



**VAAL UNIVERSITY  
OF TECHNOLOGY**

*Inspiring thought. Shaping talent.*

## **[Faculty of Management Sciences**

### **Strategic Plan**

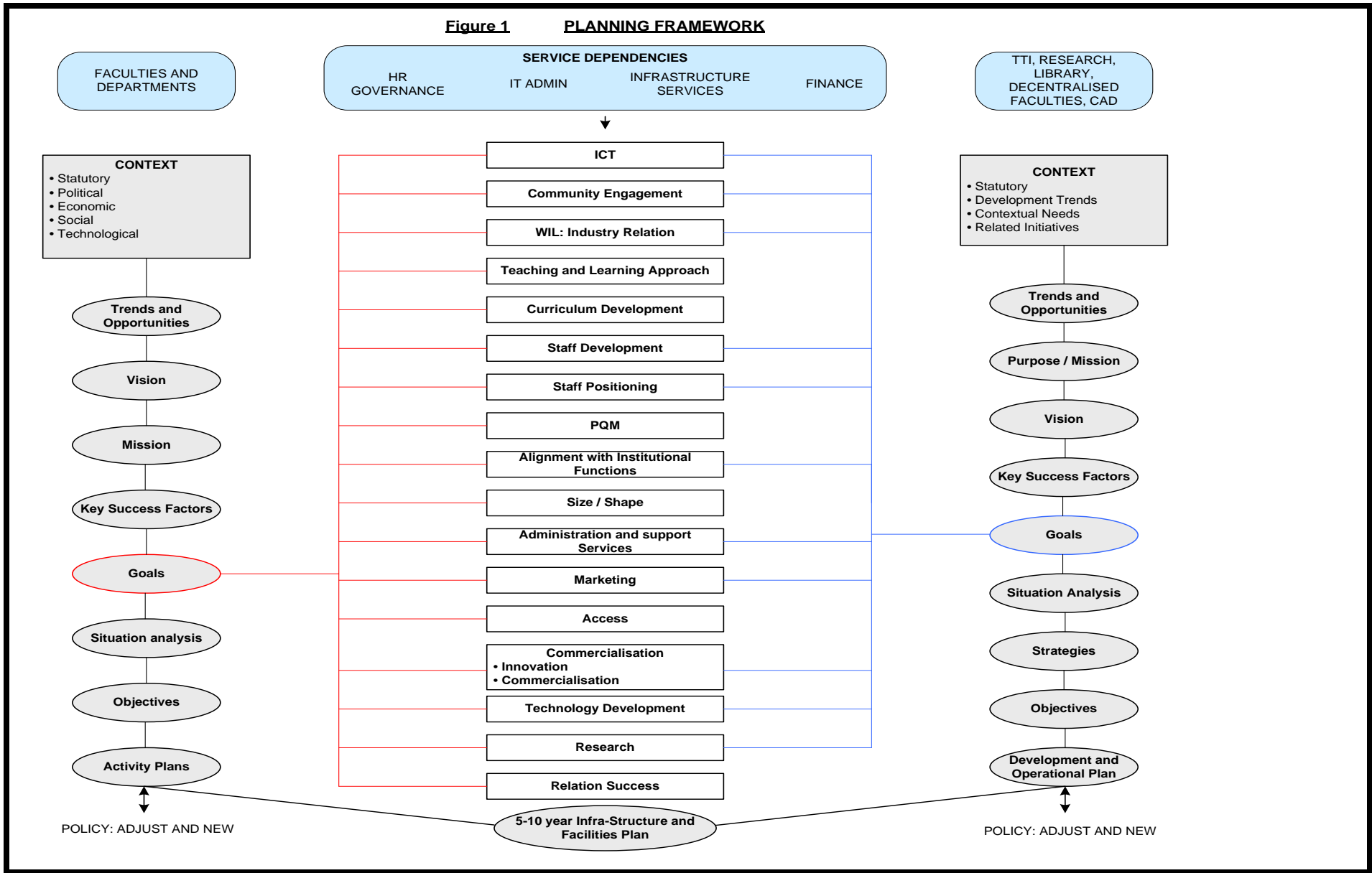
<b>Accountancy</b>	<b>Human Resource Management</b>	
	<b>Logistics &amp; Supply Chain Management</b>	<b>Marketing, Retail Business &amp; Sport Management</b>

[2024 – 2029]

# TABLE OF CONTENTS

Section	Contents	Page No
	Planning Framework	2
1	Introduction	3
2	The changing face of the faculty in terms of enrolment	3 - 4
3	Vision of the Faculty	5
4	Mission of the Faculty	5 - 6
5	Values statement	6 - 7
6	Impact statement	8
7	Strategic goals	8
8	Strategic objectives	9
9	Success drivers	9 - 11
10	SWOT Analysis	12
11	Strategic activities	13 - 34
12	Critical success factors	35 - 36
13	Activity plans	37

**Figure 1 PLANNING FRAMEWORK**



## 1. INTRODUCTION

The Faculty of Management Sciences (FMS) of the Vaal University of Technology (VUT) is set on managing a pro-active and flexible response to the challenges facing institutions of higher learning, with reference to the new legislative framework in South Africa, in particular the Higher Education Qualification Sub-Framework (HEQSF), the Department of Higher Education and Training (DHET) enrolment benchmarks and requirements. Additional challenges facing the VUT include market competition and globalisation, within the Vaal region, as well as the Institution's quality management priorities in addition to a limited financial resource base. In this regard, the Faculty of Management Sciences developed its response in terms of the VUT's vision and mission and a faculty-wide commitment towards what is regarded as the cornerstones of a university of technology (UoT), as communicated within the Institutional-planning framework with a focus on the following:

- Teaching and learning-retention, success and access.
- Curriculum development.
- Staff development.
- Research and innovation.
- Socially engaged scholarship.
- Technology development and commercialisation.
- Faculty marketing and image building.

The faculty will review the progress for the previous years and set priorities for the coming year on an annual basis.

## 2. CHANGING FACE OF THE FACULTY

The Faculty of Management Sciences offers eight undergraduate qualifications and 20 postgraduate qualifications and comprises four departments, namely the Department of Accountancy, the Department of Human Resources Management, the Department of Logistics and Supply Chain Management and the Department of Marketing, Retail Business and Sport Management. The faculty provides academic programmes from its base at the Vanderbijlpark campus, with a student complement of approximately 5000 students.

The targets set over the period 2024 to 2029 in terms of the Institutional planning framework will be realised through continuous reflection on institutional management decisions and changes. This implies a regular reflection upon the steps and strategies that the Faculty of Management Sciences takes to succeed in reaching set targets. In some cases, realistic stretch targets will be set after revision and review, considering internal and external constraints within the changing higher education (HE) landscape.

The focus of the Faculty of Management Sciences not only lies in providing quality knowledge transfer through teaching and learning, of which the underpinning drivers of the academic project are also vested in socially engaged scholarship, transfer of technology, entrepreneurship and multi-disciplinary research. The provision of excellence in knowledge transfer through teaching and learning is not only a non-negotiable academic responsibility but also a basic responsibility. The measure of success in the changing academic landscape lies fundamentally in the faculty's ability to adopt and leverage the use of technology in all academic endeavours, its care for the holistic development of communities, its ability to address niche markets, its entrepreneurial and innovative abilities and in its quest to contribute to the body of theory and practice through basic and applied research.

