

JOB PROFILE – (EXECUTIVE DEAN)

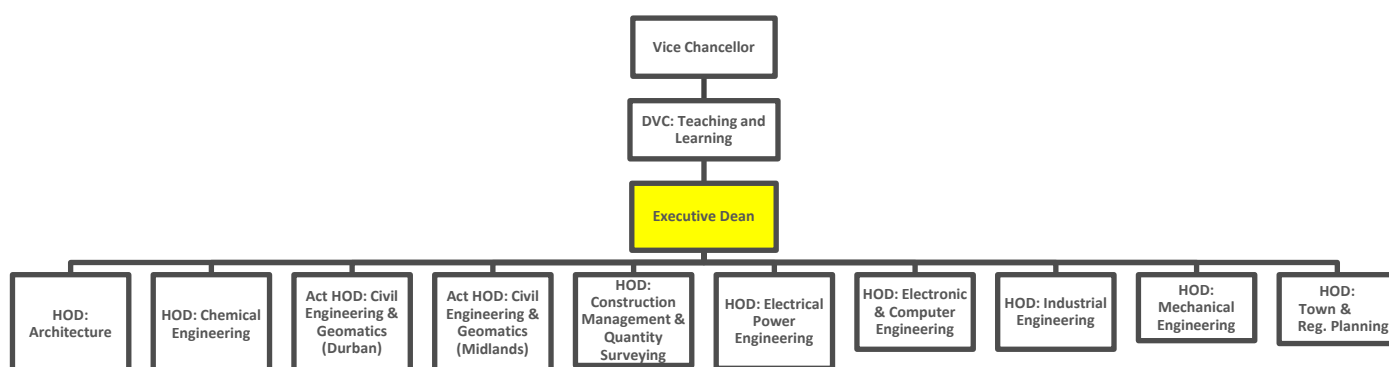
1. Position Detail

Job Title (Current)	Executive Dean - Engineering & the Built Environment
Job Title (New)	Executive Dean
Current Job Grade	3
Date Reviewed	
Location	

Position in the Organisation:

Department	Faculty of Engineering and the Built Environment
Position being Evaluated	
1st Line Manager	DVC: Teaching and Learning
2nd Line Manager	Vice Chancellor & Principal
Direct Subordinate(s)	• HOD: Chemical Engineering • Act HOD: Civil Engineering & Geomatics (Durban) • Act HOD: Civil Engineering & Geomatics (Midlands) • HOD: Construction Management & Quantity Surveying • HOD: Electrical Power Engineering • HOD: Electronic & Computer Engineering • HOD: Industrial Engineering • HOD: Mechanical Engineering • HOD: Town and Regional Planning

Organisational structure: (Include 2 levels up and 1 or 2 levels down)



Overall Purpose of the Job
To support the Deputy Vice Chancellor: Academic by providing academic leadership and management leadership to the Faculty through the provision of a high quality, technically advanced and cost-effective educational service in alignment with the objectives of the.

Education (Formal Qualification Required)

Minimum
PhD relevant discipline
Ideal
NQF Level 10

Key Competencies Requirements (e.g. Skills, expertise, etc.)

Minimum
• Policy Development • Policy Implementation • Customer Advice and Support • Team Management • Systems Management • Resource Management • Representation
Ideal

Legal Requirements (e.g. Driver's License, Blasting Certificate, etc.)

Minimum
•
Ideal

Experience (Minimum Experience Required - type and number of years)

Minimum	Minimum time spent in job
• 10 years lecturing/research experience in tertiary education industry. • 5yrs in a management capacity • Demonstrable research experience/background	10 Years

Training and Knowledge (Should the current incumbent leave)

Minimum
• Higher Education Statutes/Rules • Understanding of trends in Higher Education • DIT Policies & Rules • NQF/SAQA
Ideal
• Strategic planning skills

- People management skills
- Conflict handling capability
- Organizational skills
- Business management acumen
- Understanding of higher education environment
- Well-developed network within industry and sphere of expertise
- Ability to provide leadership and to operate independently

