FOREWORD

Dear Colleagues

It is my privilege to communicate to the University of Johannesburg community the Institutional Transformation Plan as approved by the UJ Council on 22 September 2011. The plan also served at and was approved by the following committees:

- Management Executive Committee (MEC) on 21 June 2011;
- Institutional Forum on 11 August 2011;
- Human Resources Committee of Council on 18 August 2011;
- Senate (19 September 2011).

With the establishment of the Transformation Office on 1 January 2011, the appointed Transformation Steering Committee under the guidance of Prof Derek van der Merwe (DVC: Human Resources and Institutional Planning) developed the Institutional Transformation Plan as its first priority. The Institutional Transformation Plan is designed to facilitate a process of transformation at UJ that will lead to harvesting the rich benefits of its diverse cultural and academic environment. This plan has undergone development and review by all important stakeholders in the University and I urge everyone to read this document with care and reflection.

Vice-Chancellor
ACKNOWLEDGEMENTS

The Transformation Steering Committee of the University of Johannesburg is acknowledged for the development of the Institutional Plan:

1 Deputy Vice-Chancellor: HR and Institutional Planning (Chairperson)  
   Prof D. van der Merwe

2 Deputy Vice-Chancellor: Strategic Services  
   Dr Z. Njongwe

3 Senior Manager: Transformation  
   Ms L. Viljoen

4 Senior Manager Corporate Communications  
   Ms C. du Plessis

5 Two Executive Deans  
   Prof A. Swart  
   Prof S. Gravett

6 Executive Director: Student Affairs  
   Prof B. Mandew

7 Executive Director: Human Resources  
   Dr P. Dube

8 Executive Director: Internationalisation  
   Dr J. Ellis

9 Executive Director: Academic Development and Support  
   Prof E. de Kadt

10 Executive Director: Advancement  
    Mr K. Swift

11 Chairperson: Institutional Forum  
   Prof M. Muller

12 One representative each from NTEU, NEHAWU and SAPTU  
   Prof J. Sonnekus  
   Ms J. Mbalati  
   Mr S. Nalla

13 Two Campus Directors  
   Dr J. Manyaka  
   Mr P. Zingitwa

14 Head: Language Unit  
   Dr M. Monareng

15 Head: Unit for People with Disabilities  
   Dr Z. Asmal

16 SRC President  
   Mr K. Selepe
1. PREAMBLE

Transformation is woven into the social, intellectual and structural fabric of the University of Johannesburg. It owes its existence to the agenda of the national government to achieve transformation of higher education in South Africa through, among other means, the merging and restructuring of existing higher education institutions embedded in the apartheid ideology. Its character and identity reflects the vibrancy and the social, ethnic and class diversity of the Johannesburg metropolis, and its students and employees are as diverse as the society it serves. The University recognises both the internal and external challenges that this diversity creates, but also the many opportunities that it presents in establishing and sustaining a process of transformation that will result in positive social change and the full embodiment of the democratic values of the Constitution in the institution.

The Council, Management and Senate of the University have pursued a transformation agenda since its inception and continue to do so. The University leadership, as the most important component of an institutional culture, is committed to leading the transformation process within the University and thereby to contributing to the creation of future leaders for a diverse and democratic society. Effective transformational leadership is essential in managing transformation successfully at UJ. Creativity and innovation are best nurtured within the institution when people from diverse cultures, perceptions, convictions and opinions meet in a spirit of mutual understanding and trust. The result is the unleashing of the potential inherent in the very diversity of its student, academic and administrative profile to achieve sustained excellence in the execution of its core functions.

In the preamble to its recently approved UJ Strategic Thrusts: 2011-2020, the University proclaims itself to be “liberal, progressive, transformative and assertive of academic freedom in the values it espouses”. The strategic thrusts, and the accompanying key indicators for each of the thrusts, resonate with transformative intent, as will appear below.

