



University of Johannesburg

Institutional Transformation Plan

The Future
Reimagined



UNIVERSITY
OF
JOHANNESBURG

Institutional Transformation Plan 2016-2021

UNIVERSITY OF JOHANNESBURG

1. PREAMBLE

The University of Johannesburg celebrated its 10th anniversary during 2015. Right from the inception of the institution in 2005, the University of Johannesburg embarked on a well-planned process to set the institution on the path towards transformation.

Under the leadership of the Vice-Chancellor and the Executive Leadership Team the University made enormous progress in transforming itself into a leading South African, Pan-African, and international institution of learning and teaching open to all.

Transforming the institution since 2005 included the following successful processes:

- The merger was a very well managed process. The success of the merger can be attributed to the inclusion of specific building blocks that ensured stability and buy-in from all constituencies.
- Strong emphasis was placed on transformational leadership, equipping the Executive Leadership Group to navigate change in the institution.
- A strong brand was developed and was well managed from the outset. For the past eight years, UJ has been nominated as the second strongest university brand in South Africa.
- The substantive merger process, which included the development of a new academic architecture, the design of an organisational structure and processes that were fit for purpose, and the appropriate placement of staff in the new structures, was deemed to be fair and equitable.
- As soon as the institutional structure was in place, the University Management focused on establishing an inclusive institutional culture that would contribute towards cultural integration and social cohesion. The first Culture Survey was conducted in 2008 and was repeated in 2010, 2012 and 2014.
- The results of the 2012 Culture Survey indicated that the University had dealt effectively with the merger-related issues and had excelled in many areas.
- UJ is widely seen as the best post-apartheid merged university that is cosmopolitan in nature and has a very inclusive character and culture.

In terms of output, UJ has achieved the following since 2005:

- Rise in student numbers from 46 000 to over 52 000, where the demographic profile has changed dramatically
 - from 60% black students in 2005, UJ now reflects South Africa's demographics, with 86% of its student body from previously disadvantaged backgrounds;
- Transformed the academic landscape with the number of black academics rising by more than 300% from 140 to 450
 - despite intense competition among all South African universities for black academic staff, UJ is in 2016 already close to meeting its 2020 target of 40% black faculty members;
- By increasing its own research output by 400%, doubling its share of national research output to almost 8%;
- Experienced significant enrolment growth in flagship undergraduate and postgraduate programmes;

- Significantly improved course success rates, with graduate output rising from 10 037 in 2005 to over 13 000 this year;
- Dramatically increased the number of its graduates from the poorest sections of the population, with nearly half of all graduates today ? the first in their families to attend university and graduate;
- Empowered thousands of young people and their families as 95% of all graduates find employment within 12 months
 - with 25% of the national output producing more black candidate chartered accountants than any other tertiary institution in the country;
- UJ moves from a set of institutions narrowly focused on students from their immediate surroundings to a major Pan-African site of learning, teaching, and research with students and faculty members from across the continent;
- Developed into the country's second strongest university brand and Africa's leading comprehensive university that does not have a medical school;
- UJ's ranking climbs to 63rd among all BRICS universities;
- Rated by the renowned QS World University Rankings among the top 4% of universities worldwide.
- UJ classified by QS World University Rankings as one of South Africa's five universities with a large research footprint - an achievement all the more remarkable because the other four all have research intensive medical schools;
- Established and/or reinvigorated 29 research niches, focus groups, centres, institutes, and centres of excellence across the natural, economic, financial and management sciences, engineering and the humanities, and across technological and academic disciplines, attracting large numbers of postgraduate and postdoctoral researchers
 - UJ today counts 156 NRF-rated researchers, among them six with an A-rating;
 - UJ currently has 134 post-doctoral fellows;
 - The number of distinguished NRF Chairs has grown from 0 to 12;
 - UJ today is home to the NRF Centre of Excellence for Integrated Mineral and Energy Resource Analysis (CIMERA), which is crucial to the economy.

With UJ achieving the targets that were set for the first ten years, the Institutional Forum at its first meeting in 2016 recommended that the ITP should be re-evaluated to set the agenda for the next five years, taking cognisance of the outcomes of the Higher Education Transformation Summit and the #FeesMustFall campaign towards the end of 2015. It can be said, taking into account these important events, that 2015 can be seen as a watershed year in terms of transformation in higher education.

