested to discuss it in their respective domains and to provide feedback to the Transformation Unit.

1.19 A big poster of the Draft Values Charter was also placed at the entrance to the B-Building, to create awareness for people visiting Human Resources, the Transformation Unit and Finance.

Approved by Council on 23 November 2012
UNIVERSITY OF JOHANNESBURG
STRATEGIC THRUSTS: 2011 – 2020

EXECUTIVE SUMMARY

UJ in the next decade will position itself as a modern African city university, which is cosmopolitan in character, and asserts academic freedom in the liberal, progressive and transformative values it espouses. It will provide education that is affordable and accessible, that is challenging, imaginative and innovative and contributes to a just, responsible and sustainable society. It will offer a comprehensive range of excellent programmes and will cultivate students with integrity, who are knowledgeable, well balanced and ethical and confident global citizens.

It will achieve this vision by means of the dedicated implementation of the following eight strategic thrusts:

**Thrust 1:** Sustained excellence of academic programmes, research and community engagement.

**Thrust 2:** A comprehensive institution recognized for the stature and quality of its scientific and technology programmes and its scientific and technology-driven research, innovation and technology transfer.

**Thrust 3:** Equivalence of all campuses, with dedicated initial focus on SWC and DFC.

**Thrust 4:** An international profile of employees, students, scholarly output and institutional reputation.

**Thrust 5:** A brand that identifies UJ with relevant, accessible and excellent higher education.

**Thrust 6:** Leadership that matters, in the institution and in civil society.

**Thrust 7:** Supportive and engaged alumni that contribute to UJ’s reputation and resource base.

**Thrust 8:** Resources that enable UJ’s fitness for purpose, support the achievement of the primary thrusts and facilitate a responsible and responsive institutional citizenship.
UJ’s STRATEGIC THRUSTS: 2011 – 2020

PREAMBLE

The University of Johannesburg is a modern African city University - vibrant and cosmopolitan in character; liberal, progressive, transformative and assertive of academic freedom in the values it espouses - that provides education that is

- accessible and affordable,
- challenging, imaginative and innovative,
- for a just, responsible and sustainable society,

through the excellence and relevance of its comprehensive programmes and its research, and by cultivating students with integrity, who are knowledgeable, well-balanced, ethical leaders and confident global citizens\(^1\).

THE STRATEGIC THRUSTS

Strategic Thrust 1

Sustained excellence of academic programmes, research and community engagement in

- the quality provision of intellectually challenging and scholarly relevant academic **programmes**;
- the conduct of scholarly relevant, intellectually challenging and internationally recognized **research**;
- teaching and learning, research and strategic **engagement with communities** that is mutually beneficial and promotes social, economic and educational development.

Key indicators for Thrust 1

Employees, who are:

a) appropriately qualified,

b) appropriately capacitated in respect of curriculum design and delivery across the range of three tracks of UJ programmes (i.e. general formative, professional and career-specific),

c) adequately remunerated and incentivized, and

d) appropriately supported with respect to relevant UJ services and resources.

\(^1\) See **Appendix A** for an analysis of the core elements of the Preamble
Students, who:

a) are no more than 52 000 in terms of total headcount,

b) display an enrolment profile aligned to UJ's Enrolment Plan,

c) are recruited in a focused manner via early (school-level) interventions, if / where appropriate,

d) are provided with professional guidance and counselling prior to admission to ensure appropriate placement, aimed at optimal academic success and to reduce the drop-out rate for the whole university from the current 19% to 16% by 2020,

e) all participate in a well-grounded and faculty-specific First Year Experience (FYE) programme, the value of which is annually monitored,

f) are recruited for post-graduate studies to attain a 16%-84% PG/UG profile by 2020 (current profile 13%-87%),

g) in respect of 25% of first-time entering first years by 2020, display an APS score of 35 and higher,

h) in the case of 1 000 first-time entering first-year by 2020, are from schools serving the poorest communities (nationally defined and determined), yet are compliant with minimum admission requirements,

i) are appropriately prepared for the world of work and for responsible citizenship, to ensure a graduate employability rate of at least 80%.

