

C R E A T I N G F U T U R E L E A D E R S

UNIVEN

STRATEGIC PLAN

2016-2020



University of Venda

VISION

The University of Venda aspires to be at the centre of tertiary education for rural and regional development in Southern Africa.

MISSION

The University of Venda, anchored on the pillars of excellence in teaching, learning, research and community engagement, produces graduates imbued with knowledge, skills and qualifications which are locally relevant and globally competitive.

VALUES

QUALITY AND EXCELLENCE

Strive for the highest standards as benchmarked with and evaluated by peers.

ACCOUNTABILITY

Commitment to good and responsible use of human, fiscal and physical resources entrusted to us to deliver on and be answerable to our mandate.

TRANSPARENCY

Openness to public scrutiny of our actions, processes and use of our resources.

INTEGRITY

Consistently espousing and practising honesty, truth and freedom in all we do.

RESPECT

Treating all stakeholders with civility and dignity.

DIVERSITY

Recognising that diversity and excellence are mutually inclusive and using this to enhance our teaching, scholarship and community engagement.

SOCIAL RESPONSIBILITY AND COMMUNITY ENGAGEMENT

Contributing to the best extent possible, to the intellectual, social and economic well-being of the communities we serve.

UBUNTU

Fostering a caring, mutually supporting environment and treating individuals with respect and dignity in the spirit of Ubuntu.

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SETTING THE SCENE TO 2020

VICE CHANCELLOR & PRINCIPAL



In the past decade, Univen has moved from the bottom of the South African rankings, in terms of research outputs, to the middle of the pack. We seek to be among the top ten South African universities by 2030.

The University of Venda, which was established in 1982, has made impressive gains in the past eight years, despite its history as a historically disadvantaged institution, in cementing its position within the South African higher education sector. Building on our achievements of the past eight years, our vision is to become a top South African university as measured by the quality of our undergraduate teaching and learning, relevant research and innovation with a high impact value and in reciprocal community-

engaged initiatives that address critical areas of rural development and poverty alleviation. This strategic plan provides the necessary framework and outlines the interventions, critical to achieving this dream.

The progress made is reflected in the stability on campus characterised by a responsible and mature student and union leadership, which has allowed a new institutional culture to blossom in support of the university's core business – its academic project. The fact that the university was relatively unscathed by the recent turmoil on other campuses attests to this. The future, therefore, presents exciting opportunities for the university to deliver high-level professional and occupational skills, research and innovation required for the economic growth and development of our region and the nation.

Our competitiveness as a top South African university within our differentiated academic niche area will be measured against key global indicators that define a quality and competitive higher education institution. These include quality of staff and students, quality of our undergraduate teaching and learning programmes, quality of our research and innovation outputs, community-engaged initiatives and pass rates. Appropriate and relevant infrastructure in support of the academic project, strong leadership and management and well-established and functioning governance structures are as essential. Guided by the 2009 – 2013 and thereafter the 2012 – 2016 strategic plans, Univen has experienced significant growth in the key indicators, illustrative of a vibrant, healthy and rapidly-growing university.

Among others, we have witnessed increased student pass rates to 84% and an exponential growth in our research outputs to 0.6 per capita units in terms of peer-reviewed published articles. The graduation of postgraduate students up to doctoral level increased as did the growth in quality academic and research-driven, reciprocal community-engaged activities and projects. A massive injection of resources towards new infrastructure projects and refurbishment of buildings and growth of the information communications technology infrastructure and bandwidth of 10gbps in support of a modern-growing campus were also experienced. The introduction of student tablet personal computers in 2015 ushered in a new era of an information communications technology driven, academic-programme delivery.

Our student numbers have rapidly grown to the current enrolment figure of over 14 000 and are projected to grow to a planned total headcount of 16 000 by 2019. It is estimated that between 12% to 15% of these student enrolments will be postgraduate students. Despite the tremendous growth in our student numbers and the envisaged introduction of new academic offerings in the very near future, there has been no concomitant growth in the academic staff component, which would impact on quality if not addressed. In the next five years we will focus on increasing the number of senior academics and established researchers, and simultaneously enlarge the professoriate with entry-level positions. These will be drawn largely from our internal efforts of 'growing the next generation of academics' project with Univen-trained masters and PhD graduates. The benchmark is to achieve a 70% target of academics with PhDs by 2030 as envisioned in the National Development Plan.

In the context of the broader debate of a differentiated South African higher education system, including the mandate for Univen to transform into a comprehensive university, we have reviewed our programme offerings in terms of relevance and viability, including responsiveness to national and provincial development and growth strategies. In light of this

Univen will focus on the development and implementation of new academic offerings in the fields of engineering such as mining, agricultural, water and construction technology; health sciences such as optometry, dentistry and physiotherapy and in the new emerging area of disaster management.

The School of Agriculture will be elevated to a Centre of Excellence with a focus on food security and commercialisation in support of both emerging and established farmers.

Building on our successes, greater effort will also be placed on linkages, partnerships and internationalisation to contribute to the enrichment of the academic project. This should lead to an increase in collaborative research outputs such as those undertaken by postdoctoral students, visiting research fellows and special category academics. Such endeavors will be in support of the shared vision with our partners, in mutually enriching and growing our academic and social agenda.

An impressive number of infrastructure projects have been completed in the last eight years. This directly impacts on the quality of lives of both our staff and students, bestowing on them a greater sense of dignity in their work environment and positively enhancing our teaching, learning, research and community-engagement activities. Additional infrastructure projects are planned to further strengthen the academic project.

Transformation in the South African higher education landscape continues to be a vital project that will ensure competitiveness and equity in the sector. Univen will vigorously monitor the implementation of its integrated transformation plan, with due care and emphasis being placed on gender equity in the professoriate and management. We will continue to pursue prudent financial management strategies to ensure a sound financial footing for our university. Quality and financial sustainability will be the major pillars on which Univen will continue to manage its business.

In the past decade, Univen has moved from the bottom of the South African rankings, in terms of research outputs, to the middle of the pack. With a solid foundation now laid and an institutional culture that supports the flourishing of the academic project having been established, we seek to be among the top ten South African universities by 2030 by committing ourselves to the realisation of the targets set in our 2016 – 2020 strategic plan.

Professor Peter Mbatl
Vice Chancellor & Principal
 December 2015



PUTTING MATTERS IN CONTEXT

It is of critical importance that young scholars contextualise and approach their academic programmes at universities with the responsibility that will be bestowed on them.

Univen has made significant progress in the past eight years in addressing the challenges that confronted it and in meeting the strategic objectives and associated targets that were set to strengthen the university's core business or academic project. These are teaching and learning, research and community engagement. This is reflected in the progress made in a range of measurable indicators of academic success, including -

- Student success rates have increased from 77% in 2008 to 84% in 2014.
- Doctoral graduates have increased from 2 in 2008 to 25 in 2014.
- The number of National Research Foundation-rated researchers has increased from 1 in 2008 to 18 in 2015.
- Research outputs per capita have increased from 0.0017 units in 2008 to 0.6 units in 2014.
- 34% of academic staff have a PhD as against the national average of 32%
- Research and postgraduate supervision capacity is being built through the appointment of special category professors - over 50 adjunct professors, 2 research professors and 5 meritis professors have been appointed to date.

In addition, all the programmes on the university's programme qualification mix have been re-accredited as part of the Council on Higher Education's revised higher education qualifications framework process, which includes approval by the Department of Higher Education and Training and accreditation, where appropriate, by the relevant professional bodies.

The university has also implemented the recommendation of the Higher Education Quality Committee of the Council on Higher Education, following the successful institutional audit of Univen in 2010, that the university "establish appropriate mechanisms and provide resources to ensure that the assessment policies and procedures are applied consistently across the institution, and that sufficient examining capacity and adherence to procedures exist to guarantee that high success rates match actual student competencies". This has been done through the introduction of academic staff training in assessment, moderation, material development and facilitation, which has ensured that the university's rules pertaining to student progression and completion of study are strictly enforced.

There has been considerable progress made towards implementing government's mandate that Univen convert to a comprehensive university. Guided by the pillars of a responsive and transformed curriculum, a number of career-focused certificate, diploma and degree programmes have been introduced into our programme qualifications mix, including, a Diploma in Freshwater Technology, Advanced Diploma in Sports Management, Post-graduate Diploma in Primary Health Care and District Health Management, Bachelor of Earth Sciences in Mine Surveying, BSc in Agriculture (Agribusiness Management), Bachelor of Science in Agricultural and Biosystems Engineering, Bachelor of Indigenous Knowledge System, Bachelor of Arts in Translation, Interpretation and Editing, and a PhD in Public Health and Nutrition.

After several years of engagement with the South Africa Institute of Chartered Accountants Bankseta has provided the much-needed resources in 2014 towards the training of chartered accountants. A number of new professional-degree programmes in the area of engineering and allied health sciences are set for introduction within the next five years.

The strengthening of the academic project has been accompanied by a number of operational policies to contribute to the entrenching of a culture of excellence.

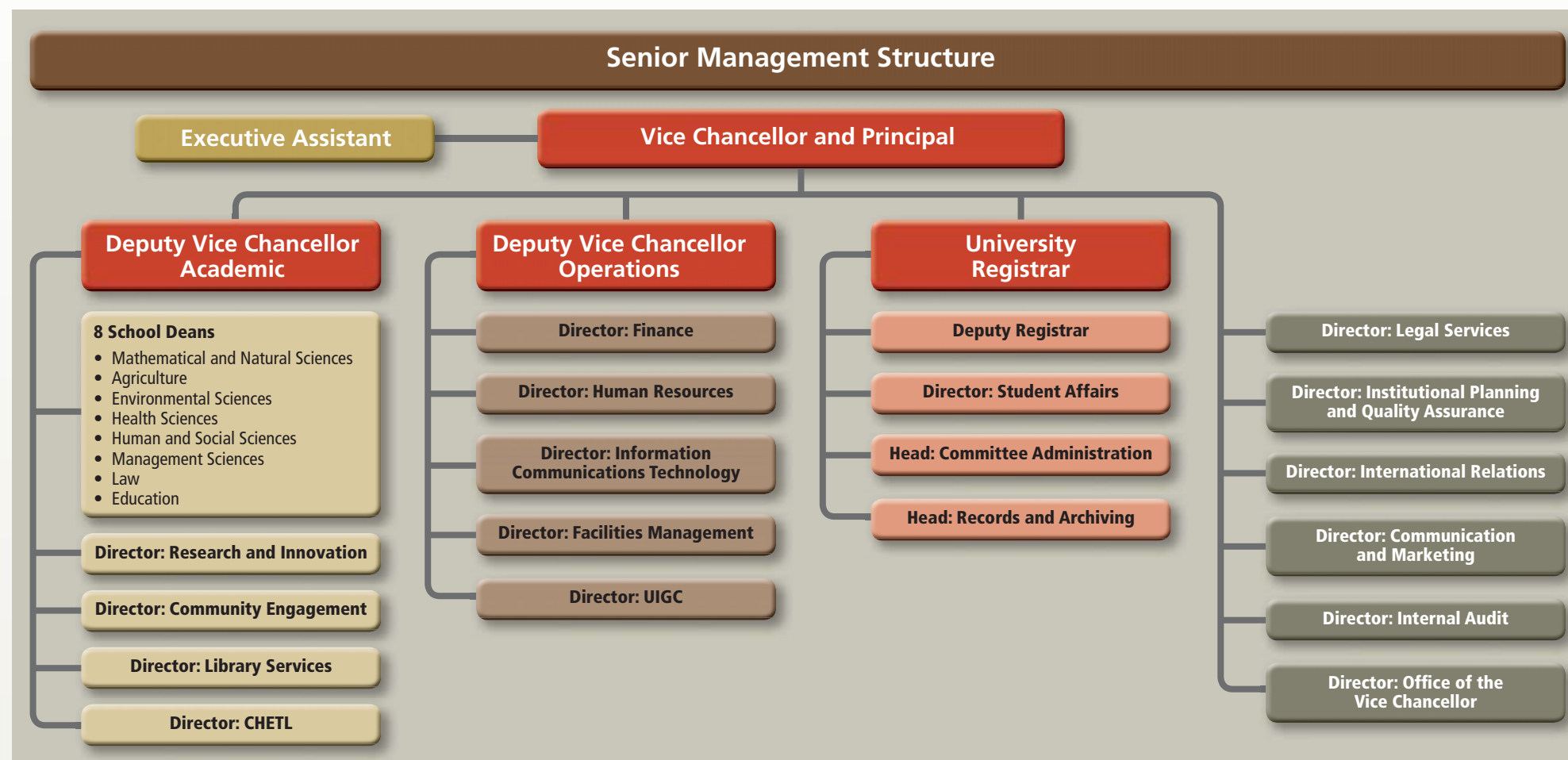
These include -

- The introduction of a performance management system for all staff with a focus on development needs of individual staff members.
- Development of a staff attraction and retention strategy to ensure that the university's remuneration framework is competitive with the rest of the sector. This resulted in a lower staff turnover than in the past.

In addition, a number of important support initiatives and structures have been built around the academic project to ensure its success. This includes a massive investment in infrastructure of approximately R1,5 billion for new projects, including lecture halls, student residences, laboratories, staff offices and refurbishment to the library. The university has also invested considerably in modern information communications technology architecture with bandwidth growing from a minimal 30 mbps in 2008 to a current 10Gbps. This will enable the rolling out of e-learning over the next five years, which began in 2015 with the purchase of tablet personal computers for all undergraduate and postgraduate students up to masters level, while doctoral students were given

laptops. It is expected that these investments will contribute to increased academic and research outputs in 2016 and beyond. Furthermore, to support the academic project, a number of new senior and executive management positions were created, including

the positions of Deputy Vice Chancellor: Operations, Director Community Engagement, Director Centre for Higher Education Teaching and Learning, Director Univen Income Generation Centre and Director International Relations.



