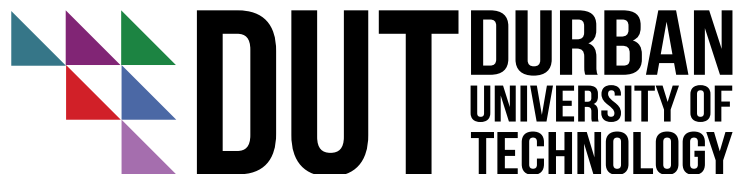
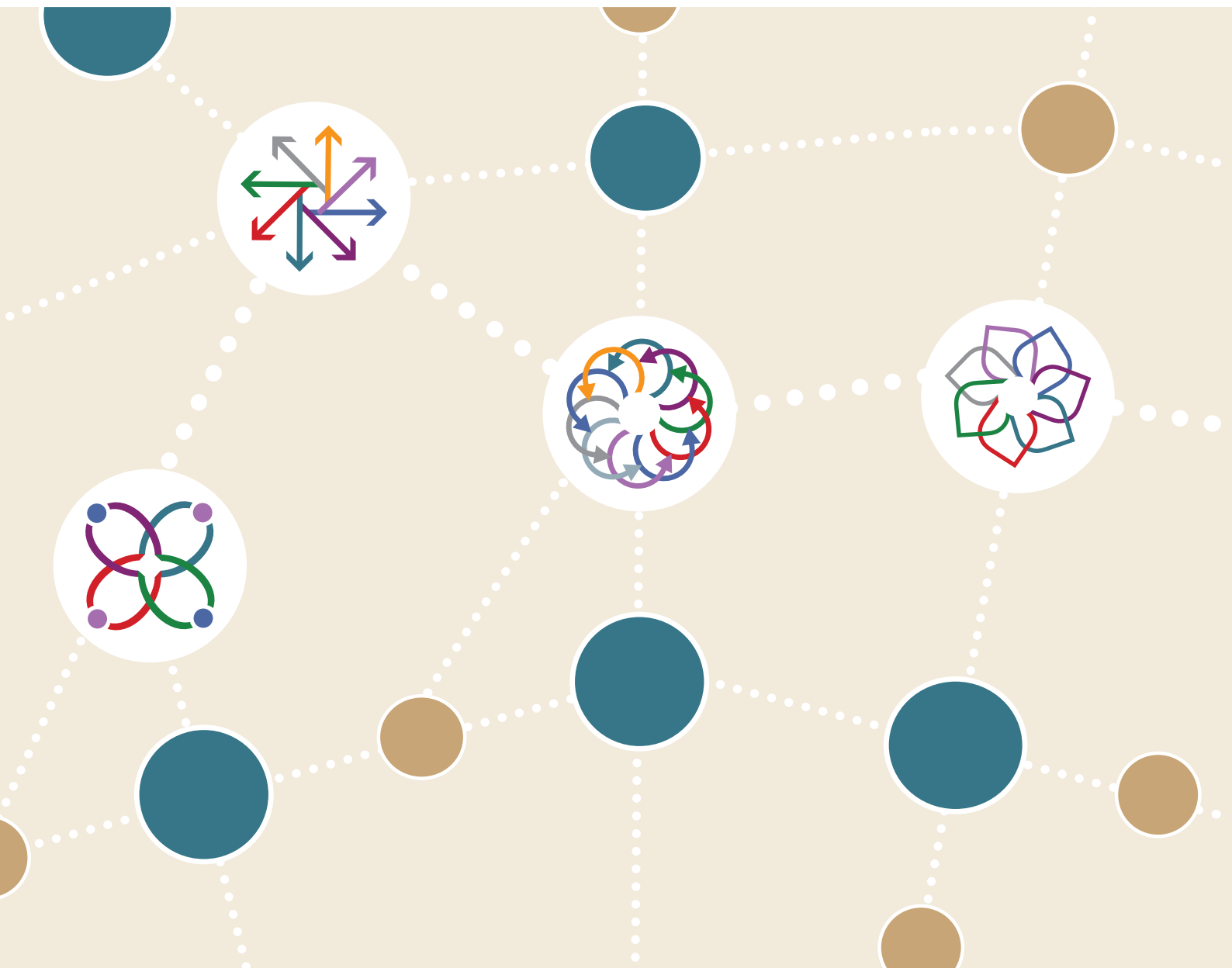




DUT STRATEGIC PLAN 2015–2019

Towards Relevance, Responsiveness and Resilience





Conceptualising the Strategic Plan

The design concept in this booklet (on the cover and elsewhere) is made up of the two strands of DUT's DNA, namely Student-centredness and Engagement. These strands could also be described as the two threads which make up the fabric of the University. Connecting these strands are four Strategic Focus Areas, each of which has its own motif that is carried throughout.