In the context of this background, the Faculty of Management Sciences constructed its strategic plan, considering the following aspects:

- Vision
- Mission
- Values statement
- Impact statement
- Strategic goals
- Strategic objectives
- External influences (PESTEL analysis)
- Internal situational analysis
- Critical success factors
- Key priorities in order to holistically take the faculty forward
- Activity plans
  - Faculty research plan
  - Faculty quality assurance plan
  - Departmental plans [Accountancy, Marketing, Retail Business and Sport Management, Human Resources & Logistics and Supply Chain Management]
  - Other [Ongoing tactical plans]

### 3. VISION OF THE FACULTY OF MANAGEMENT SCIENCES

To be a world-class faculty in the provision of quality learning and innovation that transforms both industry and society.

### 4. MISSION OF THE FACULTY OF MANAGEMENT SCIENCES

The Mission of the Faculty of Management Sciences is to serve our key stakeholders by delivering a world-class academic experience. Our academic project is anchored on ensuring student success, industry satisfaction, mutually reciprocal partnerships, skills transfer and broader community sustenance and well-being. The academic project of the faculty is anchored on six critical pillars as follows:

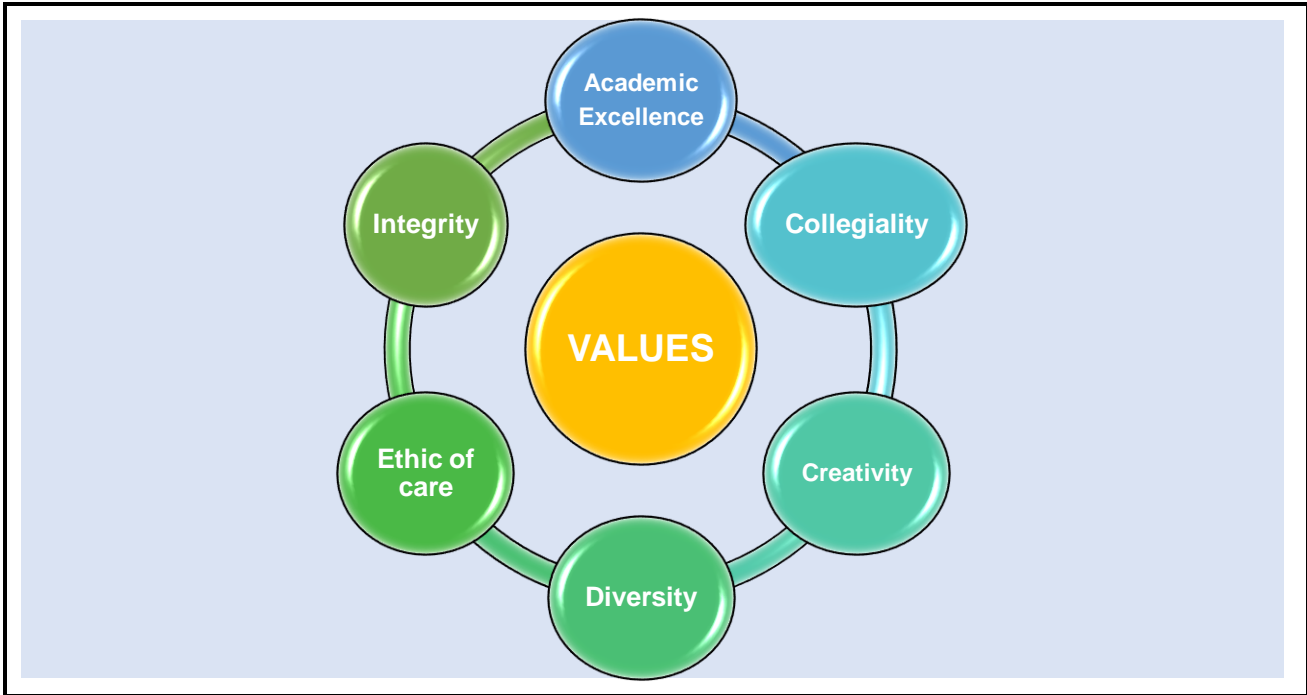


In support of the vision and mission, the Faculty of Management Sciences, through a qualified and committed staff complement will strive to empower students through career-focused education by:

- Using a hybrid-oriented approach (both physical and technology-based) to deliver its mandated services to all stakeholders.
- Liaising and working in synergy with public and private sector partners globally.
- Addressing the demand for skills, knowledge, expertise and technology transfer- in accordance with global standards.
- Conducting applied and development research which benefits the country.
- Empowering society through community-based projects.
- Providing consultative services to public and private sector partners.
- Initiating and managing entrepreneurial initiatives for the commercial viability of the faculty.
- Pursuing a student-centred teaching and learning approach that encourages the continuous development of students that is open to ongoing critical reflection.
- Employing a diverse complement of talented staff members that contribute towards the transformation imperatives of the university.

## **5. VALUES STATEMENT**

The faculty's strategic planning, people and processes are always in keeping with the broader philosophy and shared values of the VUT. In particular, the faculty continues to uphold and instil six core values, namely, academic excellence, collegiality, creativity, diversity, an ethic of care and integrity.



Each of the six values upheld by the faculty is described as follows:

<b>Academic Excellence:</b>	The Faculty of Management Sciences strives for high achievement and encourages a culture of going beyond normal expectations in the pursuit of our mission.
<b>Collegiality:</b>	The faculty promotes a culture of comradeship, cooperation, partnership, and mutual respect in the pursuit of a common cause.
<b>Creativity:</b>	The faculty promotes initiative and innovative practice in the pursuit of our mission and the greater objective of enhancing human flourishing.
<b>Diversity:</b>	The faculty thrives on difference as an asset, promoting equitable recognition and acknowledging that all can contribute positively in different ways in the pursuit of the university’s vision and mission.
<b>Ethic of Care:</b>	The faculty is enjoined to not only be considerate in our treatment of one another but are called to exercise great care in how we regard and safeguard the greater good we all strive for through all projects undertaken.
<b>Integrity:</b>	The faculty adheres to and hold one another accountable for ethical and conscientious conduct in work, word and deed, this to infuse our interactions and programmes, as well as other actions in all features of operations and university life.



## 6. IMPACT STATEMENT

In the pursuit of its vision and mission, the envisioned impact of the Faculty of Management Sciences is encapsulated as:



## 7. STRATEGIC GOALS

As an outcome of the strategic development process, the following TWO goals, which are linked to the VUT strategic goals were identified as pivotal enablers in the quest to achieve the vision and mission of the Faculty of Management Sciences:

### Strategic Goal 1

- Developing techno-entrepreneurial graduates and innovation.

### Strategic Goal 2

- Attaining sufficiency and sustainability within the faculty.

## 8. STRATEGIC OBJECTIVES

Achieving the two strategic goals set out by the Faculty of Management Sciences, in turn, requires the achievement of six strategic objectives formulated by the VUT. The first strategic goal is linked to the first three strategic objectives, whereas the second one is linked to the last three strategic objectives.

### SO1: Developing quality graduates and innovation

- ❖ Quality student experiences.
- ❖ Cutting-edge research and innovation.
- ❖ Socially engaged scholarship

### SO2: Attaining sufficiency and sustainability within the faculty

- ❖ Adequate resources and high-performing staff.
- ❖ Good governance and leadership.
- ❖ Financial sustainability

## 9. SUCCESS DRIVERS

Each of the six strategic objectives adopted by the Faculty of Management Sciences is related to several factors that are critical for its attainment.