Teaching and Learning, which:

a) is reflective, self-conscious and geared towards producing well-rounded graduandi and diplomandi,

b) formally recognizes and integrates the Scholarship of Teaching and Learning,

c) integrates Academic Development and Support (ADS) for sustained above-the-norm success rates of 80% (from the current average base of 77%) and 11 000 graduates by 2020, from the current 10 300,

d) actively promotes and incentivizes teaching and learning excellence and innovation and

e) ensures that all permanent academic staff have a masters qualification and 50% have a doctoral qualification (from the current base of 32%), by 2020.

An Institutional Research Profile, which:

a) consistently places UJ in the top 6 residential universities in South Africa, in terms of aggregate research output and scholarly impact,

b) achieves aggregate research output of 700 accredited output units by 2020,

c) achieves 112 PhD (current 70) and 672 Masters graduates (current 320) annually by 2020,

d) increasingly enables innovation and technology transfer,

e) incorporates at least 25 productive and mainly self-funded research centres, including centres driven by technological innovation, and

f) has at least 15% of academics recognized as rated researchers, from the current base of 5%.

Community Engagement:

a) where at least 10% of all academic programmes incorporate service learning efficiently and cost-effectively in their curricula by 2020, from the current base of 4%,
b) that increasingly recognise and implement CE as UJ’s third core academic function and
c) that addresses the developmental needs of communities by providing them with access to the University’s intellectual capital.

Academic Programme strategies that will:
   a) improve the depth, stature, relevance and quality of academic programmes²,
   b) by 2015 be reviewed to determine their continued strategic significance to the core academic mandate of UJ,
   c) enable technology-enriched learning in support of the UJ Teaching and Learning Strategy,
   d) ensure rigorous application of minimum quality standards and/or criteria,
   e) enhance and sustain existing ‘strong’ programmes, and
   f) promote internal differentiation³ to position faculties in ways that capitalise on their unique strengths.

Strategic Thrust 2

A reputation as a comprehensive institution with a unique identity in the higher education sector because of the stature and quality of its scientific and technology-rich programmes and its scientific and technology-driven research, innovation and technology transfer.

Key indicators for Thrust 2

Scientific and Technology Programmes, which:
   a) have been identified as technology programmes⁴ for focused developmental trajectories,
   b) have a prestige that attracts top performing students,
   c) comprehensively span across the three programme tracks (general formative; professional; career and occupation-specific),
   d) integrate high-level technologies,
   e) are intellectually challenging and expansive,
   f) are mostly interdisciplinary and empower students to design solutions to problems through innovative thinking,
   g) are offered via innovative teaching and learning approaches (e.g., problem-solving, multidisciplinary teams, studio training),
   h) provide clear articulation pathways into degree and/or postgraduate studies,
   i) incorporate robust training in appropriate first year core modules (e.g., maths, physics, chemistry, languages, ICT),

² See Appendix B in respect of a deeper analysis of academic programmes
³ See Appendix C for a deeper understanding of “differentiation.”
⁴ See Appendix D in respect of a deeper analysis of technology programmes
j) reflect an appropriate CESM mix: SET (32% - currently 29%); Business/Management (38% - currently 41.5%); Education (9% - currently 9%); Other Humanities (21% - currently 20.5%).

**Academic Employees,**

a) with a critical mass of appropriate expertise,
b) who are highly qualified, and
c) who are innovative.

**Top performing undergraduate students,** who are:

a) entrepreneurial,
b) innovative,
c) active participants in technology innovation, and
d) a source for a critical mass of postgraduate students.

**Strategic partnerships,** which:

a) involve policy-makers, industry, professional boards, government and the private sector to enable collaboration, commercialization and innovation,
b) involve international partners aimed at cutting edge training, innovation and teaching and learning collaboration, and
c) enable the establishment of a co-funded Technology Innovation Fund and Technology Innovation Centre to support technology transfer.

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**Strategic Thrust 3**

*A unique programme profile for each UJ campus, equivalence of resource provision and stature, with a dedicated focus on the Soweto Campus (SWC) and the Doornfontein Campus (DFC) for the next three years.*

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**Key indicators for Thrust 3**

**A programme profile for SWC** that:

a) focuses mainly on *Education* and *Leadership Development,*
b) reflects the comprehensive nature of UJ by offering a good mix of degree and diploma programmes at undergraduate and postgraduate levels,
c) encourages strong research activity,
d) enhances strong community engagement,
e) provides high quality of infrastructure, service and human resource capacity,
f) offers programmes in the anchor faculties of *Education, Humanities, Financial and Economic Sciences* and *Management,* and
g) develops a marketing message and campaign that positions SWC as a premier and first choice study destination for education studies.