The Transformation Working Committee met several times and recommended changes to the definition of transformation and the transformation slogan.

The following definition was proposed:

“Transformation at UJ is an ongoing, dynamic and qualitative process to enhance the development of knowledge in an environment that recognises diverse lived experiences for social responsibility.”

The slogan was adapted as follows:

“Transformation: - Together creating an inclusive and caring vibrant Pan-African university.”

2. THE INSTITUTIONAL TRANSFORMATION PLAN

The first Institutional Transformation Plan (ITP) for the University of Johannesburg was developed in 2010 through a consultative process with all important stakeholders in the University. The ITP was approved by the University Council on 22 September 2010. For the next five years (2010-2015), the ITP outlined the transformation agenda for the University, and all faculties and divisions were required to develop faculty and divisional specific ITPs.

Building on UJ's successes of the first ten years and its continued drive for advancing transformation, UJ established various task teams during 2015 to interrogate various aspects of the Universities business with the aim of improving the UJ culture and service delivery to all our clients, especially our students.

In this regard, having consolidated good gains in the transformation journey from 2005-2015, the need to deepen and entrench the transformation agenda was a key priority. To give effect to this, early in 2015, the Vice-Chancellor established a task team that focused on global reputation and the aim was to elevate the visibility of our research and teaching excellence to the global stage. This was followed by the establishment of a task team on leading change, building the legacy. Other task teams focused on other priority areas, such as:

1. Talent Leadership
2. Student experience
3. Financial sustainability of the institution
4. Organisational re-design

In the second semester of 2015, two other major events impacted on the UJ transformation agenda. During October 2015, the Higher Education Transformation Summit was held in Durban and shortly after that the #FeesMustFall campaign gained momentum and impacted heavily on all universities. Taking into account the outcomes of the 2015 Higher Education Transformation Summit and the #FeesMustFall, extensive deliberations took place within Senate. Attention was given to the student protests and UJ management's responses. Senate recommended that Senators needed to participate more actively in finding solutions by focusing on the critical themes identified from the student protest movement. Senate approved the constitution of a special Senate Ad Hoc Committee and the committee commenced its work with great commitment, passion and focus. Four task teams were established to deliberate and advise Senate on the following matters:

1. Diversity, institutional culture and traditions;
2. Decolonisation of the curriculum, teaching and learning;
3. Protest and academic freedom;
4. Funded access to the university system and how UJ should position itself.

The University Management, also taking into account the changed higher education context as a result of the #FeesMustFall movement, recognised the need to revisit the UJ's 2025 Strategy (including the "university model") and to determine the relevancy of the strategy within the changed context. This was interrogated through a Design Thinking process during two workshops that took place during 7-18 May 2016 with a follow-up on 20 July 2016. The purpose of the workshops was to identify, the "wicked problems" and to find ways in which UJ can re-orientate its offerings and services to meet the changed circumstances in the local and global higher education arena. Relevant issues included: the decolonisation of knowledge; advancing academic freedom and a democratic culture; providing affordable access; providing an enabling environment to staff and students to flourish; being agile in terms of new opportunities (e.g. online learning).

The result of the workshops led to the establishment of the following working groups:

1. Financial sustainability;
2. Staffing and leadership profile – flexibility and resilience;
3. Teaching, learning and knowledge production – relevance and social impact – empowerment;
4. Systems, procedures and structure – responsiveness and empowerment;
5. Relationships with students – mismatch of expectations.

From the recommendations made by the working committees, five priority areas were identified at the Executive Leadership Group Strategic Breakaway during August/September 2016:

1. Organisational citizenship behaviour;
2. Enabling leadership;
3. Technology for (a) organisational performance, (b) teaching and learning, (c) research and (d) online learning opportunities;
4. Efficiency and effectiveness;
5. Communication with staff and students.