2. Position Description

KPA / Main Outputs and Responsibilities for this Position	Detailed Description	Weighting / Time Spent
Policy Development • Strategic Alignment • Design, Development & Review	Develops, research, design, development and review of faculty and, where appropriate, institutional policies, procedures, plans and systems as required in line with relevant legislation, national standards and international best practices, e.g.: • Develops strategic plan of the faculty • Contributes to strategic planning at Institutional level through membership of committees such as: • Institutional Research Committee, Senate, EMM • Participates in developing Institutional policy through reviewing/discussing policy initiatives at Academic Management Team meetings, e.g. Institutes media policy. Provides leadership in the formulation and monitoring of faculty related policies and goals, e.g. reviewing validity of a rewrite policy. As part of the Institutes Academic leadership team, provides input to regional, national and international academic initiatives where appropriate, e.g. • Participating in initiatives to formalize/review Higher Education entry standards. • Participates in developing professional body (e.g. Eng. Council of SA) accreditation standards for tertiary education institutions. • Develops student/staff international exchange plans and programs.	20%
Policy Implementation • Plans • Monitors • Assesses	As structural and functional head of the Faculty, oversees and monitors the effective implementation of institutional and faculty policies, procedures, plans and systems within the Faculty. Specific responsibilities include: Academic Leadership • Promotes, through the provision of academic and managerial leadership, a high level of academic integrity, achievement and excellence in each department in respect of research, teaching and community service. • Promotes the Faculty as a centre of excellence through conducting, promoting and/or supervising research initiatives in the Faculty. • Supports academic staff by lecturing in appropriate discipline as may be required. • Monitors the provision of high-quality education by • ensuring academic staff comply with the academic standards, rules and regimes as set by Senate and Council.	20%

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	Faculty Management Effectiveness • Assists the DVC: Academic in managing the academic ambit by overseeing the effective implementation of academic policies and procedures within the Faculty. • Ensures appropriate administrative policies, systems, rules and procedures are in place, used and understood to facilitate the effective functioning of the Faculty. • Chairs Faculty Board, Faculty Executive, Research Committee and other faculty committees as appropriate and ensures ensuing decisions are properly actioned and implemented. • Assists in resolving Institutional crises as these may arise, e.g.: • Student dis-satisfaction with student placement services. • Ensure teaching and learning complies with the Institutional standards agreed upon eg ensures quality in lecturing, practicals, assignments, guides • Promotion of Post Graduate programmes in terms of institutional and faculty strategic plans • Ensures that the faculty complies with curriculum dev requirements • Ensures that the faculty complies with all quality assurance systems • Ensures that Schools incorporate Coop Education into their curriculum and liaise with industry for in service opportunity • Manages the marketing of the faculty in terms of student admissions • Liaises with Heads of Schools in ensuring that students services in terms of appeals, deregistration are fairly dealt with Academic Facilities and Resources • Motivates plans to ensure the provision of high standard of appropriately resourced academic facilities. • Monitors strategies to ensure available facilities are optimally utilised. • Identifies potential concerns/constraints in relation to facilities/resources, e.g. lack of laboratory facilities, shortage of skilled staff, etc., and motivates appropriate remedial action plans. • Monitors the cost effectiveness and viability of existing programmes, e.g. staff/student ratios and motivates/implements proactive plans and actions where programmes on offer may appear unsustainable. Faculty Growth and Development • Driver of growth and development in the faculty • Monitors student intake and applications for admission to Faculty to integrate programmes offered with the needs and expectations of the community and the infrastructural constraints of the Institution. • Motivates the development of new programmes and/or the modification of existing programmes to meet the needs of the community/industry. • Motivates plans and strategies to ensure Faculty growth and development is in line with the strategic vision and goals of the Institution, e.g. monitors that enrolments are aligned with	

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	objectives of 3-year rolling plan and statutory funding formula.	
Customer Advice and Support - Advice & Support - Service - Delivery - Relationships	Provides specific, high-level, legally compliant strategic advice on faculty related academic matters to the DVC: Academic and Executive Management as may be required. Ensures Faculty provides excellent service to its core customers by inter alia: - Providing high quality of facilities. - Ensuring staff are well trained and dedicated to providing high quality education. - Regularly ensuring 360o evaluation of programs by staff, students, HEQC, etc. Ensures appropriate mechanisms are in place to monitor/measure customer satisfaction and service levels within the Faculty on a routine and regular basis. Manages appeals, complaints, etc. from students, parents, employers, e.g. - Complaints from sponsors of students, e.g. no provision of results because of non-payment of fees. - Dis-satisfaction of students on quality of services provided.	20%
Team Management - Staff Performance - Staff Development - Self-Development	Advises on the appointment and manages the performance 4.1 Reporting staff objectives and targets are met of Heads of Schools and/or Departments within the Faculty. This entails, inter alia: - Setting goals and targets and monitoring actual performance against agreed objectives. - Providing advice, support and counsel as necessary. - Ensuring reporting staff are appropriately trained regarding relevant policies, procedures, systems, etc. - Providing appropriate development opportunities to ensure that staff keep up to date in their fields of expertise in line with DIT career pathing and succession plans. Manages staff appeals, complaints, grievances, etc., and conducts disciplinary enquiries as appropriate. Promotes congenial working relationships between staff in the Faculty and with other academic and administrative departments. Promotes equity and transformation within the Faculty, e.g.: - Ensures succession plans provided for the planned development of previously disadvantaged staff and are aligned to equity objectives. Identifies appropriate self-development options/opportunities in consultation with the DVC: Academic, e.g.: - Attendance at relevant discipline related conferences/seminars. - Undertaking appropriate study tours/visits to other educational institutions locally and internationally. Performance management of the faculty	20%

