

# STRATEGIC PLAN

The vision, mission and plan of the University for 2025

UNIVERSITY OF PRETORIA

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UNIVERSITEIT VAN PRETORIA  
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## Preface

As its predecessor's period (2007–2011) draws to a close, the University of Pretoria's Strategic Plan–2025 provides the roadmap and navigational markers for guiding the University to achieving the vision and strategic goals it has set itself for the next 15 years. This long-term plan is inspired by the ideas generated in research, discussion and projects undertaken by a number of individuals and groups within the University.

The purpose of the Strategic Plan is to capture the cornerstones of a common vision and understanding of the University's role and identity in the context of multiple and changing demands – nationally, regionally and in an increasingly interconnected global world. Shorter five-year cycles of planning and implementation will be located within this broader framework so as fully to exploit the dynamic nature of change that must sustain the vibrancy and responsiveness of the University within its envisioned trajectory that is firmly located in Africa.

## Structure

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The Strategic Plan—2025 captures the core strategies of the University of Pretoria over the next 15 years by:

- Recognising its early beginnings and strength in existing diversity
- Positioning its strategic trajectory within a changing socio-political, economic and higher education environment
- Declaring its vision, mission and values
- Foregrounding the core activities of research, teaching and learning
- Embedding community engagement and civic commitment in its academic mission
- Harnessing its strength as a large residential university to steer the research-intensive identity it wishes to attain
- Embracing diversity to enrich the University's intellectual environment and improve graduate outcomes
- Setting overarching goals, targets and key performance indicators.

The Plan also focuses on support services and key resources required for achieving the University's academic mission:

- Staff and students are the University's core human capital asset
- Spatial infrastructure and physical facilities are central to providing the environment within which students and staff can excel
- So too are libraries, facilities, support for research, teaching and learning, knowledge management, information and communication resources and platforms necessary for sustaining the knowledge production activities and linkages of the institution.

Social, environmental and financial sustainability will be at the core of the University's future viability, and is based on four key drivers: sustained quality, relevance, financial capacity and deliberately harnessing the University's existing and future diversity potential.

## From early beginnings

The University of Pretoria has its origins in the establishment of the Pretoria Centre of the Transvaal University College in 1908. The colloquial name of the University, Tuks or Tukkie, was derived from the acronym for the college, TUC.

The college opened its doors as a dual medium institution housed in Kya Rosa, a four-bedroom residential property in the centre of Pretoria. TUC started off with four professors, three lecturers and 32 enrolled students. In 2011, the University enrolled approximately 45 000 contact students and a further 14 000 active distance education students. This number is to increase by 2025 to about 55 000 campus students and 20 000 active distance education students, giving a total headcount of approximately 75 000, with an anticipated academic staff complement of 2 125.

On 3 August 1910, the cornerstone of the Old Arts Building was laid, with the college moving into the completed building in September 1911. On 10 October 1930, a private act of Parliament (Act no 13 of 1930) led to the Pretoria branch of the college becoming the University of Pretoria. Today the University's activities are spread over seven campuses — six in Pretoria, the capital city and key access point to Africa, and one in Johannesburg, the economic hub of the country. In terms of its geo-political location, the University of Pretoria is in a very favourable position to contribute to the knowledge and human capital needs of the country and region.

Until the early 1930s, the TUC was the only fully bilingual university in South Africa. By 1931, however, the majority of students were Afrikaans-speaking, with the result that the University Council decided in 1932 that only Afrikaans would be the medium of instruction. English was reintroduced as second language of tuition in the early 1990s, with the majority of students now choosing English as their medium of instruction.

The University has nine faculties and a business school, *viz.* Humanities; Law; Education; Theology; Economics and Management Sciences; Natural and Agricultural Sciences; Engineering, the Built Environment and Information Technology; Health Sciences; Veterinary Sciences; and the Gordon Institute for Business Science.

The overarching strength of the University of Pretoria is its diversity in terms of staff, students, the programmes offered, and areas of research that define its excellence. Universities in South Africa have a distinct role in developing human capital and generating the knowledge and skills required for addressing the many challenges of our developing economy, society and region. The University's projected growth in enrolment over the next 15 years will therefore be focused on achieving an appropriate ratio of undergraduate to postgraduate studies, and of research to high-level professional qualifications.

A central challenge over the next 15 years will be to strengthen the University's vision to be a leading research-intensive university. In order to achieve this vision, the University has simultaneously to develop a model for growth in terms of its unique identity, and focus its core research activities on local relevance and existing strengths, recognised and evaluated on the international stage.

## Contextual imperatives

In a resource constrained world where vast disparities remain, particularly in Africa and the global South, it is evident that universities will have a distinct role to fulfil. The vision of the University of Pretoria is therefore closely tied to its commitment to local needs and development challenges and, at the same time, to remain a hub of knowledge production recognised within the global scientific community.

The summary below captures significant challenges against the backdrop of dominant global trends:

Global – dominant trends		
Socio-political trends	Economy & demographics	Higher education
Multi-polarity and the rise of the global South Search for energy, food and water security Resource constrained world Proliferation of social and political identities, with religion an important marker of identity Peace and security challenges Gender empowerment changing the geopolitical landscape	The world has become 'flat' due to the ICT revolution, with knowledge freely available World recession with economic growth concentrated in the South Youth bulge in the South (excluding China) Rapid urbanisation in developing world Migration and mobility – skills loss for the South, especially Africa Access to natural resources focused on Africa	Increased participation and diversity/massification of higher education (HE) Universities ranked – increasing competitiveness Knowledge economy and 'networking' society ICT as tool for research and 'blended' modes of teaching, and in building strategic networks Differentiated higher education sectors Knowledge capacity demands and knowledge divides—nationally, regionally and internationally Internationalisation of HE Open education resources (OER) as 'public good' and a tool for increased institutional visibility
Local – particular challenges and imperatives		
Weak state/ public sector capacity – importance of partnerships with industry, government and civil society Inadequacy of social and physical infrastructure Persisting social and economic inequalities South Africa as gateway into Africa and partner in global South (e.g. BRICS)	A relatively stable economy and good infrastructure in some areas, but: High-level skills needs and shortages High unemployment, particularly amongst 18-24 year olds Population growth and youth bulge High levels of poverty and inequality Rapid urbanisation Large disparities in the quality of basic education and significant education backlogs Competing national priorities (e.g. health, social welfare)	Pressure for increasing access and levels of institutional transformation Weak pipeline of entry level students Need for resource-rich learning environments and academic development Decreasing <i>per capita</i> state subsidies Increasing state regulation Differentiated HE sector Aging researcher cohort and need to replenish high-level skills/ human capital Knowledge divides and need to increase knowledge capacity The impact of the internationalisation on institutional strategies Multiple demands on HE to contribute/ 'make a difference' Weak international rankings

While a truism that we cannot predict a "fixed" future environment, it is also evident that futures are not inevitable: the University has agency and will proactively shape its future trajectory. In this regard, important decisions will need to be made to sustain optimal balances between competing imperatives, and to build on existing strengths.

## Vision, Mission and Values

### Vision

*To be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, as also for developing people, creating knowledge and making a difference locally and globally.*

### Mission

*In pursuing recognition and excellence in its core functions of research, teaching and learning, and integrating engagement with society and communities into these, the University of Pretoria will use quality, relevance, diversity and sustainability as its navigational markers.*

### Values

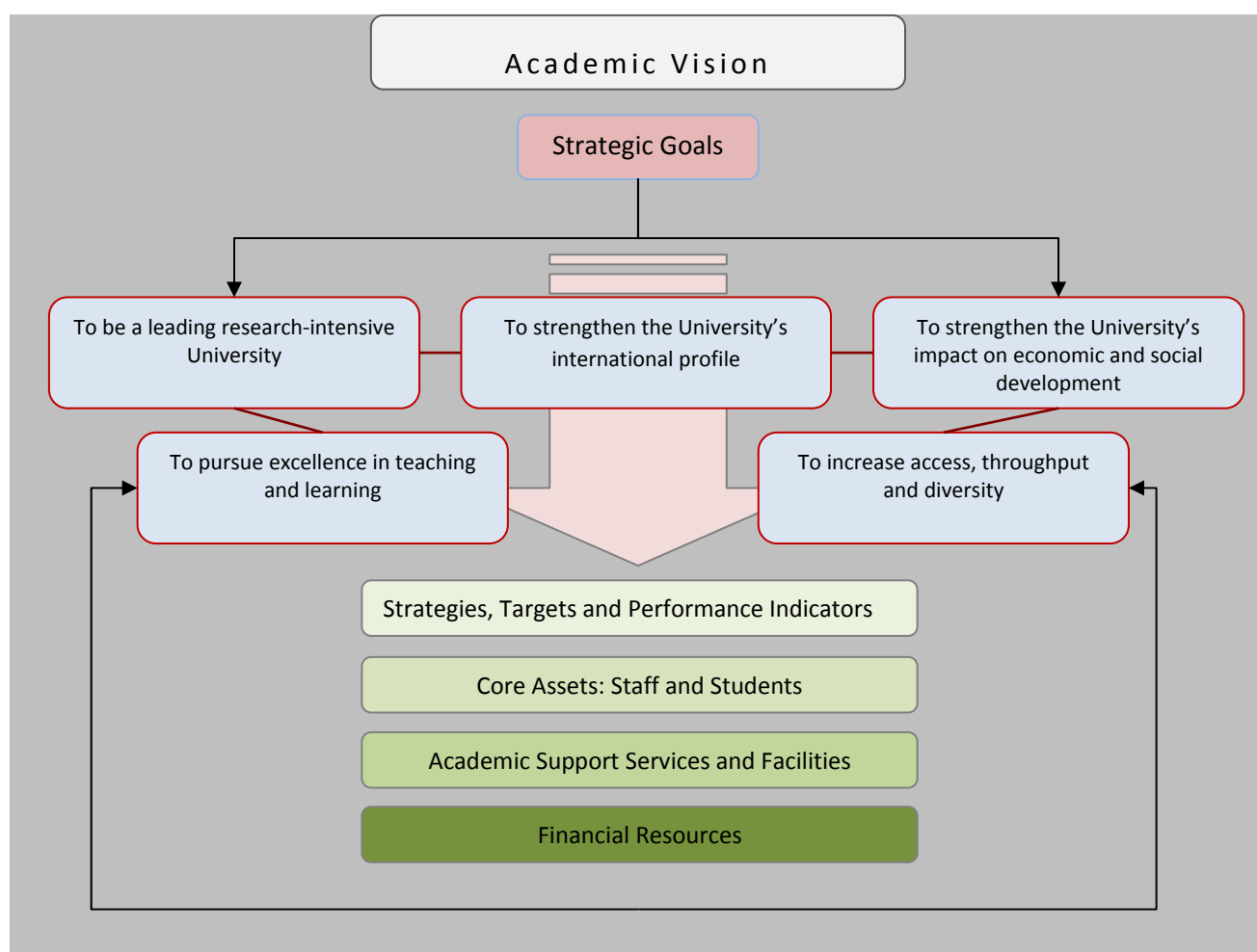
- *The members of the University of Pretoria believe that:*
  - *our community of scholars must be founded on the pursuit of knowledge through research, teaching and learning, with membership acquired on the basis of intellectual merit, ability and the potential for excellence; and that*
  - *differing perspectives, arising from diverse backgrounds and histories that define our identities, deepen scholarly inquiry and enrich academic debate.*
- *We cherish:*
  - *academic freedom, creative and innovative thought, ethical standards and integrity, accountability and social justice; and*
  - *our staff and students as the University's core asset.*
- *We foster:*
  - *an inquiry-led and evidence-based approach to creating knowledge; and*
  - *academic citizenship, whereby we commit ourselves to harnessing our intellectual abilities in the interest of our nation and humanity.*
- *We recognise that:*
  - *in a resource-constrained world where vast disparities remain, the University must endeavour to produce graduates who appreciate the importance of community service, entrepreneurial endeavours and innovative actions in generating employment and development in our local communities.*