PUTTING MATTERS IN CONTEXT

Finally, as a public institution, the university is a custodian of assets that include land, buildings, equipment, tuition revenues, central and local government monies, private donations and other resources entrusted to Council and management. This custodian role however, goes beyond exercising due diligence, efficiency, and effectiveness in managing resources - it also includes strategic planning, redeployment, and investment through the process of achieving its ideal size and shape in terms of national and institutional imperatives and goals. Resource optimisation means making decisions with a long-term, often multi-generational, perspective.

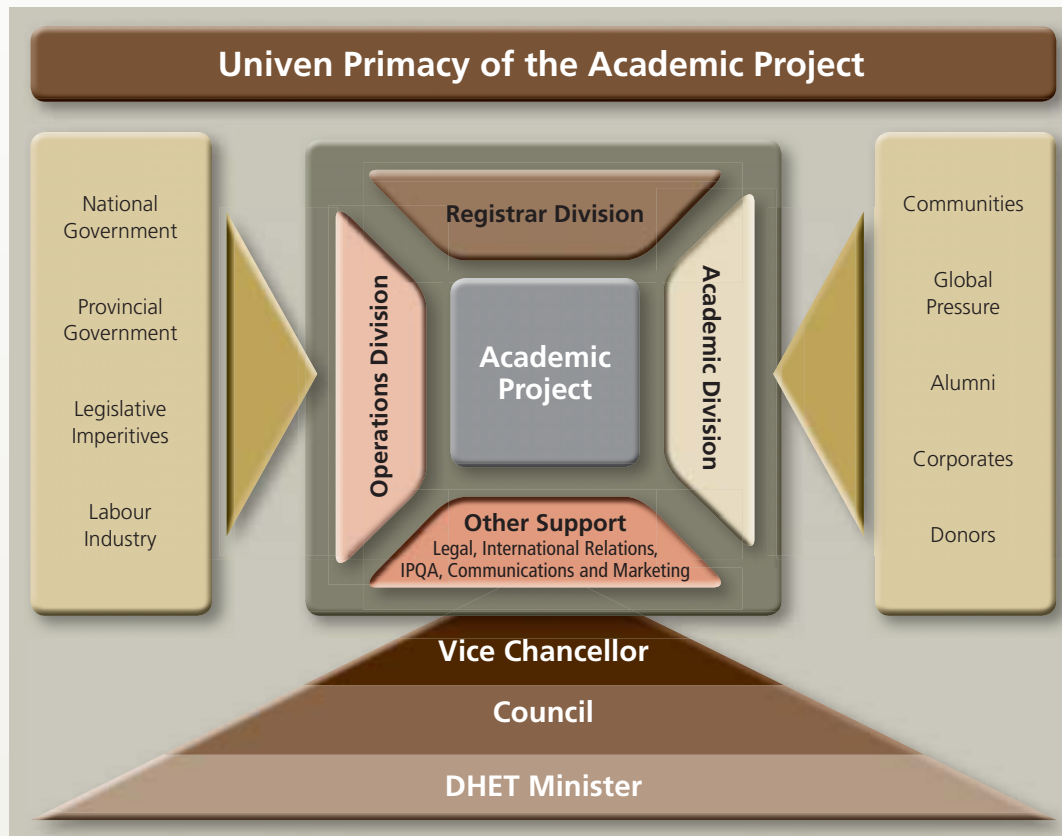
Frugal management of financial resources is paramount in securing the long-term sustainability of the university. It is therefore necessary to take cognisance of the instability of the global economy and its impact on the national economy, including the effect on the cost of goods and services. The consequences of this for institutional funding must be factored into the university's planning and budgeting processes to ensure that Univen continues to manage a healthy balance sheet. As a result of prudent financial management, the university is financially stable with a modest reserve to ensure its financial sustainability in the medium-to

long-term. However, student financial aid remains a source of concern. Despite large increases in the student-financial aid, a substantial portion of academically-deserving students are unable to secure National Student Financial Aid Scheme funding. It will be necessary that an alternative or complementary vehicle to the scheme is pursued to ensure that students from disadvantaged socio-economic backgrounds can access higher education.

The developments outlined and the focus on strengthening the university, in particular, the academic project, has the support of both staff and students. This is reflected in a relatively stable institutional environment, which is devoid of tensions between management, staff and students. There is better cohesion between the diverse groups that make up the Univen community, better team work and a greater sense and appreciation of the appropriate work ethics, critical for effectively delivering on the mandate of Univen in the context of the complexities of the higher education system.

It is against this background of the achievements of Univen in the past eight years, including future challenges, that the 2016-2020 strategic plan has been developed. A detailed SWOT analysis, the outcome of which is contained in appendix 1, also informed the development of this strategic plan. It is also guided by both internal imperatives (new vision and mission and the statute of the University of Venda) and external imperatives such as various acts and pieces of legislation, reflected in appendices 2 to 4.

The strategic plan outlines, in a succinct manner, Univen's continued commitment to be a quality-driven, financially-sustainable, comprehensive university. The plan takes cognisance of the hallmarks of an outstanding academic institution, which include, quality of teaching and research, staff, governance and leadership, quality of students, financial management practices - and equally important, a supportive environment to achieve these goals. A visionary and realistic strategic plan, which emphasises the



eminence of the academic project, with the focus on a student-centered approach is a key driver in achieving these goals.

While excellence in the academic project remains a primary goal, relevant soft skills, work-integrated learning, entrepreneurship and assertiveness, essential for the employability of our graduates, will be introduced in the curriculum, in a phased-in approach. Building confidence in the minds of young impressionable undergraduate African scholars cannot be over-emphasised as it lays a strong foundation for their future success. Agenda 2030 of the African Union sums this up very well “Africa is self-confident in its identity, heritage, culture and shared values and as a strong, united and influential partner on the global stage making its contribution to peace, human progress, peaceful co-existence and welfare in short, a different and better Africa”.

It is thus of critical importance that our young scholars contextualise and approach their academic programmes at universities with the responsibility that will be bestowed on them – the inheritance of the African continent which must be managed in a sustainable manner by competent and well-skilled graduates. South Africa is moving towards a knowledge-based economy and therefore the need for skilled, innovative and entrepreneurial graduates is important in securing the future of our country.

That higher education can contribute to this envisaged development by producing graduates who have the requisite skills, who can produce and adapt knowledge innovatively, and who can address human and social development challenges, is unquestionable. Nonetheless, unemployment of graduates is a phenomenon that many countries, including South Africa have to contend with. According to the Association of African Universities, factors affecting graduate employment and employability can be grouped into three categories.

- Exogenous factors related to the absorptive capacity of the country for graduates, which have an impact on the graduate employment.
- Endogenous factors associated with an institution's efforts to ensure the well-preparedness of the graduates, which determine their employability.
- Factors linking the exogenous and endogenous factors, in other words, linking employment and employability.

These factors should drive higher education institutions to ensure the quality and relevance of their educational provision. In this regard, Univen will introduce programmes through both

the Centre for Higher Education Teaching and Learning and the Community Engagement directorates to address issues of employability of our graduates through a variety of interventions, such as, work-integrated learning, entrepreneurship training and the imparting of a variety of pertinent soft skills.

In tandem with the National Development Plan 2030, the Association of African Universities Science, Technology and Innovation Strategy for Africa 2024 is decisive on the role that science and technology must play as multifunctional tools and enablers for achieving continental development goals. The strategy should foster social transformation and economic competitiveness, through human capital development, innovation, value-addition, industrialisation and entrepreneurship.

On the wings of innovation, the Technology and Innovation Strategy for Africa 2024 places science, technology and innovation at the epicenter for Africa's socio-economic development. It is against this background that Univen, a historically disadvantaged university which is in the process of shedding this baggage, will have to engage with the subject of differentiation and curriculum transformation.

The foundation laid in the past eight years, provides the basis for Univen to move to the next level in its quest to become a leading regional university, a university of choice for both staff and students.



STRATEGIC OBJECTIVE 1: CONVERSION TO A COMPREHENSIVE UNIVERSITY

The mandate to convert into a comprehensive institution affords Univen a unique opportunity to reposition itself in the South African higher education landscape, by offering an array of programmes that have previously been the exclusive preserve of established, urban-based universities. The current programme qualifications mix will be expanded to meet the national and regional demand for graduate professionals in different fields of engineering, clinical health sciences, management and accounting. The introduction of these new career-focused and professional programmes bodes in niche fields will ensure Univen's competitive advantage in the context of its vision as a rural and regional development university within the South African higher education landscape.

Expansion of the programme qualifications mix will occur within the size and shape parameters negotiated with the Department of Higher Education and Training and with close adherence to the 2019 ministerial targets set for enrolments, at different qualification levels and in the different classification of educational subject matter categories, for Univen. Substantial targeted investments in infrastructure and human resources will be required, not only for the offering of new programmes, but also for meeting the often stringent criteria for their accreditation by the relevant professional bodies. The introduction of these programmes will be facilitated by developing collaborative arrangements and partnerships with established universities currently offering these or related programmes, as well as linkages with relevant industries and government departments. Such linkages will not only offer work placement and internship opportunities for students in career-focused and professional programmes, as required for their successful accreditation, but will also be a means of establishing work-integrated learning as a component of academic programme offerings at Univen.

The current configuration of academic schools and divisions has served Univen well. However, an expanded programme of qualifications mix – and in particular the offering of engineering and clinical health programmes – may require either the reconfiguration of existing schools or the establishment of specific new ones, as part of Univen's longer-term strategic intent.

ACADEMIC SCHOOLS AND DIVISIONS

The academic division consists of eight schools and four directorates. The schools offer a range of under- and postgraduate academic programmes in various classifications of educational subject matter. These programmes lead to qualifications in undergraduate certificates,

diplomas, first and professional bachelor degrees, postgraduate diplomas, honours, masters (both by coursework and research) and doctoral degrees. Schools are mandated to develop the critical performance indicators of the academic project: teaching, learning, research and community engagement.

The School of Agriculture

The school, which has been elevated to a Centre of Excellence, offers programmes in classifications of educational subject matter categories 1 and 10. These are in areas of Agricultural Economics and Extension, Family Ecology and Consumer Sciences, Food Science and Technology. The school houses the Institute for Rural Development and a Land Bank Chair in Agricultural Economics. In addition, the school has an experimental farm on campus, which is used for experiential learning in animal and plant production programmes.

The School of Education

The school offers programmes in classifications of educational subject matter category 7. It trains teachers for the foundation and secondary phases and also upgrades the qualifications of practicing teachers through postgraduate certificate programmes. In addition, the school has a pre-school on campus which is used for experiential learning.

The School of Environmental Sciences

The school offers programmes in classifications of educational subject matter categories 2 and 8. These are programmes in Environmental Sciences, Environmental Management, Earth Sciences, Hydrology, Water Resources and Mining and Environmental Geology. The mining-related degrees will be offered through a programme in mining engineering, while construction technology and additional engineering qualifications will be developed over the next five years. In addition, the School has a GIS Resource Centre, an environmental advisory and assessment unit and an Institute of Semi-arid Environmental and Disaster Management.

The School of Health Sciences

The school offers programmes in classifications of educational subject matter categories 9 and 18. These programmes are in Nursing Science, Public Health, Nutrition, Psychology, Biokinetics and Recreation and Leisure Studies. The school's Centre for Biokinetics

and Recreation and Sport Sciences are also used for experiential learning. The school will develop and implement several new programmes in clinical practice and the allied health sciences over the next five years.

The School of Human and Social Sciences

The school offers programmes in classifications of educational subject matter categories 5, 11, 17 and 20. These programmes are in Communication and Applied Language Studies, Development Studies, English, International Relations, African Languages, Gender and Youth Studies and Social Work. The school also houses the Centre for Indigenous Studies, as well as the MER Mathivha Centre for African Languages, Arts and Culture.

The School of Law

The school offers programmes in classifications of educational subject matter category 12. These are in Criminal Justice and Law. In addition, the school has a Legal Aid Clinic on campus which is used for experiential learning and practice, as well as for providing affordable legal services to the community. The Ishmael Mahomed Centre for Human and People's Rights is also housed in the school.

The School of Management Sciences

The school offers programmes in classifications of educational subject matter categories 4, 6 and 19. These are in Accounting and Auditing, Business Information Systems, Business Management, Economics, Human Resources Management, Public Management, Tourism and Hospitality Management. The school houses the Business Career and Placement Centre and the Oliver Tambo Institute of Government and Policy Studies.

The School of Mathematical and Natural Sciences

The School offers programmes in classifications of educational subject matter categories 6, 13, 14 and 15 in Life Sciences, Physical Sciences, Mathematics and Statistics. The school houses the unit for data management and manages the Vuwani Science Resource Centre in the village of Vuwani. The centre is a flagship community outreach project of Univen. The National Research Foundation/South Africa Research Chairs Initiative Chair in Biodiversity value and change in the Vhembe Biosphere is also housed in the school.

