

*Strategic Goals and Objectives : 2009 to 2018*  
*and Strategic Direction : 2008 to 2012*



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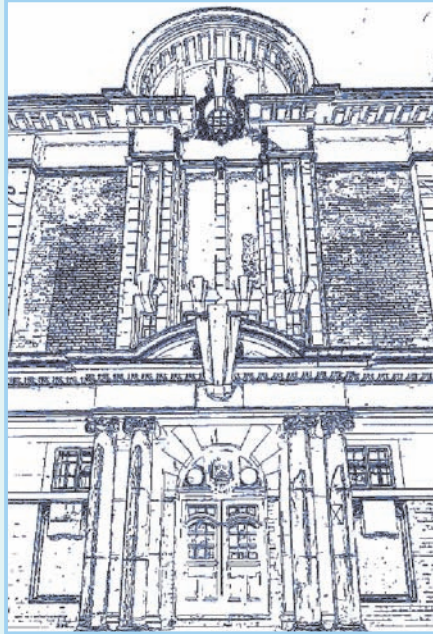
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## FOREWORD

Durban University of Technology is the product of a merger of ML Sultan Technikon and Technikon Natal. The merged institution took on the name of Durban Institute of Technology (DIT) on 1 April 2002. This was the first merger of universities in the history of higher education in South Africa, and the first in the reconfiguration process of the sector which began in earnest in 2004. In 2006 DIT changed its name to Durban University of Technology (DUT) to bring it in line with the rest of the sub-sector.

The merger process was consolidated and brought to a close at the end of 2007 and from 1 January 2008, DUT embarked on the next critical process - moving from operating and functioning as a “technikon” to becoming a true “university of technology”(UoT). Despite having the UoT nomenclature since 2006, DUT had been a functioning “technikon” with technikon policies, procedures, processes, staff qualifications, and academic workload right up to the end of 2007. In moving to a UoT, this meant setting up the structure and framework of a university of technology, and addressing the benchmarks and criteria for a university of technology set by the Department of Education. DUT is at least three years behind the rest of the UoT sector and is now moving apace to meet the goals for a university of technology within the next five years.



This Strategic Plan therefore takes cognisance of the fact that DUT is now a university of technology and sets out what DUT has to, and plans to do to ensure that it becomes one. Technology straddles two issues: Firstly the skill to fabricate things and, secondly, the skill to manage the fabricated products. In relation to DUT it means that all teaching/learning programmes and research projects are related to technology. Technology is thus the qualifying factor inherent in all academic activities. In practice this means that although, in principle, all academic programmes should be studied at a university, this is not the case at DUT due to the nature of the different fields of study. This strategic plan therefore outlines in broad brushstrokes those areas which DUT has to pay attention to in order to realise its objective of being a university of technology, and reach the goals set for a university of technology. Cascading from the strategic plan, each of the divisions/faculties/departments will then develop their operational plans.

Universities of technology “make knowledge useful” and “identify the needs and problems of society and find solutions to these.” This strategic plan sets out what DUT will engage with in order to achieve this.

A handwritten signature in black ink, appearing to read 'Roy H. du Pré'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Professor Roy H. du Pré  
Vice-Chancellor and Principal

# Durban University of Technology:

## Strategic Goals and Objectives:

### 2009 to 2018

*“Making knowledge useful”*

#### VISION

A preferred university for developing leadership in technology and productive citizenship.

#### MISSION

Our mission is to excel through:

- A teaching and learning environment that values and supports the university community.
- Promoting excellence in learning and teaching, technology transfer and applied research.
- External engagement that promotes innovation and entrepreneurship through collaboration and partnership.

#### CORE VALUES

Respect, Recognition, Opportunity and Access

Loyalty, Dignity & Trust

Transparency, Openness, Honesty and Shared Governance

Responsibility, Accountability, Collegiality and Professionalism

#### GOALS & OBJECTIVES

The preferred University of Technology in South Africa

- Position the DUT regionally, nationally and internationally
- Establish and retain a critical mass of appropriately qualified staff
- Promote the recruitment of learners who will be the new generation of knowledge workers
- Enhance the quality of student life

**Developing leadership in technology transfer and innovation**

- Promote technology transfer and innovation
- Increase postgraduate research in alignment with niche areas

**Quality teaching and learning across all disciplines, campuses, and sites of delivery**

- Establish and maintain a profile of academic programmes aligned with the institutional and national context
- Foster innovation in learning and teaching
- Establish a conducive learning environment
- Promote student academic success
- Advance staff support and development
- Assure the quality of academic programmes to promote quality enhancement

### Quality Enhancement & Planning

- Align quality enhancement, institutional planning and resource allocation
- Promote sustainability
- Manage infrastructure development through prioritisation
- Promote institutional learning

### Effective and efficient management at all levels within the university

- Develop a unified institutional culture to support the identity of being a University of Technology
- Provide enabling services that support the goals and activities for teaching and research

### Promote knowledge transfer through partnerships and external engagement

- Foster the development of international partnerships
- Promoting external engagement and partnerships as an educational activity
- Promote responsive Community Engagement

### Sustainable knowledge creation through applied research

- Establish centres of research excellence
- Improve the postgraduate experience
- Increase the pool of researchers

## Durban University of Technology Strategic Goals and Objectives: 2009 to 2018

*“Making knowledge useful”*

The evolution of Durban University of Technology is rooted in the merger of the M L Sultan Technikon and Technikon Natal on 01 April 2002 which resulted in the creation of the Durban Institute of Technology. Further developments occurred in 2005 when, together with other technikons in the country the institution became a university of technology.