**A programme profile for DFC** that:

a) focuses mainly on *Health Sciences* and *Engineering and the Built Environment,*
b) reflects a comprehensive range of professional, career-specific and technology-rich programmes, at both undergraduate and postgraduate levels,
c) embodies a strong research activity,
d) incorporates strong community engagement activities,
e) establishes a strong work-integrated learning capacity that closely replicates a pressurized working environment,
f) functions with a high quality infrastructure, service and human resource capacity, and
g) is underpinned by a marketing message and campaign that positions DFC as the first choice study destination for appropriate health and engineering studies.

### Strategic Thrust 4

An international profile of students, employees, scholarly output and institutional reputation.

### Key indicators for Thrust 4

**An International Office**, that:
- a) is well-resourced, and
- b) implements the *Strategy to Enhance the International Profile of UJ*.

**Study Abroad Programme**, that:
- a) presents specially structured seminar programmes,
- b) focuses on US, Europe and China,
- c) is aligned with US and other grade structures to enable credit transfer,
- d) encourages internships through semester research credits,
- e) makes use of special recruitment agencies,
- f) charges market related fees, and
- g) aims for 400 students annually by 2020.

**International UJ recruitment**, that:
- a) results in 8% of all registered students being international students by 2020 (of whom two-thirds are undergraduate) from the current base of 4.6%,
- b) focuses on continental (African) students,
- c) utilises SA Embassies to assist with recruitment,
- d) undertakes research on the attractiveness of UJ to international students,
- e) capitalises on English language study,
- f) utilises professional recruiters, expo’s and institutional sites, and
- g) develops relationships with local embassies and government departments.

**International Postgraduate (PG) recruitment**, that:
- a) results in 8% of all registered students being international students by 2020 (of which one-third are postgraduate (PG)) from the current base of 4.6%,
- b) uses institutions, rather than students, as first contact,
c) utilises the same undergraduate strategies, if appropriate,
d) utilises African staff at UJ to assist,
e) uses faculties to market specific postgraduate programmes, and
f) introduces “sandwich” programmes to facilitate articulation.

Partnerships, that:
a) prioritizes Africa, but allows for Brazil, India and China as well as the USA and Europe, especially Germany to also be considered,
b) secures sufficient funding from potential partners to sustain the partnerships,
c) prioritizes agreements for resourcing,
d) are reviewed every 3 to 5 years, and
e) are considered by the International Advisory Board prior to approval.

International employee recruitment, that:
a) aims for 10% of permanent academic employees to be foreign by 2020, from the current base of 9%.

Strategic Thrust 5

Establish a brand for UJ that identifies it with relevant, accessible and excellent higher education.

Key indicators for Thrust 5

Transforming the UJ Brand Strategy:
a) from a dynamic and “vibey” trendsetter to an established, first-choice university of stature,
b) without loss of momentum,
c) that uses scholars and their scholarly achievements as brand and market drivers, and
d) which incorporates an internal brand campaign that highlights annual themes.

Targeted marketing messages, that:
a) Integrate campaigns for different market segments reflecting this change in positioning, namely:
   • Undergraduates, to resonate with potential students, parents and teachers, with a focus on technology programmes and Science, Engineering and Technology (SET) programmes;
   • Postgraduates, to resonate with potential postgraduates and alumni;
   • SWC, to be positioned as a premier study destination and first choice destination for Education and Leadership studies;
   • DFC, to improve public perceptions of the location of the campus and position it as the Engineering / Health Sciences campus;
   • International, to support international marketing efforts; and
Internal, to ensure brand alignment with external messaging in the staff and student population and to continue the Brand Champion Programme launched in 2010.

**Strategic Thrust 6**

*Leadership that matters, in the institution and in civil society.*

**Key indicators for Thrust 6**

Leadership roles and responsibilities, which are:
- a) negotiated,
- b) defined,
- c) embedded in performance-managed leadership, and
- d) exhibited at all levels.

Virtual Leadership Academy, which builds capacity and empowers people to exhibit appropriate leadership qualities, such as:
- a) visionary thinking, strategy planning and formulation, conflict resolution, employee motivation, emotional intelligence and entrepreneurship, and
- b) enable staff to develop and plan for succession.