Research and Innovation Directorate

The advancement of research, both basic and applied, research and supervisory capacity development of academics, the management of the postgraduate enterprise and the administration of research grants are the priorities for this directorate. It builds a cadre of research leaders, such as postdoctoral fellows, research and emeritus professors. The directorate also develops and offers training programmes to assist staff and postgraduate students to publish in accredited national and international journals and to present their research findings at conferences. The directorate is also responsible for the administration and utilisation of the Department of Higher Education and Training's research development grant.

Community Engagement Directorate

Univen, through this directorate, seeks to ensure that a qualitative, symbiotic and reciprocal relationship exists between itself and its community stakeholders. Community engagement at Univen thus entails goal-oriented, reciprocal, interactive collaboration and partnerships between the university and surrounding rural communities. This has resulted in sustainable-community partnership projects that deliver tangible benefits to the communities we serve. The directorate's responsibilities include the facilitation of on-site experiential and service-learning programmes.

Library Services Directorate

The library develops and manages local and remote access to information and knowledge resources, offering a range of library and information services. Over the next five years the library will focus increasingly on the acquisition of relevant electronic and open access resources to support the core business.

Centre for Higher Education Teaching and Learning (CHETL)

The centre initiates, coordinates and promotes academic support and development services which address the challenges facing academics and students in achieving expected outcomes of teaching and learning at Univen. The full implementation of e-Learning using the Blackboard platform will be a major strategic focus of the centre over the next five years. Early identification of students-at-risk, enhancing the first-year experience, and providing effective career counseling have become new focus areas for the centre, while it will also drive Univen's participation in the Council on Higher Education's national quality enhancement project.

STRATEGIC OBJECTIVE 1: CONVERSION TO A COMPREHENSIVE UNIVERSITY

KEY PERFORMANCE AREA 1: ADHERENCE TO DEPARTMENT OF HIGHER EDUCATION AND TRAINING SIZE AND SHAPE DIRECTIVES TO MEET 2019 MINISTERIAL ENROLMENT TARGETS

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
Enrolment headcount increases to 15 592 from a 2015 baseline of 13 829	Total student headcount of 14 000	Total student headcount of 14 500	Total student headcount of 15 000	Total student headcount of 15 592	Total student headcount of 16 000
Headcount enrolments in under-graduate diplomas and certificates increases to 5% from a 2015 baseline of 2.2%	2.5% of total headcount enrolled in under-graduate diplomas and certificates	3% of total headcount enrolled in under-graduate diplomas and certificates	3.5% of total headcount enrolled in under-graduate diplomas and certificates	4.1% of total headcount enrolled in under-graduate diplomas and certificates	5% of total headcount enrolled in under-graduate diplomas and certificates
Enrolments per classification of educational subject matter category adjusted to meet 2019 ministerial targets from a 2015 baseline of 37% SET and Health; 16% Business and Management; 21% Education; 26% Humanities and Law	39% SET and Health	41% SET and Health	43% SET and Health	45% SET and Health	45% SET and Health
	16% Business and Management	17% Business and Management	18% Business and Management	19% Business and Management	19% Business and Management
	19% Education	17% Education	16% Education	15% Education	15% Education
	25% Humanities and Law	23% Humanities and Law	21% Humanities and Law	21% Humanities and Law	21% Humanities and Law

KEY PERFORMANCE AREA 2: A PROGRAMME QUALIFICATION MIX REFLECTIVE OF THE COMPREHENSIVE MANDATE

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
Introduction of professional qualifications in engineering and related fields	Mining engineering programme curriculum and co-hosting arrangements with WITS finalised	Engineering Council of South Africa endorsement and final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 25 students	Second intake of 30 students Engineering Council of South Africa site visit for pre-accreditation	Third intake of 40 students
	Water and Environmental Engineering programme curriculum, review, Senate and Council approval, and external collaboration arrangements finalized	Engineering Council of South Africa endorsement and submission to Department of Higher Education and Training for approval and to Council on Higher Education for accreditation	Final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 25 students	Second intake of 30 students Engineering Council of South Africa site visit for pre-accreditation
	Construction Technology Engineering programme curriculum, review, Senate and Council approval	External collaboration arrangements finalised Engineering Council of South Africa endorsement and submission to Department of Higher Education and Training for approval and to Council on Higher Education for accreditation	Final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 25 students	Second intake of 30 students Engineering Council of South Africa site visit for pre-accreditation
<i>continued...</i>					

STRATEGIC OBJECTIVE 1: CONVERSION TO A COMPREHENSIVE UNIVERSITY

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
New career-focused bachelor, diploma and certificate programmes	Diploma in Agro-ecology and Diploma in Natural Resource Management curriculum, review, Senate and Council approval	Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 40 students in each programme	Second intake of 50 students in each programme	Third intake of 60 students in each programme Engineering Council of South Africa site visit for pre-accreditation
	Diploma in Mine Safety, Health and Environment conceptualisation and curriculum	Engineering Council of South Africa endorsement and submission to Department of Higher Education and Training for approval and to Council on Higher Education for accreditation	Final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 40 students	Second intake of 50 students Engineering Council of South Africa site visit for pre-accreditation
	Diploma in GIS and Remote Sensing conceptualisation, curriculum, review, Senate and Council approval	Submission to Department of Higher Education and Training for approval and to Council on Higher Education for accreditation	Final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 40 students	Second intake of 50 students
	Diploma in Travel re-curriculum and submitted for internal review and approval	Final Department of Higher Education and Training approval of resubmitted curriculum and Council on Higher Education accreditation obtained	First intake of 20 students	Second intake of 20 students	Third intake of 20 students <i>continued...</i>

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
New career-focused bachelor, diploma and certificate programmes	Obtain Department of Higher Education and Training permission to add existing National Diploma in Information Communications Technology to Univen's programme qualification mix	First intake of 50 students	Second intake of 50 students	Third intake of 75 students	Fourth intake of 100 students
			Diploma in Dental Technology curriculated and benchmarked	Submission of curriculum for internal review and approval Submission of programme for external review, approval and accreditation by DHET, CHE and SAQA	First intake of 40 students
	Court Interpreting Certificate submitted to Institutional Planning and Quality Assurance	Submission of the certificate to Department of Higher Education and Training for approval and CHE accreditation	Final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 50 students	Second intake of 80 students
	Certificate of Communication in Business English submitted to Institutional Planning and Quality Assurance	Submission of the certificate to Department of Higher Education and Training for approval and Council on Higher Education accreditation	Final Department of Higher Education and Training approval and CHE accreditation obtained	First intake of 50 students	Second intake of 80 students
	Sign Language Certificate submitted to Institutional Planning and Quality Assurance	Submission of the certificate to Department of Higher Education and Training for approval and Council on Higher Education accreditation	Final Department of Higher Education and Training approval and Council on Higher Education	First intake of 50 students	Second intake of 80 students
	Bachelor of Disaster Risk Science curriculum, review, Senate and Council approval	Submission to Department of Higher Education and Training for approval and to Council on Higher Education for accreditation	Final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 40 students	Second intake of 50 students
<i>continued...</i>					

STRATEGIC OBJECTIVE 1: CONVERSION TO A COMPREHENSIVE UNIVERSITY

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
New career-focused bachelor, diploma and certificate programmes	Bachelor of Heritage Studies submitted to Department of Higher Education and Training	Final Department of Higher Education and Training approval and Council on Higher Education accreditation obtained	First intake of 50 students	Second intake of 80 students	Third intake of 100 students
			Bachelor degree in Optometry curriculared and benchmarked	Submission of curriculum for internal review and approval Submission of programme for external review, approval and accreditation (Department of Higher Education and Training, Council on Higher Education, South African Qualifications Authority)	First intake of 40 students
Introduction of three allied-health professional programmes in the School of Health Sciences: Clinical Associate Physiotherapy Radiography	Consultations for curriculum development and collaboration with WITS Consultation with the Health Professions Council of South Africa (HPCSA)	Submit curricula to internal structures for review and approval Submit curricula to external structures Final Department of Higher Education and Training approval and Council on Higher Education / Health Professions Council of South Africa accreditation obtained Negotiations with Department of Health (DoH) Limpopo for joint appointment of practitioners for lecturing	Recruitment of students Entering of programme in the Univen programme qualifications mix	First intake of 40 students in each of the three new programmes	Second intake of 40 students in each of the three new programmes

STRATEGIC OBJECTIVE 2:

QUALITY TEACHING AND LEARNING

Univen is a largely undergraduate higher education institution with approximately 88% of its student headcount enrolled in undergraduate certificate, diploma and degree programmes. It is for this reason that teaching and learning has to be of exceptionally high quality, using appropriate teaching methodologies to impart the requisite skills, knowledge and attitudes to ensure the employability of our graduates.

The quality of teaching and learning rests as much on the quality of the curriculum as on the quality of its delivery. The quality of the curriculum will be ensured through regular benchmarking and periodic review, while alignment of all programmes with the higher education qualification sub-framework will confirm adherence to national standards. Furthermore, it will be determined through student evaluation of modules and peer-evaluation and performance management of academics. It will also be enhanced through the increased utilisation of new teaching technologies. The full roll-out and optimal utilisation of the Blackboard e-Learning platform is a strategic imperative over the next five years.

All career-focused and professional programmes accredited by professional bodies require a formal work-integrated learning component, which contributes to enhancing the quality and employability of our graduates. This will be facilitated by the appointment of a work-integrated learning coordinator who will be responsible for incorporating and formalising relevant programmes, including exploring the possibilities of exposing all students to workplace and cooperative learning. In addition, to facilitate employability, we will introduce compulsory non-credit bearing modules on soft skills for our final year undergraduate students, as well as undertake regular three-yearly alumni surveys, including collecting information on the employment status of our graduates, to influence curriculum innovations.

The improvement of throughput, graduation and retention rates in higher education is a national priority. From 2008, the university has put in place strategies to improve the success rates of students, such as strictly adhering to the admission points scores recommended by Higher Education South Africa - ensuring that only students who have a good average pass are considered for admission. In addition, the introduction of academic staff training in assessment, moderation, material development and facilitation has ensured that the university's rules pertaining to student progression and completion of study are strictly enforced. Schools are also increasingly making use of tutors for supplemental teaching. The performance of students over the past five years shows an annual improvement in success rates, confirming the positive impact of the initiatives undertaken.

Table 1: Pass rates and number of graduates 2010 - 2014

	2010	2011	2012	2013	2014
Pass rate Graduates	80.09	82.62	84.05	82.84	84.71

Academics at Univen have consistently identified inadequate student support both in terms of teaching, assessment and career guidance, as well as in terms of students' personal, social and psychological problems, as one of the reasons for low academic success. In response to these challenges, Univen has established a number of student and staff development programmes designed to enhance success in teaching and learning.

A key strategic priority is improving first-year success, as research has proved conclusively that success at first-year level is the best indicator of subsequent academic success. This will be affected through the development of appropriate interventions based on the early identification of students-at-risk and of modules with poor-pass rates. One such intervention is the formal induction of new students through the roll-out of a first-year experience programme. The utilisation of student tutors and tutorial classes are two additional strategic interventions which utilise the proven efficacy of peer-learning to enhance student success.



STRATEGIC OBJECTIVE 2: QUALITY TEACHING AND LEARNING

Institutional success in improving the quality of teaching and learning depends on collaboration between academic programmes and academic-support services that are already in place. This ensures a systematic campus-wide approach to increasing student-success rates. It is also important to ensure that staff members possess the requisite skills to teach students who come to the university, academically under-prepared. In line with this the university established the Centre for Higher Education Teaching and Learning. This centre ensures the development of a holistic and coordinated approach to staff and student development programmes to enhance success in teaching and learning. The centre coordinates the programmes, in close collaboration with the Organisational Development and Training Unit in the Human Resources Department, Student Affairs and schools. Univen is also sharing best practices in teaching and learning with other universities in the country through the Council on Higher Education's

quality enhancement project, which was launched in 2014 with the aim of .improving student success. The project goals are -

- improving the quality of undergraduate educational provision
- improving the number of quality graduates
- developing a higher education system that is improving continuously as members of the higher education community collaborate to share good practices and solve shared problems.

Univen's emphasis on academic support and improving the teaching competences of academics speaks directly to the tenets of the project objectives. The sharing of best practice envisaged in the project will therefore contribute to strengthening and augmenting our own internal efforts.

