The African University shaping futures in the service of humanity

A profile of people, position and prowess

Unisa is a leading contributor to the South African graduates pool. As the access to education crisis intensifies in South Africa, Unisa has opened its doors to a third of all higher education students in the country as well as students from other African countries and internationally. At the forefront of this, is ODeL – Open Distance e-Learning – the cornerstone of UNISA's unique positioning in the global marketplace – a differentiator like no other, giving accessibility of its programs to the remotest of South Africa's rural communities, as well as to the rest of the world.

Headlining the University's agenda are items such as; **'Race matters and gender eclipsed'**, **'Social sciences in the front line and hardcore sciences and professional fields on the defensive'**, **'Indigenous languages, monolingualism and the dilemma of multi-lingual programmes'**, **'Delicate balance of local context and global competitiveness'**, **'Political history versus science history of Africa'** and **'Some contested dimensions of transformation'**.

Leading the transformative agenda requires a unique collaboration of visionary leadership, digital literacy, strategic thinking and foresight, adaptability and decisiveness.

Academic Partners has been mandated to identify and assess a person of similar ilk for this remarkable opportunity.

Principal and Vice-Chancellor

Experienced in the challenges of an exponentially changing environment, an environment characterised by volatility, unpredictability, complexity and ambiguity, you hold at least a doctoral degree and you have deep insight into virtually every aspect of tertiary education, be it teaching and learning, innovation, research and development, technology transfer or professional support services all of which is demonstrated in your 10+ years' of being in a senior management position. You should adopt a student centred approach. Your strength in this demanding role lies in leading, managing and motivating your teams within a transformational context. You are an advocate of effective change, evidenced in your decisive management among academic colleagues, students, professional support talent and a discerning public. All of the aforementioned is prefaced by an innate passion for distance learning and to embrace **ODeL** as the globe's number one learning platform.

A highly supportive and dedicated executive team is in place, while excellent relationships exist with many institutions and stakeholders regionally, nationally and internationally. This is a University where effective distance learning, making use of digital technologies and outstanding subject prowess are the norm.

The Council of UNISA seeks to appoint an exceptional Principal and Vice-Chancellor - a person who is an accomplished academic and leader with proven strategic vision, wisdom, determination and demonstrable experience in executive academic management who will have a student centred approach to the academic agenda.

The executive team of Academic Partners stands eager and willing to assist and provide you with every level of support in making application. In the first instance, please provide this team with a letter of motivation for your candidature together with a detailed Curriculum Vitae to vcunisa@talenting.co.za

For further information please visit: https://www.unisa.ac.za/vacancies **or** https://www.executivetalenting.co.za/job/ap572-vice-chancellor-principal/

All applications will be treated as strictly confidential. We correspond with all our candidates.

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UNISA | university of south africa

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JOB DESCRIPTION

OFFICE OF THE PRINCIPAL AND VICE-CHANCELLOR

University of South Africa

JOB TITLE

Principal and Vice-Chancellor

1. PURPOSE OF THE JOB

To provide strategic leadership within the strategic framework as approved by Council. This is done through the integration of the activities of the various functional areas and portfolios of the university, thereby bringing about strategic coherence. As a highly respected scholar of international stature, the Principal and Vice-Chancellor should be able to lead Senate in the implementation of the academic project.

2. KEY PERFORMANCE AREAS (KPAs)

Key Performance Area 1 (30%): Prioritising the attainment of academic excellence

- Provide robust leadership for enhancing student success and talent production through increased enrolment, enhanced throughput and improved graduation rates, taking long-term sustainability into account.
- Ensure that the qualifications offered by the university are accredited by the relevant authorities and professional bodies.
- Ensure that the institution is focused on providing development opportunities for students so as to improve graduate employability.
- Ensure that the mission, strategic goals, and policies of the university, as approved by Council, are consistently and competently implemented and evaluated for efficiency and effectiveness.
- Prioritise a safe and supportive learning environment in which students feel respected and are able to succeed.
- Promote the university's activities at local, national and international level to foster a strong profile for student education, research, and collaborative activities.
- Develop strategic relationships and networks and support work with strategic partners, industry, donors and alumni to enhance the university's reputation for excellence.
- Provide thought leadership on national matters affecting tertiary education and the university.

Key Performance Area 2 (15%): Developing and institutionalising a high performance culture within the university

- Ensure that there is an adequate performance management system at organisational, team and individual level that promotes the entrenchment of a high performance culture.
- Encourage stakeholders to embrace the notion of a high performance organisation.
- Provide leadership in the development and compilation of an institutional performance plan in line with the performance management framework.
- Take responsibility for the executive management, administration and leadership of the university, which includes:
  - o overall institutional leadership and policy development in respect of
    - resource development and management to enhance the digital environment
    - performance management
    - strategic planning and development
    - change and transformation management
  - o finance and financial resources development
  - o internal audit and risk management
  - o corporate systems.
- Perform additional duties as delegated by Council.