Whilst the transition to the status of a university of technology presents many challenges and uncertainties, some changes in what characterises such a university are clear. A university of technology is characterised by being research-informed rather than research-driven with a focus on strategic and applied research that can be translated into professional practice. Furthermore, research output may be commercialised thus providing a source of income for the institution. Learning programmes, in which the emphasis on technological capability is as important as cognitive skills, are developed around graduate profiles that are informed by the needs of industry and the professions.

The magnitude of change inherent in becoming a university of technology surpasses the challenges imposed by the merger. The aspiration to be the preferred choice university of technology with an international reputation locates the institution in the global higher education arena. Internationally, the focus has shifted to quality enhancement, which builds on established foundations for quality assurance and leads to transformative change. Quality enhancement is

grounded in a systems-level, collaborative approach to understanding and improving the quality of the entire student experience.

The strategic goals and objectives will inform the development of strategic plans by the respective Deputy Vice-Chancellors. Thus, an Academic Plan, a Plan for Technology, Innovation and Partnerships and a Plan for Institutional Support will inform the development of operational plans by all sectors across the university.

The implementation of these strategic goals and objectives will ensure that the hallmarks of a university of technology that has embraced quality enhancement will be discernible across the institution. In striving to create a new and dynamic ethos, the university will build upon current strengths and celebrate the expertise of its staff. Therefore, in setting a strategic direction that is responsive to its vision and mission, Durban University of Technology (DUT) will strive to:

- Provide innovative, relevant, high quality, career-focused programmes which prepare people for the world of work
- Be a preferred-choice University of Technology that values innovation and the transfer of knowledge, and is a leader in technology higher education
- Develop an applied research profile that enhances knowledge creation for the benefit of the university and broader society
- Be an externally engaged university whose graduates serve the societal needs of South Africa and other states in Southern Africa
- Provide a learning experience that values good citizenship and promotes life orientation.

## **GOAL 1: The preferred University of Technology in South Africa**

The DUT will pursue realisation of its vision through building an image and reputation for being the University of Technology of first choice for students, staff, industry and employers in South Africa. In securing a position of competitive advantage, the university will build upon its national renown and strengthen existing links and partnerships with similar institutions internationally. Such international links will, inter alia, foster staff and student exchange visits and the identification and sharing of best practices.

### ***Objective 1.1: Position the DUT regionally, nationally and internationally***

The institution will promote its image as a reputable University of Technology by establishing relevant and sustainable structures and quality systems for all activities across the university. Through the achievement of strong local and national recognition the university will actively seek international standing as a platform for becoming established in the global higher education milieu.



***Objective 1.2: Establish and retain a critical mass of appropriately qualified staff***

A critical factor in becoming the preferred choice university of technology is the qualifications profile of the staff. The university will ensure that the quality systems for human resources planning promote the recruitment, development and retention of qualified staff capable of contributing to the achievement of the objectives of being a University of Technology. The university will strive to ensure that the staff to student ratio and the percentage spend of the budget on salaries align with national benchmarks. Robust processes for professional development and careful succession planning will contribute to positioning the university as an employer of choice.

***Objective 1.3: Promote the recruitment of learners who will be the new generation of knowledge workers***

The processes for enrolment planning will take into consideration the need to build a critical mass of high quality students in the fields and disciplines where acute skills shortages have been identified nationally. An institution-wide approach will be adopted to ensure that the university is the preferred-choice for students seeking admission to higher education. Critical success factors in this regard relate to the development of a reputation for an enhanced student learning experience. Concomitantly, the university will actively value and expand the diversity of the student profile and will promote alternative routes for access. The university will actively pursue relationships with local further education colleges with a view to establishing partnership agreements, whereby colleges will provide foundation programmes for under-prepared students, thereby promoting access to academic programmes offered by the university.

***Objective 1.4: Enhance the quality of student life***

The university will develop strategies to ensure that the overall well-being and life-orientation of students is integral to every academic programme across the institution. The establishment of efficient and effective systems and processes for student administration, and the provision of pastoral support, will be two of the priority areas for development to ensure well-being during their period of study at the university. The opportunities for the provision of financial support for students will be maximised. Communication with student structures and students will be clear, transparent and entrenched in mutual respect. Through the significance accorded to the quality of student life, graduates of the university will be well prepared to face the real-world challenges to their personal physical and mental health, happiness and security when they leave the university.

**GOAL 2: Developing leadership in technology transfer and innovation**

The university will support processes that transform new knowledge into wealth, covering the steps of the innovation chain from the creation of new ideas, the development of



technology in the form of products, processes and services, up to successful commercialisation and implementation. This will be achieved by the stimulation of research across departmental and faculty boundaries and growing the number of industry projects resulting in an increase in the number of artefacts and patents. In the long term such outputs will also contribute to income generation.

### ***Objective 2.1: Promote technology transfer and innovation***

The university will adopt a strategy whereby research is conceptualised as the creation of knowledge, technology transfer, and innovation. The focus for this approach will be on staff and postgraduate students solving industry-generated problems through research and development projects that culminate in new solutions. Partnerships will be created with, inter alia, other universities, industry and Science Councils with a view to maximising synergies in the application of existing knowledge. These approaches will foster an entrepreneurial culture and will create opportunities for the development of patents and artefacts, promote increased research outputs, generate new knowledge and develop new skills. As a direct consequence spin-off companies will be established, postgraduate research will be enhanced and there will be increased exposure of staff to new technologies in industry contexts.