2. GOVERNANCE ARRANGEMENTS

In 2009, a Cultural Integration Project was launched at UJ. A Cultural Integration Steering Committee, chaired by the then Pro Vice-Chancellor and reporting directly to the Management Executive Committee, oversaw the project. A “culture audit” was conducted by an external consultancy. The result of this survey, conducted in 2008 among UJ staff, highlighted a number of areas where it was apparent that staff members experienced a sense of alienation from the institution, in respect of a range of variables. Based on these results, the institution launched a series of transformation interventions that sought to address the concerns highlighted and to achieve a deeper understanding of cultural differences in the institution and, in so doing, to improve the integration of these different cultures.

The project included 11 multi-day workshops with the executive, senior and middle managers of the institution in 2009 (approximately 250 delegates attended), facilitated by external consultants. Following on from these workshops, facilitators for each of the faculties and support divisions were appointed and trained to assist the executive leadership of each faculty/division with planned and dedicated cultural integration engagements, aimed at improved cultural understanding, a breaking down of social barriers and improved social cohesion.
Reports on these engagements were compiled and presented to the Steering Committee and to the Management Executive Committee.

In 2010, a repeat of the “culture audit” was conducted among UJ staff. The result was a significant improvement in the cultural climate at UJ; although certain areas were still recognised to be of concern. A successful Staff Day focused on cultural integration took place in March and a Diversity Week was launched in September 2010. Both are set to become annual events.

A series of cultural integration interventions in the UJ residences was launched in 2008, aimed at promoting respect for diversity among students and the prevention of racial discrimination in the residences. These interventions ran over a period of 18 months and proved to be successful.

Council annually determines employment equity targets and closely monitors the extent to which these targets are met at year-end. Performance contracts for executive deans include employment equity targets for academic staff for each faculty. Similarly, employment equity targets for support and service staff are set by Council and monitored at year-end.

The Management Executive Committee approved the establishment of a Transformation Office and a Transformation Steering Committee for UJ in 2010. The Steering Committee functions in accordance with a Charter (attached as Appendix A). The purpose of the Steering Committee, which is a subcommittee of the Management Executive Committee, is to assist the Management Executive Committee with planning, implementing, monitoring and evaluating the transformation agenda of UJ. Its composition and functions are as provided for in the attached Charter.

The Transformation Office implements the strategic directives of the Steering Committee. It facilitates, coordinates and supports institutional activities in a manner that enhances the institutional transformation agenda and builds the capacity of line managers to manage and promote diversity and to achieve optimal cultural integration. It manages specific transformation projects assigned to it by the Steering Committee. It assumes an advocacy role in respect of the transformation imperatives of the institution and monitors compliance with such imperatives. It ensures, on behalf of the Steering Committee, that institutional transformation goals are aligned with the Higher Education Transformation Agenda. The slogan it has adopted is:

Transformation through reconciliation –
Together creating an inclusive and caring vibrant African city university

Reconciliation in this sense will not seek the comforts of agreement, but will take up the challenges of disagreement as opportunities to cross boundaries, where real transformation takes place.

The Transformation Office will be responsible for facilitating, coordinating and supporting the achievement of the key indicators and deliverables of the UJ Institutional Transformation Plan and monitoring compliance on behalf of the Steering Committee.

3. THE INSTITUTIONAL TRANSFORMATION PLAN

The Institutional Transformation Plan (ITP) is the result of a facilitated workshop of the Transformation Steering Committee. At the workshop, a working definition of “transformation” for the purposes of drafting the ITP was generated and five themes for the ITP were identified. For each of the five themes, a task team was established to draft an action plan for each. The work of the task teams was interrogated by the Steering Committee. An early draft of the ITP was submitted to the Institutional Forum for its consideration. This ITP was approved by the Management Executive Committee on 21 June 2011.
The University of Johannesburg has adopted the following definition of “transformation” for the purposes of drafting its Institutional Transformation Plan:

“Transformation at UJ is an ongoing, dynamic and qualitative process to enhance the development of knowledge for responsible citizenship.”

The ITP is embedded within the UJ Strategic Thrusts: 2011-2020. The preamble to the strategic thrusts incorporates the mission and values of the University and will form the basis for the development of a UJ Values Charter. It reads as follows:

“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.