Taking into account the trajectory and emerging priorities from various consultative fora and working groups, the following seven themes were identified as key pillars of the Institutional Transformation Plan:

1. **Institutional Culture** – Create an institutional culture that is transforming, Pan-African, diverse, caring and values-driven.
2. **Employment Equity** – An employment strategy that ensures representivity of the country's population groups, genders and people with disabilities.
3. **Staffing and Leadership Profile** – A Talent Management Strategy that will ensure that the University has the “right people with the right skills in the right jobs at the right time”.
4. **Governance and Management** – Systems, Procedures and Structures – Efficiency and effectiveness in terms of people, processes and systems and technology.
5. **Teaching, Learning and Knowledge Production** – Colonialism, curriculum reform and mode of delivery.
6. **Relationships with Students** – Improving services to students, effective communication with students and addressing student hunger.
7. **Financial Sustainability** – Securing financial sustainability of the UJ.

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.

Every faculty and division must develop their individual plans and these plans should include the three mandatory focus areas, i.e. Institutional Culture, Employment Equity and Staffing, and Leadership Profile and two additional discretionary focus areas.

In terms of monitoring and evaluation of progress, dual reporting will be required. The faculty/divisional transformation objectives must be included in the Performance Contract of the ELG Members concerned and will be evaluated according to the Performance Review Process. An annual report must be submitted to the Transformation Unit at the end of November of every year, to ensure that the progress made can be included in the Institutional Annual Transformation Report to the Department of Higher Education.

UJ TRANSFORMATION ACTION PLAN 2016-2021

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 1: Institutional Culture (This is linked to Strategic Objective Six)							
Institutional Culture	A diverse, transforming, Pan-African, caring and values-driven institution	A culture that is aligned with the UJ 2025 strategy	65% (2018)	70%	80%	Institutional Culture Survey Report – Culture Index	DVC: Employees and Student Affairs

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 2: Employment Equity (This is linked to Strategic Objective Six)							
An employment strategy for academic staff that builds proportions of black, women, disabled, and international staff	Academic staff profile that is in line with the UJ Strategic Objectives	Black Academic staff profile (permanent and fixed term)	40%	43%	50%		DVC Academic DVC Employees and Student Affairs
		Female Academic staff profile (permanent and fixed term)	49%	52%	52%		DVC Academic DVC Employees and Student Affairs
		Disability Academic staff profile (permanent and fixed term)	1.5%	2%	2%		DVC Academic DVC Employees and Student Affairs
		International Academic staff profile (permanent and fixed term)	15%	20%	20%		
	No. of Associate Professors and Professors by race and gender	Black Academic staff profile (permanent and fixed term)	18%	25%	35%		DVC Academic DVC Employees and Student Affairs
		B Female Academic staff profile (permanent and fixed term)	38%	42%	47%		DVC Academic DVC Employees and Student Affairs
Recruitment, advancement and retention of academic staff towards GES		Percentage attrition of academic staff	Less than 5%	Less than 5%	Less than 5%		DVC Employees and Student Affairs

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 3: Staffing and Leadership Profile (This is linked to Strategic Objective Six)							
Enabling Leadership	Passionate and challenging leadership core who live UJ's values, and deliver with our people who are valued above all, and treated with respect and dignity at all times	Develop a core set of leadership and management competencies which underpin the skills, qualities and behaviours of the University's leadership and management community.	Benchmark based on 360 degree survey	Leadership enhancement Plans	5% improvement on 360 degree survey	Integrated 360 degree Report	DVC: Employees and Student Affairs DVC: Academic
		Implement coaching programmes for leadership capacitation according to the UJ way.	10	15	20	Number of coaches enrolled	DVC: Employees and Student Affairs DVCs/ Registrar
		Develop capability in the area of change management to support the University's ability to adapt quickly and effectively to changing circumstances. (Staff and Student Leaders).	Staff: 2 Students: 3	Staff: 2 Students: 3	Staff: 2 Students: 3	Change Management workshops	DVC: Employees and Student Affairs
		Conduct workshops focused on building the competencies needed to fulfil the leadership and management roles particular to UJ (Staff and Student Leaders).	1	2	2	Management and leadership programmes	DVC: Employees and Student Affairs
		Develop and implement academic leadership programmes for HODs and aspiring academic managers.	1	2	2	MEC Quarterly Talent Management Reports	DVC: Academic DVC: Employees and Student Affairs