KEY PERFORMANCE AREA 1: QUALITY OF THE CURRICULUM

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
3-year cycle of programme quality reviews	5% of all programmes reviewed and quality recommendations implemented	25% of all programmes reviewed and quality recommendations implemented	50% of all programmes reviewed and quality recommendations implemented	75% of all programmes reviewed and quality recommendations implemented	100% of all programmes reviewed within the past three years and quality recommendations implemented
All programmes appropriately aligned to the higher education qualifications sub-framework	All category B programmes aligned and added to programme qualifications mix	All category C programmes reviewed	All category C programmes aligned and added to programme qualifications mix	All programmes on programme qualifications mix aligned to the higher education qualifications sub-framework	
Work integrated and workplace learning	Work integrated learning coordinator appointed and work integrated learning formalised in all professional programmes	Work integrated learning implemented in all career-focused programmes	Appropriate academic programmes identified for implementation of workplace learning	Workplace learning introduced into all appropriate academic programmes	

KEY PERFORMANCE AREA 2: DELIVERY OF THE CURRICULUM

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
Curriculum delivery evaluated by students	Workshops with academics on the new online evaluation of teaching and modules	All teaching staff evaluated by students in at least one module they teach	All teaching staff evaluated by students in at least two modules they teach	Research project on impact of student evaluation on quality of teaching	Review of the evaluation of teaching based on impact results
Implementation of e-Learning	<p>Centre of Higher Education Training and Learning designs training programme for academics in e-learning methodology and technology</p> <p>10% of all modules in electronic format and uploaded onto the e-learning platform</p>	<p>25% of academics trained in delivery of e-learning</p> <p>25% of all modules in electronic format and uploaded onto the e-learning platform</p>	<p>50% of academics trained in delivery of e-learning</p> <p>50% of all modules in electronic format and uploaded onto the e-learning platform</p>	<p>75% of academics trained in delivery of e-learning</p> <p>75% of all modules in electronic format and uploaded onto the e-learning platform</p>	<p>All academics have undergone formal training in delivery of e-learning</p> <p>All modules in electronic format and uploaded onto the e-learning platform</p>

STRATEGIC OBJECTIVE 2: QUALITY TEACHING AND LEARNING

KEY PERFORMANCE AREA 3: ACADEMIC SUPPORT FOR STUDENTS

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
Academic support for first-year students	Roll out of the First Year Experience (FYE) programme to students	Implementing one First Year Experience programme session per semester to reach 1 000 first-year students	Implementing two First Year Experience programme sessions per semester to reach 2 000 first-year students	Academic support for first-year students	Roll out of the First Year Experience programme to students
Academic support for students with disabilities	All identified students with disabilities are trained on services offered within the Disability Unit Academic support offered to students with disabilities	All identified students with disabilities are trained on services offered within the Disability Unit Academic support offered to students with disabilities	All identified students with disabilities are trained on services offered within the Disability Unit Academic support offered to students with disabilities	Academic support for Students with disabilities	All identified students with disabilities are trained on services offered within the Disability Unit Academic support offered to students with disabilities
Tutorial support in modules-at-risk	Centre for Higher Education Training and Learning identifies modules with poor pass rates in all schools	Implement structured tutorial training and support for all modules with enrolments higher than 1000 students	Implement structured tutorial training and support for all modules with enrolments higher than 750 students	Tutorial support in modules-at-risk	Centre for Higher Education Training and Learning identifies modules with poor pass rates in all schools
Targeted academic support for students at risk	Centre for Higher Education Training and Learning identifies students at-risk after first formative assessment and conduct interviews to ascertain causes of underperformance	Formal intervention programme for underperforming students developed by Centre for Higher Education Training and Learning	Formal intervention programme for underperforming students implemented by Centre for Higher Education Training and Learning	Targeted academic support for students at risk	Centre for Higher Education Training and Learning identifies students at-risk after first formative assessment and conduct interviews to ascertain causes of underperformance

KEY PERFORMANCE AREA 4: STUDENT SUCCESS

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
Improved first-year success	Centre for Higher Education Training and Learning undertakes research to identify causes of first-year attrition through failure and drop-out	Decrease first-year attrition by 10%	Decrease first-year attrition by 10%	Decrease first-year attrition by 10%	Decrease first-year attrition by 10%
Increased graduation rates (17% baseline for 2014) This percentage will increase after the September graduation)	Graduation rate of 19%	Graduation rate of 20%	Graduation rate of 21%	Graduation rate of 21% (ministerial target for 2019 is 20%)	Graduation rate of 22%
Increased student success rate (baseline 84,71% for 2014)	Increase to 84,9%	Increase to 85%	Increase to 86%	Increase to 87% (87% is the ministerial target for 2019)	Increase to 87,5%
Increased student throughput rate (baseline 2014 is 32%)	Increase to 33%	Increase to 34%	Increase to 35%	Increase to 36%	Increase to 37%

STRATEGIC OBJECTIVE 3: RESEARCH AND INNOVATION

The National Development Plan proposes that by 2030 in line with global developments, South Africa should shift from a resource-based to a knowledge-based economy. As high-end skills and research and innovation are implicit drivers of a knowledge economy, the plan projects that South Africa should be producing well over 5 000 doctoral graduates a year



by 2030 (from the present 1 400) to facilitate the expansion of science, technology and innovation outputs, which would also require increased research and development spending by government and industry.

In addition, the Limpopo provincial growth and development strategy aims to provide expert and needs-based research and development and technology-transfer services, which would impact on development objectives within Limpopo. The university will consciously align its research and innovation strategy, over the next five years, to these national and provincial strategic imperatives.

Univen is well-placed to do so as, in the past eight years, it has made significant progress and experienced exponential growth in research and postgraduate outputs, albeit from a low base. Research outputs per capita have grown from 0.0017 units in 2008 to 0.60 units in 2014. The number of National Research Foundation-rated researchers has grown from just two in 2008 to 18 by 2015. There has also been a significant growth in external funding, but there is room for improvement.

In terms of staff with doctoral qualifications, Univen with 34% is above the national average of 32%. It is committed to meeting the institutional target of 41% by 2019, as set by the Minister of Higher Education and Training, and the national target of 75% by 2030, as set by the National Development Plan.

The university has also accelerated the recruitment of special-category professors, namely, Research, Emeriti and Adjunct Professors, whose key tasks are to assist with postgraduate students' supervision and promotion, to improve publication outputs and to mentor emerging researchers. To date over 50 adjunct professors, two research professors and five emeritus professors have been appointed. Furthermore, Council has approved a further 20 research professors and 30 postdoctoral fellow posts, which will be filled over the next five years.

As a result of these developments, in 2013, Univen was ranked 14 out of 23 public universities in terms of research-weighted output per capita and is well-placed to meet the target of 1.25 units set by the Minister of Higher Education and Training for 2019.

Finally, it is planned to establish a technology-transfer office within the Directorate of Research and Innovation in 2016, to facilitate the transfer of research into finished products and to test and measure the impact of our research and innovations through technology-transfer projects on the communities that we serve.

KEY PERFORMANCE AREAS	KEY PERFORMANCE INDICATORS	TARGETS				
		2016	2017	2018	2019	2020
Increased research capacity	Increase number of National Research Foundation-rated researchers	Increase number of National Research Foundation-rated researchers by 20%, from 17 to 21	Increase number of National Research Foundation-rated researchers by 10%, from 21 to 23	Increase number of National Research Foundation-rated researchers by 15%, from 23 to 26	Increase number of National Research Foundation-rated researchers by 8%, from 26 to 28	Increase number of National Research Foundation-rated researchers by 10%, from 28 to 31
	Increased number of special-category academics in support of the academic core project	Increased number of research professors, postdoctoral fellows, adjunct professors, visiting fellows, professor emeriti by 3	Increased number of research professors, postdoctoral fellows, adjunct professors, visiting fellows, professor emeriti by 3	Increased number of research professors, postdoctoral fellows, adjunct professors, visiting fellows, professor emeriti by 3	Increased number of research professors, postdoctoral fellows, adjunct professors, visiting fellows, professor emeriti by 3	Increased number of research professors, postdoctoral fellows, adjunct professors, visiting fellows, professor emeriti by 3
Research outputs	Increased research outputs aligned to Department of Higher Education and Training targets	Total research outputs 0.6 per capita units	Total research outputs 0.8 per capita units	Total research outputs 0.9 per capita units	Total research output 1.00 per capita units	Total research output 1.25 per capita units
Renewable energy	Conceptualisation of a Centre for Renewable Energy	Integrated renewal energy project (biogas and solar) - primarily for teaching and research - as an alternative energy source on campus	Integrated renewal energy project (biogas and solar) - primarily for teaching and research - as an alternative energy source on campus	Integrated renewal energy project (biogas and solar) - primarily for teaching and research - as an alternative energy source on campus	Integrated renewal energy project (biogas and solar) - primarily for teaching and research - as an alternative energy source on campus	Integrated renewal energy project (biogas and solar) - primarily for teaching and research - as an alternative energy source on campus
Technology transfer	Appointment of a technology-transfer officer	Two technology-transfer projects initiated for community use	Three technology-transfer projects initiated for community use	Three technology-transfer projects initiated for community use	Four technology-transfer projects initiated for community use	Five technology-transfer projects initiated for community use

STRATEGIC OBJECTIVE 4: INTEGRATED COMMUNITY ENGAGEMENT INITIATIVES

Univen sees community engagement as goal-orientated, reciprocal interactions between the university and the community, with the aim of establishing a win-win partnership, through collaborative projects. Over the past eight years we have done well in scholarly engagement with our communities and we intend to build on this strong foundation for our future projects which will increasingly serve as a means of institutionalising engaged teaching, learning and research. These interactions will also serve as vehicles for increasing community awareness, social consciousness and active citizenship among our students.

We will enhance those pockets of excellence that already exist in the form of our flagship community engagement projects.

In line with national and provincial development initiatives, Univen's community engagement focus will therefore, increasingly, take the form of integrated initiatives to find solutions to societal challenges such as poverty, under-development, unemployment, inequality, and lack

of relevant and appropriate skills. The focus of community engagement over the next five years will therefore be on -

- Building and maintaining flagship community engagement projects.
- Building the local-knowledge economy through science and knowledge outreach to local communities.
- Developing social consciousness and social enterprise among students. The Univen Chapter of Entrepreneurial Action Us (ENACTUS) which has consistently won national awards for their community-based student projects, will be targeted for support to increase their footprint on campus.
- Developing work-integrated learning as an essential component of all career-focused and professional programmes, and also establishing it, where appropriate, in other undergraduate programmes.

KEY PERFORMANCE AREA 1: COMMUNITY ENGAGEMENT FLAGSHIP PROJECTS

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
Vuwani Science Resource Centre	Increase number of participating learners from rural schools in the maths and science-enhancement programme at Vuwani Science Resource Centre	Increase number of participating learners from rural schools in the maths and science-enhancement programme at Vuwani Science Resource Centre	Increase number of participating learners from rural schools in the maths and science-enhancement programme at Vuwani Science Resource Centre	Increase number of participating learners from rural schools in the maths and science-enhancement programme at Vuwani Science Resource Centre	Increase number of participating learners from rural schools in the maths and science-enhancement programme at Vuwani Science Resource Centre
Rural Development	Documented evidence of positive impact on development and poverty alleviation in one target rural community	Documented evidence of positive impact on development and poverty alleviation in two target rural communities	Documented evidence of positive impact on development and poverty alleviation in three target rural communities	Documented evidence of positive impact on development and poverty alleviation in four target rural communities	Documented evidence of positive impact on development and poverty alleviation in five target rural communities

KEY PERFORMANCE AREA 2: SCIENCE OUTREACH AND KNOWLEDGE TRANSFER

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
Knowledge transfer activities	Annual Farmers Day Annual GIS week Annual winter school	Annual Farmers Day Annual GIS week Annual winter school	Annual Farmers Day Annual GIS week Annual winter school	Annual Farmers Day Annual GIS week Annual winter school	Annual Farmers Day Annual GIS week Annual winter school
Univen Community Radio Station	Monthly profiling of academic core activities of - - Teaching, learning and research - Community engagement - Innovation and technology transfer - Knowledge transfer	Monthly profiling of academic core activities of - - Teaching, learning and research - Community engagement - Innovation and technology transfer - Knowledge transfer	Monthly profiling of academic core activities of - - Teaching, learning and research - Community engagement - Innovation and technology transfer - Knowledge transfer	Monthly profiling of academic core activities of - - Teaching, learning and research - Community engagement - Innovation and technology transfer - Knowledge transfer	Monthly profiling of academic core activities of - - Teaching, learning and research - Community engagement - Innovation and technology transfer - Knowledge transfer
Multi-stakeholder community engagement forums	At least one structured engagement with communities in a well-publicised community engagement forum	At least one structured engagement with communities in a well-publicised community engagement forum	At least two structured engagements with communities in well-publicised community engagement forums	At least two structured engagements with communities in well-publicised community engagement forums	At least three structured engagements with communities in well-publicised community engagement forums

STRATEGIC OBJECTIVE 5: FINANCIAL SUSTAINABILITY



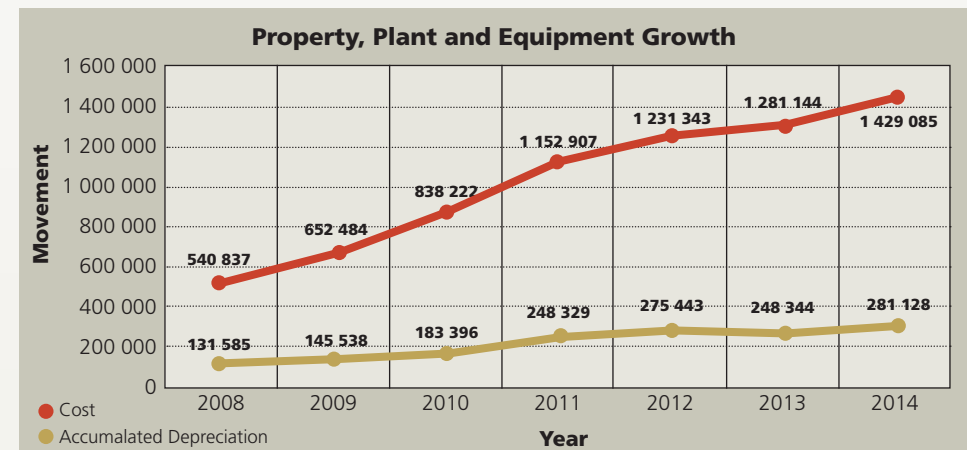
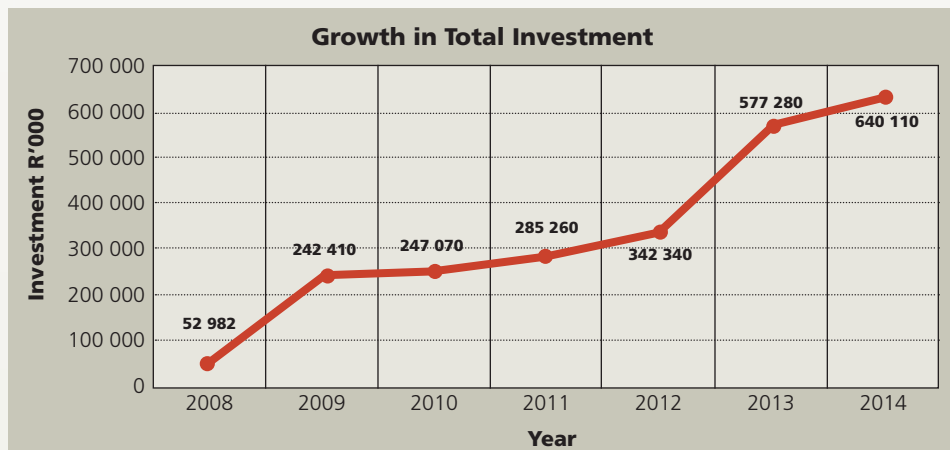
Financial sustainability is a key driver to ensure that the university's strategic objectives are attained. This requires the prudent management of financial resources given the volatile global and national financial environment, and its impact on the state subsidy of higher education, which has been steadily declining. The careful management of available resources has enabled Univen, despite its historical disadvantage, to strengthen its financial base to provide the required resources for operational objectives, including building sufficient reserves to be able

to sustain the university for a full year without any financial support. As a result, its financial state is relatively healthy in comparison to other similar universities in South Africa. This is indicated by the growth in its total investments and in its asset base - the latter with the assistance of the Department of Higher Education and Training.