BUILDING SUSTAINABLE STUDENT COMMUNITIES OF LIVING AND LEARNING



BUILDING RESEARCH AND INNOVATION FOR DEVELOPMENT



BUILDING A LEARNING ORGANISATION



BUILDING A SUSTAINABLE UNIVERSITY

These four Strategic Focus Areas encapsulate the core functions of teaching-learning and research, and are interwoven with, or bridge, the quintessential strands of Student-centredness and Engagement. These are further given effect by six drivers (which are defined later). The Strategic Plan is thus made up of two strands, four Strategic Focus Areas, six drivers.

Towards relevance, responsiveness and resilience...

DUT heads into its ninth year as a University. While the institution has a rich history of more than one hundred years as a place of vocational and higher education it is the fact that DUT is now a University that makes this strategic planning process a defining milestone. Universities everywhere in the world are both intensely local and intensely global and they are buffeted by conditions in both contexts. These conditions are in a state of rapid change due partly to the increasingly interwoven relationship between research and knowledge systems, industrial innovation and production, the cataclysmic upheavals in the world's financial systems, and the political contexts within which the institution resides. As South Africa heads into a third decade of popular democracy, there are also vast changes taking place in global geopolitics which alters the way in which societies (and hence universities within them) relate to each other. It is, therefore, imperative for the continued wellbeing and relevance of any higher education institution that there is ongoing engagement on its strategic orientation and its external and internal alignments.

Universities are social institutions embedded in the contexts in which they find themselves and as such they have multiple purposes. Of these three are primary. Firstly, they perform high level teaching and learning and thereby contribute to the development of a flexible, deep labour market that matches the needs of a complex economy.

Secondly, they perform research and thereby contribute to the generation of new knowledge. Some of this will be 'blue-sky' research performed for the purpose of contributing to humanity's understanding of the universe in all its manifestations. But universities also contribute to knowledge production that is strategic and applied in nature, contributing to the global competitiveness of South Africa's industry or that helps South Africa solve its reconstruction and sociopolitical challenges. Thirdly, universities contribute to the building of critical, participatory citizens who are both national and global in scope, who strengthen this still nascent democracy while ensuring they are also effective as individuals in an increasingly globalised, increasingly connected world. Engagement with society in all its manifestations is a key terrain for each of these contributions. So universities are driven by the local context in which they find themselves and by the forces of globalisation.

Holding interesting, intimate conversations across the staff spectrum is at the heart of any strategic planning process so that there are opportunities for building alignment within the institution. These should extend to external audiences as well.

So, the **purposes** of a higher education institution can be stated as:

- ▶ building ethical and engaged citizens for a multilayered, complex democracy, and contributing to imagining and shaping a new nation;
- ▶ broadening and deepening the intellectual culture of our society;

While the institution has a rich history of more than one hundred years as a place of vocational and higher education it is the fact that DUT is now a University that makes this strategic planning process a defining milestone.

A framework for the Strategic Plan

- ▶ producing the human resource and knowledge needs of a developing South Africa and its complex economy; and
- ▶ being bridges to the global community.

Operating within the South African higher education (HE) landscape, DUT's context is one of transformation, reconstruction and development. The University is informed by various national policies, plans and strategies, including the Higher Education Act (No. 101 of 1997); the National Development Plan; recommendations of the National Planning Commission; the White Paper for Post-School Education and Training in South Africa and the Department of Higher Education and Training (DHET) 2014–2019 Enrolment Plan. The National Plan for Higher Education (February 2001) identifies a number of key strategic goals for the country's higher education system, including educating for economic and social development through educational relevance, achieving equity through improving student access and success and sustaining and promoting research.

As DUT moves towards realising its identity as a university of technology, it is also confronted with the conditions buffeting all universities operating within the local and global higher education context. To remain a viable, sustainable institution it is critical to anticipate the opportunities, challenges and potential crises to the education environment. What are some of these? The first is for

DUT to understand the complex changes taking place in the global economy, in global geopolitics and in the local context, and for it to understand whether in terms of its core activities (teaching-learning and research) it is responding to these. The second is to understand what changes are taking place in the higher education system in South Africa (for example, new policies, new funding systems, new political contexts) and to assess its ability to respond to these. The third requires a rigorous re-evaluation of business processes and support systems, and ensuring that outdated modes of operating are replaced with effective and efficient substitutes, particularly ways of delivering service to our stakeholders (internal and external).