### Strategic Objective 1: Quality Student Experiences

Which will be ensured by the following success drivers:

- An innovative PQM that is underpinned by a transformative and multi-disciplinary curriculum.
- Quality, digitally enhanced teaching, learning and support, enabled by a talented staff complement, transformative scholarship, as well as resources related to the 4IR and 5IR, to facilitate learning and student support.
- Quality, student-centric infrastructure and services within the faculty.

- Student-driven initiatives that enhance the experiential exposure of students and develop their entrepreneurial capabilities as citizens and professionals.
- Exposure to enriching international experiences through staff and student-exchange programmes, visiting scholars and collaborative research and learning with international partners.

## **Strategic Objective 2: Cutting-edge Research and Innovation**

That is socially relevant, commercially viable and environmentally responsible. This is to be enabled by the following success drivers:

- Cutting-edge, mission-focused research agenda aligned to development goals.
- Rated, incentivised researchers, innovators and adjuncts.
- Quality, resourced collaboration networks locally and internationally, with institutions, industry and alumni.

## **Strategic Objective 3: Socially engaged scholarship**

Which will be enabled by the following success drivers:

- Work-integrated learning (WIL) and related modalities.
- Relations of mutual benefit with the local community (Local government, business and residents).
- Inter-institutional collaborations with shared outcomes.
- Industry relations and collaborations.
- Collaborative knowledge creation and exchanges with VUT as important animators of an innovation commons in the southern region of Gauteng.
- Value-creating initiatives localising sustainable development goals.
- Support entrepreneurship development in higher education (EDHE) activities
- Support THENSA activities
- Support ENACTUS activities.

## **Strategic Objective 4: Adequate resources and high-performing staff**

Attainable through the following success drivers:

- Fit-for-purpose staff in a mission-aligned and refined organisational structure.
- Enabling infrastructure, tools and services.
- Performance managed and smart incentivised staff.

## **Strategic Objective 5: Good governance and leadership**

Realisable through the following success drivers:

- Committed, networked and constructively robust faculty committees.
- Constructive, supported and accountable student leadership.
- Strong frameworks for compliance through portfolio-based standard operating procedures.
- Reporting lines and accountability structures.

## **Strategic Objective 6: Financial Sustainability**

Realisable through the following success drivers:

- Viability-targeted finance strategy underpinning operations.
- Multiple income-generating projects in line with VUT Policy.
- Commercialisation of research and innovation in line with VUT Policy.

## 10. FACULTY SWOT ANALYSIS

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Staff with recognised academic qualifications.</li> <li>• Multiple disciplines and notable diversity.</li> <li>• Sound PQM.</li> <li>• Qualified staff complement.</li> <li>• Staff proficiency in blended learning.</li> <li>• Increasing research outputs.</li> <li>• Staff development and promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student access and success.</li> <li>• Need for increased scholarship of teaching and learning.</li> <li>• Limited research experience of some staff.</li> <li>• Inadequate infrastructure and maintenance of facilities.</li> <li>• Low enrolments at the PGD level.</li> <li>• Limited funding (budget constraints).</li> <li>• Low postgraduate supervision capacity.</li> <li>• NSFAS-funded students.</li> <li>• Attributes of incoming learners (Language and Mathematics).</li> <li>• Ageing staff</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Education areas prioritised by Government.</li> <li>• Interdisciplinary/Transdisciplinary approach.</li> <li>• Technological trends (4IR &amp; 5IR).</li> <li>• Funding from SETA and Grants.</li> <li>• Smart partnerships with external stakeholders.</li> <li>• New market-related opportunities.</li> <li>• Recognition by professional bodies.</li> <li>• Third-stream income generation.</li> <li>• Research commercialisation.</li> <li>• Internationalisation.</li> <li>• Online program offerings.</li> </ul>	<ul style="list-style-type: none"> <li>• Market relevance of FMS programmes.</li> <li>• Institutional brand image and reputation.</li> <li>• Load shedding.</li> <li>• Student unrest.</li> <li>• Policy changes.</li> <li>• PESTLE factors.</li> <li>• Technological changes.</li> <li>• Competitive rivalry from other institutions.</li> </ul>

## 11. STRATEGIC ACTIVITIES

During the strategic planning exercise, teaching and learning, research, technology transfer, innovation and commercialisation, marketing, student and staff development, curriculum development, and the scholarship of engagement were identified as the strategic areas to which various initiatives will be directed. Performance indicators, targets, responsible persons, and the risks involved were also identified.

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
TEACHING AND LEARNING	Suitably qualified staff talent is difficult to attract	<ul style="list-style-type: none"> <li>• Design a succession plan for senior academics who will be retiring in the next 5 years.</li> <li>• Re-advertise vacant posts on formal VUT channels.</li> <li>• Headhunt via Academic Heads at other institutions.</li> <li>• Choose the best candidate that will contribute to the desired Faculty talent blend mix considering equity targets and/or motivate otherwise.</li> </ul> <p>Initiate conversations with HR to;</p> <ul style="list-style-type: none"> <li>○ Consider a revised recruitment strategy.</li> <li>○ Consider a revised remuneration model for new staff.</li> <li>○ Consider a revised remuneration model for contract staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of emerging academics mentored</li> <li>• No of vacant positions filled</li> <li>• Rich blend of FMS talent.</li> </ul>	<p>All positions indicated in new faculty structure to be filled by December 2026.</p> <p>FMS meets the transformation targets of the country and VUT by December 2026.</p>	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>• High staff turnover</li> <li>• Unavailability of financial resources</li> <li>• Subject to the success of engagements with the HR division on the revision of institutional policies and strategies.</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>○ Consider a new talent management model.</li> <li>○ Consider a revised succession planning model.</li> </ul>				
	Uneven workloads in different faculties and departments	Develop and implement a context-based FMS workload allocation model	Framework for FMS Workload allocation is approved by the Faculty Board	Faculty Board approval by December 2024	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>• Subject to buy-in from staff on the new FMS workload framework.</li> </ul>
		Implement use of institutional faculty workload allocation software in consultation with the IPU	% of data entered into the HEDA Workload system	<ul style="list-style-type: none"> <li>• FMS staff familiar with software functionality and capture data by September 2024.</li> <li>• HoDs check data captured and approve all staff entries by December 2024.</li> <li>• Workload software linked to performance appraisals in January 2025.</li> </ul>	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>• Subject to buy-in from staff on the adoption of new workload software</li> <li>•</li> </ul>
	Below optimal implementation of desired modes of delivery due to infrastructure constraints	Expand the implementation of blended learning	Updated Blended Learning Plan	Faculty Learning	Approval of Faculty Blended Learning Plan by Senate by end of each year	HoDs/Staff