The university is committed to continued prudent, responsible and sustainable financial management by ensuring that financial sustainability considerations are built into all key medium and long-term decisions. This includes enhancing efficiency and effectiveness across the university and, in particular, in the management of student debt. This, together with identifying and monitoring transversal strategic and operational risks, will contribute significantly to Univen meeting its commitment to financial stability and sustainability.

In the next five years these activities will be prioritised -

- Funding state-of-the art physical infrastructure and equipment.
- Optimising first and second-stream income.
- Identifying and developing new sustainable revenue streams from existing and new activities.
- Implementing e-based procurement and maintenance processes to enhance internal efficiencies, including turnaround times.
- Managing expenditure and budgets meticulously, including conducting workshops on a quarterly basis with budget controllers to ensure ownership of budgets.



KEY PERFORMANCE AREA 1: PRUDENT FINANCIAL MANAGEMENT

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
KPI 1: 3-year financial plan and budget based on university needs analysis	Approved 3-year financial projection plan and annual budget with 5% increase from income streams	Approved 3-year financial projection plan and annual budget with 5% increase from income streams	Approved 3-year financial projection plan and annual budget with 5% increase from income streams	Approved 3-year financial projection plan and annual budget with 5% increase from income streams	Approved 3-year financial projection plan and annual budget with 5% increase from income streams
KPI 2: Financial management of income and expenditure	Focus on sustainable revenue growth and management of internal controls and reducing audit queries by 10% per year	Focus on sustainable revenue growth and management of internal controls and reducing audit queries by 10% per year	Focus on sustainable revenue growth and management of internal controls and reducing audit queries by 10% per year	Focus on sustainable revenue growth and management of internal controls and reducing audit queries by 10% per year	Focus on sustainable revenue growth and management of internal controls and reducing audit queries by 10% per year

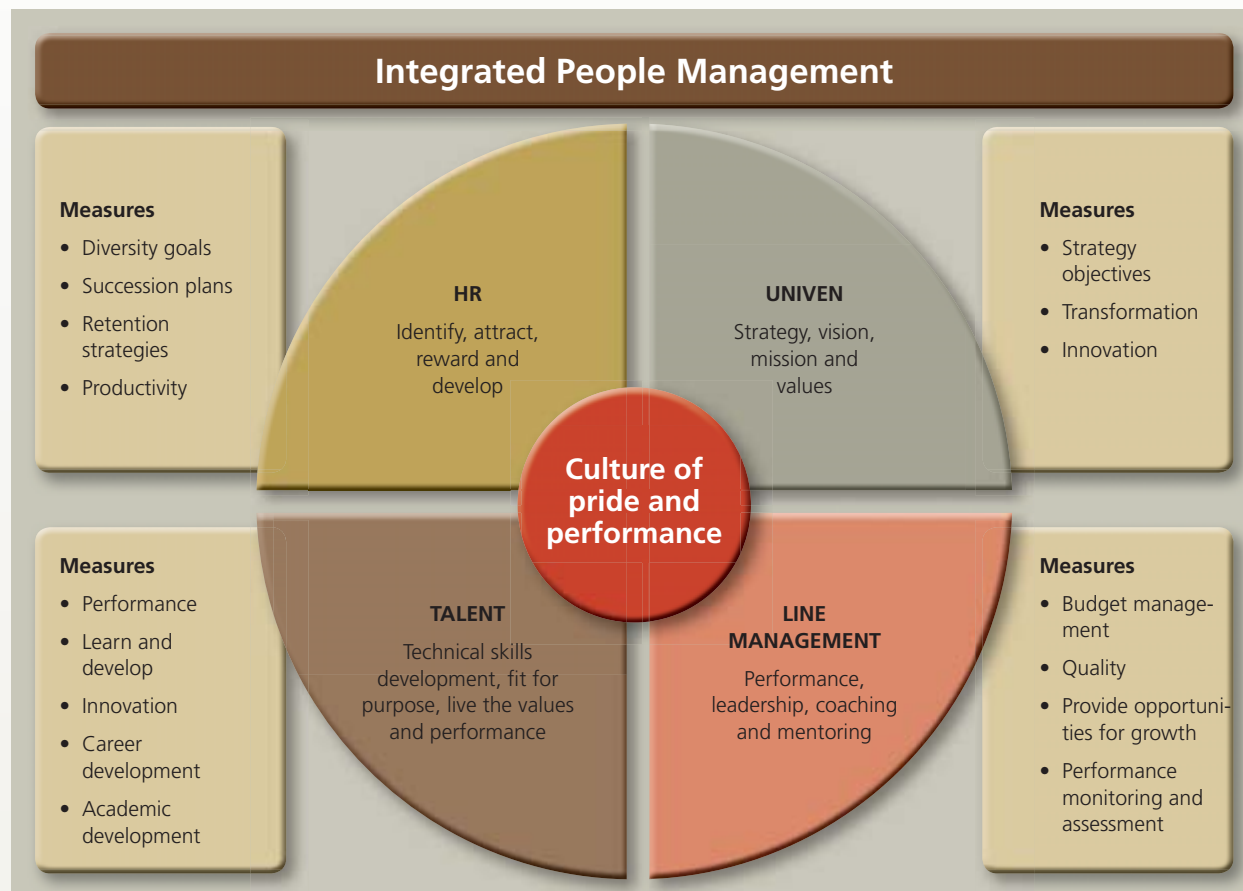
KEY PERFORMANCE AREA 2: CONTINUOUSLY INCREASING REVENUE

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
KPI 1: Increase third-stream income generation	10% increase from Univen Income Generation Centre, Foundation, Research and Agriculture revenue	10% increase from Univen Income Generation Centre, Foundation, Research and Agriculture revenue	10% increase from Univen Income Generation Centre, Foundation, Research and Agriculture revenue	10% increase from Univen Income Generation Centre, Foundation, Research and Agriculture revenue	10% increase from Univen Income Generation Centre, Foundation, Research and Agriculture revenue
	Implementation of investment strategy with 50% short-term, 40% medium-term and 10% long-term investments	Implementation of investment strategy with 50% short-term, 40% medium-term and 10% long-term investments	Implementation of investment strategy with 50% short-term, 40% medium-term and 10% long-term investments	Implementation of investment strategy with 50% short-term, 40% medium-term and 10% long-term investments	Implementation of investment strategy with 50% short-term, 40% medium-term and 10% long-term investments

STRATEGIC OBJECTIVE 6: INTEGRATED PEOPLE MANAGEMENT

A review of the integrated human resources management and development strategic objective in the 2012-2016 strategic plan, has resulted in a reformulation as the 'Integrated people management' strategic objective, recognizing that it is a transversal responsibility cutting across the university. The main elements of the objective - effective management of talent across all sections – academic, administrative and professional, is central to realising

the objectives of an integrated people management strategy. The university has since 2011 used a total-cost-to-company approach to remunerate employees, including ensuring that it is aligned with the rest of the sector. This has enabled the university to attract and retain talented, competent and experienced staff, which reflects in the fact that during the past few years, staff turnover has been lower than at any other time in Univen's history.



The implementation of a staff performance management system over the past five years has inculcated an improved culture of performance excellence and work ethics. Performance management enables high performers to be recognised, rewarded and encouraged to develop further, while appropriate interventions are implemented to deal with poor performance, thus promoting a culture of performance excellence. Although initially it only applied to members of the executive management, in subsequent years it has been cascaded to all levels of staff. The focus going forward will be to improve the performance management system to ensure that it is more closely aligned to the business and operational plans of all departments and units. Furthermore, appropriate training will be provided to ensure that the implementation of the performance management system is fair and just, ensuring that there is alignment between the goals of individual staff and the university's objectives.

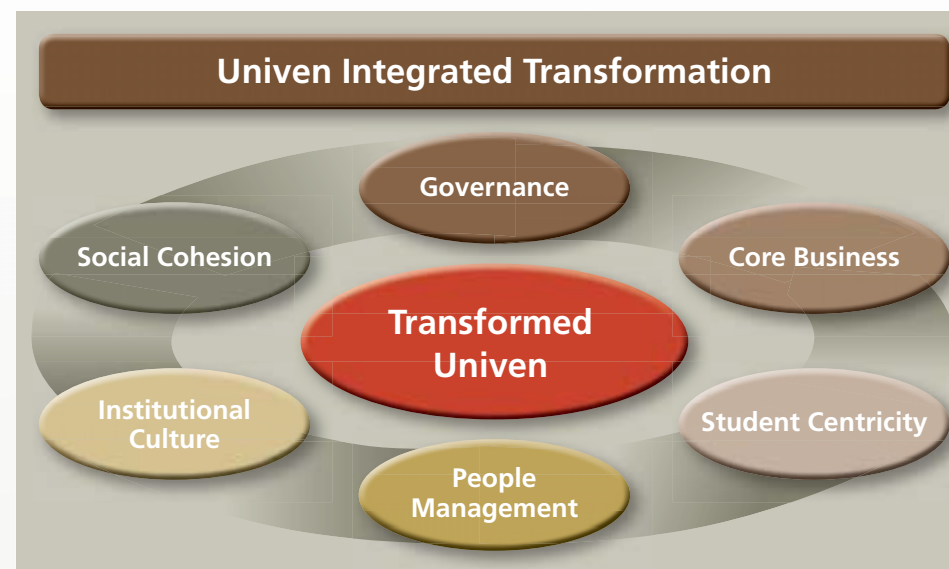
Univen will in the next five years work towards attracting and retaining a diverse and talented workforce across the academic, administrative and service sectors. The focus will be on recruiting and developing a change-adept, flexible, academic, administrative and service staff, with the emphasis on diversity, in particular, increasing the representation of women in senior and executive positions.

The development of talent is central to achieving high levels of performance and fulfilling the university's vision and mission. To build such capacity, it is crucial to enhance staff development by increasing the number of academic staff with doctoral degrees.

The same goes for other capacity-building and leadership programmes to develop broader skills, including the utilisation of information communications technology resources for all staff to effectively manage their various responsibilities. This includes developing and implementing effective succession planning and career-pathing initiatives, which specifically focus on junior staff, women and people with disabilities and is critical for the university to achieve its objectives.

Although various activities were undertaken in the past five years to enable Univen to respond to the national imperative for transformation, it was recognised that the impact would be significantly enhanced by developing an integrated framework to facilitate the different initiatives. In line with this, in 2014, the Council approved an integrated transformation plan, which identifies six key overarching themes which will form the basis of the university's transformation agenda, subject to ongoing revision and adaptation.

The integrated transformation plan will have a significant impact on the way Univen is managed, as it will assist in the building of a unique university brand of pride and performance. As part of the monitoring of this plan, a system of university-wide reporting on transformation matters will be implemented and monitored quarterly, with the emphasis on gender advancement, performance management and compliance.