### ***Objective 2.2: Increase postgraduate research in alignment with niche areas***

In support of technology transfer and innovation the university will actively seek to strengthen postgraduate recruitment in alignment with the niche areas for research. One strategy to achieve this will be the

identification and recruitment of BTech graduates for seamless articulation into Masters and Doctoral level programmes. The university will support the establishment of strong international partnerships with a view to promoting exchanges for staff and students at the postgraduate and postdoctoral level. Knowledge transfer will be enriched through encouraging the recruitment of international postgraduate students and by international scholars visiting the university. Staff will be encouraged to upgrade their qualifications and to register at the university as postgraduate students in research niche areas. They will be supported through the creation of scholarships and bursaries.

### **GOAL 3: Quality teaching and learning across all disciplines, campuses, and sites of delivery**

With regard to academic quality and standards the university will shift its perspective from inputs to outcomes and impact such as student performance, the relevance of academic programmes and the employability of graduates. The main thrust of learning and teaching will be aligned with the goal for the development of leadership in technology transfer and innovation, and will promote student productivity and a learner-centred approach. Assessment at the

university is understood to be integral to learning. The university will embark on a process of continuous upgrading of knowledge and skills for students, linked with fostering civic responsibility to ensure that graduates contribute meaningfully to society. Knowledge transfer across traditional academic boundaries will be actively nurtured through supporting a cohesive approach to the design and development of existing and new learning programmes. A profile of the attributes and skill sets to be achieved by the graduates from all academic programmes, at various levels of study across the university will be developed as a priority. Processes will be put in place to ensure that programmes are designed to enable all graduates to attain these distinctive characteristics. Systems, processes and procedures for the quality assurance of learning programmes will be strengthened to ensure that there is consistent quality of provision across all campuses and sites of delivery.

***Objective 3.1: Establish and maintain a profile of academic programmes aligned with the institutional and national context***

Through processes for responsive curriculum design and development, knowledge creation and transfer into the curriculum and the incorporation of technological competence will be promoted across the entire profile of academic programmes. Learning programme design and development will take into consideration national imperatives such as the socio-economic context, critical skills shortages, the implementation of the Higher Education Qualification Framework, and the establishment of clear pathways to career-friendly undergraduate and postgraduate qualifications. The design and development of academic programmes will take cognisance of global trends. National initiatives for the implementation of mechanisms for the improvement

of student retention and success, such as a four-year undergraduate curriculum, will be incorporated into processes for programme design.

***Objective 3.2: Foster innovation in learning and teaching***

Through the development of robust communities of practice, the university will foster a shared understanding of learning and teaching aligned with the philosophy of a university of technology. An ethos of valuing and strengthening pedagogies for learning in the workplace or the community across all programmes will be created. The opportunities for the development of 'soft' and 'transferable' skill sets and for instilling innovation and entrepreneurship in all students will be maximised. Processes will be established to ensure that new knowledge, created through research and development initiatives, flows seamlessly into the learning-teaching interface. The university will actively explore a variety of delivery options to support and promote student success.

***Objective 3.3: Establish a conducive learning environment***

The university will optimize the utilisation of human, physical and financial resources in the creation of a conducive environment for learning

that encompasses appropriate facilities and support services and includes the provision of extra-curricular activities. A priority will be ensuring that all the campuses and residences that collectively comprise the university infrastructure are safe and secure. Optimal support for learning will also be created through the incorporation of advanced technologies into teaching delivery. Clearly defined standards with regard to the expected responsibilities and accountability of staff and students will be developed and implemented. One endeavour in this regard will be to ensure that students, as members of the university community, take active responsibility for both their own learning and the good of the university as a whole. Such commitment will be supported through the creation of a student and staff 'charter'.

***Objective 3.4: Promote student academic success***

The DUT will ensure that a culture of valuing the academic success of its students is percolated into every facet of university life. Student support and academic development at the university will be rooted in the provision of services that actively value students and which directly address their needs. The university will demonstrate a sustained commitment to the academic success of students in a variety of ways. Two of the critical priorities will be the establishment of robust systems for student academic development and for the early identification and monitoring of students deemed to be at risk. The university will develop and implement a pragmatic language policy and will ensure that learning materials are accessible and effective in supporting learning. A commitment to the value of the opinions of students will be demonstrated by the implementation of a variety of mechanisms for gathering feedback and through responding to salient areas for

improvement accordingly. Outstanding student success will be accorded appropriate recognition and reward.

***Objective 3.5: Advance staff support and development***

The university will enshrine the ethos of quality teaching through sustained support for the academic and professional development of all staff. Such development will include programmes that provide outstanding leadership and development opportunities for middle management, senior and executive staff. A pivotal element will be attracting and retaining key staff through the recognition of, and reward for, excellence in teaching. The university will promote transformative educational research into teaching and learning with a view to ensuring the continuous improvement of practice.

***Objective 3.6: Assure the quality of academic programmes to promote quality enhancement***

The university is committed to sustaining robust structures, processes, procedures and practices that will assure the quality of academic provision. Through an integrated approach with a clearly established framework for responsibility and accountability at departmental, faculty and

institutional level, the university will maintain, monitor and enhance programme development, evaluation and review.