There are different kinds of alignment. Broadly speaking we should all be pulling significantly in the same direction. There should be firm alignment between the strategic objectives of the University and its budgets. The research and teaching programmes of the University should be aligned with the broad needs of socioeconomic development.

'Business as usual' can no longer be the accepted mode of operation. For this to happen, strategies have to be developed to activate and improve organisational systems, capabilities and capacities. The fourth, and perhaps most important, is whether DUT has the right professional capacity and ability to match the challenges and opportunities that it faces. To operate in this rapidly changing environment, it will be critical for the

To remain a viable, sustainable institution it is critical to anticipate the opportunities, challenges and potential crises to the education environment.

To operate in [a] rapidly changing environment it will be critical for the University to be relevant, responsive and resilient... we are yet to consolidate a strongly defined, well-considered and imaginative sustainability model...

University to be relevant, responsive and resilient.

There is also deep concern that after eight years of existence as a University, we are yet to consolidate a strongly defined, well-considered and imaginative sustainability model that will take the institution safely into the future. There are a number of reasons why this is doubly difficult for DUT – the fact that the majority of our students are drawn from the lower Living Standards Measure (LSM) categories, the University's lack of large reserves to draw upon, the poor state of our infrastructure, the fact that subsidy levels per FTE are in decline, and the increasing costs of staff remuneration all contribute to the concerns about sustainability. This has been an important impetus for this planning process.

Approaches to differentiation (and hence improved competitiveness) must include elements which refer to DUT's core areas of engagement: teaching-learning (the nature of the programmes it offers, the quality of delivery, the support it provides to students, online education, work integrated learning), research (areas of engagement, strategic nature of research, relationships with industry), the quality of its service to students and other beneficiaries of the University. DUT's capacity to maintain its ability to compete will also depend on its capacity and ability to retain its outstanding staff.

As a dynamic organisation, DUT is closely entwined with its local context and is responsive to the needs of its environment and community. The

University cannot be distanced from the community and context within which it is situated if it wishes to be sustainable. The committed support of its external partners (industry, government and the non-profit sector) are critically important for the success of the University as it endeavours to meet the need to produce socially responsible graduates who are conscious of their role in contributing to the national development effort and social transformation. DUT's imperative is to understand its local context while operating in a global environment. It is critical to be relevant to the local conditions and needs in which it functions.

*To address these **purposes**, DUT has to be student-centred and it has to be an **engaged** institution. How can this be achieved?*

There are a set of embedded **values** which will assist in achieving the DUT purposes. The values identified by DUT embrace and adhere to the universal values and principles of:

- ▶ academic freedom, collegiality and ethical behaviour;
- ▶ institutional autonomy;
- ▶ good governance based on accountability, co-operative governance and transparency;
- ▶ relevance to society, both local and global;
- ▶ seeking new knowledge through research;
- ▶ understanding students as developing human beings; and
- ▶ seeing staff development as essential in the DUT purpose.

A framework for the Strategic Plan

(continued)

If one tries to imagine the texture of the fabric upon which the strategic plan of the University is painted there are two quintessential threads that constitute it: the engagement of the institution with its multiple contexts and student-centredness. The University as an entity is a social institution. It plays a role in nation building, in deepening and strengthening our democracy, in developing new knowledge, in contributing to reconstruction and economic development and in building a broad-based intellectual culture.

The notion of **student-centredness** is that DUT exists to provide its students with the kind of learning environment that helps them grow intellectually, socially and emotionally. Student-centredness is predicated on the University's understanding of its students and what they bring with them to this place of learning so that it designs its programmes, its interaction and social interfaces, its physical spaces and its technological capacities to impact maximally on their growth as rounded, productive, responsible human beings.

Engagement has many dimensions but is always predicated on the core functions of the University – teaching-learning and research. As a university of technology, DUT must engage with local industry so as to support the development of the strategic parts of the economy. The engagement of the institution with local and national government is critical if DUT is to contribute to improving the quality of life of people – through its research and teaching. Vital to this role is engagement

with communities built on strong bonds between the University and its social context.

This has strong resonance at DUT where the majority of its students derive from the communities in which such engagement will occur.