Student Leadership Development and Mentoring, to establish a tailor-made strategy for:
- a) current and future SRC’s,
- b) house committees, and
- c) other student leadership structures.

Efficiency and Effectiveness, which:
- a) results from an institution-wide strategy, and
- b) applies to both academics and managers.

Increase Senior Academic Employees, in terms of the number of:
- a) Professors, by 5% - from the current 13% of fulltime contract and permanent academics to 18%, and
- b) Associate Professors and Principal Lecturers, by 11% from the current 7% of fulltime contract and permanent academics to 18%.

Ensure the Seniority of HODs, HoSs and Vice-Deans:
- a) by 2020, to the levels of Associate Professors, Principal Lecturers or Professors respectively, unless exceptional circumstances dictate otherwise.

Environmental scanning, which:
- a) is periodical and formally coordinated, and
- b) enlightens the institutional knowledge base of people in leadership positions.
**UJ Scholarship**, which creates opportunities for participation by UJ scholars in public debate and dialogue, to:
- a) strengthen national democratic values,
- b) support and promote public causes, and
- c) disseminate scholarship widely / prominently in the public domain.

**Institutional Culture**, which promotes:
- a) collegiality,
- b) transparency,
- c) accountability, and
- d) ethical, values-driven behaviour.

**Internal monitoring of employee experience**, that measures:
- a) leadership credibility,
- b) effectiveness, and
- c) impact.

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**Strategic Thrust 7**

**Alumni** that are supportive and engaged and contribute actively to the institution’s reputation and its resource base.

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**Key indicators for Thrust 7**

**Campaigns targeted at:**
- a) UJ graduates since 2005,
- b) alumni from legacy institutions established in their careers, and
- c) high-income, influential alumni.

**Social Networking Community**, that:
- a) is vibrant and interactive,
- b) uses modern / cutting-edge ICTs,
- c) strives for continuous relationship with UJ, and
- d) promotes lifelong learning.

**Affinity Groups**, that are developed and expanded to:
- a) faculties / disciplines,
- b) sport groups, and
- c) residences.

**Alumni Database**, that is:
- a) extensive, to enable lifecycle management,
- b) continually updated,
- c) sustainable, and
- d) valuable.
Loyalty, secured through:
   a) positive student experiences, and
   b) benefits programmes.

Staff Alumni, who are:
   a) aligned to the relevant alumni campaigns and are faculty-based.

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<th>Strategic Thrust 8</th>
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<td><strong>Generate, cultivate and sustain resources and structures that:</strong></td>
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<tr>
<td>• Enable the University’s fitness for purpose,</td>
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<td>• Support achievement of primary strategic thrusts, and</td>
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<tr>
<td>• Facilitate a responsible and responsive institutional citizenship.</td>
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<th>Key indicators for Thrust 8</th>
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<td><strong>Human resource capability</strong>, that:</td>
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<tr>
<td>a) supports the achievement of the primary strategic thrusts.</td>
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<th>Employees, who:</th>
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<td>a) are provided with opportunities for professional and personal development,</td>
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<td>b) participate in a performance management system that is developmental and rewards both individual and collective effort,</td>
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<td>c) are increasingly demographically representative (inclusive of disability) and culturally sensitive,</td>
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<td>d) reflect a Black academic staff complement of at least 40%,</td>
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<td>e) are provided with institutional support for optimal functioning, and</td>
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<td>f) respect human dignity and embrace diversity.</td>
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<th>Students, who:</th>
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<tr>
<td>a) are increasingly demographically representative (inclusive of disability),</td>
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<td>b) are observant of UJ rules and policies, and responsible and accountable for their decisions and their actions,</td>
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<tr>
<td>c) are provided with opportunities for their holistic development,</td>
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<tr>
<td>d) increasingly participate actively in leadership, cultural and sporting structures, and</td>
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<td>e) respect human dignity and embrace diversity.</td>
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<th>Infrastructure, which:</th>
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<td>a) supports the teaching and learning, research and innovation strategy of the University,</td>
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<td>b) is equivalent on all campuses,</td>
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<td>c) is environmentally sustainable, and</td>
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<tr>
<td>d) provides a conducive working and studying environment for people with disabilities.</td>
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Information and Communication Technology, which:
   a) supports teaching and learning that is open and ubiquitous,
   b) supports research that fulfils the demands of “supercomputing” required for advanced scientific and technological research,
   c) enables the effective management of information and communication and of institutional business intelligence (MIS), and
   d) enhances the effective and efficient operation of administrative and support systems and of institutional governance.