## Academic Vision

The University of Pretoria’s vision to be a leading research-intensive university means that the guiding strategy will be to locate the core activities of research, teaching and learning, and derived from these, engagement with society, firmly in national and regional contexts, and to project its academic work on the international stage. Central to the University’s strategy is that it can and must have a positive impact on its immediate and broader communities and environments, and that it is and will remain a hub of knowledge production that speaks to the global academic community.

By aligning diversity, quality, relevance and sustainability as key navigational markers in the on-going processes of transformation, the University will be recognised for “making a difference”. In turn, the University’s growth trajectory, infrastructure, support services and management efficiency will be directed towards attaining its key goals and harnessing its diversity potential.

The University’s academic vision can be illustrated as follows:



## The Challenge: Research intensive and social impact

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The University's strategic goal over the next 15 years is to strengthen its international profile by increasingly addressing society's need for new knowledge through research. As a research-intensive institution, the University will concentrate on problems of national and/or regional concern in order simultaneously to maximise local impact while enhancing its academic stature and visibility within a highly competitive international world. Thus, besides equipping its graduates with the attributes necessary for adapting to the demands of a changing world of work, the University of Pretoria will commit itself to the needs and challenges of South African society and its economy, and contribute to the high-level human capital required for addressing some of the country's major challenges.

This means:

- The provision of human capital will be founded on its research intensity by increasing the output of graduates with higher degrees in both research and professional fields, and replenishing the University's own human capital.
- The emphasis will be on accelerating knowledge generation by fostering collaboration amongst three overlapping institutional spheres — government, higher education, and industry — in order to generate the hybrid spin-offs needed for development.
- At the same time, key international partners and knowledge networks will be identified, sustained, and further developed in order to strengthen the University's research capacity and linkages.
- Areas of existing research strength will be used as catalysts to develop a pervasive research culture, and cross-cutting research themes of national, regional and/or international relevance will be identified to leverage research capacity and impact.
- Optimal synergies will be sought between research and teaching to inform inquiry-led curricula at undergraduate and postgraduate levels, and between research and professional programmes and qualifications to strengthen the identity of the University.
- Existing strengths in professional fields will be retained, resulting in the University of Pretoria having a dual focus — research and producing graduates in the high-level professions needed by the economy.

Because of the “trade-offs” that exist in achieving many of our goals, strategic choices will have to be made in steering the University towards achieving its 2025 vision. In so doing, cognisance will be taken of our existing strengths:

- A distinct strength and characteristic of the University is the wide range of undergraduate and postgraduate programmes offered, and the access opportunities thus provided. However, a key condition for the University's future strength and sustainability will be the ability to manage the current diverse mix of research and teaching activities optimally through internal differentiation.
- A further strength is the University's ability to educate a wide range of well-qualified professionals — doctors, veterinarians, engineers, lawyers, accountants, psychologists, teachers, social workers, ministers. While it is of national importance for these activities to

be retained, research must be strengthened, *inter alia* in these same fields, to ensure optimal synergies between research, and the focus on professional training.

The University has the distinct opportunity for developing a model that effectively harnesses diversity, including its commitment to teaching in English and Afrikaans, for which the University could potentially receive international recognition. In addition, our location is optimal for initiating collaborative research over the whole spectrum of academic disciplines.

## RESEARCH

Increasing the University of Pretoria’s international profile, as described above, means that the University must develop international visibility and recognition in areas of importance to developing nations, especially those of Africa and in the global South. Examples of broad fields that have been identified are engineering, natural and physical sciences, animal and human health, education. Similarly, the University must address issues such as establishing effective and just legal systems, social justice, sustainable rural development, water and food security, sanitation, energy use, transport, municipal management, the management of health systems and hospitals, and improving the efficacy of school and college education.

In order to maximise the international and national impact of the University’s research, resources will be concentrated, in the first instance, in a selected number of areas or Institutional Research Themes (IRTs). This will enable critical mass and synergies to be achieved.

An indicative list of the first IRTs and their related knowledge fields is:

THEMES	KNOWLEDGE FIELDS	
Energy	Chemical Engineering Mechanical Engineering	Physics Chemistry
Food Nutrition and Well-being	Health Sciences Food Sciences Veterinary Sciences Education	Microbiology Biological Sciences Agricultural Sciences
Genomics Research	Immunology Genetics Biochemistry Microbiology	Bioinformatics Health Sciences Veterinary Sciences
Zoonotic Diseases	Veterinary Tropical Diseases Biochemistry Genetics	Immunology Public Health Microbiology
Human Rights & Diversity	Economics Law Political Science Sociology	Psychology Genetics Gender Studies
Ecosystem Services and Livelihoods	Meteorology Biological Sciences Sociology	Geography Education Humanities

Although these IRTs will take centre-stage in the University’s strategies, other research initiatives will continue in line with disciplinary strength and research capacity. Further, while internal differentiation is necessary, it is important to build the research-intensive base by setting minimum research standards for all academic departments.



## POSTGRADUATE EDUCATION

As a research-intensive institution, a culture of inquiry must be fostered at all levels of the University. Nowhere in the University is this more important than in the domain of postgraduate education. Furthermore, it is at postgraduate levels that greater individual attention can be given to fostering the intellectual development of students.