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 3: Staffing and Leadership Profile (This is linked to Strategic Objective Six) Cont.							
Talent Management Strategy	Increase promotional opportunities for both academic and administrative staff in existing occupational categories	Implement affirmative strategies <ul style="list-style-type: none"> • "Growing our Timber" • NGAP appointments • Assistant Lecturer positions • Conditional appointments for support staff • Mentoring opportunities for junior staff and guidelines on job shadowing/ career development 				MEC Quarterly Talent Management Reports	DVC: Academic DVC: Employees and Student Affairs
		Define explicit UJ career paths: academic: (i) teaching and (ii) research; (iii) leadership and (iv) administration with their associated competencies and level criteria.				Career Path Framework Revised job profiles at all levels	DVC: Employees and Student Affairs DVC Academic
		Implement development programmes for all existing staff.	Ongoing	Ongoing	Ongoing	MEC Quarterly Talent Management Reports	DVC: Employees and Student Affairs
		Implement development programmes for designated staff aligned with Employment Equity Plan.	2	2	2	DoL EE Reports	
		Implement ABET and matric upgrading programmes for insourced staff.	2	2	2	B-BBEE Scorecard	
		Implement Learnership for office professionals.	1	1	1		
		Implement Promotions and Transfer Policy for Support Staff.	Ongoing	Ongoing	Ongoing	MEC Quarterly Talent Management Reports	

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 3: Staffing and Leadership Profile (This is linked to Strategic Objective Six) Cont.							
Talent Management Strategy	Increase promotional opportunities for both academic and administrative staff in existing occupational categories	Success of Academic Mentorship and Development Programme (AMDP).	30	75		MEC Quarterly Academic Promotions Report MEC Quarterly Talent Management Reports	DVC: Academic DVC: Employees and Student Affairs
		Improvement in staff qualifications at the master's and doctoral level.				MEC Quarterly Talent Management Reports	

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 4: Governance and Management: Systems, Procedures and Structures <i>(This is linked to Strategic Objectives Six)</i>							
Efficiency and effectiveness in terms of people management	Optimal use of resources Improved service delivery Agility of staff and systems and/or process Enabling environment for staff and students	Establishment of Ideation group to promote new educational uses for technology	Once a semester send out an ideation group circular and host one training sessions on the use of new technology	Monthly ideation group circulars and training sessions on the use of new technology	Ideation group to be dissolved into faculties to create a self-sustaining environment which investigates, promotes and supports new technology initiatives	Ideation group circulars, MEC reports and staff / student surveys to measure improved service delivery	Registrar
		Efficiency and effectiveness audit to be conducted on critical functional areas	Specific processes to be prioritised for the efficiency and effectiveness audit	Short-term enhancements identified by the 2017 efficiency and effectiveness audit to be funded and implemented	Long-term enhancements identified by the 2017 efficiency and effectiveness audit to be funded and implemented	Efficiency and effectiveness audit reports and project or action plans	
Efficiency and effectiveness in terms of processes	Single point access to multiple systems and processes	Two help desk service points to be implemented for Staff and Students	Staff and Student help desks implemented and operational	Full integration with core systems like ITS and Oracle	Review help desks systems' effectiveness	Staff (Archibus) and Student (Call Centre) help desk usage statistics and response reports	Registrar
		Efficiency and effectiveness audit to be conducted on critical functional areas	Specific processes to be prioritised for the efficiency and effectiveness audit	Short-term enhancements identified by the 2017 efficiency and effectiveness audit to be funded and implemented	Long-term enhancements identified by the 2017 efficiency and effectiveness audit to be funded and implemented	Efficiency and effectiveness audit reports and project or action plans	
Efficiency and effectiveness in terms of systems and technology	Optimal use of current technology	Efficiency and effectiveness audit to be conducted on critical functional areas	Postgraduate process, international students, online/blended learning and appointments of examiners to be subjected to an efficiency and effectiveness audit	Short-term enhancements or integrations identified by the 2017 efficiency and effectiveness audit to be funded and implemented	Long-term enhancements or integrations identified by the 2017 efficiency and effectiveness audit to be funded and implemented	Efficiency and effectiveness audit reports and project or action plans	Registrar