Organisational Design and Ethos, which:
   a) cultivates its employees and students as responsible citizens,
   b) is responsive to the challenges of a sustainable environment,
   c) commits the institution to efficient and effective stakeholder service,
   d) provides an accessible and welcoming environment for its students,
   e) ensures operational systems that are capacitated, agile and responsive,
   f) submits systems and structures to regular review to ensure strategic alignment,
   g) cultivates a culture of appreciation and acknowledgment among employees and students,
   h) develops an inclusive and barrier-free working and learning environment for people with disabilities,
   i) actively supports the fight against HIV/AIDS, by striving for an HCT uptake of 35% of employees and 25% of students by 2020, and implementing an effective Workplace Programme for affected employees, and
   j) makes UJ the destination of choice for cutting-edge education and scholarship.

Finance, which:
   a) ensures sustainable and efficient allocation of resources to achieve the UJ vision, mission and goals.

Risk Management, which:
   a) ensures sustainability, efficiency and effectiveness, and inherent quality in resource allocation.

Quality Culture, that:
   a) sustains an increasingly responsive institution-wide quality ethos.
Appendix A

CORE ELEMENTS OF THE PREAMBLE

1. Dimensions of an “African” university

   a) a scholarly and cultural orientation; geographic location,
   b) strategic partnerships, staff and student networking that imply preferential resource allocation,
   c) international staff and student recruiting: African focus,
   d) academic curricula and research activities that lead to material relevant to Africa,
   e) regular showcasing of “African” academic activities.

2. Dimensions of a “cosmopolitan” character

   a) UJ embedded in economic capital of Africa,
   b) UJ reflects the vibrancy and social, ethnic and class diversity of the Jhb metropolis,
   c) active nurturing of cultural and social diversity as an institutional strength,
   d) programme content responsive to demands of business, finance, manufacturing, industry and technology,
   e) students prepared for leadership roles in the corporate headquarters and civic society,
   f) cosmopolitan character reflected in programme profile (CESM mix) and cultural activities.

3. Dimensions of “liberal, progressive and transformative” values

   a) promotion of academic freedom as primary value,
   b) promotion of collegiality as primary driver of academic ethos,
   c) pluralities of academic, social and political discourse,
   d) demographic diversity (inclusive of disability) of employees and students,
   e) campus equivalence: resources and stature,
   f) curricular transformation evident in teaching and learning development and support, in citizenship modules, application of Teaching and Learning philosophy, educational ICT, NGS,
   g) research opportunities for all to flourish,
   h) implementation of Language Policy,
   i) naming strategy.

4. Dimensions of “accessible and affordable” education

   a) challenging but fair admission requirements,
   b) dedicated attention to the recognition and nurturing of academic potential,
c) institutional responsiveness to the academic, social and emotional challenges of student under-preparedness,
d) adequate contact time for teaching and learning,
e) financial and other resource support for under-resourced students,
f) establish pathway for poor students to PG studies,
g) accessible education for students with identified disabilities.

5. **Dimensions of “comprehensivity”**

a) maintenance of programme mix between professional, vocational and general formative programmes (no “academic drift” allowed),
b) stature, scholarly relevance, depth and quality of technology programmes,
c) teaching-focused career pathways for academics,
d) Senate composition reflective of comprehensive academic employee complement.

6. **Qualities of a UJ graduate**

a) knowledgeable,
b) healthy,
c) well-balanced,
d) responsive to the demands of the workplace,
e) broadminded,
f) smart/alert/agile,
g) confident,
h) empathetic/civic-minded,
i) ethical,
j) skilled communicator,
k) global citizen,
l) leader able to exert positive influence.
Appendix B

ACADEMIC PROGRAMMES

1. Unpacking the terms
   a) **Depth**: The opportunities and curriculum offers to a student for deep learning.
   b) **Stature**: Positioning of a programme in relation to similar programmes in and outside South Africa.
   c) **Quality**: Features of a programme through which it is deemed to be excellent.
   d) **Relevance**: A function of a programme’s relationship; field of practice; social and economic.