Key Performance Area 3 (15%): Ensuring financial sustainability and judicious management of institutional resources

- Enhance the efficient and effective management of the university's financial, human, technological and other resources and diversify the third income stream.
- Ensure that human and financial resources are used in ways that support the institution's mission and strategic goals.
- Protect the university's assets by taking reasonable measures to shield the institution from financial, legal, and reputational risks.
- Manage the university's budget and operations in accordance with financial principles.
- Ensure a high performance culture by accepting accountability for an effective and well-articulated performance management process.
- Foster an organisational culture and climate that is ethics and value driven.

Key Performance Area 4 (10%): Governance and reporting

- Ensure full legal and regulatory compliance, governance and reporting in respect of all university strategic initiatives, operations and activities.
- Participate in institutional governance structures (academic/professional citizenship). The Principal and Vice-Chancellor is a member of all committees of Council and Senate, unless Council decides otherwise.
- Ensure the submission of reports on the state of the university to Senate, Council, its sub-committees and other relevant structures.
- Ensure timely reporting to external regulatory and statutory bodies.
- Ensure the identification of institutional risks and the development of mitigating strategies.

Key Performance Area 5 (30%): Conceptualising, developing and executing institutional strategy within the context of ODeL

- Provide visionary leadership in the development of the university's strategy and the execution of locally based yet globally connected strategic initiatives within a digital learning environment.
- Ensure that the appropriate structures are established for the purposes of executing the institutional strategy, which is inclusive of human resources, technological infrastructure, financial resources, and sustainability.
- Pro-actively identify barriers to the successful implementation of institutional strategy.
- Provide strategic leadership for the development of the annual performance review as is required by the Department of Higher Education Training (DHET).
- Provide strategic leadership in embedding the values and desired culture of the university in line with the Transformation Charter and ODeL Strategy.
- Provide leadership to the university community through developing a working and learning environment that enables staff and students to achieve their full potential.
- Lead the development and delivery of the university's international strategy with regard to Africa, Africanisation and internationalisation.

3. KEY COMPETENCY/CAPABILITY AREAS

Behavioural and managerial

- **Leading and deciding** – Takes control and exercises leadership. Initiates action. Gives direction and takes responsibility.
- **Creating and conceptualising** – Works well in situations requiring openness to new ideas and experiences. Seeks out learning opportunities. Deals with situations and problems with innovation and creativity. Thinks broadly and strategically. Supports and drives organisational change.
- **Adapting and coping** – Adapts and responds well to change. Manages pressure effectively and copes well with setbacks.
- **Supporting and cooperating** – Supports others and shows respect and positive regard for them in social situations. Puts people first, working effectively with individuals and teams, clients and staff. Behaves consistently in accordance with clear personal values which complement those of the organisation.
- **Delegating, promoting teamwork and collaborating** – Collaborates with colleagues in order to achieve results in alignment with the operations and mission of the university. Builds trust and productive working relationships. Creates leadership capacity and delegates functional responsibilities to teams. Cooperates and collaborates with colleagues. Treats others with respect. Resolves conflicts among team members. Balances individual and team goals.

- **Interacting and presenting** – Communicates and networks effectively. Successfully persuades and influences others. Relates to others in a confident and relaxed manner. Demonstrates behaviours that include fairness, respect, inclusiveness, empathy, integrity, and ethical conduct. Behaves in a way that promotes diversity and inclusion in dealings with and on behalf of the university.
- **Enterprising and performing in the organisational context** – Focuses on results and achieving teamwork objectives. Works best when work is closely related to results and the impact of personal efforts is obvious. Shows an understanding of business, commerce and finance. Seeks opportunities for team development and career advancement.
- **Organising and executing** – Plans ahead and works in a systematic and organised way. Follows directions and procedures. Focuses on customer satisfaction and delivers a quality service or product to the agreed standards.
- **Analysing and interpreting** – Shows evidence of clear analytical thinking. Gets to the heart of complex problems and issues. Applies own expertise effectively. Quickly adopts new technology. Communicates well in writing.
- **Employee engagement** – Holds self and others accountable for meeting commitments. Creates and supports a climate in which people are able to perform best. Supports organisational goals and demonstrates commitment to the university.