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 5: Teaching, Learning and Knowledge Production (This is linked to the Strategic Objectives, One, Two and Five) Cont.							
Innovative PG programmes	Attracting outstanding graduates for our PG Programmes characterised by the highest level of scholarship	Number of joint PG programmes	9	10	15		
		Number of inter-and multidisciplinary programmes	9	10	15		
Increased Enrolment in PGDip, Honours, M an D Programmes		Number of PGDip and honours enrolments	682	1 000	1 500		
			2 684	3 859	3 650		
		Number of master's enrolments	2 927	2 792	2 959		
		Number of doctoral enrolments	847	849	899		
		Total PG enrolments	7 863 (Incl. PG B degree)	8 500	9 008		
Outstanding academics (highest qualification)		Proportion of permanent and fixed-term instruction research personnel (HEMIS category 1) with PhD and master's (or equivalent as UJ defined)	D (46%)	50%	65%		
			M (44)	25%	20%		
Consistently high PG output (N-1)		PG graduate output	2 800	3 185	3 815		
		Percentage M & D students of graduating class (N-1) completing in two years for M and four years for D	M 22%				
			D 35%				
Research productivity	Promote a culture of innovation and entrepreneurship	Total number of accredited research publication units (N-1)	1277	1 500 (1 300 by 2018)	1500		
		Number of Scopus listed articles p.a. for year (N-1)	1400	925	950		
Research collaboration (N-1)		Percentage of Scopus listed articles with international co-authors p.a. (N-1)	50%	50%	55%		
Research impact, reputation and stature		Annual citations in Scopus (N-2)	5 100	2018=6 000	2023=14 000		
		Citations per academic staff (Scopus)	1.9	2	2,5		
		Number of NRF rated researchers	170	200	250		

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 5: Teaching, Learning and Knowledge Production <i>(This is linked to the Strategic Objectives, One, Two and Five) Cont.</i>							
Research funding	Promote a culture of innovation and entrepreneurship	Value of external research funding (national and international)	N R135 Mil	R120 Mil	R200 Mil		
			I R15 Mil				
Research capacity		No. of researchers submitting outputs for accreditation in year (N-1)	960	1000	1100		
		Research output of PDFs	75	200	250		
		Research output of DPs and DVPs	57				
An enrolment profile across all primary disciplinary areas with growth in Education and SET fields (contact students)	The enrolment of outstanding students from diverse backgrounds, a significant proportion of international students, and a significant number of students from schools in the lowest two quintiles.	EDU	7.5%	8.0%	8.0%		
		SET	33.0%	35.0%	35.0%		
Increased enrolment in postgraduate studies		Proportion of UG:PG (contact students)	DIP13 758	11 063	11 063		
			Deg28 298	30 470	30 470		
Enrolment of outstanding students		Number of F students with APS ≥ 35	3 500	40%	45%		
		Number and percentage of F students from high-performing SA schools (quintile 5)	2 600	42%	45%		
A significant number of international students		Total number international students (incl. occasional)	3 108	5 000	7 500		
		UG enrolments	2 136	3 000	3 750		
		PG enrolments	972	2 000	3 750		
A significant proportion of first-time entering UG students from schools in the lowest two quintiles		33. Percentage of students from two lowest quintile schools (Quintile 1 and 2 schools)	29%	30%	30%		

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 5: Teaching, Learning and Knowledge Production <i>(This is linked to the Strategic Objectives, One, Two and Five) Cont.</i>							
Programme and curriculum reform	Offering intellectually rigorous curricula which respond innovatively to the challenges of the 21 st century,	Number of faculty interventions to address decolonisation (initial focus on initiatives; from 2021 focus on impact)	20	20	20		
		Number of foundation modules on decolonisation for UG programmes	4				
		Number of blended learning modules offered to contact students	100	500	1 000		
		Number of students enrolled in online programmes	100	10 000	20 000		
Constant and dynamic use of learning and teaching with technology		Percentage of first-year modules using handheld devices for T&L	92%	100%	100%		
		Percentage of first-year students with handheld devices	85%	100%	100%		
		Percentage prescribed reading material in e-format and/or open source material	70%	50%	65%		
Excellent student success rates, retention and graduate output	Outstanding achievements with students	UG module success rates	85%	85%	85%		
		UG dropout rate in Year 2	16%	15%	15%		
		Percentage students completing 3-year UG qualifications in minimum time (N-1)	38%	40%	40%		
		Total graduation rate and output (N-1)	24.8% (12 400)	25% (13 146)	27% (13 146)		
		UG graduation rate and output (N-1)	23% (9 600)	24% (10 040)	24% (10 040)		
Recognition of top student achievement.		Number of first-year Top Achievers	359	400	450		
		Number of UJenius students	550	600	620		