A general distinction can be made between postgraduate students enrolled for research degrees and those enrolled for professional degrees. Postgraduate research students are a major engine for producing new knowledge. The future emphasis will therefore fall on *research* students — Master's, Doctoral and Post-Doctoral students — through active recruitment strategies and appropriate academic and financial support. In addition, attention will be devoted to providing a high quality environment and study programmes to enable postgraduate success.

## DEVELOPING ACADEMIC STAFF

Developing and attracting highly skilled, research orientated, academics will be essential in implementing the University's strategies. The University's focus will be on:

- supporting staff in obtaining doctoral or equivalent qualifications; and
- developing a diverse and excellent cadre of young academics through succession planning, and by increasing the pool of doctoral graduates and postdoctoral fellows.

These strategies too will require a flexible and differentiated approach to managing the creative tension between teaching and research, and the diverse profile of staff in terms of interests, talent and expertise.

## DEPARTMENTAL DIFFERENTIATION AND RESEARCH NORMS

In a research-intensive university, all academics must be scholars who teach, research and develop new insights and perspectives, for example by integrating and transcending existing knowledge produced by different researchers or in different fields. Nevertheless, as mentioned above, depending on academic interests and disciplinary field, differentiation amongst members of staff is to be expected.

In addition to the factors taken into account in identifying the University's institutional research themes, the need for the University to develop strong core disciplines on which to base each of its faculties will be taken into account in determining which departments will be required, and resourced, to achieve higher levels of research.

## TEACHING AND LEARNING

Effective teaching and learning are key to fulfilling the primary function of the University; *i.e.* to producing knowledgeable and high-level skilled graduates in line with the needs of the South African economy and society, and to replenishing our own human capital needs and those of other knowledge institutions. Also, quality teaching at undergraduate levels lays the foundation for

postgraduate studies, and is closely tied to the strategic goal of raising the University’s international profile through research. Taken together, this means:

- Developing an inquiry-led curriculum in building the foundation for knowledge, high-level skills and the pipeline of postgraduate students and researchers.
- Embedding a question-based approach in undergraduate teaching and using assessment as a tool for learning.
- Recognising the diversity of learning styles, experiences and histories represented within the student body, and responding in ways that creatively harness this variation.
- Providing multiple learning opportunities in a resource-rich environment in support of teaching and learning, and considering the most effective “blended” learning model to adopt.
- Focusing on the attributes desired in a research-led university that simultaneously develop skilled and compassionate students and graduates that can engage with developmental issues and compete in the global marketplace of the developed and developing world.

The crux of the University’s teaching and learning strategy will be to deliver independent learners who fit the profile of a research-intensive university, wherever their future career trajectories may lead — replenishing the human capital for the University, or as high-level skilled professionals entering the public or private sectors.

## COMMUNITY ENGAGEMENT

Engagement with society and communities flows from the University’s teaching and research functions. In this light, support will be lent primarily to curricular and research-related forms of community engagement, and to developing desirable attributes in students.

In essence, community engagement is about civic responsibility and citizenship, and linking the best of the research and teaching skills of the staff and students to the specific needs of this diverse community, thus giving effect to one of the “public good” dimensions of universities. In turn, student life and the attributes developed while students are at university are enriched through their service and engagement.

### NOTE:

A comprehensive academic plan, entitled *Academic Plan and its impact on the University’s shape and size, UP2025*, contains the details of the University’s Academic Vision.

## ACADEMIC VISION: GOALS AND STRATEGIES

Goals	Strategies	Performance indicators
<b>To be a leading research intensive university in Africa</b>	<ol style="list-style-type: none"> <li>1. Increase research output</li> <li>2. Focus research capacity and impact on institutional research themes and existing areas of research strength</li> <li>3. Attract leading academics</li> <li>4. Set minimum research output norms</li> <li>5. Actively recruit postgraduate students</li> <li>6. Create a stimulating environment for research students and mechanisms to ensure postgraduate success</li> </ol>	<ul style="list-style-type: none"> <li>- ISI field rankings</li> <li>- Jiao Tong / THES / QS rankings</li> <li>- IRT relevance to developing countries and alignment with global research trends</li> <li>- NRF ratings, especially number of A and B-rated researchers</li> <li>- Weighted postgraduate and publications outputs</li> <li>- % of postgraduate students</li> </ul>
<b>KEY TARGET: increasing the University's international ranking to 150-250 range</b>		
<b>To strengthen the University's international profile and visibility</b>	<ol style="list-style-type: none"> <li>1. Align international relationships with IRTs and areas of research strength</li> <li>2. Increase number of active international research partnerships</li> <li>3. Increase number of international students at postgraduate levels</li> <li>4. Active recruitment of postdoctoral fellows</li> </ol>	<ul style="list-style-type: none"> <li>- Number of active international partnerships and research collaboration</li> <li>- Number of staff as co-authors of international publications</li> <li>- Outcomes of impact assessments</li> <li>- % of international students</li> <li>- % increase in postdoctoral fellows</li> <li>- Number of awards and prizes for academic and research achievements</li> </ul>
<b>KEY TARGET: achieving levels of international activities comparable to those of major universities abroad</b>		
<b>To strengthen the University's impact on SA's economic and social development</b>	<ol style="list-style-type: none"> <li>1. Align enrolment growth, particularly in professional fields, to high-level scarce skills needs and the Human Resource Development Strategy (HRDS)</li> <li>2. Increase number of active partnerships with industry and government</li> <li>3. Seek optimal impact partnerships with local communities, including municipalities</li> </ol>	<ul style="list-style-type: none"> <li>- Number of graduates in scarce skills areas</li> <li>- Number of active partnerships with industry</li> <li>- Number of active partnerships and projects with local communities</li> <li>- Graduate attributes aligned with changing workplace and needs of SA as a developing economy and democracy</li> </ul>
<b>KEY TARGET: achieving a balanced portfolio of partnerships with industry and government in terms of high-level skills needs</b>		
<b>To pursue excellence in teaching and learning</b>	<ol style="list-style-type: none"> <li>1. Align teaching and research through inquiry-led curricula</li> <li>2. Strengthen base disciplines</li> <li>3. Reduce the number of modules</li> <li>4. Maintain high-level professional programmes</li> </ol>	<ul style="list-style-type: none"> <li>- Performance of base disciplines against core indicators</li> <li>- Peer review of WHAT is taught and HOW</li> <li>- Peer evaluation of how teaching makes provision for a diverse student body</li> <li>- Interrogating reasons for retaining modules</li> <li>- Professional accreditation of programmes</li> </ul>
<b>KEY TARGET: positive outcomes when evaluating base disciplines and professional programmes against international benchmarks</b>		
<b>To increase access, throughput and diversity</b>	<ol style="list-style-type: none"> <li>1. Attract the most talented students from all SA communities in terms of intellectual interest and abilities</li> <li>2. Sustain resource-rich, blended teaching to allow for varying levels of preparedness</li> <li>3. Continue with extended programmes in high demand fields of study until such time as access parity has been achieved</li> <li>4. Focus on first year students</li> </ol>	<ul style="list-style-type: none"> <li>- Demographic profile of students in terms of race, gender, language, social class</li> <li>- Examination and graduation success rates</li> </ul>
<b>KEY TARGET: achieving student diversity and success rates similar to those of top-ranking research-intensive universities</b>		