2. Implementation strategies:
   a) Improve staff capacity in curriculum design and programme delivery.
   b) Profile existing strong programmes; Benchmark; Marketing; Build research enterprise.
   c) Attract high-level cadre of academic teaching staff and develop existing staff; extend SQP; international links.
   d) Deepen and extend student academic engagement:
      • Student counselling to ensure appropriate placement,
      • FYE programme extended to whole Undergraduate student body,
      • Expand tutorial programmes,
      • Enrich engagement with citizenship, democracy and ethics in all Undergraduate programmes.
   e) Follow a more reflective and self-conscious approach to Teaching and Learning.
   f) Produce well-educated and trained graduates for social and economical development.
   g) Enable students to realise their full potential in educational achievement, which will improve success rates and produce fewer dropouts.
   h) Academic programmes must be the 1st choice for students.
Appendix C

Differenciation

1. Differentiation means that:
   a) Programme offerings across faculties range from a strong focus on technology-oriented and/or professional programmes to general formative knowledge domains.
   b) Faculties may be grouped according to the dominant programme type offered:
      - General formative programmes: Humanities; Science,
      - Professional programmes: FEFS; Health Sciences; Law; Education; Management,
      - Technological programmes: FADA; FEBE.

2. Implementation strategies to accomplish differentiation:
   a) Setting of targets to form the basis of annual performance management of faculties
   b) Ensure that faculties demonstrate their year-on-year incremental achievement towards the 10 year goals through specific targets that should inform strategies for:
      - annual enrolment planning,
      - enhancing teaching and learning,
      - increasing research output,
      - internationalisation,
      - focus on enhancing staff qualifications,
      - resource allocation.
   c) On-going monitoring against agreed upon targets.

3. Net result in 10 years achieved through internal differenciation will be that:
   a) UJ will double its research output from a 8th to 6th position.
   b) UJ will expand its postgraduate base from 13% to 16%.
   c) all permanent academic staff will have masters qualification and 50% of permanent academic staff will have a PhD qualification - one of few universities to have such a highly qualified staff complement.
   d) UJ will have increased success rates and graduate outputs (a further 774 to 1663 graduates - one of the country’s largest producers of university graduates).
   e) by increasing its intake in SET by 1000 UJ will be a major player in addressing the country’s needs for skills in critical areas.
Appendix D

TECHNOLOGY PROGRAMMES

1. Defining ‘Technology’ Programmes

A **continuum** of programmes, which ranges from a **low dependence** on science and scientific understandings, to a **high-level interface** with science and emerging scientific knowledge.

a) **Intention**: To focus in the main, not solely, on **high-level** technologies,

b) Move away from a too narrow definition of technology as simply the offering of diploma programmes,

c) Instead: Offering of both **diploma and degree** programmes, that are intellectually challenging and intellectually expansive, and as found at reputable international institutions,

d) Incorporate design as a core component of critical thinking skills,

e) To position the strong technology programmes as **prestigious qualifications** which attract applicants of top calibre.

2. Principles and criteria for selection

a) Areas of existing strength; some areas of emerging strength.

b) Themes, which speak to current and emerging national priorities.

c) Well-developed linkages with policy-makers, industry, professional boards.

d) Themes with a competitive advantage – often a unique strength or position.

A critical mass of well-qualified academic employees.

f) Interdisciplinarity to enhance innovative thinking.

h) Innovative student training: Problem-solving approaches, multidisciplinary teams, studio training etc.

i) International linkages, which ensure cutting edge training and innovation.

j) Robust training in first year core disciplines (maths, physics, chemistry, and language skills).

A critical mass of PG students – top applicants, and nurtured potential.

3. Areas of current strength

a) Water science and materials technology.

b) Energy and environment.

c) Automation, instrumentation and control.

d) Radiography.

e) Logistics.

f) Manufacturing.

g) Mining technology.

h) Cyber security.
i) Telecommunications and signal processing.

j) Design for social development.

4. **Areas of potential and emerging strength**

   a) Digital technology and the creative disciplines.
   b) Brewing and beverage engineering.
   c) Biomedical technology.
   d) High-pressure high temperature research facility.