For engagement to be successful, the University has to develop dynamic interfaces between itself and these contexts in which it finds itself, safe places where there can be honest, trusting, mutually beneficial engagements. These dynamic interfaces are likely to be both inside and outside the University. At the core of all engagements *must* be the core functions of the University - the generation of knowledge, its dissemination, its application and continued use.

So this Strategic Plan articulates the University's vision and mission through strategic objectives that underpin the teaching-learning, research, engagement and academic and administrative activities of the University for the period 2015 – 2019. It aligns all University endeavours to the strategic focus outlined, and provides a constancy of purpose, a common vision and understanding of the University's role in the complex society in which it is located.

*Professor Ahmed C Bawa, Vice-Chancellor
and Principal,
November 2014*

The notion of student-centredness is that DUT exists to provide its students with the kind of learning environment that helps them grow intellectually, socially and emotionally. Engagement has many dimensions but is always predicated on the core functions of the university – teaching-learning and research.

Vision

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

Mission statement

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; and
- ▶ external engagement that promotes innovation and entrepreneurship through collaboration and partnership.

Values

- ▶ academic freedom, collegiality and ethical behaviour;
- ▶ institutional autonomy;
- ▶ good governance based on accountability, co-operative governance and transparency;
- ▶ relevance to society, both local and global;
- ▶ seeking new knowledge through research;
- ▶ understanding our students as developing human beings; and
- ▶ seeing staff development as essential in the DUT purpose.



Vision, mission, values

DUT Purposes:

- ▶ improving the life chances and aspirations of our students and helping them to reach their maximum potential;
- ▶ contributing to building:
 - ▶ a **safe society** by addressing poverty reduction, food security, health security, water security, energy security, safety, building a culture of non—violence and peace;
 - ▶ a **learning society** through broadening access in traditional and non-traditional forms, engaging with schools, TVETs and other educational institutions;
 - ▶ a **busy society** by contributing to building entrepreneurship, working closely with government and established business and industry to broaden the economic base of our society; and
 - ▶ a **playing society** by contributing to the creation of ladders of formal and informal sport, designing fun cities and green spaces.

The threads of **student-centredness** and **engagement** draw these into the fabric of the institution, in the values.

Strategic objectives

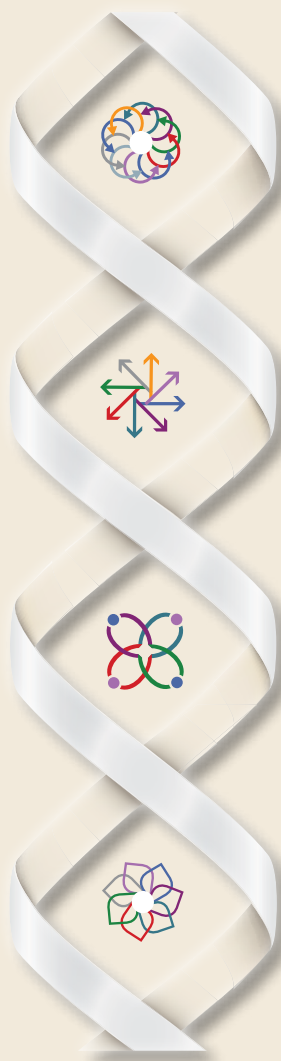
Each Strategic Focus Area is expanded by a set of Strategic Objectives which provides a framework for action. Six **strategic drivers** with proposed activities (projects) seek to realise the interconnectedness of Engagement, Student-centredness, Teaching-learning and Research between the Focus Areas. These are university-wide activities; in addition to these, each division/department/unit will develop their own plans aligned to these Strategic Focus Areas and objectives.

SFA 1: Building sustainable student communities of living and learning

- ▶ Provide enabling living and learning environments that promote student success and advance the intellectual, social and emotional growth of our students.
- ▶ Cultivate a shared understanding of student-centredness that underpins students' attainment of the desired DUT graduate attributes.
- ▶ Develop and strengthen ethical citizenship among students and their sense of critical social and political agency.
- ▶ Deepen the University's engagement locally and internationally as a way to build global citizens.
- ▶ Provide innovative teaching, learning and assessment that accommodates the diverse needs of our students and enhances the quality of our graduates.
- ▶ Deepen the innovative use of technology to improve the quality of learning and broaden access.

SFA 3: Building a learning organisation

- ▶ Build an institutional culture of learning, innovation and responsiveness.
- ▶ Foster among staff a culture of systemic thinking, alignment, shared values, collegiality, accountability and institutional citizenship.
- ▶ Build a shared understanding of the University in its context.
- ▶ Attract, retain and nurture talent, recognise excellence and develop the full potential of our staff.