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
	Sub-standard academic writing proficiency	<p>Emphasise importance of Applied Communication modules</p> <p>Liaise with the CAD Writing Lab on academic writing workshops</p>	Throughput rates	<p>77% minimum throughput rates for each Applied Communications module at end of academic year</p> <p>Improved academic writing skills for 70%+ students in the FMS</p>	HoDs/Staff	<ul style="list-style-type: none"> <li>Participation in the Writing Lab requires additional time outside normal classes</li> </ul>
	Sub-standard performance among staff;	<p>Identify opportunities for staff teacher development, including:</p> <ol style="list-style-type: none"> <li>English literacy (Online)</li> <li>Higher education diploma</li> <li>Facilitation short course</li> <li>Assessment short course</li> <li>Moderation short course</li> </ol> <p>Encourage a reading culture among staff</p>	<p>No of staff development workshops per annum</p> <p>Workshop attendance registers</p> <p>Competency certificates issued</p>	Two certificates of HE teaching proficiency from two development workshops attended per annum	HoDs/Staff	<ul style="list-style-type: none"> <li>Staff commitment to personal growth and development</li> <li>No reporting system on completed competency certificaion</li> </ul>
	Low throughput rate of students	<p>Implementation of intervention initiatives including;</p> <ul style="list-style-type: none"> <li>A tutor framework</li> <li>Peer collaborators and mentors</li> <li>Summer/Winter schools</li> <li>Special examinations for students with one outstanding module to complete a qualification.</li> <li>Place notes, marking memorandum, and guidelines on the e-Learning platform (VuTela).</li> </ul>	<p>Throughput rates</p> <p>Assessment marks monitoring spreadsheets</p>	77% minimum throughput rates for each module at end of academic year	HoDs/Staff	<ul style="list-style-type: none"> <li>Depends on student commitment towards academic efforts</li> <li>Depends on staff commitment and willingness to perform extra-roles</li> <li>Availability of resources to</li> </ul>



STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Reward and support excellence in teaching performance (RATE).</li> </ul>				support the academic project
TEACHING AND LEARNING	Underprepared high school students (NSC) entering the university system	First-Year Experience Enhancement Programs	Throughput rates	77% minimum throughput rates for each first-year module at end of academic year.	HoDs/Staff	<ul style="list-style-type: none"> <li>Availability of resources to support the academic project</li> </ul>
		First Year Lecturer Capacity development programs	Optimised Faculty T&L Committee  No of first-year students participating in the FYE  Staff capacity development workshops for first-year lecturers.	At least two relevant courses/workshops per annum for each first-year lecturer.  Optimised FMS FYE co-ordination programme including;	HoDs/Staff/ CAD	<ul style="list-style-type: none"> <li>Availability of resources to support the academic project</li> </ul>
	Minimal uptake of ICT and library facilities	Implement blended learning in light of the approved FMS Blended Learning Plan.	No of modules offered in blended learning per annum in faculty	<ul style="list-style-type: none"> <li>100% adoption of blended learning across all modules by December 2024</li> <li>Reviewed Blended Learning Plan approved by Senate annually.</li> </ul>	HoDs/Staff	<ul style="list-style-type: none"> <li>Availability of resources to support the academic project</li> </ul>
	Need to align curriculum to industry needs	Invite industry-based lecturers to conduct masterclasses (Guest lecturers).	No of guest lectures per module	One guest lecture per module each semester	HoDs/Staff	<ul style="list-style-type: none"> <li>Load shedding</li> <li>Institutional reputation</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
						<ul style="list-style-type: none"> <li>Lack of alignment between the chosen guest lecturer and the students' level/period of study</li> </ul>
		Advisory Board Committee Meetings Enhance participation of industry personnel in informing the curriculum.	No of advisory board committee meetings per department	At least one Advisory Board Committee meeting per department annually	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Load shedding</li> <li>Institutional reputation</li> </ul>
		Industry-based surveys on needs analysis to inform curriculum.				
		Partnership with SETAs, other UoTs, and comprehensive and traditional universities.				
		Online program development in niche areas	No of online programs developed	Two programs per department approved by relevant bodies: DHET, CHE & SAQA by Dec 2027	Exec Dean/ HoDs/Staff/ HoDs/ PACD	<ul style="list-style-type: none"> <li>Approval delays by DHET, CHE and SAQA</li> </ul>
Program recognition by professional bodies	No of MoU/MoA signed with professional bodies	One program per department recognised by a professional body by December 2026	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Non-standardised procedures for professional recognition of university qualifications.</li> <li>Approval delays by professional bodies</li> </ul>		