An executive summary of the strategic thrusts is attached as Appendix B.

The UJ Institutional Transformation Plan has five themes (not in any order of priority):
1. Institutional Culture
2. Employment Equity
3. Transformational Leadership, Governance and Management
4. Academic Excellence
5. A Student-Centred and Caring Institution

Each of these themes has an action plan. For each theme, a set of objectives has been formulated, as well as a strategy to achieve each of the objectives. Timelines have been set to achieve the objectives and responsible persons have been identified.
## Theme 1: Institutional Culture
### Strategic Trust

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategy to Achieve</th>
<th>Due Date</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing a shared and inclusive understanding of transformation</td>
<td>Phase 2 of internal communication campaign</td>
<td>End 2011</td>
<td>Advancement</td>
</tr>
<tr>
<td>2. Promoting “Living the UJ Values”</td>
<td>Loyalty programme (Phase 1 ongoing)</td>
<td>June 2012</td>
<td>Advancement</td>
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</table>
| 3. Reaffirming and emphasising the University’s commitment to diversity | • Faculty/division-specific cultural integration programme  
• Diversity Week  
• UJ Staff Day | Ongoing | ELG; Advancement  
Transformation Office; ELG |
| 4. Creating a university that is characterised by dialogue in a spirit of openness and transparency | • Monthly “open conversations” on transformation  
• VC campus visits  
• Public debates  
• Loyalty programmes | Ongoing for all activities | Transformation Office; HR Role players include MEC; ELG; Advancement |
| 5. Encouraging interpersonal and intergroup relationships that express the values of transformation | • Train facilitators for each faculty/division to facilitate relationship-building  
• Ensure strict compliance with Sexual Harassment Policy and monitoring of trends | Ongoing | ELG  
HR; Transformation Office; Student Affairs |
| 6. Continually improving campus culture climate | • Conduct regular focus groups to monitor and measure campus culture climate  
• Annual reports from executive deans and executive directors on cultural integration projects in their domains | Annual | Transformation Office  
ELG |
| 7. Culture index | • Conduct a culture survey every three years to determine if the transformation interventions are successful | Ongoing; next survey 2013 | Transformation Office |
| 8. Foster multilingualism | • Full implementation of UJ Language Policy  
• Introduction of African languages in selected curricula | End 2011  
From 2013 | DVC: HR; Registrar; executive deans; Faculty of Humanities (home faculty); faculties |
| 9. Naming of UJ properties, facilities and events to reflect the diverse history and multicultural identity of UJ | • Programmatic implementation of Naming Policy | Ongoing | R&I |
## Theme 2: Transformational Leadership, Governance and Management
### Strategic Thrust 6

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategy to Achieve</th>
<th>Due Date</th>
<th>Responsible</th>
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<tbody>
<tr>
<td>1. Leadership that matters</td>
<td>Develop UJ Values Charter (incorporating leadership and transformational values)</td>
<td>End 2011</td>
<td>DIPQP; Transformation Office; Student Affairs</td>
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<td></td>
<td>Develop institution-wide Code of Ethics for staff and students</td>
<td>End 2012</td>
<td>DVC: HR; Registrar</td>
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<td></td>
<td>Leadership development programme at all levels (to execute “Virtual Leadership Academy”)</td>
<td>End 2011</td>
<td>HR; Transformation Office</td>
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<td></td>
<td>Implement a biennial 360° performance evaluation for all ELG members to measure their practice of leadership</td>
<td>Ongoing</td>
<td>HR</td>
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<td>2. Good governance</td>
<td>Refine the current evaluation instrument for Council to measure MEC performance regarding compliance with governance responsibilities</td>
<td>Oct 2011</td>
<td>Registrar</td>
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<td></td>
<td>Review Council’s self-assessment tool to measure its execution of governance responsibilities (approved November 2010)</td>
<td>Ongoing</td>
<td>Registrar; Chairperson of Council</td>
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<td></td>
<td>Evaluate the alignment of the UJ Vision, Mission and Strategy to that of national strategic imperatives</td>
<td>Ongoing</td>
<td>UJ Council and its committees</td>
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<td></td>
<td>Ensure that transformational best practice takes place and non-compliance is monitored, evaluated and appropriately addressed</td>
<td>Ongoing</td>
<td>Transformation Steering Committee; MEC</td>
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<tr>
<td>3. Governance programme</td>
<td>A governance programme for executive and senior employees, as well as new Council members (approved by Council Exco in May 2011)</td>
<td>From August 2011</td>
<td>Registrar; Prof Ben Marx</td>
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<td>4. Management</td>
<td>Facilitate positive and proactive institutional transformation strategies</td>
<td>Ongoing</td>
<td>Transformation Steering Committee; Transformation Office</td>
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<td></td>
<td>Create and maintain open, transparent and inclusive, internal communication processes</td>
<td>Ongoing</td>
<td>VC; MEC, ELG</td>
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<td></td>
<td>Foster a climate of participatory decision-making and collegiality at all levels</td>
<td>Ongoing</td>
<td>ELG; senior and middle managers</td>
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### Theme 3: Academic Excellence