Additional performance indicators, derived from those listed in the table above, will be used depending on the institutional level being analysed.

## The University of Pretoria's Growth till 2025

As discussed above, a primary function of the University is to produce high-level skilled graduates, therefore the importance of achieving an optimal balance between professional and research programmes. This and other objectives will be achieved through planned enrolment and increasing student access, the diversity of the student body and the success rates of students.

Providing access to higher education to the diversity of South African citizens will remain an important corollary of the University of Pretoria's mission and enrolment strategy. The University will therefore continue planned growth within the constraints of its facilities and other resources, and importantly, within the framework of its academic vision and priorities.

The University of Pretoria's shape will be determined after taking due cognisance of the existing and planned areas of academic strength, and increasing enrolment in—

- base disciplines
- fields of national importance
- postgraduate research programmes and qualifications.

The basis for differentiated growth can be summarised as follows:

### BASIS FOR DIFFERENTIATED GROWTH AMONGST FACULTIES

FACULTY	FOCUS OF GROWTH	REASON
Engineering, Built Environment and Information Technology	Growth mainly in Engineering and PG levels	High-level skills and research intensity
Education	Strong UG and PG growth	National need = relevance
Economics and Management Sciences	Largely at PG levels	High-level skills and revenue
Health Sciences	UG growth and moderate PG	High-level skills, national need and strengthen research intensity
Humanities	Low growth and emphasis on PG	Strengthen research intensity
Natural and Agricultural Sciences	Strong PG growth	Research emphasis
Law	Growth only at PG levels	Strengthen research intensity
Theology	Moderate UG and low PG	Currently, PG and research orientated
Veterinary Science	Medium UG and PG growth	National need and research intensity
Distance Education	Medium growth	Revenue and demand

Carefully planned and managed growth will be at the heart of the University’s long-term strategy. The overall size of the University in the next 15 years will be determined to ensure that the University can realistically provide quality facilities to all its students and staff, and still have sufficient resources to be a research-intensive university.

Managed growth will make provision for significant variation between and within faculties. It is planned that contact undergraduate numbers will grow by an average of 1.4% per annum till 2025, and contact postgraduates by 2.2%, which will result in approximately 55 000 students on campus, *i.e.* 10 000 more than at present. After decreasing initially, the number of distance education students will increase again to approximately 20 000, giving a total enrolment of about 75 000 students by the end of the period.

### GROWTH TILL 2025: GOALS AND STRATEGIES

Goals	Strategies	Performance indicators
<b>Pursue realistic growth in line with the academic vision</b>	1. Set target enrolment growth rates annually (per faculty)	- Numbers of UG, PG and distance students - Deviations from targets per faculty ≤ 2%
<b>Use enrolment planning to steer the future shape of the University</b>	1. Recruit and select students for planned growth at UG and PG levels 2. Set annual targets for base disciplines and fields of national importance 3. Monitor registration, retention and throughput and adjust growth targets	- Numbers of UG, PG and distance students - Deviations from targets per faculty ≤ 2%
<b>Improve ratio of PG to UG enrolments</b>	1. Develop new PG recruitment strategies 2. Revise PG student administrative procedures	- % PG enrolments
<b>Improve ratio of PG research to coursework PG students</b>	1. Set targets for research and coursework PG enrolments 2. Revise PG student selection protocols	- % PG students enrolled for research degrees
<b>KEY TARGET: a total of 75 000 students, 55 000 as contact students and 20 000 as distance education students</b>		

## The University of Pretoria's staff

Academic work is done by people. Therefore, to a large degree the reputation of a university depends upon the quality of the staff that can be attracted; in turn, good staff attract quality students. Therefore, we will develop the University of Pretoria further into an intellectually stimulating, innovative and challenging environment in which high-quality scholars from diverse South African communities, Africa and the world will want to teach and undertake research.

This will enable the University to attract and retain a representative body of excellent academic and support staff members by:

- Appointing members of staff on merit, including the potential for excellence;
- Pursuing the University's employment equity plan by actively searching, in South Africa and further afield, for members from designated groups; and
- Actively identifying and rewarding academic excellence and intellectual innovation in all its manifestations.

As a research-intensive institution, all the University's academic members of staff will be expected to be research-active or to be engaged in creative outputs as part of their normal performance. In order to increase the output of research, the University will investigate ways of improving the student to academic staff ratio.