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
	1) Diversity management in the classroom 2) Re-visit teaching methodologies	Licence to Teach (LTT) Program participation by staff.  To encourage a better understanding of the diversity of students and their backgrounds as well as the didactics, sociology and philosophy of 'teaching' in a higher education environment.	No of staff completing the LTT program	80% of academic staff to complete the LTT programme by December 2027	HoDs/Staff/ CAD	<ul style="list-style-type: none"> <li>Staff commitment to program</li> <li>Availability of resources</li> </ul>
TEACHING AND LEARNING	Use of technology applications/software in teaching	Continued use of VUTELA as the official LMS of the VUT for teaching, learning and assessment.	-No of staff using VUTELA -% of VUTELA functionalities used by staff	100% staff adoption of VUTELA and use of at least 60% of the functions on this LMS by staff by December 2026	HoDs/Staff	<ul style="list-style-type: none"> <li>Blackboard system functionality</li> <li>Staff commitment</li> </ul>
	Agreement with industry for workplace observations/ placement for students	Industry site visits for exit-level students	No of site visits per course	One industry site visit for exit-level students per department annually	HoDs/Staff	<ul style="list-style-type: none"> <li>Availability of financial resources</li> <li>Student indemnity during excursions</li> <li>Institutional reputation</li> </ul>
	Student Conferences	Organise conferences where industry experts visit the faculty to interact with students	No of student conferences	One mega student conference per department annually	HoDs/Staff	<ul style="list-style-type: none"> <li>Availability of financial resources</li> <li>Institutional reputation</li> <li>Student participation as volunteers at the mega conference</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
	High student/staff ratios	Review of FMS organisational refinement plan	Student-to-staff ratios	Achievement of optimum student-to-staff ratio of 27:1 across faculty by December 2026	Exec Dean/ HoDs/ HR Business Partner	<ul style="list-style-type: none"> <li>• Availability of financial resources</li> <li>• Diminishing staff morale</li> <li>• High staff attrition</li> </ul>
	Teaching & Learning Quality	Establish Teaching and Learning Committees with clear terms of reference to span across: <ul style="list-style-type: none"> <li>• Preparation and planning for programme reviews and the co-ordination of FYE programmes</li> <li>• Review the co-ordination of staff and senior student capacitation workshops in academic writing.</li> <li>• Review of study guides and teaching materials</li> <li>• Review of assessment criteria and alignment with Bloom/Solo's taxonomies</li> <li>• Review internal moderation processes</li> <li>• Review of teaching strategies and pass rates</li> <li>• Review relationships with professional bodies for programme recognition &amp; student chapters</li> </ul>	<ul style="list-style-type: none"> <li>• No of meetings held by faculty Teaching and learning committees.</li> <li>• Quality of study guides</li> <li>• Quality of assessments and internal moderation lists submitted</li> </ul>	Four Teaching & Learning Meetings per annum for FMS  Approved Terms of Reference for the FMS T&L Quality Committee	Exec Dean/ HoDs/ Chair of T&L Committee	<ul style="list-style-type: none"> <li>• Infrastructure for teaching and learning</li> <li>• High staff turnover</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Review programmes for mega-conferences</li> <li>Review WIL strategy</li> <li>Review strategy for project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>WIL report submitted</li> <li>Student-conference report submitted</li> </ul>			
		T&L evaluations	<ul style="list-style-type: none"> <li>Lecturer evaluation report</li> <li>Peer evaluation report</li> <li>Module review discussions</li> </ul>	<ul style="list-style-type: none"> <li>At least one lecturer evaluation survey completed for each lecturer per annum, with implementation report discussed with the HoD</li> <li>Ad hoc peer evaluations</li> </ul>	Exec Dean/ HoDs/CAD/ T&L Chairperson	<ul style="list-style-type: none"> <li>Student willingness to participate in surveys</li> <li>Lecturer willingness to participate in the evaluation and subsequent discussions.</li> </ul>
RESEARCH	Shortage of supervisors/promoters for registered M & D students.	<ul style="list-style-type: none"> <li>FMS mentorship plan for lecturers to take up role of supervision.</li> <li>Appoint consulting supervisors</li> </ul>	No of staff participating in M & D supervision	<ul style="list-style-type: none"> <li>Four D students graduate per annum</li> <li>Ten M students graduate per annum</li> </ul>	Exec Dean/ HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Limited incentives for research supervision</li> <li>Lack of funding support for students</li> <li>Turnover of researchers</li> </ul>
	Increase in Faculty ROUs	Introduce a Research Term for Senior lecturers and lecturers to complete and submit a manuscript for review with evidence (3 Months rotational leave)	<ul style="list-style-type: none"> <li>No. of ROUs</li> </ul>	<ul style="list-style-type: none"> <li>30 Units of research outputs per annum</li> </ul>	Exec Dean/ HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Some staff can complete the 3 months leave</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		Organise FMS research strategy around the operations of: <ol style="list-style-type: none"> <li>1. Research entities/units</li> <li>2. Research teams</li> <li>3. Research centres</li> </ol>	<ul style="list-style-type: none"> <li>• Number of functional FMS research teams</li> <li>• Launch of a FMS research centre</li> </ul>	<ul style="list-style-type: none"> <li>• 3 functional research teams per department</li> <li>• Launch a FMS research centre in Entrepreneurship and Applied Business Management by end of 2027</li> </ul>		<ul style="list-style-type: none"> <li>• without writing any papers.</li> <li>• Lack of research incentives for researchers</li> <li>• Turnover of researchers</li> <li>• Poorly performing PDRFs</li> <li>• Poorly performing adjunct scholars</li> </ul>
		Appoint external researchers in support capacity including; <ol style="list-style-type: none"> <li>1. Postdoctoral research fellows</li> <li>2. Adjunct scholars</li> <li>3. Staff exchange programmes (Overseas fellowship opportunities)</li> <li>4. M &amp; D student exchange programmes</li> </ol>	<ul style="list-style-type: none"> <li>• ROUs delivered by adjunct scholars</li> <li>• No of M &amp; D students and/or staff placed in exchange programs</li> </ul>	<ul style="list-style-type: none"> <li>• At least 12 ROUs (3 Per PDRF per department) delivered by PDRFs per annum</li> <li>• At least Four ROUs delivered per adjunct scholar</li> <li>• One M or D student/staff placed on exchange program in a cycle of three years</li> </ul>		<ul style="list-style-type: none"> <li>• Misalignment between FMS initiatives and VUT policy/strategy on Adjunct scholars</li> <li>• Lack of research incentives for adjunct appointees</li> <li>• Lack of research funding support for PDRF appointments</li> </ul>
	Limited staff capacity to undertake research	Research capacitation programme for FMS staff to include: <ul style="list-style-type: none"> <li>• Supervisors' workshops</li> <li>• Writing retreats</li> </ul>	<ul style="list-style-type: none"> <li>• No of staff involved in research</li> </ul>	<ul style="list-style-type: none"> <li>• No of capacitation workshops</li> </ul>	Exec Dean/ HoDs/ Research Professor	<ul style="list-style-type: none"> <li>• Commitment of Staff</li> <li>• Availability of financial resources</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Research methodology workshops (Organised by the research directorate)</li> <li>Research mentoring programme through co-supervision in research teams (APs &amp; Senior lecturers/ Lecturers)</li> </ul>	<ul style="list-style-type: none"> <li>Vol of per capita research outputs</li> </ul>	<ul style="list-style-type: none"> <li>Research mentorship reports delivered by the HoDs per annum</li> </ul>		<ul style="list-style-type: none"> <li>Staff turnover</li> </ul>
	Research potential of M & D students	Research capacitation programme for FMS staff to include: <ul style="list-style-type: none"> <li>Six months staggered M &amp; D induction programme</li> <li>Research workshops</li> <li>CAD Writing Lab sessions</li> <li>Library seminars and training on Referencing, database searches etc.</li> </ul>	<ul style="list-style-type: none"> <li>Vol of research outputs from M &amp; D students</li> <li>Quality of dissertations and theses submitted</li> <li>Improved academic writing</li> </ul>	1 induction programme per annum	Research Professor/CAD /Library	<ul style="list-style-type: none"> <li>Lack of funding support for students</li> </ul>
	Lack of motivational plan for emerging researchers	FMS research recognition ceremony and awards	1 ceremony per year in December	No of research outputs attributed to emerging researchers per annum	Exec Dean/ HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Availability of funding</li> <li>Might breed unhealthy competition for volumes over quality.</li> </ul>
RESEA RCH	Visibility and recognition of FMS research	Initiatives to improve visibility and recognition of FMS research include:	No of articles published in high-	<ul style="list-style-type: none"> <li>20% of annual research outputs to be published in high-impact factor journals</li> </ul>	Exec Dean/ HoDs/	<ul style="list-style-type: none"> <li>Slow turnaround time for publications</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Publishing in high-impact journals such as Scopus, IBSS, ISI, Web of Science</li> <li>Publish some doctoral thesis as books</li> <li>Increase number of books edited/published by faculty members.</li> <li>Joint projects with NRF-Rated researchers from other institutions.</li> </ul>	<p>impact factor journals</p> <p>No of book chapters published</p> <p>Number of books edited/published</p> <p>No of doctoral theses converted into books</p>	<ul style="list-style-type: none"> <li>At least two book chapters to be published by faculty members annually</li> <li>At least one book edited/published by faculty members by 2027</li> <li>At least two doctoral theses published as books by 2027</li> </ul>	Research Professor	<ul style="list-style-type: none"> <li>Poor reputation of African research outputs as perceived by the international research community</li> </ul>
	Need to engage in work/industry-based research/community-based research	Seek research collaboration opportunities with industry.	<ul style="list-style-type: none"> <li>Vol of industry-collaborative research projects completed.</li> <li>Staff training on conducting community-based participatory research projects (RUCE)</li> </ul>	<ul style="list-style-type: none"> <li>One project per department in a cycle of two years</li> <li>At least 5 CE reps in the FMS trained by RUCE per annum</li> </ul>	HoDs/ Research Professor/ CE Representatives	<ul style="list-style-type: none"> <li>Institutional reputation</li> <li>Research policy misalignment</li> <li>Incentives to researchers</li> <li>Funding to participate in the RUCE training programme</li> </ul>
	Quality improvement plan for doctoral projects	<ul style="list-style-type: none"> <li>Seek partnerships with like-minded universities.</li> <li>Use of International examiners for Doctoral qualifications</li> </ul>	<ul style="list-style-type: none"> <li>No of international examiners appointed.</li> </ul>	<p>One international examiner for each doctoral thesis</p> <p>One journal article submitted for publication at the time of thesis submission.</p>	HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Incentives for examiners</li> <li>Payment timelines for examiners</li> </ul>



STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Completion of a journal article at thesis submission</li> </ul>	<ul style="list-style-type: none"> <li>Number of publications by doctoral candidates</li> </ul>			
	Increase accredited research outputs for staff at different levels	Set minimum targets.	Vol of research outputs per each staffing level	Minimum targets per each staff level to be assessed annually and linked to performance management	HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Lack of incentives for researchers</li> <li>Turnover of researchers</li> </ul>
	Need to formalise research niche area – research leaders	Appoint niche focus area leaders.	Vol of research conducted in niche focus areas	60% of faculty’s annual research outputs should fall within the niche focus areas	HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Lack of incentives for researchers</li> <li>Turnover of researchers</li> </ul>
	Need to increase the No of NRF-Rated Researchers in faculty	Attract and appoint NRF-rated researchers in faculty. Identify and retain researchers with high potential for NRF rating and prepare them to apply	No of NRF-rated researchers in faculty	At least three NRF-rated researchers in the faculty by 2027	Exec Dean/ HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Unattractiveness of institution to researchers that are based in other institutions</li> <li>Lack of incentives for researchers</li> <li>Turnover of researchers</li> </ul>
TECHNOLOGY TRANSFER	Skills database needs to be developed	Develop a skills audit database for the faculty.	Annual skills audit of FMS staff	Skills database should be completed by December 2025	HoDs/Staff	<ul style="list-style-type: none"> <li>Staff turnover</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
	Short course (SLP) implementation linked to innovation & commercialisation	Develop short courses linked to innovation and commercialisation.	No of SLPs offered	At least one SLP offered by each department annually	HoDs/Staff	<ul style="list-style-type: none"> <li>Marketing of SLPs</li> <li>Institutional reputation</li> <li>Staff resistance to policy-prescribed allocation of proceeds</li> </ul>
	Forward & backward linkages with TTI is missing	<ul style="list-style-type: none"> <li>Develop a relationship with TTI.</li> <li>Identify opportunities for possible conversion of basic research projects into applied research.</li> <li>Identify opportunities for commercialisation.</li> </ul>	<ul style="list-style-type: none"> <li>No of FMS research projects linked to the TTI</li> <li>FMS entrepreneurship/CE projects linked to the TTI.</li> </ul>	Link faculty-student entrepreneurship programs such as Enactus and the Economic Activation Office to TTI by December 2025	HoDs/Staff	<ul style="list-style-type: none"> <li>Lack of an operational plan to guide synergies between faculties and the TTI</li> </ul>
MARKETING	Need for FMS brand visibility	<p>Expand FMS brand visibility via awareness campaigns including;</p> <ul style="list-style-type: none"> <li>Disseminating FMS news via the Advancement Division.</li> <li>Publicise departmental expertise on the Faculty website</li> <li>Radio and TV appearances by FMS thought leaders</li> <li>Faculty reports</li> <li>VUT Campus TV network</li> <li>VUT FM news</li> <li>Streamline FMS activities with the VUT advancement portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Faculty webpage status</li> <li>No of newspaper articles published by faculty staff</li> <li>No of faculty articles appearing in university newsletter</li> <li>No of faculty appearances on Campus TV</li> </ul>	<ul style="list-style-type: none"> <li>Faculty webpage reconstruction to be completed by December 2024</li> <li>Two mainstream newspaper articles per annum, written by faculty members.</li> <li>Two articles per quarter published in VUT newsletter.</li> <li>Two appearances on Campus TV Network or the VUT FM and other national radio stations (Per department)</li> </ul>	Exec Dean/HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Lack of financial resources</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
			<p>Network or the VUT FM and other national radio stations</p> <ul style="list-style-type: none"> <li>No of Advancement Division initiatives in which the faculty participated.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty participation in relevant events coordinated by the Advancement division, e.g. public lectures</li> </ul>		
	Lack of alumni tracking system/ database	Develop a database of all exiting students within the departments, including contact details. Conduct alumni surveys. Market Alumni achievements.	<ul style="list-style-type: none"> <li>Completed Faculty Alumni database.</li> <li>No of alumni programs successfully run by faculty</li> </ul>	<ul style="list-style-type: none"> <li>Updated Faculty Alumni Database by December 2025</li> <li>One Alumni Collaboration program per annum</li> </ul>	HoDs/Staff	<ul style="list-style-type: none"> <li>Depends on the operational effectiveness of the university's alumni portfolio</li> <li>Institutional reputation</li> </ul>
	No brochure for postgraduate studies	Develop faculty postgraduate brochure.	Completed Faculty Postgraduate Manual	Faculty Postgraduate Brochure to be completed by December 2025	Exec Dean/HoDs/ Research Professor	<ul style="list-style-type: none"> <li>Document development errors such as printing, typos and delays</li> </ul>
	Marketing intelligence	<ul style="list-style-type: none"> <li>Monitor and enhance the process of capturing market intelligence data for the FMS.</li> </ul>	<ul style="list-style-type: none"> <li>No of market surveys in which the faculty participated.</li> </ul>	<ul style="list-style-type: none"> <li>One market survey by each department in a cycle of two years</li> <li>One advisory board meeting per department annually</li> </ul>	HoDs/Staff	<ul style="list-style-type: none"> <li>Institutional reputation</li> <li>Availability of financial resources to fund market surveys</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Use advisory committees to market the faculty and obtain feedback. Conduct market surveys.</li> </ul>	<ul style="list-style-type: none"> <li>No of advisory board committee meetings</li> </ul>			
	Faculty Prospectus	Develop a Faculty prospectus which promotes the faculty identity and brand, and the courses offered	Faculty prospectus	Faculty prospectus updated annually	HoDs/Faculty Head of Administration	Document development errors such as printing, typos and delays
	Need for Faculty Public Relations Practitioner.	Faculty head of administration to assume role of public relations officer	Faculty Organogram	Faculty Head of Admin trained for this role by December 2025	HoDs/Staff	<ul style="list-style-type: none"> <li>Availability of financial resources</li> </ul>
STUDENT DEVELOPMENT	Lack of development of soft skills such as language, verbal communication, presentation, reading and email communication skills.	Make concerted efforts to nurture and develop soft skills during lectures. Use of rubrics specifying the requisite soft and hard skills per assessment	<ul style="list-style-type: none"> <li>No of student workshops</li> <li>No of student self-assessment surveys</li> <li>Throughput rates</li> </ul>	<ul style="list-style-type: none"> <li>At least one workshop per annum targeting students in each department, stressing the importance of soft skills. Faculty Academic Advisor to play key role.</li> <li>One student survey where students can self-assess their soft skills. Survey conducted once in a cycle of three years.</li> <li>Minimum 77% minimum throughput rates per each module</li> </ul>	HoDs/Staff/CAD	<ul style="list-style-type: none"> <li>Student commitment</li> <li>Effectiveness of service provider department</li> </ul>
	Ineffective study methods	<ul style="list-style-type: none"> <li>Nurture study skills through the assistance of student counselling.</li> <li>Meet with SSSS and HoDs to organise workshops.</li> </ul>	<ul style="list-style-type: none"> <li>No of workshops</li> <li>Throughput rates</li> </ul>	<ul style="list-style-type: none"> <li>One Study Methods Management workshop per annum targeting students in each department.</li> <li>Minimum 77% throughput rates per each module.</li> </ul>	HoDs/Staff/SSS	Requires student commitment outside of the regular class time