#### **GOAL 4: Quality Enhancement and Planning**

An integrated approach to planning and quality enhancement will be adopted, both to optimise existing strengths and to ensure a strategic approach to continuous quality improvement. This will be grounded in the context of a self-aware university that continuously conducts research to ascertain strengths, weaknesses and areas for improvement. The adoption of a systems-approach to quality management will give effect to the principles of quality enhancement, which emphasise that all stakeholders have a critical role to play in the achievement and maintenance of quality throughout the university.

##### ***Objective 4.1: Align quality enhancement, institutional planning and resource allocation***

This strategic plan heralds a shift in philosophical approach to one of quality enhancement where quality, planning and resource allocation are intrinsically interdependent thus giving prominence to all moments of the quality cycle. Quality improvement plans at all levels will be integrated in a coherent process for institutional planning which ensures that resources are allocated for sustained improvement and enhancement of all activities. Responsibility and accountability will be devolved where appropriate. A programme of sustained capacity development will be implemented to nurture the shift in philosophical approach. The realisation of the strategic plan will be supported by the enhancement of existing structures and portfolios and a robust regulatory framework of policies and procedures that are consistently

implemented. Central to such enhancement will be the strengthening of structures, systems and processes that support learning, teaching and research.

##### ***Objective 4.2: Promote sustainability***

Institutional research will enable the university to ensure sustainability through ascertaining those factors that contribute to success and those that impose challenges. Robust systems that ensure that the financial management of publicly funded resources can withstand scrutiny at all levels will be an essential foundation to upholding sustainability. The university is committed to the optimisation of all sources of income and strengthening a diversified funding base. This will involve the university in maximising the impact of the Teaching Development Grant, increasing the income from subsidies and from the recovery of fees, providing self-sustainable student housing, and ensuring that the proportion of income emanating from 3rd and 4th stream sources is increased. The concomitant containment of expenditure and the ongoing assessment of the viability of programmes, balanced by ensuring that the budget allocation is responsive to academic needs, are enablers for success in this endeavour.

#### ***Objective 4.3: Manage infrastructure development through prioritisation***

The university is committed to enhancing the total learning experience of all students through a planned approach to the development, maintenance and sustainability of infrastructure and the physical environment. Key areas of need will be prioritized with clear timeframes for the completion of projects. The university will contribute to the equity of esteem of all campuses through ensuring a balance in the provision of resources across the institution. In addition, areas for improvement and opportunities for growth at specific campuses will be identified. The development of the physical environment will be approached in an environmentally sensitive and responsible manner. The university is committed to ensuring that operations are energy-efficient, maximising opportunities for recycling, and ensuring that the campus environments are aesthetically appealing.

**Objective 4.4 Promote institutional learning**

The university will uphold an ethos of self-awareness. Institutional research and data management are thus key activities that contribute to the development of the university as a learning organisation. The university is committed to promoting a centralised on-line interface for key management information to inform planning. The centralised interface will foster the consolidation and analysis of data from a wide variety of sources as a platform for informed decision-making and planning. Data from regular environmental scans, surveys and tracking processes will serve to further strengthen the planning process. Staff will be encouraged and supported to conduct institutional research that contributes to quality enhancement, and current strengths in this area will be maximised.

#### **GOAL 5: Effective and efficient management at all levels within the university**

The university is committed to ensuring that across the institution all management structures, principles and practices enable the internal and external needs to be continuously met. A further commitment is given to ensuring equity of provision at all sites of learning across the university. A significant contributing factor for the realisation of such commitments is the active encouragement of a consolidated and unified institutional culture ('ways of doing') that is harmonious with the ethos of being a university of technology. Critical success factors include clear roles, responsibilities and accountabilities for management positions, the approach to quality management and enhancement, the strategies employed to ensure effective communication and implementation of decisions across the institution and the implementation of a performance management system for all staff.

#### ***Objective 5.1: Develop a unified institutional culture to support the identity of being a University of Technology***

There is a recognised critical need to establish a unified institutional culture that values the acknowledgement and inculcation of the human

needs of staff and students, promotes equity of opportunities and leads to improved intra-institutional collaboration. The university will endeavour to build an ethos and tradition that will be embraced with pride by students and staff. The university will strive for consistent implementation of systems, processes, policies and decisions supported by appropriate governance, management and operational strategies. This will contribute to building an engaged, committed workforce with an enhanced capability, a common sense of purpose and an inherent capacity to meet, adapt to, and celebrate strategic change. Professionalism, collegiality and the celebration of 'Team DUT' will be enhanced through an effective and transparent system for recognition and reward for excellence.

***Objective 5.2: Provide enabling services that support the goals and activities for teaching and research***

Service excellence, enhanced delivery and streamlined processes will become synonymous with the effective and efficient provision of services across the university. This will be achieved through ongoing consideration of the way in which the vision and mission of the university is furthered and the value that is added by support services in promoting the academic endeavour. The universal adoption and integration of the Model for Mutual Support, the co-ordinated development of student administration and support systems, human resource management systems, finance and procurement systems, and information technology infrastructure to meet strategic change will be enabling factors for success.