#### Strategic Thrusts 1 and 4

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<th>Objectives</th>
<th>Strategy to Achieve</th>
<th>Due Date</th>
<th>Responsible</th>
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</table>
| 1. Promote an academic mindset that is open to new ways of tuition for a diverse student body | • Revise existing and/or devise new teaching methods and innovations in courseware design and development  
• Strategy to improve staff/student ratios that will enhance the learning experience and improve the end results  
• Constant engagement with curriculum transformation to cultivate graduates with appropriate competence and knowledge for the world of work and responsible citizenship | Ongoing | DVC: Academic; executive deans; ADS |
| 2. Promote a campus ethos that values academic achievement and academic integrity | • Develop a code of academic conduct/statement of commitment to academic integrity which is binding on both students and staff | Ongoing | DIPQP |
| 3. Academic staff development and performance management | • Develop mentorship programmes to assist junior lecturing staff in developing the full range of competencies required for progress in an academic career and, in particular, to develop research and publications skills  
• Performance management clearly linked to a personal development plan for academic staff | Ongoing | HR  
Executive deans; HR; ADS |
| 4. Academic career path and promotion criteria | • Develop an academic career path that is suitable for a comprehensive university  
• Promotion criteria should be developed according to the career path  
• Institutional support for academic staff to acquire and further postgraduate qualifications | End 2011 | Executive deans; HODs; HR; Senate |
| 5. Provide the infrastructure that is needed to ensure that teaching excellence is achieved | • Teaching and learning spaces conceptualised and implemented on all campuses  
• ICTs available to support “Learning to Be” teaching and learning philosophy | Ongoing | Operations; ICS; ADS |
6. Focus on research and postgraduate studies

- Enhanced postgraduate support through training and development to ensure good throughput
- Support for academic staff through training and development to enhance supervisory capacity
- Dedicated support for disadvantaged students to engage in postgraduate studies
- Research that leads to published results relevant to Africa
- Regular showcasing of researched activities with an African focus

| Ongoing | R&I; executive deans, researchers |

7. Focus on community engagement (service learning, community-based research and community outreach programmes)

- Improve the quality and quantity of community-based projects that address the developmental needs of communities by providing them with access to the University’s intellectual capital

| Ongoing | Executive deans, Community Engagement Office, Community Engagement Board |