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>FMS tutor framework</li> </ul>	<ul style="list-style-type: none"> <li>Number of tutors appointed</li> </ul>	<ul style="list-style-type: none"> <li>Tutor feedback reports</li> </ul>		
	Time management skills	Nurture such skills through the assistance of student counselling.	<ul style="list-style-type: none"> <li>No of workshops</li> <li>Throughput rates</li> </ul>	<ul style="list-style-type: none"> <li>One Time Management workshop per annum targeting students in each department.</li> <li>Minimum 77% throughput rates per each module</li> </ul>	HoDs/Staff/SSS	<ul style="list-style-type: none"> <li>Commitment by students</li> </ul>
CURRICULUM DEVELOPMENT	Need for student feedback on academics	<ul style="list-style-type: none"> <li>Implement a three-tier system for evaluations including:               <ul style="list-style-type: none"> <li>Lecturer surveys by students</li> <li>Peer evaluations by T&amp;L Chairs or HoD</li> <li>Module reviews by T&amp;L Committee</li> </ul> </li> <li>student/lecturer feedback system, in collaboration with CAD</li> <li>Staff to introduce ungraded module review surveys on VUTela.</li> </ul>	<ul style="list-style-type: none"> <li>Report from CAD on the lecturer surveys</li> <li>Report from the HoD on the peer evaluation</li> <li>Report from the T&amp;L Committee on the module reviews</li> </ul>	<ul style="list-style-type: none"> <li>At least one lecturer survey per annum (Report issued)</li> <li>Number of peer-evaluation reports per department</li> <li>Number of reports submitted and approved by the FMS T&amp;L Committee per semester</li> </ul>	HoDs/Staff/CAD	<ul style="list-style-type: none"> <li>Selective implementation of the policy</li> <li>Lecturer evaluations are not linked to PMS</li> <li>Reports are not followed up on for remedial action.</li> </ul>
	Need for evaluation of study guides, exam papers, memorandums, tests and other forms of assessments	<ul style="list-style-type: none"> <li>Implement evaluation procedures. Implement an internal moderation process. Teaching and Learning Committees to be active in reviewing modules.</li> </ul>	Establishment of Teaching and Learning committee	<ul style="list-style-type: none"> <li>Faculty Teaching and Learning Committee to be established by December 2024</li> </ul>	Exec Dean/HoDs/Staff	<ul style="list-style-type: none"> <li>Commitment of staff</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
STAFF DEVELOPMENT	Subject files for audit reporting	<ul style="list-style-type: none"> <li>Implement individual portfolios of:               <ul style="list-style-type: none"> <li>Lecturers' portfolios of Assessment (POAs)</li> </ul> </li> </ul>	No of lecturer files/portfolios completed	<ul style="list-style-type: none"> <li>Subject files to be completed and submitted:               <ul style="list-style-type: none"> <li>S1 subject files = December of that year</li> <li>S2 subject files = April of the following year</li> </ul> </li> </ul>	HoDs/Staff	<ul style="list-style-type: none"> <li>Staff commitment</li> <li>Staff turnover without hand-over of the required portfolios</li> </ul>
	FMS inclination towards being a learning organisation/portfolio	Develop the capacity of junior and senior staff by providing structured opportunities for personal growth. Roadshows on staff promotion and career growth	<ul style="list-style-type: none"> <li>No of staff attending capacity development training workshops.</li> <li>No of staff with doctoral qualifications</li> <li>Policy induction workshops</li> <li>Identify FMS change champions to inspire a culture of learning</li> </ul>	<ul style="list-style-type: none"> <li>Each staff member to attend at least two capacity development workshops per annum linked to PM.</li> <li>50% of staff to be holders of doctoral qualifications by Dec 2027</li> <li>DVC T&amp;L to host one roadshow/induction workshop on the Staff promotion policy.</li> <li>One FMS staff showcased as lecturer of the semester/year for identified learning uptake</li> </ul>	Exec Dean/HoDs	<ul style="list-style-type: none"> <li>Staff commitment to personal growth and development</li> </ul>
	An absence of succession planning	Formulate a plan to develop senior staff members into academic leadership within the faculty and university, in general.	<ul style="list-style-type: none"> <li>No of staff attending capacity development training workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Each staff member to attend at least two capacity development workshops per annum linked to PM.</li> </ul>	Exec Dean/HoDs	<ul style="list-style-type: none"> <li>Staff commitment to personal growth and development</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
			<ul style="list-style-type: none"> <li>No of staff with doctoral qualifications</li> </ul>	<ul style="list-style-type: none"> <li>50% of staff to be holders of doctoral qualifications by Dec 2027</li> <li>1 x Mentorship report by the FMS T&amp;L Committee</li> </ul>		
	Requirements to meet the Faculty equity targets	<ul style="list-style-type: none"> <li>Encourage HoDs to attend transformation workshops.</li> <li>Appoint an EE and transformation Rep</li> <li>Monitor progress towards meeting equity targets within the faculty.</li> <li>Make concerted efforts to address issues of transformation when hiring and promoting staff.</li> </ul>	<ul style="list-style-type: none"> <li>No of transformation workshops attended</li> <li>No of female staff members (African/Indian/White) in professorial positions</li> <li>No of female staff members (African/Indian/White) in management positions</li> </ul>	<ul style="list-style-type: none"> <li>Staff to attend one transformation workshop per annum</li> <li>One female staff member to attend the Future Professors program per annum</li> <li>Two management positions in FMC should be occupied by female staff by 2027</li> </ul>	Exec Dean/ HoDs/EE Rep	<ul style="list-style-type: none"> <li>Availability of required skills on the job market</li> <li>VUT targets for EE are parallel to FMS targets</li> <li>Subjective implementation of EE plan, which overlooks merit in select positions</li> </ul>
	Development of a blended talent mix	<ul style="list-style-type: none"> <li>Recruiting diverse talent from different countries, institutions, qualifications/expertise, etc, to enhance the FMS staff complement.</li> <li>Encourage staff members to attend diversity and cultural sensitivity training workshops (as and when available).</li> </ul>	<ul style="list-style-type: none"> <li>No of staff members hired from diverse backgrounds.</li> <li>No of diversity workshops</li> </ul>	<ul style="list-style-type: none"> <li>FMS report on EE (Should include a narrative, rather than reduced to numbers)</li> <li>Faculty to hold one diversity and cultural sensitivity workshop per annum</li> </ul>	Exec Dean/ HoDs/Staff	<ul style="list-style-type: none"> <li>Misalignment between FMS initiatives and VUT Recruitment policy</li> <li>Cooperation by staff</li> <li>EE report should not only be</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Encourage staff to the asset value of diversity within the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>No of staff attending diversity and cultural sensitivity training workshops</li> <li>Forums and informal talks about talent diversity</li> </ul>	<ul style="list-style-type: none"> <li>At least 50% of staff to attend diversity and cultural workshops</li> <li>Faculty Champions to be promoted as evidence of the diverse talent.</li> </ul>		reduced to numbers but also a narrative reporting
	Completion of vertical qualifications by staff	Initiatives may include: <ul style="list-style-type: none"> <li>Reduced teaching workloads with UCDG grant (Research office)</li> <li>Sabbatical leave as per the VUT policy.</li> </ul>	No of staff with doctoral qualifications	50% of staff to be holders of doctoral qualifications by Dec 2027	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Availability of financial resources to pay salaries for replacement staff</li> <li>Staff commitment to self-improvement</li> </ul>
<b>STAFF DEVELOPMENT</b>	Talent retention strategy	Manage and retain talent within the faculty.	<ul style="list-style-type: none"> <li>Negotiation on staff remuneration scales</li> <li>No of staff attending capacity development</li> </ul>	<ul style="list-style-type: none"> <li>Review of salary scales</li> <li>Each staff member to attend at least two capacity development workshops per annum linked to PM.</li> <li>50% of staff to be holders of doctoral qualifications by Dec 2027</li> </ul>	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Misalignment between FMS initiatives and VUT Staff retention Strategy</li> <li>Staff commitment to personal growth and development</li> </ul>



STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
			<ul style="list-style-type: none"> <li>training workshops.</li> <li>No of staff with doctoral qualifications</li> </ul>			
	Staff need to keep abreast of new developments in the field	Encourage staff members to attend workshops. Monitor new developments and trends in HE.	<ul style="list-style-type: none"> <li>No of staff attending capacity development training workshops and seminars within disciplines.</li> <li>No of staff gaining CPD points linked with professional bodies.</li> <li>Participation in national summits</li> </ul>	<ul style="list-style-type: none"> <li>Each staff member to attend at least two capacity development workshops per annum linked to PM.</li> <li>Each HoD to participate as a speaker in at least one national summit/seminar/conference within the discipline</li> </ul>	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Staff commitment to personal growth and development</li> <li>Limited funding for external seminars and workshops</li> </ul>
	Diminishing staff morale	<ul style="list-style-type: none"> <li>Monitor the morale of staff. Implement team-building exercises. Create a climate in departments and the faculty characterised by robust debates with collegiality, respect, management and appreciation of unity in our diversity.</li> </ul>	<ul style="list-style-type: none"> <li>No of team building events</li> <li>No of Award events held</li> </ul>	<ul style="list-style-type: none"> <li>-One team building event for each department in faculty per annum</li> <li>-Monthly meeting discussion of how the VUT values cascade into our operations.</li> </ul>	Exec Dean/ HoDs/Staff	<ul style="list-style-type: none"> <li>Availability of resources</li> <li>Resistance to change</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Affirm the need to prioritise the 'greater good'.</li> </ul>		<ul style="list-style-type: none"> <li>Faculty to hold its own Teaching and Learning, Research and Community Engagement Awards annually</li> <li>Faculty to hold an end-of-year function annually</li> </ul>		
	Greater use of skills development grants	Encourage staff to attend staff developmental workshops using the available skills development grants.	No of staff attending capacity development training workshops.	Each staff member to attend at least two capacity development workshops per annum linked to PM.	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Staff commitment to personal growth and development</li> </ul>
	Leadership programs for faculty managers	Encourage those in management positions to attend leadership programmes.	No of faculty managers attending leadership programs.	Each HoD/Research Professor to attend one leadership development program per annum	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Time constraints as faculty managers have busy schedules</li> </ul>
	Work ethic	Entrench shared values within the faculty. Implement a code of good practice.	Degree of emphasis of VUT values in meetings	VUT values should be emphasised at each departmental and faculty meeting	Exec Dean/ HoDs	<ul style="list-style-type: none"> <li>Cultural change management</li> </ul>
	Coaching & mentoring of staff members	FMS mentorship programme for both academic and non-academic staff to include active participation in the following: <ul style="list-style-type: none"> <li>Deans' Forum and SACD forum</li> <li>HoD forum</li> <li>Administrators' forum</li> <li>F &amp; AP – Senior lecturer mentorship</li> <li>Senior lecturer - lecturer mentorship</li> </ul>	<ul style="list-style-type: none"> <li>No of mentorship teams developed in the FMS</li> <li>No of staff participating in established forums</li> </ul>	<ul style="list-style-type: none"> <li>Link junior staff to mentors and coaches within faculty</li> <li>One FMS staff member to be nominated for the Future Professors Program annually.</li> <li>One FMS staff member to be nominated for the TAU Fellowship program annually.</li> <li>Reporting of forum activities</li> </ul>	Exec Dean/ HoDs/Staff	<ul style="list-style-type: none"> <li>Availability of resources to support these initiatives</li> </ul>

STRATEGIC AREA	NATURE OF TRENDS	INITIATIVE	INDICATOR	TARGET/S	RESPONSIBLE PERSON/S	RISK
		<ul style="list-style-type: none"> <li>Lecturer – junior lecturer &amp; tutor mentorship</li> </ul>				
Scholarship of Engagement	Community Engagement	Identify and develop community engagement (CE) programs targeting the local community. Each department to be involved in its own flagship program. CE to be linked to research, indicating embeddedness of the scholarship aspect.	<ul style="list-style-type: none"> <li>No of CE programs per department</li> <li>-No of scholarly outputs linked to CE</li> </ul>	<ul style="list-style-type: none"> <li>Each department to implement at least one flagship CE program annually</li> <li>At least one research output unit per each CE program in a cycle of two years</li> </ul>	HoDs/Staff	<ul style="list-style-type: none"> <li>Resource availability</li> <li>Difficulty in allocating individual participation scores versus team scoring during PMS</li> </ul>

## 12. CRITICAL SUCCESS FACTORS

The following factors are identified as the key to success:

### a. Teaching and Learning

- Relevant, effective development programmes for stakeholders.
- Effective administrative and academic support systems, procedures and infrastructure.
- Positive student/ staff ratios and relationships.
- Implementation of blended learning using the approved FMS Blended Learning Strategy.

### b. Research and Development

- Ongoing, innovative, applied research.

### c. Socially engaged scholarship

- An active programme facilitating various aspects of life in the community, sister institutions and the industry by and large (Refer to Section 9 of the faculty strategy document).

### d. Technology Transfer and Innovation

- Developing technology that supports SMEs, local industry, community and government.
- Developing, attracting and empowering inventors, entrepreneurs, patents and artefacts.

### e. Funding and Marketing

- Optimal funding levels for running promotional activities.
- An effective marketing programme.
- Image building programme.

### f. Student Development

- A holistic approach towards the development of the VUT student body.

### g. Curriculum Development

- Dynamic PQM.

- Staff to be fully cognizant of the imperatives contained in the Higher Education Qualifications Framework
- Programmes are outcomes-based, relevant, and viable.
- Examinations and continuous assessment plans.

#### **h. Quality**

- Comprehensive quality management system.

#### **i. Staff Development**

- Competent, developed academic and administrative staff.

All these critical success factors form an integral part of the development and implementation of strategic action plans.

## 13. ACTIVITY PLANS

Arising out of the faculty strategy, key activity plans namely the faculty research plan, marketing plan, resource mobilisation, quality assurance and talent management plans. In addition, the totality of the strategic plans from the four departments are also developed to support the FMS strategy. These plans will consider the various trends and opportunities, strategic imperatives, key success factors and HEQC recommendations cascaded into action plans to achieve the desired objectives at a departmental and faculty level.