**GOAL 6: Promote knowledge transfer through partnerships and external engagement**

Sustainable local, national and international partnerships are key aspects of the identity of the university. External engagement will be enhanced through strengthening links with industry, finance houses and multi-national organisations, engaging with Local, Provincial and National Government, involvement with societal communities, entrenching societal engagement into academic programmes, and the promotion of service learning as a pedagogy. International partnerships that build on the existing expertise at the university will be enhanced and sustained.

***Objective 6.1 Foster the development of international partnerships***

A vigorous approach to the development of international partnerships and linkages will be adopted. Such partnerships will enhance opportunities for engagement with institutions with a view to promoting the sharing of good practice, the establishment of benchmarks, and student and staff exchange visits. The creation of opportunities for international accreditation and recognition will be maximised.

***Objective 6.2 Promoting external engagement and partnerships as an educational activity***

Concomitant with the drive for establishing international partnerships will be the implementation of strategies to enhance the development of partnerships and to improve regional and national inter-institutional collaboration. In common with international developments a key focus will be on sharing good practice, establishing benchmarks, and student and staff exchanges with local and national peer institutions. Partnerships with Local and National Government, and businesses will be promoted and sustained. The interface between the university and industry, through the implementation of Work-Integrated-Learning, will be strengthened by the development and implementation of robust quality systems.

***Objective 6.3: Promote responsive Community Engagement***

Sustainable partnerships that enhance community engagement opportunities for the university will be established or expanded. Access to the university by the community will be improved to enable the development of effective partnerships for example, with Small, Medium and Micro Enterprises. Opportunities for engagement will be identified to enable faculties and departments to provide a collaborative and integrated response to the needs of local and regional communities. Strengthening the teaching-community engagement nexus will contribute to the promotion among students of their civic responsibility and role in the public good.

**GOAL 7: Sustainable knowledge creation through applied research**

The university is committed to the development of a conducive environment that promotes and supports research. Research activities will be aligned with the status of being a university of technology and applied research that is responsive to the needs of inter alia industry and communities will be nurtured. The dissemination and transfer of knowledge created through these research activities to inform teaching, community engagement, and further research will be key success factors. Benefits will include productive research groups, the recognition by the university of all research outputs and findings, increased subsidy for publications and the registration of patents.

***Objective 7.1: Establish centres of research excellence***

Research activities will be supported and enhanced through the identification and prioritization of existing research strengths and the review and strengthening of postgraduate programmes. Research niche areas will be identified, developed, sustained and integrated into postgraduate studies. Optimisation of the opportunities for the development of research across traditional academic boundaries will be a priority.



### ***Objective 7.2: Improve the postgraduate experience***

The university will endeavour to ensure that it is the first choice for its own undergraduates wishing to embark on postgraduate studies. This will be achieved by the enhancement of structures, policies, procedures and processes to support the establishment of a 'one-stop' postgraduate office. Strategies will also be implemented to attract to the DUT students who have completed their undergraduate studies at other universities. An increased level of support to nurture postgraduate students and supervisors will be provided to ensure high levels of success. The improvement of processes and practices for supervision will be a key success factor.

### ***Objective 7.3: Increase the pool of researchers***

Sustained strategies for building the capacity of staff and postgraduate students to engage in research activities are critical to the research endeavour. Increased levels of support for staff conducting research, with specific emphasis on an increased participation of target groups will contribute significantly to the growth of the pool of capable researchers at the university. Careful management and administration of external funding for research activities will become one of the hallmarks of the university. The university will itself in turn benefit from this investment through the increase in research outputs including publications. An imperative for sustaining research will be the implementation of strategies that ensure that staff with research capacity and expertise are retained, and the celebration of research successes.



# DURBAN UNIVERSITY OF TECHNOLOGY

## STRATEGIC DIRECTION, 2008-2012

### *“From Technikon to University of Technology”*

#### I. WHERE DO WE COME FROM

Durban University of Technology is the product of a merger of ML Sultan Technikon and Technikon Natal. The merged institution took on the name of Durban Institute of Technology on 1 April 2002. It was a merger of two “unequals” in many respects with different cultures, histories, throughput, resources, etc. The merger, as in most mergers, occupied the time and energies of the new institution for many years. The process was finally consolidated and brought to a close at the end of 2007. What made this merger more difficult than those in other higher education institutions is that this was the first merger of universities in the history of higher education in South Africa, and the first in the reconfiguration process of the sector which began in earnest in 2004. There was therefore no precedent and examples to look at when engaging in the process. In the midst of this process the institution also experienced a governance crisis (2006-7) with the dismissal by the Minister of Education of the University Council. An administrator was appointed from July 2006 to July 2007. During this time the university was also short of a number of senior managers. The Vice-Chancellor also retired

in December 2006. In August 2007, a new Council and new Vice-Chancellor took office.

#### II. WHERE ARE WE GOING

While consolidating the merger and tying up the loose strands, DUT is now embarking on the next critical process - moving from operating and functioning as a technikon to becoming a true university of technology (UoT). Despite having the UoT nomenclature since 2006, DUT has been a functioning technikon with technikon policies, procedures, processes, staff qualifications, and academic workload right up to the end of 2007. In moving to a UoT, this means setting up the structure and framework of a university of technology (as outlined in the CTP book “Position, Role and Function of Universities of Technology in South Africa”, 2004), and meeting the benchmarks and criteria for a university of technology set by the Department of Education. The Minister of Education redesignated all technikons as universities of technology in October 2003. At that time, DUT was in the midst of a merger process and was not able to deal with the redesignation, even though they used the name. All other technikons which had to merge only did so in January 2004 (Tshwane) and January 2005 (Cape Peninsula) while Vaal and Central did not have to merge. These institutions were therefore able to build into their future planning (whether merging

or not) the development and structure in order to meet the benchmarks and criteria for a university of technology. DUT is only now able to address the matter and begin the process of planning and structuring itself along the lines of a university of technology. It is at least three years behind the sector and will have to move apace to meet the DoE goals for a UoT within the next five years.