8. Improved international profile for enhanced institutional reputation

- Strategic international partnerships and collaboration, with particular emphasis on Africa
- Increased international mobility for UJ students and the creation of an ethos of global citizenship for UJ students

| Ongoing | ED: Internationalisation |

9. Optimal support services (Academic Administration) to enable excellence in execution of academic core functions

- Constant refinement of processes and delivery to ensure optimal student lifecycle management (from application to graduation)

| Ongoing | Registrar |
## Theme 4: Employment Equity
### Strategic Thrust 8

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategy to Achieve</th>
<th>Due Date</th>
<th>Responsible</th>
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</table>
| 1. Understanding and extracting the value of a diverse workforce, instead of mere formal compliance with statutory obligations | • Communicate the UJ Transformation Strategy (Institutional Transformation Plan)  
• Establish an EE Forum that is representative of the different levels in the institution to monitor and deliberate on EE matters as well as to assist with target setting  
• Discussion forums to create awareness  
• Create a space where the employment-based aspirations of previously disadvantaged individuals and the fears of previously advantaged individuals can be dealt with in a spirit of mutual understanding and trust | End 2011 September 2011 Ongoing | MEC; Transformation Office HR; Transformation Office; HR; Advancement |
| 2. Develop the Institutional Employment Equity Plan | • Develop and implement UJ EE Plan that provides the following information:  
  o objectives for every year  
  o affirmative action measures that will be implemented  
  o in cases of demographic underrepresentation:  
    • numerical goals to reach this  
    • timetables  
    • strategies  
  o timetables for annual objectives  
  o the duration of the plan  
  o procedures that will be used to monitor and evaluate the implementation of the plan  
  o dispute resolution mechanisms for the plan  
  o people responsible for implementing the plan  
• Submit annual DOL Report | End 2011 | HR |
| 3. Develop policies and procedures to support the Institutional Employment Equity Plan | • Develop clear policies and procedures to support the EE Plan  
• Communicate and educate staff on the policy and procedures relating to the EE Plan | End 2011 | HR |
| 4. Talent strategy for recruiting, nurturing and retaining a diverse workforce | • Targeted recruitment process to include all EE categories and specialised fields  
• Develop a clear strategy for the University to increase diversity among the ELG team and Senior Leadership Group  
• Develop a specific strategy to recruit young black academics  
• Promote the creation of regular professional development opportunities for all staff  
• Develop a retention plan to improve the retention of designated groups and also improve satisfaction with performance  
• Implement mentorship programmes in faculties for junior teaching staff in order to ensure development and growth  
• Implement a Staff Wellness programme | Ongoing | HR |
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<tbody>
<tr>
<td>5. Substantive exit interviews to determine reasons for staff resignations</td>
<td>• Regular reports and prevention strategies in cases of cultural integration problems</td>
<td>HR, ELG</td>
<td></td>
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</table>
### Theme 5: A Student-Centred and Caring Institution
#### Strategic Thrust 1

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategy to Achieve</th>
<th>Due Date</th>
<th>Who</th>
</tr>
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</table>
| 1. Epistemological access: Ensuring that students who gain access to higher education also gain access to academic practices and ways of approaching academic studies | • Student profile questionnaire research – Investigate predictive validity for SPQ score and for living standards measure  
• National Benchmark Testing to give us a better understanding of student competencies on entry  
• Initial student experience survey: survey of student experience during the first six weeks on campus  
• Investigation into first-year student views on academic ethics  
• Developing action plans and interventions based on the data | Ongoing | ADS; executive deans |
| 2. A First-Year Experience (FYE) in the context of an invitational and equitable institution, which establishes an ethos and a way of life so that all first-year students positively experience the transition from school into university life | Variety of specific FYE initiatives, including:  
• Tutorial programmes  
• Extended orientation activities  
• Academic excellence in the residences  
• Student tracking (SAFENET)  
• Senior students  
• Placement testing (NBT research)  
• Using student data to inform academic practice  
• FYE central and faculty committees | Ongoing initiatives since 2009 | ADS; Student Affairs; faculties |
| 3. Student Orientation that provides a social and academic introduction to being a successful student | • An effective Orientation programme for all students | Ongoing | ADS; Student Affairs; faculties |
| 4. Senate-approved “citizenship module” in all undergraduate programmes | • Evaluate the first round of implementation and plan for sustained integration of citizenship into curricula | From 2011 and onwards | APPI; executive deans |
| 5. Academic ethos prevalent on all UJ campuses | • In collaboration with student leaders, define a UJ student identity – What does it mean to be a UJ student (graduate qualities)?  
• In collaboration with student leaders, design a “values code” for UJ students  
• Develop an understanding of risky student behaviour and implement strategies to mitigate the risks  
• Campaign to discourage/decrease academic dishonesty among students  
• Promote a strong academic ethos on all campuses  
• Research survey into student academic ethics | From 2010 onwards | Student Affairs; ADS; faculties |
6. Enabling learning environment