SFA 2: Building research and innovation for development





- ▶ Strengthen the culture of research and innovation.
- ▶ Build research capacity around the identified research focus areas.
- ▶ Strengthen and expand a supportive research administration and environment.
- ▶ Build national and international research collaborations.





SFA 4: Building a sustainable University

- ▶ Develop a sustainable growth model which ensures rigorous and aligned planning, resource allocation, risk assessment and quality assurance.
- ▶ Create dynamic interfaces at the local, national and global level between the University, the community, NGOs, industry and government partners to promote sustainability.
- ▶ Reduce wastage, optimise utilisation and build stewardship of all DUT resources and facilities.
- ▶ Use technology more effectively and innovatively to enhance all aspects of the University's business.

Strategic drivers





Six strategic drivers cut across the four Strategic Focus Areas; these, together with proposed projects, form the high level institutional implementation of the Strategic Plan.

Drivers	Strategic Focus Areas			
	 1. Building sustainable student communities of living and learning	 2. Building research and innovation for development	 3. Building a learning organisation	 4. Building a sustainable university
A. Transforming institutional culture To engage in activities of imagination and action to shape an institutional culture embracing of all and the richness of our many diversities and differences. To work deliberately to eradicate all forms of prejudice and intolerance. To work towards an anti-racism and anti-sexism. To strengthen DUT's resolve to build an institutional culture of non-violence and caring. To embrace the talents, dedication and comments of the staff and to build capacity continuously. To transform the culture of the institution to embrace the centrality of the intellectual, social and emotional development of its students as its core purpose. To imagine an institution that builds a culture of giving amongst its staff and students.	a. Curriculum renewal as a transformational project b. The second curriculum (co-curriculum) as a site of learning c. Strengthen student activism d. e-Learning e. Develop the residences as learning environments f. Build a culture of nonviolence, tolerance and peace. g. Build an entrepreneurial spirit in our students. h. Internationalisation of the Curriculum	a. Culture of research and innovation b. Create dynamic interfaces between DUT and external environment. c. Build research focus areas d. Build research into the undergraduate curriculum.	a. Create programme of learning for all staff b. Build institutional citizenship c. Build systemic thinking, action and alignment. d. What is Student-centredness? e. Strengthen role of student affairs & services in the Academy f. Hold an annual DUT Transformation Conference	a. What is meant by sustainable – financial, environment, social b. Develop an institutional culture of reduced consumption and on wastage c. DUT Foundation Project d. Broaden access through the CCPE e. Create a third stream income culture f. Increase number of international students

Drivers	Strategic Focus Areas			
	 1. Building sustainable student communities of living and learning	 2. Building research and innovation for development	 3. Building a learning organisation	 4. Building a sustainable university
B. Back to Basics Getting the University to work better; improving the quality of service; making sure the basics are in place and functioning well. Ensuring the fundamental order of things	<ul style="list-style-type: none"> a. Improve all learning and living facilities b. Build simple, resilient, connected student systems to improve student and staff experience c. Universal access d. Process improvement – review, refine, improve processes and system f. Improve student safety and wellness g. Develop a strategy for internal and external communication with students h. Design first year experience 	<ul style="list-style-type: none"> a. Research admin process improvement b. Improve quality of service to researchers c. Increase external research funding d. Increase the percentage of staff with Ms and Ds e. Increase research output f. Increase postgraduate student intake and graduation rates g. Internationalise research h. Improve internal communication with researchers 	<ul style="list-style-type: none"> a. Service culture and staff agency b. Regular workshops on leadership and management development c. Institute a programme of developing learning histories d. Develop an institutional understanding of Student-Centredness e. Develop a deep institutional understanding of Engagement 	<ul style="list-style-type: none"> a. Financial sustainability project b. Process improvement – review, refine, improve processes and systems c. Student recruitment and enrolment management d. IT Infrastructure plan e. Understand cross-subsidisation and cost of studies at DUT f. Strategy for maintenance
C. The Knowledge Project Creating the research capacity of the institution for strategic development and policy formulation	<ul style="list-style-type: none"> a. Create infrastructure to embark on large institutional research projects b. Understand who our students are; the student experience c. Develop a culture of intellectual engagement and leadership among our students d. Develop technology systems for continuous student feedback e. Develop analytics capacity to improve student success 	<ul style="list-style-type: none"> a. Create research focus area in Higher Education Management Studies and attract postgraduate students b. Publish findings of institutional research programme 	<ul style="list-style-type: none"> a. Investing in strategic capacity building to engender/drive adaptive and responsive initiatives b. Develop a culture of vigorous and rigorous debate and discussion c. Build the quality and quantity of systemic thinking for DUT to be responsive, resilient, agile, flexible 	<ul style="list-style-type: none"> a. Strategic utilisation of business intelligence b. Strategic integration of planning, resource allocation, risk assessment and quality assurance