KEY PERFORMANCE AREA 1: STAFF DEVELOPMENT

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
KPI 1: Leadership and management development	30% Senior & middle managers completed Higher Education leadership programme	40% Senior & middle managers completed Higher Education leadership programme	50% Senior & middle managers completed Higher Education leadership programme	60% Senior & middle managers completed Higher Education leadership programme	70% Senior & middle managers completed Higher Education leadership programme
	30% Female middle & senior managers completed Women in Leadership programme	40% Female middle & senior managers completed Women in Leadership programme	50% Female middle & senior managers completed Women in Leadership programme	60% Female middle & senior managers completed Women in Leadership programme	70% Female middle & senior managers completed Women in Leadership programme

STRATEGIC OBJECTIVE 6: INTEGRATED PEOPLE MANAGEMENT

KEY PERFORMANCE AREA 2: BECOME EMPLOYER OF CHOICE

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
KPI 1: Attraction and retention of professional staff	Develop integrated attraction and retention strategy with specific implementation targets and monitor agreed upon performance targets on quarterly basis	Update implementation targets and monitor agreed upon performance targets on quarterly basis	Update implementation targets and monitor agreed upon performance targets on quarterly basis	Update implementation targets and monitor agreed upon performance targets on quarterly basis	Update implementation targets and monitor agreed upon performance targets on quarterly basis
	Institutionalise performance management to all staff and 10% improvement in general staff skills per year	Institutionalise performance management to all staff and 10% improvement in general staff skills per year	Institutionalise performance management to all staff and 10% improvement in general staff skills per year	Institutionalise performance management to all staff and 10% improvement in general staff skills per year	Institutionalise performance management to all staff and 10% improvement in general staff skills per year

KEY PERFORMANCE AREA 3: TRANSFORMING UNIVEN

KEY PERFORMANCE INDICATORS	TARGETS				
	2016	2017	2018	2019	2020
KPI 1: Implement integrated transformation plan	Identification and implementation of approved interventions in six transformation themes: <ul style="list-style-type: none"> Core business People management Student centricity Social cohesion Institutional culture Governance 	Identification and implementation of approved interventions in six transformation themes: <ul style="list-style-type: none"> Core business People management Student centricity Social cohesion Institutional culture Governance 	Identification and implementation of approved interventions in six transformation themes: <ul style="list-style-type: none"> Core business People management Student centricity Social cohesion Institutional culture Governance 	Identification and implementation of approved interventions in six transformation themes: <ul style="list-style-type: none"> Core business People management Student centricity Social cohesion Institutional culture Governance 	Identification and implementation of approved interventions in six transformation themes: <ul style="list-style-type: none"> Core business People management Student centricity Social cohesion Institutional culture Governance

STRATEGIC OBJECTIVE 7: LINKAGES, PARTNERSHIPS AND INTERNATIONALISATION

The internationalisation of higher education is becoming increasingly important among universities globally, as it contributes to enhancing the quality of the academic project, including producing graduates who can compete in the global village. Univen understands internationalisation as 'the process of integrating international and inter-cultural dimensions into the teaching, research, community engagement and service functions of an institution of higher learning'. It is an integral component of the university's mission to be a locally relevant and internationally competitive university, including its commitment to producing graduates who are socially responsible and globally competent.

However, the university is cognisant of the fact that the large majority of its students have had limited international exposure. It is important therefore that they should be affirmed in developing competencies to engage outside their home contexts. In doing so, the university is sensitive to the need to emphasise that an understanding of, and taking pride in, one's own cultural identity and respecting those of others, is essential to the successful acquisition of inter-cultural and international competencies. To put it another way, the intention is not to assimilate a perceived 'global identity', but to nurture students to recognise that pride in and asserting one's own cultural identity is not mutually exclusive and does not preclude interacting and working together with members of other cultures and persons of other nationalities in a respectful manner. This approach will contribute to facilitating social cohesion, which Univen believes is a central principle of higher education.

Although Univen only established an international relations office in 2011, it has made significant progress in developing a strong policy framework for internationalization.

This includes its integration into the academic project, strengthening collaboration with national and international institutions and stakeholders and providing appropriate services to its international students.

Univen is committed to preserving and developing the diversity of its staff and student bodies and is committed to the target of 5% of international students from the Southern African Development Community region, as envisaged in the 1997 protocol on higher education and training. To this end, the university is strengthening its international marketing and recruitment strategies and improving the quality of services available to international students. The university recognises that while in principle internationalisation cuts across the entirety of the academic project in terms of qualification levels and fields of study, this may not be feasible given limited resources. Thus, Univen's focus in the short-to-medium term will be on internationalising and strengthening postgraduate projects, developing joint master's and ('sandwich') doctoral degrees and research and community engagement projects and facilitating staff and student exchange programmes.

Univen will pursue the attainment of this objective through strategic partnerships and collaboration based on the principles of mutual benefit and equality, with national, regional and international higher education institutions. It also includes cooperation with non-governmental and private and public sector organisations, that are committed to the generation and production of socially responsible but globally relevant knowledge and graduates.

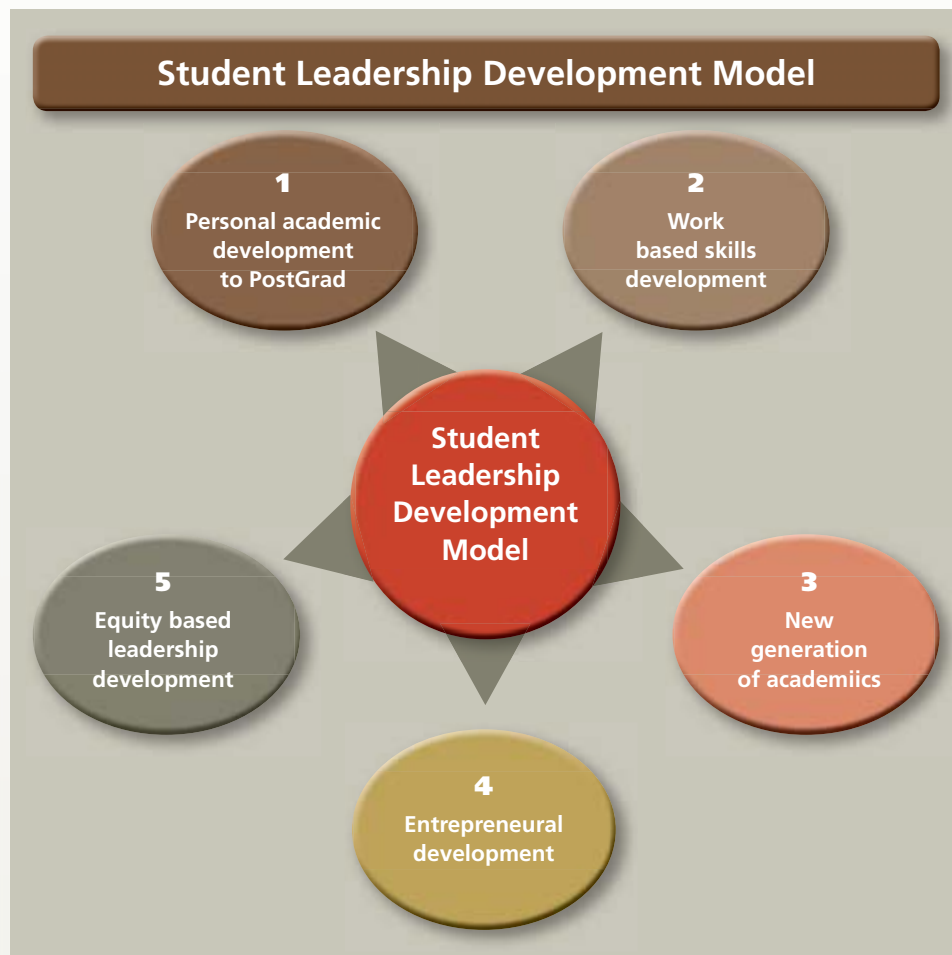


STRATEGIC OBJECTIVE 7: LINKAGES, PARTNERSHIPS AND INTERNATIONALISATION

KEY PERFORMANCE AREAS	KEY PERFORMANCE INDICATORS	TARGETS				
		2016	2017	2018	2019	2020
Internationalisation of the academic core project	International student exchange initiatives	At least 20 students participate in international student exchange programmes or exchange visits	At least 25 students participate in international student exchange programmes or exchange visits	At least 30 students participate in international student exchange programmes or exchange visits	At least 35 students participate in international student exchange programmes or exchange visits	At least 40 students participate in international student exchange programmes or exchange visits
	International staff exchange initiatives	At least 10 staff members participate in international, staff exchange programmes, including training and workshops	At least 15 staff members participate in international staff exchange programmes, including training and workshops	At least 20 staff members participate in international staff exchange programmes, including training and workshops	At least 25 staff members participate in international staff exchange programmes, including training and workshops	At least 30 staff members participate in international staff exchange programmes, including training and workshops
	International research collaborative projects	At least two, flagship, international research collaborative projects	At least two, flagship, international research collaborative projects	At least three, flagship, international research collaborative projects	At least four, flagship, international research collaborative projects	At least five, flagship, international research collaborative projects
	Collaborative international and community engagement projects	At least two flagship collaborative international and community engagement projects	At least two flagship collaborative international and community engagement projects	At least three flagship collaborative international and community engagement projects	At least four flagship collaborative international and community engagement projects	At least five flagship collaborative international and community engagement projects
	Recruitment strategies to increase international students	Conceptually strengthen international marketing and recruitment strategies to increase international student number from a base of 2.2% of the total student body to 2.5% of the total student body	Implement international marketing and recruitment strategy to increase international student number from a base of 2.5% of the total student body to 3% of the total student body	Implement international marketing and recruitment strategy to increase international student number from a base of 3% of the total student body to 3.5% of the total student body	Implement international marketing and recruitment strategy to increase international student number from a base of 3.5% of the total student body to 4% of the total student body	Implement international marketing and recruitment strategy to increase international student number from a base of 4% of the total student body to 5% of the total student body

STRATEGIC OBJECTIVE 8: ENHANCING THE QUALITY OF STUDENT LIFE

Students remain at the centre of the university's teaching, learning and research mandate and improving the quality of student life is integral to ensuring the success of the University's academic project. Univen's approach to student life recognises the



importance of integrating both in-class – teaching and learning, and out-of class – social, cultural, psychological, spiritual, recreational, health and housing, experiences. This requires support which enables development of the student holistically, thus preparing them to become tomorrow's leaders. Univen's student development model captures this strategy.

During the past five years the focus was to establish the necessary support structures to reposition the student experience at the centre of the university's planning. This included finalising the student development model, establishing a student governance unit, finalising a Student Representative Council constitution that upholds academic excellence, while embracing diversity, building a new campus health clinic and new student residences.

In the next five years the focus will shift to student developmental needs, in particular, in relation to the out-of-class experiences. There are seven key performance areas that have been identified as critical for the continuing enhancement of the quality of student life to foster their growth and development. These are:

- **Student governance and leadership development:** identification, training and development of student leaders as responsible citizens.
- **Diversity:** the development of multicultural awareness, knowledge and skills, as well as the promotion of a culture of respect and acceptance of difference.
- **Health and wellness:** the provision of primary health care and programmes to help students to choose healthy life styles.
- **Student counselling and career development:** contribution towards the holistic development of students through programmes and services that enhance their normative development, their adjustment to life as well as other challenges that impact negatively on student living and learning.
- **Student welfare support:** support for needy and deserving students so as to curb their attrition from the university.
- **Sport and recreation:** provision of opportunities for students to participate in sport and recreation which could range from informal games for fun, to highly competitive leagues.
- **Student housing:** provision of well-maintained and secure residences, including, creating opportunities for learning within residences.

STRATEGIC OBJECTIVE 8: ENHANCING THE QUALITY OF STUDENT LIFE

KEY PERFORMANCE AREAS	KEY PERFORMANCE INDICATORS	TARGETS				
		2016	2017	2018	2019	2020
Student leadership & residences	Responsible student leadership	Ensuring continuous improvement in graduate student development projects: support for at least 5 graduate student leadership disabled students, graduate women with academic excellence and students of academic excellence	Ensuring continuous improvement in graduate student development projects: support for at least 10 graduate student leadership, disabled students, graduate women with academic excellence and students of academic excellence	Ensuring continuous improvement in graduate student development projects: support for at least 10 graduate student leadership, disabled students, graduate women with academic excellence and students of academic excellence	Ensuring continuous improvement in graduate student development projects: support for at least 15 graduate student leadership, disabled students, graduate women with academic excellence and students of academic excellence	Ensuring continuous improvement in graduate student development projects: support for at least 15 graduate student leadership, disabled students, graduate women with academic excellence and students of academic excellence
	Collaborative student development and support programmes, services	Ensuring appropriate student development and support programmes for quality living and learning through a number of quality living & learning programmes, integrated menus of student development and support programmes, a number of students in residence participating in living & learning programmes	Ensuring appropriate student development and support programmes for quality living and learning through a number of quality living & learning programmes, integrated menus of student development and support programmes, a number of students in residence participating in living & learning programmes	Ensuring appropriate student development and support programmes for quality living and learning through a number of quality living & learning programmes, integrated menus of student development and support programmes, a number of students in residence participating in living & learning programmes	Ensuring appropriate student development and support programmes for quality living and learning through a number of quality living & learning programmes, integrated menus of student development and support programmes, a number of students in residence participating in living & learning programmes	Ensuring appropriate student development and support programmes for quality living and learning through a number of quality living & learning programmes, integrated menus of student development and support programmes, a number of students in residence participating in living & learning programmes
	Quality off-campus residence for social activities, learning and wellness	Ensuring that off-campus residence are appropriate and comply with Department of Higher Education and Training minimum standards (Accreditation) for learning, emergency, student connectivity, health and wellness	Ensuring that off-campus residence are appropriate and comply with Department of Higher Education and Training minimum standards (Accreditation) for learning, emergency, student connectivity, health and wellness	Ensuring that off-campus residence are appropriate and comply with Department of Higher Education and Training minimum standards (Accreditation) for learning, emergency, student connectivity, health and wellness	Ensuring that off-campus residence are appropriate and comply with Department of Higher Education and Training minimum standards (Accreditation) for learning, emergency, student connectivity, health and wellness	Ensuring that off-campus residence are appropriate and comply with Department of Higher Education and Training minimum standards (Accreditation) for learning, emergency, student connectivity, health and wellness