- Ensure that campus renewal plans incorporate environments conducive to learning
- Impact of large classes at UJ on student learning experience – Ensure that large classrooms are made conducive to learning (through appropriate equipment)
- Ensure adequately equipped learning spaces for out-of-classroom learning (including spaces for learning communities)

| Ongoing | ADS; Operations |

7. Holistic well-being of students: Adequate accommodation, food and textbooks essential to student academic success

- Sustain well-managed campus residences, with nurturing environments that promotes academic excellence
- Sustain well-managed off-campus student accommodation
- Implement a variety of strategies to ensure that students have access to textbooks
- Implement a variety of strategies to ensure that students in need have sufficient food

| Ongoing | ADS; Student Affairs; Library |

8. Graduate qualities and patterns of graduate employment after graduation

- Research into employment patterns of UJ graduates and research into perceptions of employees about UJ graduates and whether they have been prepared well for employment
- Investigation of desirable graduate attributes (for the various qualifications) and the extent to which these are supported by UJ curricula

| From 2011 onwards | ADS |

9. Encompassing career guidance and counselling

- Improved Career Services within PsyCaD to ensure proper programme and career choices

| Ongoing | ADS |

10. Developing student leadership

The National Student Leadership Academy to provide both Emerging Leadership Training and General Leadership Training in respect of the following:
- Diversity and Global Consciousness
- Social and Civic responsibility
- Leadership Development
- Self-Management
- Professionalism

| Ongoing | Student Affairs |

11. Demographic representivity in all UJ residences – reflective of campus student demographic profile

Management intervention to achieve demographic representation by means of closely managed placements in residences

| Ongoing | Student Affairs |
| 12. Promote “Ubuntu” by eradication of xenophobia | Challenging, engaging and participatory small-group engagements with students:  
• What is xenophobia?  
• What are key factors that contribute to its spread?  
• Is xenophobia consistent with “university” life?  
• How does xenophobia manifest itself?  
• What are the determinants of xenophobia among South African students?  
• Culture, race, class, ethnicity and xenophobia. How do they cohere? | Ongoing | Student Affairs |
|--------------------------------------------------|--------------------------------------------------|--------|---------------|
| 13. Promote “Ubuntu” by eradication of gender-based violence and violence against lesbians, bisexuals, gays and transsexuals (LGBTs). | Challenging, engaging and participatory small-group engagements with students:  
• Are males inherently violent?  
• What is our understanding of masculinity?  
• What are factors that contribute to violence?  
• In what ways are women and LGBTs abused by men?  
• How can women and LGBTs avoid or escape gender violence?  
• What precautionary measures can they take?  
• In what ways can we create a gender-violence-free campus at UJ? | Ongoing | Student Affairs |
| 14. Student community engagement (organised outreach) | • Students community engagement initiatives, especially from residences and dayhouses  
• Volunteering, as practised by student societies and other student bodies, such as SIFE and Peer Buddies  
• Awareness campaigns to involve a larger student body  
• Training in sustainable development, partnerships for student organisations | Ongoing | Student Affairs; Community Engagement Office |
| 15. Promote UJ citizenship for students in accredited off-campus accommodation | • Replicate programmes that are taking place in UJ residences in accredited off-campus accommodation  
• Encourage owners of accredited off-campus accommodation to appoint house wardens and house committees who will drive the programmes  
• Each of the UJ residences to adopt and support one off-campus facility  
• Provide professional support to off-campus providers with regard to the roll-out of programmes  
• Ultimately include off-campus accommodation in the academic excellence awards of the UJ residences | To commence second semester 2011 | Student Affairs |
CHARTER FOR THE TRANSFORMATION STEERING COMMITTEE

1. NAME
The name of the Committee is the Transformation Steering Committee (TSC).

2. STATUS
2.1 The TSC is established by the Management Executive Committee (MEC) as one of its sub-committees.
2.2 The TSC functions in accordance with the authority delegated to it by the MEC.