### III. BECOMING A UNIVERSITY OF TECHNOLOGY

#### ***(i) What is a university of technology?***

A University of Technology differs from the traditional university not because of the use of technology within a university, but rather the interwovenness, focus and interrelation between technology and the nature of a university which constitutes a technological university. At a technological university the focus is therefore on the study of technology from the viewpoint of various fields of study, rather than a particular field of study. With “technology” is meant the human arrangement of nature with the help of tools for human purposes. In essence it is the know-how to fabricate things. Technology therefore straddles two issues: Firstly the skill to fabricate things and, secondly, the skill to manage the fabricated products. In relation to a university of technology it means that all teaching/learning programmes and research projects are related to technology. Technology is thus the qualifying factor inherent in all academic activities. In practice this means that although in principle all academic programmes should be studied at a university, this might not be the case at a technological university due to the nature of the different fields of study. At universities of technology then, Science, Engineering and Management should have top priority. In essence, universities of technology “make knowledge useful” and “identify the needs and problems of society and find solutions to these”.

#### ***(ii) Characteristics which DUT should display as a university of technology***

- A strong corporate-orientation/focus;
- Service to industry and the community;
- Identifying and developing its own characteristic roles and values;
- Relevant programmes;
- Responsiveness to, and fulfilment of the needs of industry, community and society;
- Appointment of experts acknowledged by industry;
- Strong attention to niche areas;
- Emphasis on scholarship, innovation and R&D;
- Transfer of technology;
- Preparation of a new generation of knowledge workers. (e.g. work ethic, ability to work in multi-cultural teams, students-for-life, etc.)

#### ***(iii) Shift in emphasis at DUT***

Universities define academic quality in terms of inputs - student and faculty quality, resources, facilities - rather than outputs such as student performance. DUT needs to rethink its core academic functions which requires a shift in perspective from *resources* to *results*. This turns

the institutional focus from *faculty productivity* to *student productivity*; from *faculty disciplinary interests* to what *students need to learn*; from *faculty teaching styles* to *student learning styles*. It reconceptualises the university as learner-centred rather than faculty-centred. The ethos of DUT should also be defined along these lines. In addition DUT must provide greater learning opportunities for its students (strengthen and expand Work-Integrated Learning, known as WIL), embark on a process of continuous upgrading of knowledge and skills ('Just-in-Time' Education), and link all of this with social responsibility (Community/External Engagement).

#### ***(iv) Pillars of a University of Technology***

The refocusing of DUT from a technikon to a university of technology is based on the five pillars of a UoT:

- Teaching and Learning
- Research and Development
- Developing Leadership in Technology
- Technological Innovation and Technology Transfer
- Partnerships

Underpinning these pillars are:

- Quality as foundation and platform
- An innovative and entrepreneurial culture
- Responsiveness to Communities
- Knowledge Transfer and Exchange

## **IV. PREPARING DUT FOR A UoT**

### ***(i) Providing a Structure to Support a University of Technology***

- DVC posts and designations are being refocused to provide for the drive to a UoT
- Streamlining management and management committees
  - Creating a clearly-defined Executive Management (Vice-Chancellor and Deputy Vice-Chancellors), and
  - Senior Management (Executive Directors, Deans, Directors).
- Expand management decision-making to Senior Management through inclusion in a Senior Executive Team
- Changes in some units, portfolios and reporting lines to facilitate above
- Check all “technikon” policies, procedures and processes and update to requirements of a university of technology

### ***(ii) Drivers of a UoT***

The following divisions have been established to drive DUT as a university of technology in line with the identified pillars of a university of technology

#### **I. Technology Transfer and Innovation**

Increase/encourage patents, artifacts; drive innovation, entrepreneurship, commercialization

of research; support spin-offs, incubation; monitor/liaise with government consultancies; foster partnerships and collaboration nationally and internationally with - governments, SETAs, Steinbeiss Transfer Centres, Fraunhofer Institutes, DST, Technology Networks, Technology stations; engagement with national and international funding agencies (EU 7th Funding Framework, Delphi, EAP, Kellogg, Atlantic, etc.

## **2. Postgraduate Development and Support**

Creation of a one-stop office as first point of call for prospective M and D students, identification and recruitment of BTech students to postgraduate studies, administer PG scholarships/Bursaries/financial assistance, promote research outputs by postgraduate students, track postgraduate success and graduation rates, facilitate postgraduate exchanges (national/international), research/study visits/projects, facilitate visits of International scholars for postgraduate, postdoctoral and staff enrichment, recruitment of international postgraduate students, assist existing staff to upgrade qualifications.

## **3. Co-operative Education/External Engagement/Partnerships**

Strengthen industry links, engagement with Industry, finance houses and multi-nationals (industry partnerships/ funding/input/etc.); engagement with societal communities (Research Projects in communities) and mainstream societal engagement into academic programmes/research; promote Service Learning for non-WIL subjects; engagement with Local and National Government (DST, DTI, NRF).