### THE UNIVERSITY'S STAFF: GOALS AND STRATEGIES

Goals	Strategies	Performance indicators
<b>Attract and retain excellent academic and support staff</b>	<ol style="list-style-type: none"> <li>1. Active recruitment of academic staff through a range of national, regional and international networks</li> <li>2. Flexible HR policy</li> <li>3. Attractive work environment and excellent facilities</li> <li>4. Active recruitment of support staff</li> </ol>	<ul style="list-style-type: none"> <li>- % staff with higher degrees</li> <li>- % permanent staff</li> <li>- % staff resignations</li> <li>- Academic staff: number of NRF-rated scientists appointed</li> </ul>
<b>Establish a diverse corps of staff</b>	<ol style="list-style-type: none"> <li>1. Targeted funding to achieve research excellence</li> <li>2. Incentives and awards for success</li> </ol>	<ul style="list-style-type: none"> <li>- Employment Equity targets</li> <li>- Diversity of staff composition (per department)</li> </ul>
<b>Decrease the student : academic staff ratio in key departments</b>	<ol style="list-style-type: none"> <li>1. Increase expenditure on academic staff</li> <li>2. Increase academic appointments in key departments</li> </ol>	<ul style="list-style-type: none"> <li>- Academic staff expenditure as % of total expenditure</li> <li>- Differentiated student : staff ratios</li> </ul>
<b>KEY TARGETS: doubling the current number of NRF-rated academic staff members</b>		

## The University of Pretoria's students

Students are the lifeblood of a university. Therefore, attracting the most talented students to the University of Pretoria will remain a high priority.

Nevertheless, the University of Pretoria has a finite capacity. Increasingly, this means that those admitted must be selected from a large number of applicants. Given the importance of diversity, our students should have the intellectual interest and ability to succeed, and be representative in terms of race, gender, social class, and language preference.

Currently, achieving a representative student body requires the University to admit students within a fairly broad range of final school results. Specific provision is made for degree programmes with foundation years that effectively add an additional year to the length of study. In this way significant numbers of students have, for example, been admitted to degrees in science and engineering, and similar programmes are planned in economics and management, and education. The first years of these programmes are presented on the University's Mamelodi campus. These programmes are currently important; nevertheless, as the South African schooling system normalises to ensure that all learners are given fair opportunities to develop and demonstrate their intellectual abilities, the emphasis on extended programmes will diminish.

In order to retain good students and create conditions under which they are likely to be academically successful, the University of Pretoria will provide appropriate academic and other student support to all students, including postgraduates. It is also our intention that no student with academic merit will be denied access to the University for want of financial means.

We aim to provide our students with a strong and balanced academic education that equips them *inter alia* with life skills, based on universally accepted values. Furthermore, our students are encouraged to enjoy the holistic education that the opportunities on our campuses make possible. In particular, as a centre for creating new knowledge through research, we aim to foster a state of mind in our students that is both inquiring and entrepreneurial.

Many students choose to live in the University's residences. Regrettably, not all who apply can be accommodated. The University intends increasing its residence capacity so as to maintain, at least, the existing ratio of available beds to total enrolled students as the University grows. This may require alternative models of funding, accredited public-private partnerships and differentiated accommodation fees to allow for an anticipated target of 25 per cent of students in University accommodation. All residences will commit themselves to developing a culture of learning based on the University's core values.

Furthermore, the "total experience" of students at a large residential university demands that the University of Pretoria creates a stimulating environment conducive to study and scholarship for all students — those who live in residence and day students. To this end the University will continue its support for faculty and day houses. It will also develop student centres where day students can study between lectures, and a sense of community and peer support can be fostered.

## THE UNIVERSITY'S STUDENTS: GOALS AND STRATEGIES

Goals	Strategies	Performance indicators
<b>Attract and select the most talented students to the University from all SA communities on the basis of academic merit</b>	1. Use both school-leaving results and additional assessment to identify students with high cognitive ability and intellectual interest	<ul style="list-style-type: none"> <li>- Distribution of academic points scores (APS) of first-time entering students</li> <li>- Success rates in entrance assessments</li> </ul>
<b>Increased diversity in terms of race, gender, social class, and language preference</b>	1. Actively recruit students across the spectrum of urban and rural areas	<ul style="list-style-type: none"> <li>- Student diversity profile (% black , female, international, Afrikaans students)</li> <li>- % regional and international students</li> </ul>
<b>Create conditions for successful study</b>	<ol style="list-style-type: none"> <li>1. Provide financial aid to deserving students from poor backgrounds</li> <li>2. Provide residence accommodation as far as possible</li> </ol>	<ul style="list-style-type: none"> <li>- Student financial aid as % of student fees</li> <li>- % students in university residences</li> <li>- % students in day houses</li> </ul>
<b>KEY TARGET: identify, recruit and admit top-performing school-leavers nationally, on the basis of their school-leaving results and/or performance on entrance assessment.</b>		



## Support Services

A corollary to supporting academics to be and become excellent researchers and teachers, and students in positively adapting to the challenges of the university environment and their studies, is the quality of the support and development services offered.

The “value function” of each support service department at the University of Pretoria is thus integral to achieving the University’s long term vision and includes a range of activities that contribute to strengthening the institution’s identity and productivity. A number of core support functions are highlighted here:

- Access to convenient and efficient administrative services
- Research and innovation support for academics, postgraduate students and postdoctoral fellows
- Academic development and support for teaching, learning and assessment
- Institutional planning and strategic management information
- Efficient library and information services
- Well-run facilities and laboratories
- ICT and knowledge management systems
- Facilities that create a conducive and stimulating environment for teaching, learning, research and scholarship
- The overarching quality assurance of the University’s activities.

Access to convenient and efficient administrative services is central to the well-being of staff and students, as is the support rendered to the core functions of the University — research and innovation; and teaching, learning and assessment. Further, academic administration is central to effective record-keeping and governance. In turn, institutional planning and strategic management information enables the University’s leadership to monitor and evaluate the progressive achievement of aspirations against core indicators, while quality assurance underscores the University’s internal self-regulation and external processes of review, audits and international accreditation.