3. PURPOSE
3.1 The purpose of the Transformation Steering Committee (TSC) of the University of Johannesburg is to assist the MEC with planning, implementing, monitoring and evaluating the Transformation Agenda of the University of Johannesburg.

4. COMPOSITION
The TSC is appointed by the MEC and is composed as follows:
4.1 Deputy Vice-Chancellor: HR and Institutional Planning (chairperson);
4.2 Deputy Vice-Chancellor: Strategic Services;
4.3 Chairperson: Institutional Forum;
4.4 Two Executive Deans, nominated by the executive deans;
4.5 Executive Director: Student Affairs or her/his representative;
4.6 Executive Director: Human Resources or her/his representative;
4.7 Executive Director: Internationalization or her/his representative;
4.8 Executive Director: Academic Development and Support or her/his representative;
4.9 Executive Director: Advancement or her/his representative;
4.10 Two Campus Directors, nominated by the Campus Directors;
4.11 Senior Manager: Transformation;
4.12 Senior Manager Corporate Communications;
4.13 Head: Language Unit;
4.14 Head: Unit for People with Disabilities.
4.15 President of the UJ SRC or her/his representative;
4.16 One representative each from recognized labour unions.

The TSC may establish Sub-Committees and/or Project Teams.

5. FUNCTIONS
The functions of the Transformation Steering Committee are:
5.1 To ensure common understanding and ownership of the concept and goals of transformation amongst all stakeholders at UJ through exchanging ideas, concerns and perceptions. This could include promoting of academic research and the development of a Transformation Agenda.
5.2 To plan the transformation process that will be inclusive of all stakeholders that need to participate towards reaching transformation goals and objectives. The plan would comply with the broader Higher Education Transformation Agenda.

5.3 To facilitate the transformation process in a participative way.

5.4 To create constant awareness of the transformation process and goals through a communication strategy.

5.5 To monitor results and the impact of transformation on the performance of UJ as an institution of Higher Education.

6. SCOPE OF AUTHORITY

The MEC delegates the appropriate scope of authority to the TSC. The Committee has the authority to request any information to assist them in the execution of their responsibilities and is also authorised to request external professional advice.

7. MEETING PROCEDURE

7.1 The Committee meets quarterly during the academic year, on dates determined in advance and reflected in the University’s Year Programme;

7.2 A special or emergency meeting may be called at any time by the Chairperson;

7.3 The Chairperson may invite persons who are not TSC members to attend meetings, provided that they may participate in discussions but not in decision-making;

7.4 A quorum of a meeting consists of no less than fifty percent plus one of the total number of TSC members;

7.5 Decision-making is primarily based on the principle of sufficient consensus.

7.6 Agendas and minutes of all TSC meetings are circulated to all members and minutes are approved at a subsequent TSC meeting;

7.7 The TSC makes available the minutes of a meeting, or a summarised report to Council, HRCC, MEC, MECA, MECO, Institutional Forum and Senate.

7.8 An agenda for each meeting shall be sent two weeks prior to the meeting. Members of the Committee will be encouraged to contribute to the agenda.

8. TERM OF OFFICE

8.1 Members serve on the TSC by virtue of their office.

8.2 The TSC may be dissolved by the MEC.

Approved:
Management Executive Committee (MEC) – 21 June 2011;
Institutional Forum – 11 August 2011;
Human Resources Committee of Council – 18 August 2011;
Senate – 19 September 2011;
Council – 22 September 2011.
EXECUTIVE SUMMARY

UJ will, in the next decade, position itself as a modern African city university that 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 that 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, 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 recognised 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 who 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.
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