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KEY PERFORMANCE AREAS	KEY PERFORMANCE INDICATORS	TARGETS				
		2016	2017	2018	2019	2020
Diversity	A diverse student body	Ensuring high level of respect and unconditional acceptance among the diverse student body through - celebrating Freedom Day, Africa Day, Heritage Day, religious activities (2) integration workshops (2), intercultural residence welcome programme (1) and implementation of the integrated transformation plan	Ensuring high level of respect and unconditional acceptance among the diverse student body through - celebrating Freedom Day, Africa Day, Heritage Day, religious activities (2) integration workshops (2), intercultural residence welcome programme (1) and implementation of the integrated transformation plan	Ensuring high level of respect and unconditional acceptance among the diverse student body through - celebrating Freedom Day, Africa Day, Heritage Day, religious activities (2) integration workshops (2), intercultural residence welcome programme (1) and implementation of the integrated transformation plan	Ensuring high level of respect and unconditional acceptance among the diverse student body through - celebrating Freedom Day, Africa Day, Heritage Day, religious activities (2) integration workshops (2), intercultural residence welcome programme (1) and implementation of the integrated transformation plan	Ensuring high level of respect and unconditional acceptance among the diverse student body through - celebrating Freedom Day, Africa Day, Heritage Day, religious activities (2) integration workshops (2), intercultural residence welcome programme (1) and implementation of the integrated transformation plan
Health and wellness	Effective participation of students in health and wellness programmes	Efficient primary health care Wellness promotion workshops(2), wellness programmes in residence, health awareness campaigns in line with the World Health Organization calendar (2), HIV/AIDS counselling & testing and safe sex campaigns	Efficient primary health care Wellness promotion workshops(2), wellness programmes in residence, health awareness campaigns in line with the World Health Organization calendar (2), HIV/AIDS counselling & testing and safe sex campaigns (4)	Efficient primary health care Wellness promotion workshops(2), wellness programmes in residence, health awareness campaigns in line with the World Health Organization calendar (2), HIV/AIDS counselling & testing and safe sex campaigns (4)	Efficient primary health care Wellness promotion workshops(2), wellness programmes in residence, health awareness campaigns in line with the World Health Organization calendar (2), HIV/AIDS counselling & testing and safe sex campaigns (4)	Efficient primary health care Wellness promotion workshops(2), wellness programmes in residence, health awareness campaigns in line with the World Health Organization calendar (2), HIV/AIDS counselling & testing and safe sex campaigns (4)

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STRATEGIC OBJECTIVE 8: ENHANCING THE QUALITY OF STUDENT LIFE

KEY PERFORMANCE AREAS	KEY PERFORMANCE INDICATORS	TARGETS				
		2016	2017	2018	2019	2020
Student counselling and career development services	Effective participation of students in workshops aimed at enhancing their normative development and preparedness for future career as well as their adjustment to challenges that impact negatively on their living & learning	Efficient career development services Life-skills programmes to enhance the quality of student life and future careers: peer helper training and workshops in selected areas of student development and timely interventions	Efficient career development services Life-skills programmes to enhance the quality of student life and future careers: peer helper training and workshops in selected areas of student development and timely interventions	Efficient career development services Life-skills programmes to enhance the quality of student life and future careers: peer helper training and workshops in selected areas of student development and timely interventions	Efficient career development services Life-skills programmes to enhance the quality of student life and future careers: peer helper training and workshops in selected areas of student development and timely interventions	Efficient career development services Life-skills programmes to enhance the quality of student life and future careers: peer helper training and workshops in selected areas of student development and timely interventions
Student welfare	Effective well-integrated strategy for student welfare support	Increase the number of beneficiaries of the Thoho-ya-nzie sharing scheme to 50, develop a policy on student welfare support	Increase the number of beneficiaries of the Thoho-ya-nzie sharing scheme to 100	Increase the number of beneficiaries of the Thoho-ya-nzie sharing scheme to 150	Increase the number of beneficiaries of the Thoho-ya-Nzie sharing scheme to 200	Increase the number of the Thoho-ya-Nzie sharing scheme to 250

continued...

KEY PERFORMANCE AREAS	KEY PERFORMANCE INDICATORS	TARGETS				
		2016	2017	2018	2019	2020
Sports and recreation	Improved facilities and the promotion of selected sporting codes	Sports and recreation plan developed, promotion of selected flagship sporting codes to higher categories of competition in USSA games: Soccer, Cricket, Rugby, Badminton and Dance	Guidelines for competitive sports developed for the promotion of selected flagship sporting codes to higher categories of competition in USSA games: Soccer, Cricket, Rugby, Badminton and Dance	Promotion of selected flagship sporting codes to higher categories of competition in USSA games: Soccer, Cricket, Rugby, Badminton and Dance	Promotion of selected flagship sporting codes to higher categories of competition in USSA games: Soccer, Cricket, Rugby, Badminton and Dance	Promotion of selected flagship sporting codes to higher categories of competition in USSA games: Soccer, Cricket, Rugby, Badminton and Dance
	Increase number of students participation in arts and cultural programmes	At least 300 students' participation in arts and cultural programmes at national, regional and international levels	At least 400 students' participation in arts and cultural programmes at national, regional and international levels	At least 500 students' participation in arts and cultural programmes at national, regional and international levels	At least 600 students' participation in arts and cultural programmes at national, regional and international levels	At least 700 students' participation in arts and cultural programmes at national, regional and international levels
	Improved quality of sports and leisure	At least 40 students in adaptive sports	At least 40 students in adaptive sports	At least 45 students in adaptive sports	At least 45 students in adaptive sports	At least 50 students in adaptive sports

CRITICAL SUCCESS FACTOR 1: STRATEGIC COMMUNICATION AND MARKETING

The Directorate of Communication and Marketing is responsible for implementing an integrated communications and marketing strategy. This ensures that all communications processes, both internal and external, are aligned to the vision and mission of the university.

The directorate has, in the past five years, successfully initiated a range of activities to give effect to the university's communication strategy. This has included, among others, the marketing of the new corporate identity of the university, establishing and maintaining the university's relationship with its alumni through the introduction of a new publication – Univen Alumni News, which will keep the alumni abreast with developments at the university and the enhancement of the university website to create a more modern and friendly atmosphere, using interactive social-media platforms, such as Twitter, Facebook and LinkedIn.

In addition, ongoing communication of key institutional issues and developments to various stakeholders was provided through, among others, the Nendila newsletter, Univen Community

Radio, regular communiques and student e-mails. All these initiatives have resulted in better and improved communication with both internal and external stakeholders.

These initiatives will be continued and strengthened in the next five years. The directorate will continue to nurture, advance, manage and protect the image and reputation of Univen through a proactive communications strategy. To enhance communication with internal stakeholders, all directorates will be encouraged to have at least one structured meeting per month to ensure that all employees are kept informed of current issues.

The main focus of the directorate, given Univen's aspiration to be among the top South African universities by 2030, will be to aggressively market the successful transformation of the university, in particular the academic project by highlighting key achievements, including profiling successful research and community engagement projects, top researchers and postgraduate students.



CRITICAL SUCCESS FACTOR 2:

INSTITUTIONAL PLANNING AND QUALITY ASSURANCE

Planning and quality assurance are inter-related and represent mutually reinforcing activities which allow the university to plan for and monitor its performance. This is crucial if the university is to effectively discharge its core mandate of teaching and learning, research and community engagement through the delivery of high quality services within available resources and in compliance with the regulatory framework and statutory requirements governing higher education. This function is co-ordinated by the Institutional Planning and Quality Assurance Directorate.

Over the past five years much has been achieved –

- Academic programmes have been aligned with the requirements of the revised higher education qualifications sub-framework
- improvement plans were developed in response to the Higher Education Quality Committee audit report
- a quality management system was developed and posted on the management information system portal

- new programmes, both undergraduate and postgraduate were developed and approved by both internal and external structures - school boards and Senate and the Department of Higher Education and Training, the Council on Higher Education and the South African Qualifications Authority,
- departmental and programme reviews were undertaken.

The Institutional Planning and Quality Assurance Directorate, recognising that quality does not happen by accident, will continue playing its role in ensuring that the university offers approved, accredited and registered programmes and qualifications that comply with statutory quality assurance requirements. It will also manage two challenges - the development of an integrated data management system and data management policy and the establishment of a compliance reporting unit to respond to the new reporting requirements of the Department of Higher Education and Training. These challenges have been identified to strengthen the university's strategic planning and decision-making processes and its ability to meet its reporting requirements, which are becoming increasingly onerous.



CRITICAL SUCCESS FACTOR 3:

LIBRARY AND INFORMATION SERVICES

Access to information is critical for the effective execution of the core business of the institution, which is teaching, learning, research and community engagement. The library develops and manages access to information and knowledge resources by offering a range of library and information services.

Much has been achieved in improving quality and delivering modern library and information services over the past five years. The library building has been refurbished and reorganised to cater for modern teaching and learning approaches and increased demand for electronic-



information resources. Group workrooms were introduced to provide collaborative learning spaces for students. In addition to substantially increasing the number of internet workstations for students, a laptop area has been made available for personal mobile device use of library patrons. Furthermore, to improve service to students with disabilities, a section equipped with modern information communication technology has been set aside to facilitate their access to the library's information resources.

The current library building, although modern, is inadequate as it was meant to cater for 5 000 students, whereas the current student population is 14 000 and is expected to grow to 16 000 by 2020. The growth will be catered for through the planned addition of a new library building.

Information resources have also been expanded with 30 105 books added in the past five years - just over 50 percent of these are in electronic format. Handouts, study guides and past examination question papers have been digitised and are available for students to access at all times. There is, however, a need to further expand the book collection, particularly e-books, to improve the student-book ratio and cater for the implementation of e-learning. Further integration of information services with academic activities will be sought by taking advantage of the implementation of the Blackboard learner management system.

The library has also acquired a number of tools and resources to strengthen its support for research, including various electronic databases that have increased the number of journal title subscriptions to more than 10 000. In addition, the library plays an important role in facilitating access to the university's research output. To this end, an institutional repository has been established and abstracts and full-text thesis and dissertations are regularly uploaded making them accessible via internet. This will be expanded considerably in the coming five years as journal articles published by Univen researchers are added. The expansion will contribute to enhancing the visibility of the university's research output, nationally and internationally.

The majority of first-entering students have not been exposed to comprehensive library services prior to arriving at Univen. This lack of library skills is a matter of concern as the increasing use of student-centered teaching and learning approaches requires that students be effective, independent users of the library and its resources. An Information Literacy Librarian, dedicated to remedying this challenge has been appointed and a comprehensive course developed. The course is offered to extended-degree students in the Schools of Management Sciences and Mathematical and Natural Sciences. It is anticipated that the course will also be offered to other schools in future.

CRITICAL SUCCESS FACTOR 4:

STUDENT ACADEMIC ADMINISTRATION

Efficient and effective student academic administration is crucial for achieving the university's strategic objectives relating to its core business of teaching and learning, research and community engagement. The role of the Student Academic Administration Department is to –

- Manage and co-ordinate the processes of admission, enrolment, examination, and certification of students.
- Manage, analyse and archive all records related to these processes.
- Communicate all data deriving from these processes to both internal and external stakeholders.

Over the past eight years there have been continuous improvements in dealing with challenges hampering the rendering of a professional student academic administration service. The department has achieved an online registration target of 85% of the total enrolments, complied with the higher education management information system data-submission deadlines, implemented electronic submission of question papers for all but four courses, improved human capacity by employing more staff and also moved to a central student administration building, adding to improved-service delivery to students.

However, these areas have been identified, which require improvement to advance the university's strategic objectives –

- Implementation of an efficient online application, admissions and registration process.
- Online submission of thesis and dissertations to internal and external examiners for effective management of examination processes.
- Ensuring data integrity through constant checking, validation and communication of higher education management information system data to internal stakeholders.
- Refinement and improved utilisation of the information technology intelligent transport system for capturing and managing student records and assessment data.
- Provision of effective information communications technology services through the 'Smart Campus' project, including teaching and learning tools such as tablets for access to e-learning and blackboard and improved Wi-Fi connectivity.

The department is committed to constantly improving its service and a business re-engineering process will be initiated to improve its efficiency in the next five years.



CRITICAL SUCCESS FACTOR 5: INTEGRATED INFORMATION AND COMMUNICATION TECHNOLOGY

Univen has embarked on an ambitious 'Smart Campus' project which will guide its future information and communication technology roll-out. With the anticipated growth to 10Gbps broadband on campus, it is clear that a number of our academic and operational processes will be information communications technology driven for greater efficiency.



Univen believes that the adoption of information communications technology is as integral to the academic project as the physical infrastructure. The need for increased capital funding and investment in technological systems and infrastructure development and maintenance is a high priority and is central to Univen's strategic and capital plans. Smart lecture halls and online payment, application and registration are being refined for full implementation in the near future.

Achievements in the past eight years include the adoption of the 'ICT Smart Campus' project as an important differentiator from other regional universities. Univen has moved its information communications technology operations to the Cloud with Microsoft Azure and StoreSimple.

In 2015, we provided all undergraduates, honours and masters students with a Windows tablet loaded with various features and software, including Office 365, 1gig memory and a 16gig hard drive, drawn from Cloud.

PhD students have been provided with laptops to support their research. A Wi-Fi network has been installed, with several connection points around the campus. The university's bandwidth has witnessed tremendous growth in the past eight years, from a mere 8Mbps in 2008 to 1Gig from July 2015. Our bandwidth is expected to grow to 10Gig before the end of 2015.