The sound management of information and knowledge resources, *inter alia*, through our library system is cardinal to our vision of being a research-intensive university. Provision will be made in the University’s libraries for enhanced services to postgraduates, particularly research students, ranging from assistance in accessing information to reserved areas in which to work undisturbed.

Information and communication technology (ICT) is an essential and important strategic resource for the University’s scientific work, its management of knowledge, in interacting with students, staff and members of other institutions, and for the efficient administration of the University. Accordingly, it is our aim to keep the University’s systems abreast of international developments in the field, and to deploy ICT as a strategic resource.

An environment influences the atmosphere of the activities that take place within it. For this reason the University will ensure that the environments within which it operates support its academic

aspirations. This includes the provision of an attractive and safe physical environment for its staff and students.

## THE UNIVERSITY'S SUPPORT SERVICES: GOALS AND STRATEGIES

Goals	Strategies	Performance indicators
<b>Convenient and efficient administrative services:</b>	<ol style="list-style-type: none"> <li>1. Making possible efficient student registration, admission and graduation</li> <li>2. Meeting statutory service obligations in terms of HEMIS submissions</li> <li>3. Effective record keeping and documentation for good governance</li> </ol>	<ul style="list-style-type: none"> <li>- Enrolment planning against planned institutional targets</li> <li>- Accurate information on staff, students, finance and space</li> <li>- Unqualified external audit reports on statutory submissions</li> <li>- Readily accessible current and archived records on policies and decisions</li> </ul>
<b>Good research facilities</b>	<ol style="list-style-type: none"> <li>1. Providing suitable research facilities, including laboratories</li> </ol>	<ul style="list-style-type: none"> <li>- Laboratory space per category</li> <li>- Spaces allocated for research</li> </ul>
<b>Research and innovation support</b>	<ol style="list-style-type: none"> <li>1. Providing effective information, support and oversight of postgraduate and postdoctoral programmes</li> <li>2. Providing information support and management of research grants and contracts</li> <li>3. Undertaking international fundraising</li> <li>4. Maintaining appropriate data management on research activity and output</li> </ol>	<ul style="list-style-type: none"> <li>- Significant increase in research funding stream</li> <li>- External recognition of management efficiency with regard to grants and contracts</li> <li>- Well-established information hub and oversight functionality of postgraduate faculty processes</li> <li>- Alignment of database to internal and external research data sources</li> </ul>
<b>Teaching and learning support</b>	<ol style="list-style-type: none"> <li>1. Providing targeted development and support for staff and students</li> </ol>	<ul style="list-style-type: none"> <li>- Number of academics trained</li> <li>- Number of lecturers supported to improve throughput rates and curricula mapping</li> <li>- Number of students supported</li> </ul>
<b>Strategic management information</b>	<ol style="list-style-type: none"> <li>1. Analysis of institutional performance against core indicators</li> </ol>	<ul style="list-style-type: none"> <li>- Number of analyses presented</li> <li>- Core indicators benchmarked against national and international trends analyses and environmental scans</li> </ul>
<b>Good academic libraries</b>	<ol style="list-style-type: none"> <li>1. Providing sufficient library and study space</li> <li>2. Ensuring efficient access to academic information sources</li> </ol>	<ul style="list-style-type: none"> <li>- Number of campus students per library seat</li> <li>- Number of visits to libraries per day</li> <li>- Number of electronic data bases accessible</li> <li>- Client experience survey</li> </ul>
<b>Quality assurance and language policy implementation</b>	<ol style="list-style-type: none"> <li>1. Managing external reviews, audits and programme accreditation</li> <li>2. Facilitating internal self-regulation through QA processes</li> <li>3. Managing and refinement of the language policy and its effective implementation</li> </ol>	<ul style="list-style-type: none"> <li>- Institutional recognition of the role of QA and increased requests for QA support</li> <li>- Increased number of programmes with international accreditation</li> <li>- Internationally benchmarked practices regarding dual language practices</li> </ul>
<b>ICT and knowledge management*</b>	<ol style="list-style-type: none"> <li>1. Increasing access and efficiency of ICT services</li> <li>2. Developing and implementing knowledge management policy and procedures</li> </ol>	<ul style="list-style-type: none"> <li>- Positive client experience survey results</li> <li>- ICT provision and knowledge management benchmarked against international practices</li> </ul>
<b>Physical environment</b>	<i>See the next section and table below</i>	
<b>KEY TARGET: steadily increasing levels of satisfaction with support services as measured through surveys and against international 'good practice' benchmarks</b>		

\*Indicators and benchmarks used internationally by research-intensive universities will be researched and applied

## Campuses and facilities

The University of Pretoria has a large and comprehensive range of physical facilities, spread over six campuses in Pretoria and one in Johannesburg. All campuses in Pretoria have residence accommodation, and the Illovo campus, a student hotel. There are also a number of satellite sites that enable the University to extend its clinical and teaching support services to more remote areas:

1. The Hatfield Campus houses the Faculties of Humanities; Law; Theology; Economics and Management Sciences; Natural and Agricultural Sciences; Engineering, the Built Environment and Information Technology, in addition to the central administration and a number of women's residences.
2. The Hillcrest Campus contains the University's main sports facilities, most of the men's residences and the experimental farm.
3. The Groenkloof Campus houses the Faculty of Education, a number of residences and further sports facilities.
4. The Mamelodi Campus is home to a number of foundation programmes, residence accommodation and many of the University's community engagement projects.
5. The Prinshof Campus contains the Faculty of Health Sciences adjacent to the main provincial Academic Hospital used by the University, and residences.
6. The Onderstepoort campus houses the Faculty of Veterinary Sciences, the University's Veterinary Academic Hospital, the Teaching Animal Unit, and residences.
7. The Illovo Campus in Johannesburg contains the Gordon Institute of Business Science (GIBS), and a student hotel.