Technical competencies

- Significant knowledge and understanding of higher education
- Knowledge and understanding of ODeL
- Proven experience in, and proficient knowledge of, all aspects of academic work, and student and academic support
- Sound track record as an academic leader with proven experience and involvement in the management of colleges, faculties and/or schools
- Knowledge of relevant legislation
- Strategic leadership
- Knowledge of the latest technology
- Corporate governance ability
- Knowledge and understanding of Department of Higher Education and Training (DHET) regulations and other relevant legislation
- Sound ability to apply management principles, methodologies and tools
- Problem-solving and root-cause identification skills
- Sound business acumen and understanding of organisational issues and challenges
- Sound understanding of the application of project management approaches and tools and the phases of the project lifecycle
- Ability to institute organisational change and high organisational performance
- Good communication skills and the ability to inspire and build engagement across diverse communities
- Financial and commercial acumen, with the ability to manage complex budgets and resources
- High-level political, ambassadorial and networking skills
- Effective negotiation skills and experience in building and sustaining partnerships

Attributes

Personal	Leadership	Academic
- Honesty - Determination - Perseverance - Loyalty - Systems thinking - Positivity - Action orientation - Independent motivation - Analytical thinking - Organisational awareness - Empathy - Accountability - Credibility - Resilience - Trustworthiness - Creativity - Pro-activeness - Ability to delegate and lead people to be accountable	- Decisiveness - Goal orientation - Team orientation - Forward thinking - Commitment to equality, diversity and inclusion - Global perspective - Commitment to individual and collective accountability - Relationship management	- Reputable scholar - Thought leader - Personal academic credibility - Appreciation of fast learning demands of current students

4. LIAISON

Internal

- Council and its committees and members
- Chancellor
- All portfolio managers (vice-principals)
- Extended management (all executive directors)
- All professional and support departments
- All colleges
- Members of management committees and operational committees
- Members of Senate and its committees
- Executive deans and deputy executive deans of colleges, and regional directors
- Employees and organised labour

External

- Department of Higher Education and Training
- Council on Higher Education
- Parliament
- Public and private external organisations
- Other universities and Further Education and Training colleges and Technical and Vocational Education and Training colleges
- Government agencies
- Professional bodies
- Students and student bodies
- External stakeholders (e.g. donors, alumni, selected schools)
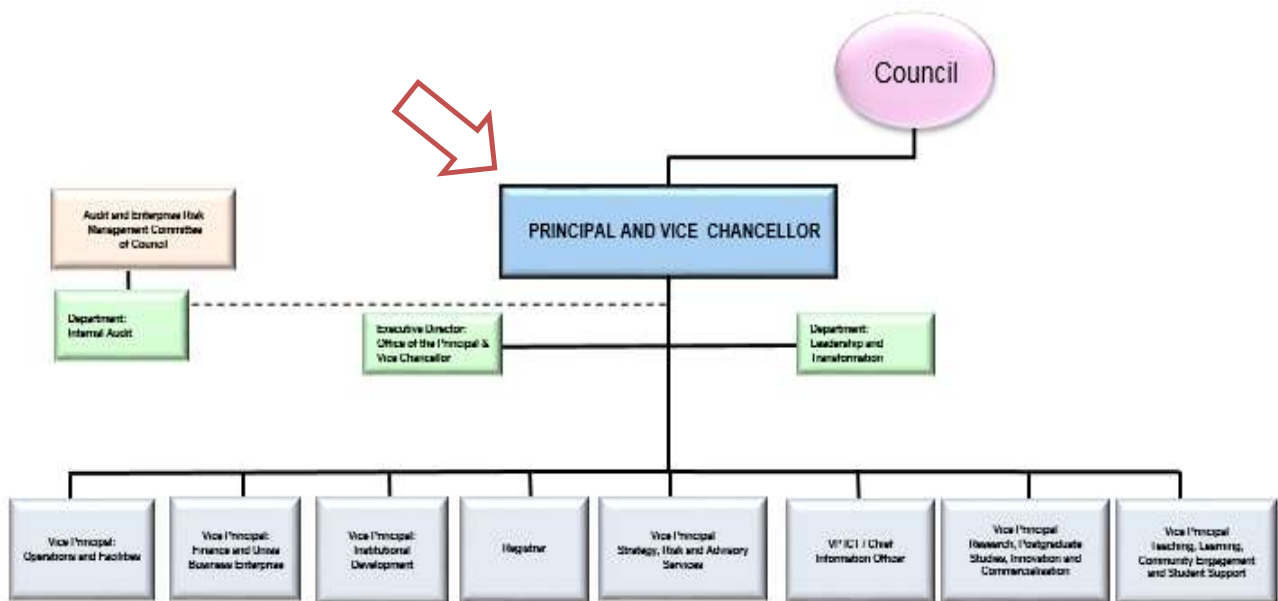
5. EDUCATION AND EXPERIENCE

Qualification

Doctoral degree

Experience

Extensive relevant experience with **10 years** in senior management and demonstrated knowledge of higher education in a large, complex organisation. Understanding of ODeL and 4IR will be an added advantage.

6. REPORTING LINES

7. SIGNATURES

Line manager: ....   **Date:** ....

Job incumbent: ....   **Date:** ....

HR business partner: ....   **Date:** ....

Organisation Development: ....   **Date:** ....