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 5: Teaching, Learning and Knowledge Production (This is linked to the Strategic Objectives, One, Two and Five) Cont.							
Intellectually challenging extracurricular opportunities for students opening pathways to PG studies		Percentage of UG students participating in UG research	9%	10%	15%		
		No. of UG students participating in national and international conferences, debate and competitions	250	270	300		
		Percentage of UJ students progressing to PG studies	28%	32%	35%		
Graduate employability (N-1)		Percentage employed within 3 months of graduation	68%	70%	75%		
		Percentage employed within 6 months of graduation	84%	87%	90%		
		Percentage employed within 12 months of graduation	93%	95%	95%		
		Percentage international students employed within 12 months	93%	95%	95%		
		Number of students who are self-employed and/or have started up new businesses	95%	95%	95%		
		Employers satisfied with the quality of UJ graduates (QS score)	25	45	55		
Teaching developed as a scholarly activity	Excellent teaching focused institution	No. of publications in SOTL p.a.	60	75	90		
Regular teaching evaluation by students and peers		Teaching Evaluations	640	650	670		
		Module Evaluations	235	250	260		
Pan-African public scholarship for critical intellectual inquiry	Global reputation management	Distinguished annual public lectures and conferences					
		Significant Pan-African academic partnerships	3	3	3		
Enhanced public awareness of academic/research achievements		Number of prestigious awards and recognition (HELTASA, NSTF, NRF, DST and WISA)	25	15	19		

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 6: Relationship with Students (This is linked to Strategic Objective Three)							
Communication to students from multiple sources with the risk of conflicting information on the same issue.	An excellent overall student experience at UJ	Establish a single point of communication with students.	To complete Student Communication Strategy including for Crisis Communication	Established Electronic and Print Communication Platforms	Consolidated Institutional Information Centre	Strategic Document, Consolidated guidelines on procedure and timelines on responsiveness	DVC: Employees and Student Affairs
Communication system that is accessible to students and provides accurate up to date information.		Develop a social media based communication system to keep students abreast.	Setting up a structure (human and financial resources)	Linking the established structure to the reputable national platforms of youth and student interactions	Forming partnerships with international communication platforms	Media platforms	DVC: Employees and Student Affairs
		Publicise all student information and services on uLink and other communication platforms.	Updates per semester	Quarterly updates	Monthly updates	Surveys	DVC: Employees and Student Affairs
		Follow up with students to determine satisfaction.	Satisfaction Survey per year	Satisfaction Survey twice per year	Monthly surveys	Surveys	
Communication from students to management. Students feel UJ communication is one way. They have no platforms to communicate back.		Create technology-based platforms that students can use to give feedback or communicate with management.	Develop the platform	Use of the platform by student leaders	Use of the platform by all students	The technology and rate of use	DVC: Employees and Student Affairs

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 6: Relationship with Students (This is linked to Strategic Objective Three) Cont.							
Management Communication through SRC/student leaders not effective.	An excellent overall student experience at UJ	Communication to be sent to all registered students and not only to student leaders.	Enhance consultation platform with student leaders and broader student body	Increase electronic platforms and their use	Maximise the use of the platforms	A number of electronic screens on campuses	DVC: Employees and Student Affairs
		Use student emails/SMSes for communication.	Only urgent important institutional information including marketing initiatives	Only urgent important institutional information including marketing initiatives	Only urgent important institutional information including marketing initiatives	Records of correspondences	DVC: Employees and Student Affairs
Insufficient information on services available to students		Each student support division should develop a brochure that can be accessible online contact details.	10 000 brochures	30 000 brochures	45 000 brochures	Brochures	DVC: Employees and Student Affairs
Student expectation of support services not congruent with reality. A gap between the promised service when recruiting students and the real experience when they get to UJ		Marketing team to consult all other role players and understand the available services, to avoid making empty promises, particularly to international students.	Consolidated institutional approach	Synchronise initiatives and enhance collaborations	Continuing with the institutional collaboration	Same and realistic message to prospective and current stakeholders	DVC: Employees and Student Affairs