## **4. Institutional Planning**

Combining academic planning, Management Information Systems (MIS), physical planning, spatial planning, scenario planning and linking with Quality Assurance.

## **5. International Relations**

Combine all “International” components into one office, central administration for all international students, Recruit/Administer/Monitor SADC students, provide logistical support for postgraduate students (in/out) and for international scholars (in/out); assist PG office in attracting PG students, facilitate exchanges of Visiting Professors/Scholars.

### ***(iii) Revised Faculty Structure***

In 2007, DUT revised the Faculty Structure, as part of the finalisation of the merger process, which entailed increasing the faculties from four to six. This was fully implemented in 2008 with two new deans; a restructured secretarial system; appointment of new Deputy-Deans, new HoDs for the next three-year cycle; and the decentralization of admissions and academic development to the faculties.

### ***(iv) Revised Registrar's division***

DUT has traditionally operated with a Registrar: Academic with certain registrar functions, while other traditional registrar functions have been placed elsewhere in the institution. All the components of what usually fits into a university registrar's division have now been consolidated into a central institutional office of the registrar in keeping with that of a university. Thus, the

components of what constituted the offices of the Registrar: Academic and the office of Recruitment and Enrolment Management (REMO) have now been combined in one office. The nomenclature of the managers in the two previous divisions will change to fall in line with standard university nomenclature. Thus, the Registrar: Academic will now simply be called the Registrar; the Director of REMO will now be known as the Deputy-Registrar; and the managers of sections such as Examination, Admissions, Registrations, etc. will be called Assistant Registrars.

#### **(v) Finance Division**

With the redesignation of the post of DVC: FIS to DVC: TIP, the Director: Finance will now be the Chief Finance Officer, reporting to the Vice-Chancellor. This also brings DUT into line with the majority of the sector.

## **V. HOW DO WE GET TO AUoT?**

### **(i) Core Academic Activities for the next Five Years**

<b>No.</b>	<b>Core Academic Activity</b>	<b>Time Frames</b>
1	Address policies, procedures, processes, mindset in changing from a Technikon to University of Technology	2008 - 2012
2	Develop and implement remedial programme in response to (HEQC) Quality Audit Report of August 2007	2008 - 2012
3	Prepare for Accreditation visits by HEQC subject audits/Engineering Council of South Africa/Other	2008 - 2012
4	Meet DoE benchmarks for a UoT in Success Rates, Graduation Rates, Research Outputs (publications, postgraduates, applied research), staff qualifications	2008 - 2012
5	Begin process to ensure all staff have minimum qualification at beginning of 2012	2008 - 2012
6	Implement National Senior Certificate Admissions Requirements	2009
7	Implement Higher Education Qualifications Framework	2009 - 2012

**(ii) Matters requiring Attention in the Next Five Years**

<b>No.</b>	<b>1. Academic</b>	<b>Time Frames</b>
1	Overhaul Recruitment, Admissions, Registration Process	2008/9
2	Refine and Assess On-line Registration of undergraduate students	2008/9
3	Stricter Application of Policy on continuation of studies	2008/9
4	Address adverse staff : student FTE ratio	2008 - 2012
5	Academic Development to address “At Risk” Students, FTE ratio, drop-out rate	2008 - 2012
6	Capacity-building of and support for Researchers	2008 - 2012
7	Support for postgraduate development	2008 - 2012
8	Support for technology transfer, innovation, diffusion	2008 - 2012
9	Support for multi-disciplinary and inter-disciplinary programmes and research	2008 - 2012
10	Adequate provision of space/facilities/resources for academic staff	2008 - 2012
11	A System to Combine Academic Planning, Resources and Quality	2008 - 2012
12	Staff development of managers and new staff	2008 - 2010
13	Technikon period to change to university hour	2009
14	Address duplication in teaching	2009 - 2010
15	Address over-teaching	2009 - 2010
16	Contact session per module will change to address over-teaching	2009
17	Additional teaching support via practicals, tutorials and consultation hours	2009
18	Check all “technikon” policies, procedures and processes and update to requirements of a university of technology	2009
19	Strengthen industry links, engagement with Industry, finance houses and multi-nationals, local and national government	Ongoing
20	Engagement with societal communities: Research Projects in communities	2009 - 2010
21	Mainstream societal engagement into academic programmes/research	2009 - 2012
22	Promote Service Learning for non-WIL subjects	2009 - 2012
23	Combine all “International” components into one office and centralise related administration	2009 - 2010
24	Provide logistical support for international postgraduate students and scholars	2009
25	Recruit/administer/monitor SADC students	2009 - 2012
26	Facilitate international exchanges of Visiting Professors/Scholars	2009 - 2012



No.	2. Institutional Support	Time Frames
1	Finalise outstanding Conditions of Service	2008 - 2010
2	Implement Performance Management System for all staff	2008/9
3	Address poor service ethic and customer relations in support divisions	2008 - 2010
4	Address student housing, e.g. Student Village	2008 - 2010
5	Maintenance - address crumbling infrastructure, non-functioning, lifts, leakages, airconditioners	2008 - 2010
6	Improve Infrastructure/grounds/communications at Midlands Campus	2009 - 2010
7	IT Network - add new technologies/upgrading equipment/ improving infrastructure	2008 - 2012
8	Improving image and identity	2008 - 2012
9	Upgrade Infrastructure and equipment in Library	2009 - 2012
10	Address building situation of Faculty of Arts and Design	2009 - 2010
11	Check all “technikon” policies, procedures and processes and update to requirements of a university of technology	2009 - 2010