The expansion of physical facilities for an urban university often has a long gestation period due to the constraints posed by existing infrastructure and neighbouring users. Long range planning is therefore essential.

Using the HEMIS space norms, we estimate that an additional 89 000 assignable square meters of building space will be required to accommodate the realistic growth till 2025 referred to earlier (page 12). This equals an expansion of 17,6% in the University's facilities, largely by constructing new buildings.

Two thirds of this expansion is likely to be on the Hatfield campus, given the current location of the departments that are expected to grow. In addition to remaining opportunities on this campus, the University already owns a considerable amount of real estate between the Hatfield and Hillcrest campuses that could accommodate this growth. Nevertheless, the University will continue consolidating these properties whenever suitable land is available in the market. In addition, discussions will continue with the municipal authorities about the town planning implications of the

planned physical expansion of the University, the outcomes of which will form some of the inputs into the development of comprehensive spatial plans for all the University's campuses.

National needs suggest that the increased intake of students in the human and animal health sciences will be prioritised by government. The University will therefore pay particular attention to overcoming the physical constraints on the Prinshof and Onderstepoort campuses, and the infrastructural support required at satellite sites.

### PHYSICAL EXPANSION TILL 2025: GOALS AND STRATEGIES

Goals	Strategies	Performance indicators and targets
<b>Plan spatial development appropriate to urban context</b>	<ol style="list-style-type: none"> <li>1. Developing long range spatial plans for all seven campuses</li> <li>2. Aligning with strategies of urban renewal successfully followed in cities elsewhere</li> <li>3. Continue acquiring erven in the corridor between the Hatfield and Hillcrest campuses</li> </ol>	<ul style="list-style-type: none"> <li>- Number of campus plans finalised</li> <li>- Bulk rights available for future development</li> <li>- % of erven owned by the University in the Hatfield-Hillcrest corridor</li> </ul>
<b>Provide sufficient, quality facilities to accommodate growth in student numbers</b>	<ol style="list-style-type: none"> <li>1. Aligning building programme with student and staff growth projections and needs</li> <li>2. Developing building projects and timelines</li> <li>3. Developing programme for major maintenance/ renewal projects</li> </ol>	<ul style="list-style-type: none"> <li>- Assignable square meters per staff member/ student</li> <li>- Approved projects and capital plans</li> <li>- Estimated cost of eliminating maintenance backlogs</li> </ul>
<b>Facilitate the efficient flow of pedestrians and vehicles on and between campuses</b>	<ol style="list-style-type: none"> <li>1. Developing traffic and transport plans for and between campuses</li> </ol>	<ul style="list-style-type: none"> <li>- Transport plans finalised</li> </ul>
<b>KEY TARGET: Alignment of the provision of facilities with the growth strategies and enrolment targets of the University</b>		

## Sustainability

In order for the University of Pretoria to retain the financial capacity required to support its academic objectives, we will ensure careful financial and general management of the University, regularly evaluate and attenuate the risks facing the institution, diversify our sources of revenue, and exploit the economic value of the University's assets, including its intellectual property. Furthermore, the University subscribes to the definition of sustainability as "development which meets the needs of the present without compromising the ability of future generations to meet their own needs".<sup>1</sup> This implies acceptance of the principle that *sustainability* has financial, environmental and social dimensions.

In the years to come, the "green" ranking of universities will increasingly come under the spotlight, given the high premium on environmental sustainability in a resource-constrained world, and closely linked, the sustainability of social practices. The University of Pretoria intends fully to address this challenge within this planning cycle, and benchmark its policies and implementation effectiveness related to carbon management, energy, waste management and the reuse and recycling of the considerable material use as a standard of sustainability.

### THE UNIVERSITY'S FINANCIAL SUSTAINABILITY: GOALS AND STRATEGIES

Goals	Strategies	Performance indicators
<b>Solvency</b>	<ol style="list-style-type: none"> <li>1. Ensuring sufficient financial resources for meeting goals</li> <li>2. Developing a long term capital plan for addressing the University's planned expansion</li> </ol>	<ul style="list-style-type: none"> <li>- Ratio of assets to liabilities</li> <li>- Finalisation of a long term capital plan</li> </ul>
<b>Liquidity</b>	<ol style="list-style-type: none"> <li>1. Ensuring sufficient liquidity</li> </ol>	<ul style="list-style-type: none"> <li>- Ratio of short-term funds to short-term obligations</li> </ul>
<b>Increase research funding</b>	<ol style="list-style-type: none"> <li>1. Actively soliciting funding for IRTs and other research projects</li> <li>2. Increasing 3<sup>rd</sup> stream income</li> <li>3. Increasing the flow of funds from the University's commercial activities to research</li> </ol>	<ul style="list-style-type: none"> <li>- % real increase in research funding per annum</li> <li>- % real increase of 3<sup>rd</sup> stream income</li> <li>- % real increase of funds from commercial activities to research</li> </ul>
<b>Integrated reporting</b>	<ol style="list-style-type: none"> <li>1. Implementing integrated reporting in financial, environmental and social categories</li> </ol>	<ul style="list-style-type: none"> <li>- Approval of integrated reports</li> <li>- Addressing identified shortcomings in reported information</li> </ul>
<b>Social and environmental sustainability</b>	<ol style="list-style-type: none"> <li>1. Developing policies and implementation plans related to sustainability practices</li> </ol>	<ul style="list-style-type: none"> <li>- Policies benchmarked</li> <li>- Performance indicators developed</li> <li>- Baseline data established on waste; energy and water use; and transportation</li> </ul>
<b>KEY TARGET: Doubling income from donations and commercial activities and increasing the percentage flowing to research projects</b>		

<sup>1</sup> G Brundtland (ed), 1987.