Strategic drivers

(continued)

Drivers	Strategic Focus Areas			
	 1. Building sustainable student communities of living and learning	 2. Building research and innovation for development	 3. Building a learning organisation	 4. Building a sustainable university
D. Networking the University Using technology in all its aspects to improve the quality of the University's work. This includes broadening student access, improving student success, improving quality of staff and student experience, improving the research environment, business process re-engineering, etc.	a. The student online experience b. Use technology for improved communication with students c. e-Learning Policy and implementation	a. Collaboration platforms b. Providing access to high performance computing and other technologies c. Technology for better administration of research	a. Using technology for improved communication with staff b. The staff online experience	a. IT infrastructure for third stream activities such as online learning opportunities b. Technology and applications to improve service
E. Greening the University Building a shared environmental consciousness and actively addressing how we use energy and water resources, improving consumption patterns.	a. Second curriculum Strengthen student activism b. First curriculum Build advocacy, changing attitudes towards DUT and external environment c. DUT should lead by example	a. Encourage student/staff research and innovation projects on greening DUT b. Bring innovation to address the greening of the campus, especially in those areas in which there is strong research capacity at DUT	a. Build a greening community of practice b. Create an Environment Committee as a subcommittee of the UPRC	a. Develop stewardship of all University resources b. Develop an e-Waste Policy
F. Internationalising the University The incorporation/engendering of international dimensions into the activities and functioning of the University so as to help to build global citizens; Embedding comprehensive internationalisation across the university so as to benefit the University and all its staff and students	a. Internationalisation at home and of the curriculum b. Increase the number of international students at DUT c. Increase international mobility of students	a. Internationalise DUT's academic enterprise including research and capacity building programmes, compete for international funding b. Build a regular flow of faculty in both directions	a. Develop a strategic, systemic approach to comprehensive internationalisation b. Create a culture of Internationalisation at DUT c. Improve, optimise staff mobility	a. Recruit international students

The University must measure its performance over the life of this Strategic Plan. To do so, it must have evidence against which to judge its performance against the strategic objectives set out in the plan. Performance measures and indicators will be identified by the various constituencies, which will be used to manage and track organisational performance.

This is obviously of key importance and necessitates an integrated approach and the attention of managers across the University. Attention will be given to the principle tasks of strategy implementation, including:

- ▶ Building University capacity for successful strategy execution;
- ▶ Exercising appropriate strategic leadership at all University levels;
- ▶ Continuously shaping corporate culture to fit the strategy;
- ▶ Aligning administrative support systems (policies, procedures, systems and controls) in support of the two strands of Student-centredness and Engagement, and the four Strategic Focus Areas;
- ▶ Building a strategy-supportive budgeting process.

Implementation takes place at different University levels:

- ▶ Institutionally by the Principal and his management team in relation to the implementation of overarching institutional strategies, as identified by the six drivers;

- ▶ Per faculty/support divisions in the context of approved plans;
- ▶ Visits by the Vice-Chancellor to faculties and divisions to create the conditions for the Plan to become a living one, to guide our development as a University over the next five years.

Monitoring takes place in different ways:

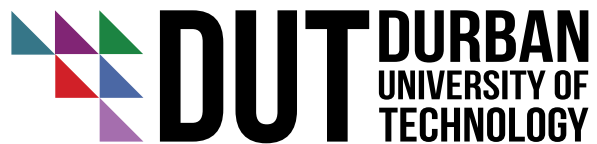
- ▶ Continuous monitoring via quarterly Senior Executive Team meetings, and reporting to Council as required;
- ▶ Formal measurement and evaluation of the performance of departments and divisions (particularly with regard to faculties) by way of approved targets and indicators;
- ▶ Evaluation of the extent to which service departments succeed in providing the necessary enabling services to meet the strategic direction of the University.

Finally, reporting on the performance of the University in executing its strategy occurs annually, to Council, and as per legislated requirements, to the Department of Higher Education and Training.

Implementation and monitoring

Strategic Plan: Cascading, coherence, integration across the University





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