No.	Financial Sustainability	Times Frames
1	Address adverse salary/income ratio	2008 - 2012
2	Address issue of Accumulative Leave	2008
3	Address issue of Post-Retirement benefits	2008 - 2009
4	Address skewed HR grading and placement to bring it into line with the sector	2008 - 2009
5	Rectify skewed academic/non-academic staffing ratio	2008 - 2012
6	Increase 3rd stream income	2008 - 2012
7	Check all “technikon” policies, procedures and processes and update to requirements of a university of technology	2008 - 2009

## Going Forward

- ❑ Create a new-look DUT with emphasis on the Core Academic Business
- ❑ Create environment for academic debate and new ideas
- ❑ Cultivate Professional attitude to Students and Colleagues
- ❑ Revise DUT Motto, New Image, Enhanced Reputation as a centre of higher learning.

## GOAL IN 2012

### To be known as

- ❑ Leader in technology higher education
- ❑ Foremost provider of leadership in technology
- ❑ A university which prepares people for the real world
- ❑ Provider of innovative, relevant, high quality, career-focused programmes which educate people for the world of work.

## COMMITMENT TO CORE VALUES

- ❑ Staff members to recommit themselves to the core business and protecting the academic integrity of the university;
- ❑ Management to commit itself to providing academic leadership free from coercion, fear and populist decisions;
- ❑ Stamp out corruption and fraudulent practices and always act with integrity, honesty, humanity, humility and dignity;
- ❑ Return to common human decency and respect for diversity and the differences in others;
- ❑ Rethink our attitudes and behaviour towards people merely because they are physically challenged; of a different colour, different nationality, different gender, different background, different religion;
- ❑ Accept that discrimination on the grounds of Race, Colour, Creed and Gender, nationality can no longer be tolerated in any society which considers itself civilised and enlightened;
- ❑ Commit to stamping out the abuse of subordinates, sexual harassment, malicious rumour-mongering, etc;
- ❑ Support divisions to provide.

## VI. DEPARTMENT OF EDUCATION BENCHMARKS FOR A UNIVERSITY OF TECHNOLOGY

INDICATORS	DoE BENCHMARKS	DUT AS AT DEC 2007
% doctorates amongst academic staff	Minimum of 40%	7,5%
% Academic Staff with M degree	Minimum of 60%	29%
Research Outputs	0,5 ppl	51 (0,1 ppl)
Success Rates	80%	71%
Graduation Rates	22,5%	19%
Student Enrolment	Capped Growth (22226)	20785
Number of Professors	No minimum	29 (6%)

## VII. WHAT DO WE HAVE TO DO TO GET THERE?

PROJECTED GOALS FOR DUT FOR NEXT FIVE YEARS								
INDICATORS	As at 2007	2008	2009	2010	2011	2012	Required as at 2012	Projected increase/Shortfall
Staff with Doctoral degrees (See Annexure A)	38	43	50	60	75	100	203	-103
Staff with M degrees (See Annexure A)	150	165	205	250	310	380	316	+64
Research Outputs	50	55	70	95	130	200	260	-60
Success Rates	71%	72%	73%	74%	75%	76%	80%	-4%
Graduation Rates	19%	19,5%	20%	20,5%	21%	22,5%	22,5%	-
Student Numbers	20785	19800	21000	22260	22260	22260	-	-

**PROGRAMME FOR ATTAINMENT OF ACADEMIC QUALIFICATIONS BY DUT STAFF WHO ARE  
NOT PRESENTLY QUALIFIED FOR THE REQUIRED POST LEVEL**

<i>Minimum requirements to be had/reached/completed in a particular year</i>								
LEVEL	Examples of Posts on these Levels	Qualification held as at 2007	2008	2009	2010	2011*	2012**	✓
9	Senior Tutor/ Junior Lecturer	BTech/BHons or equivalent equivalent	Must be registered for M degree and complete 3 yrs after appointment					
8	Lecturer	BTech/Hons or equivalent Experience of teaching/ industry	Register for M degree			Complete M degree	Enter 2012 with an M degree	
7	Senior Lecturer	M degree or equivalent or registered for M degree		Complete M degree Register Doctorate Degree			Complete Doctorate	
6/5	Research Prof (old designation eg Assoc Dir/Dir)/ Other/Directors	M degree or equivalent	Register for Doctorate			Complete Doctorate	Enter 2012 with and M degree	
4/5	Dean/Exec Director/ Director	M degree or equivalent			Complete Doctorate			
<p><b>* Note:</b> By the beginning of 2012 all staff from Post Level 8 and higher must have a recognised M degree. By the end of 2012, all staff from post level 7 onwards must have a D degree. While there are specific exceptions, the above programme provides for the requisite quality level for a university of technology</p>								

In 2008 the following are  
the challenges outlined for  
DUT for the next 5 years

2012

## Leadership in Technology

Promote Technology Transfer and Innovation

Support Entrepreneurship

Accelerate Knowledge Transfer

Broaden Community Engagement

Strengthen Industry Partnerships

Increase Throughput

Increase Research Outputs

Increase Research Outputs

Increase Postgraduate Students

Improve Staff Qualifications

Quality of Teaching and Learning

2008

University of Johannesburg

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