The management of information communications technology risks will be a continuous area of specific focus, in particular, in relation to -

- Information communications technology security.
- King 111 compliance.
- Replacement and disposal of ageing equipment and network.
- Establishment of a disaster recovery site.
- Employment of competent staff.
- Increasing roll-out of network, fibre and Wi-Fi.
- Continuous training of staff and students to fully utilise network and software capabilities.

Univen "Smart University" Roadmap

CREATING FUTURE LEADERS Globally aware, locally relevant · Flexible, personalised learning · Employability

CURRENT ARCHITECTURE	INITIAL TRANSFORMATION												DELIVERING INNOVATION SOLUTIONS												ENABLING BUSINESS AND SOLUTIONS																						
<ul style="list-style-type: none">Slow reaction time to business needsInfrastructure instabilityUnable to support blended learning modelsUnable to support mobilityOutdated technology and software																																															
	2015												2016												2017																						
PROJECTS / INITIATIVES	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N														
On premise data centre optimization										System Centre, Windows Server, SQL Server																																					
Tablet Distribution 2015																																															
Modern Wi-Fi Network																																															
Blackboard E-learning Solution																																															
Intergrator 3 Solution																																															
Modern Meetings (Paperless meetings)																																															
Identity and access management										Forefront Identity Manager. Threat Management Gateway, Windows Server																																					
Backup and recovery										Windows Azure (StorSiple)																																					
Data centre ugrade (Cooler box)																																															
Service catalogue and IT service automation													System Centre, Sharepoint																																		
Mobility and device management													InTune System Centre																																		
Online learning platform (LMS)																																															
Online student services (process automation)																																															
Cloud based research management																																															
University performance dashboard																																															
Vuwani as Primary Disaster Recovery																																															
Enterprise social																																															
HR self-service portal																																															
xRM for Communication and Marketing																																															

1 ELIMINATE WASTE

- Eliminate duplication
- Think of the whole before individual departments

2 ROBUST, SECURE SYSTEMS

- Data is an asset
- Adapt to realities of people and technology

Architecture

Principles

3 DELIVER AS FAST AS POSSIBLE

- Re-use before acquire, acquire before create
- Standardised components

4 AMPLIFY LEARNING

- Re-imagine the learning experience

5 SCALEABLE AND PORTABLE

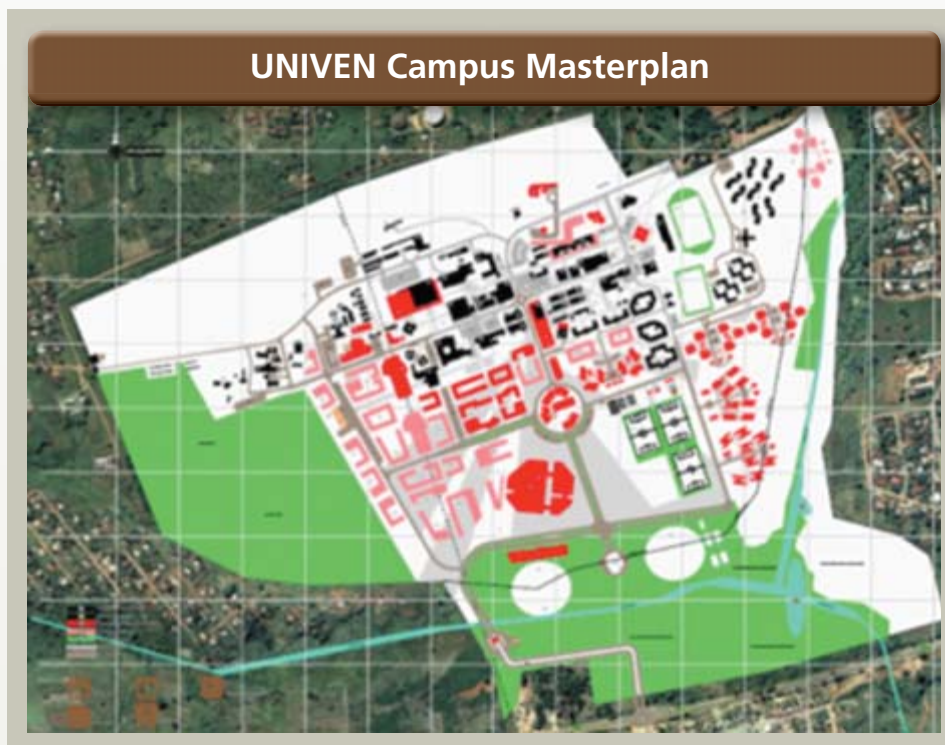
- Mobility
- Develop once, deploy across platforms
- On-demand scalability

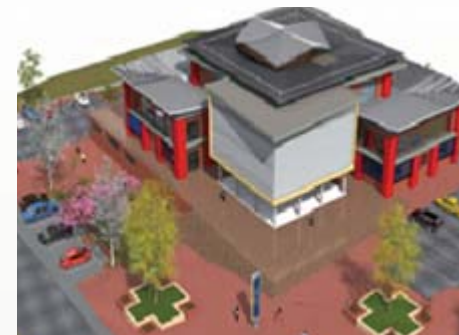
CRITICAL SUCCESS FACTOR 6: FACILITIES MANAGEMENT

Creating a conducive environment for quality teaching, learning and research requires a strong academic workforce, hard-working students and appropriate infrastructure that provide a dignified working environment for both staff and students to excel. Univen's academic project has benefited immensely in the past eight years from unprecedented investment in new infrastructure projects, such as lecture halls, student residences, offices, laboratories and refurbishment and renewal of various facilities like the library and staff houses. The pride and commitment of our staff and our students and their appreciation of the new and clean working and studying environment cannot be overstated. The development of Univen's infrastructure is based on the infrastructure and utilities master plan that guides development of new projects on the campus. Future designs of buildings will continue to be innovative, attractive,

simplistic, of high architectural quality and easy to maintain. Due to the massive infrastructure roll-out, Univen will appoint external industrial engineers to assist in assessing and advising on value-for-money and optimal-investment as well as conducting professional monitoring and reporting. Univen is planning campus development in line with its infrastructure campus Master plan 2020. Since 2008 Univen has completed these infrastructure projects -

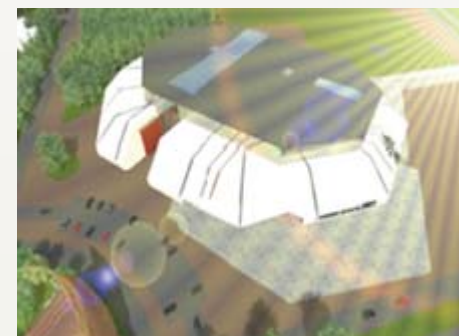
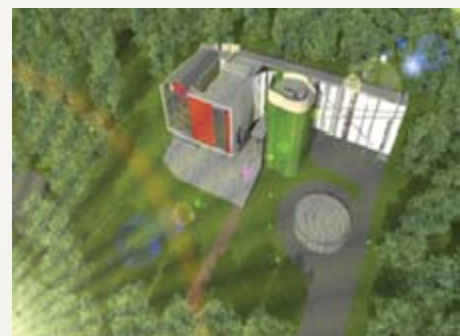
- Life Sciences Building phase I.
- Extensions to the School of Environmental Sciences.
- School of Education phase 1.
- Female residences.
- Research conference centre.
- Library upgrades.
- Office complexes.
- Campus Clinic.
- Cafeteria upgrade.
- Extensions to the School of Agriculture.
- Extensions to the Disabled Student Unit's building.
- Lecture theatres.
- Academic administration building.
- Academic community training centre.
- Nursing simulation laboratory.
- Staff housing upgrades.
- Road infrastructure.
- Standby generators phase 1.





Proposed new infrastructure:

- School of Human and Social Sciences.
- School of Management Sciences.
- Extension to the Library Phase II.
- Student Centre.
- ICT building.
- Lecture theatres.
- Staff Recreational Facility.
- Student residences.
- Main gate.
- School of Education Phase II.
- School of Law.
- Main Administration Building.
- Engineering building.
- Science Park.
- Multi-purpose Hall.
- Female residences.
- House of Prayer.
- Standby generators Phase II.



APPENDICES

APPENDIX 1: SWOT ANALYSIS

The four aspects of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis have been defined in a number of ways, but for our purposes the following brief explanations would be useful:

Strengths – These are attributes of the University that will have positive effects on the achievement of the desired strategic objectives. These strengths can be developed.

Weaknesses – These are attributes of the University that will have negative effects on achievement of the desired strategic objectives. The effects of these weaknesses need to be minimized.

Opportunities – These are conditions external to the University that will/can have positive effects on achievement of the desired strategic objectives. These should be exploited to achieve the strategic objectives.

Threats – These are conditions external to the university that will have a negative effect on achievement of the desired strategic objectives. There is, therefore, a need to defend the University against these conditions.

Results of a SWOT analysis on UNIVEN

Strengths:

- geographical location within the continent and other SADC countries;
- UNIVEN has substantially acquired a positive image;
- financial stability ;
- greater morale among the academics, the quality of collaboration among senior leadership and other members of staff and the overall feeling of safety and well-being on campus;
- positive experience and reports from those who interact with the campus;
- proactive partnerships with other universities, Further Education and Training (FET) colleges, research councils, and national corporations. A number of memoranda of agreement have been signed and acted upon by different Schools and Departments;
- nationally and internationally-recognized programmes have been accredited;
- members of the university community have demonstrated active support for the University's vision and mission;
- proactive student support;

- strong community engagement programmes which have enhanced teaching, learning and research;
- diverse student body including a visible number of international students;
- a collaborative culture has been established as is evidenced by: sharing of equipment among researchers; the number of successful interdisciplinary collaborations and research programmes;
- Institution's willingness to recognise weaknesses and make improvements. For example, Management's willingness to openly discuss challenges the University is facing, such as those relating to recruitment, retention, equity, lack of diversity and remedial plans, and
- creation of Centers of Excellence with regional and international recognition

Weaknesses:

- centralized system of procurement
- poor quality of facilities and lack of repair and maintenance which makes it difficult to deliver high standard work. This unsatisfactory situation is seen in areas like the research laboratories, facilities in some areas of the campus, restrooms, neglected landscape, litter, neglect of older buildings, lack of efficient use of energy, difficulty in getting things repaired within the University's system;
- poor dissemination of information within and externally and unsatisfactory services offered by support offices. There is no support, for example, to address compliance issues, completing building repairs in a timely and cost-effective manner and addressing problems with workstations and the information network;
- underutilization of and lack of organization of technology, such as not taking full advantage of IT potential;
- non- integration of University data;
- unresolved issues on the land tenure;
- mismatch between the University's research expectation and support offered;
- high and unequal workloads among faculties and staff;
- under-preparedness of first-entering students' for tertiary education;
- reporting perceived as compliance and a waste of time;
- reporting requirements which consume a large percentage of resources;

- the current Performance Management System has no personnel support hence the procedures absorb a large percentage of line managers' time;
- lack of ability to compete for and retain staff and students and
- lack of quality infrastructural development.

Opportunities:

- advertising and expanding UNIVEN brand name, beyond the Limpopo Province, through more effective marketing and communication;
- development of a University Techno-park;
- possibility of increasing and strengthening internal and external university – initiated collaborations in the form of offering joint degrees;
- growth opportunities in academic programme expansion for research and economic development. This can be seen in the proposed Engineering and Allied Health Sciences qualifications, advanced manufacturing and information solutions certificate courses, all supporting the University's mandate to become comprehensive, and
- established centres of excellence offer huge opportunities for regional and global research collaborative initiatives.

Threats:

- increase in compliance reporting;
- focus on numerical achievement as against qualitative achievement;
- negative public perception of the quality of our graduates;
- reduction in enrolment and turnaround strategy due to the establishment of two new universities, Mpumalanga and Northern Cape, and FET colleges in our catchment area;
- the new stringent requirements for applications for study visas and work permits for international students and academic staff could result in delays in permit processing and timeous responses to admission requests;
- declining financial support for students from Department of Higher Education and Training (DOHET) in terms of subsidies and NSFAS grants;
- declining number of first-entering students with good passes in Physical Sciences and Mathematics and
- first-entry students being less prepared for university education.

APPENDIX 2: INTERNAL IMPERATIVES

- New vision and mission statements of the 2016 – 2020 UNIVEN strategic plan
- Statute of the University of Venda 1981 (as amended 2011)

APPENDIX 3: SPECIFIC LEGISLATION APPLICABLE TO UNIVERSITY OF VENDA ENTITIES

- Companies Act 71 of 2008 and Amendments (applicable to the UNIVEN Income Generating Company (UIGC))
- UNIVEN Foundation Deed of Trust

APPENDIX 4: EXTERNAL IMPERATIVES (INCLUDING REFERENCE TO KEY LEGISLATION) SPECIFIC TO HIGHER EDUCATION, IN CHRONOLOGICAL ORDER

- Limpopo Provincial Growth and Development Plan 2030
- National Development Plan (2030)
- Science, Technology and Innovation Strategy for Africa 2024 (STISA 2024)
- Limpopo Province Growth and Development Strategy (2015 – 2019)
- White Paper for Post-School Education and Training (2013)
- Human Resource Development Strategy (2011)
- Higher Education Amendment Act (2008)
- Higher Education Qualifications Framework (2007)
- Restructuring of the Higher Education System in South Africa (2002)
- Education White paper 6 on Inclusive Education (2001)
- National Plan for Higher Education (2001)
- New Institutional Landscape for Higher Education in South Africa (2002)
- National Student Financial Aid Scheme Act, Act 56 (1999)
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C R E A T I N G F U T U R E L E A D E R S



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