Strategic KPI	Objectives	Action	2017 Targets/ Milestones	2020 Targets/ Milestones	2025 Targets/ Milestones	Tracking Sources	Accountability
Theme 6: Relationship with Students (This is linked to Strategic Objective Three) Cont.							
Many students struggle to make it through the day without food security.	An excellent overall student experience at UJ	Conduct a needs assessment on each campus.	Provision of meals to at least 4 000 students	Provision of meals to at least 8 000 students	All needy students should be able to have at least two meals per day	Cooked meals and supplementary dehydrated meal packs	DVC: Employees and Student Affairs
		Align Meal Assistance Programme (MAP) eligibility with criteria for financial aid (NSFAS, SRC Trust Fund & Missing Middle).	Done for 2017 (NSFAS and Trust Fund students automatically qualify for meals)	To continue with the aligned criteria	To continue with the aligned criteria	Criteria	DVC: Employees and Student Affairs
		Allow qualifying students to apply electronically for MAP when applying for financial aid.	Develop the electronic system for application	Use of the system by both returning and prospective students	To improve the system and customise it in line with the funding model of students	Electronic system	DVC: Employees and Student Affairs
		Establish food pantries in residences as well as in strategic points on campus.	Securing partnerships with suppliers	Enhance management system of food pantries	Create a sustainable way of providing meals to students	A number of pantries	DVC: Employees and Student Affairs
There are ad hoc initiatives throughout the university	An excellent overall student experience at UJ	Develop a model addressing food insecurity on campus and formalise all structures and systems to address student hunger and food access.	Strengthen partnerships with big suppliers and non-governmental organisations	Identify more partners	At least six big partners in fight against hunger	A number of students receiving meals and reliability of partners in supporting the initiative	DVC: Employees and Student Affairs
There are ad hoc initiatives throughout the university		Create an institutional single point of contact for students	Consolidating different initiative of faculties and divisions	Reliability of Student Affairs to provide the assistance to all students	Enhance the Student Welfare function of the University through Student Affairs	Reputable Student Welfare Office	DVC: Employees and Student Affairs

0000	Objectives	Action	2017 Targets/ Milestones	2018 Targets/ Milestones	2019/2020 Targets/ Milestones	Tracking Sources	Accountability
Theme 7: Financial Sustainability (This is linked to Strategic Objective Six)							
Operational Sustainability	Financial stability	Annual operational positive outcome	Annual Operating Budget in line with 5- year Financial Plan based on sustainable principle	<ul style="list-style-type: none">Annual updating of the 5-year financial plan, Operating budgets, Balance sheet maintenanceFinalise the implementation of the strategies from 2017	Subsidy realization of adjusted enrolment plan		
		Income maximisation	Various income generating and cost reduction strategies to be conceptualised and implementation started	<ul style="list-style-type: none">Online and blended learning implementation – Once final roll-out R40m to R50m income. Regulated tuition fee dispensation should be completed/ implementedStart-up entities and liability management.	PV panels to be supplied		
		Effective cost management					
		Effective and efficient processes and systems					
Cash flow sustainability		<ul style="list-style-type: none">Ability to collect the tuition and residence fees – in current (1yr to 3yr) environmentAnnual 1 quarter cash flow issues	1 st quarter 2017 and subsequent 1 st quarters in the next 2/3 years – Cash Flow challenges, UJ and sector planning under way		Tuition fee increases, collection of debtors, start-up entities and liability management. Finalise the implementation of the strategies from 2017		
"Balance sheet" sustainability		Collection of student debtors/ debtors provided for or written off		Tuition fee increases, collection of debtors,	Strategic plan and goals to be achieved based on financial sustainability principles		
		Maintenance of asset base to ensure income production					
		Post-retirement medical, leave, long service and defined benefit pension provisions – limited control liabilities					
		Reserve maintenance					

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