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Data and Systems Management • Design/Innovation • Implementation • Controls • Monitoring	Manages the Faculty office by delegating specific responsibilities to Deputy Dean, e.g. registration, record keeping and qualification procedures. Designs, sets up, and monitors effective control systems to promote the smooth and efficient functioning of the Faculty, e.g. initiates, promotes and implements new/alternative procedures to enhance academic administration efficiency. Liaises with support sectors, e.g. IT, finance, HR, public relations, REMO to monitor the provision of an acceptable standard of support service to the Faculty. Oversees the capture and generation of relevant data and statistics required for operational and strategic purposes, e.g. • Student intake levels by department vs. target. • Equity profiles by department. Reviews and analyses statistical data, reports and correspondence to generate appropriate proactive strategic responses and/or pre-emptive actions, e.g. to optimize viability of a department with declining student intake. Prepares and submits regular and/or ad hoc reports as required by the DVC: Academic and/or Executive Management relating to the functioning of the Faculty, e.g. on viability of marginal departments.	
Resource Management • Planning & Budgeting • Income Generation/Fund Raising • Reporting	Coordinates in conjunction with HOD's and Heads of Schools as appropriate, the preparation of the budget for the Faculty incorporating the resources (internal and external) required to achieve agreed objectives with optimal efficiency, e.g. • Staffing levels and costs. • Physical facilities/resources. • Operating expenses, etc. Plans, institutes and monitors effective controls to ensure resources and facilities are optimally used/managed within approved budgetary limitations, e.g. • Allocates posts to departments on an equitable basis in terms of policy. Promotes Faculty budgetary requirements to best advantage in the institutional budgeting process within the framework of Faculty goals and overall institutional objectives. Promotes and supports income generating opportunities in line with Faculty and institutional objectives, e.g. • 3rd Stream income opportunities such as: - Contract research - Donations - Technology transfer. • Promotes marketing and development opportunities for the Faculty, e.g. • Optimizes use of REMO to support Faculty growth objectives.	

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Representation - Internal/External Forums - Relevant Organizations	Represents the faculty at appropriate internal and external forums, specifically the following: Internal - Senate - Formal functions e.g. graduation ceremonies - Relevant committees and management bodies, e.g. - Institutional Planning Committee - Executive Management (Extended) Committee - Teaching and Learning Committee - Academic Management Committee External - Industry and professional bodies, e.g. - Dean's Forum of ECSA - Industry Specific Advisory Boards	

3. Competencies (Skills and Behavioural Attributes) - Please note: The norm in the industry is to not have more than 7 Skills and Behavioural Attributes per job profile.

Skill	Weighting Importance
Cross Functional Awareness / Organizational Understanding Understands how the organisation functions and has knowledge of the systems, procedures, information sources and financial priorities and how these relate to each other.	10%
Strategic Perspective - Adopts a strategic perspective to drive faculty (implementation of) policies and procedures of the [stated] Function according to parameters laid down by DVC: Academic. - Ability to advise on implementation of policy in terms of the vision for the future of the [stated] Function	20%
Customer Service Orientation Ensures Faculty provides a prompt, efficient, cost effective, flexible and personalised service to all key customers in alignment with their identified needs	20%
Technical / Specialist Acumen Displays a high level of technical competence (depth and range of knowledge and specialist expertise) in relation to the job and keeps abreast of new developments in the higher education arena	10%
Achievement Orientation Sets challenging objectives for self and others. Ensures active pursuit of these objectives in order to achieve a high standard of quality and efficiency in delivery. Accepts a high level of personal responsibility for the achievement of results	10%
Proactive Initiative Acts with a long-term/cyclical perspective in mind. Initiates, drives and actively influences projects to get results.	20%
Proactive Initiative Acts with a long-term/cyclical perspective in mind. Initiates, drives and actively influences projects to get results	10%
Change Strategy Implementation	

Ability to effectively communicate the organisations need for change to get buy-in and commitment from key stakeholders, and to actively influence the process of change.	
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Behavioural Attribute	Weighting Importance
Conceptual Thinking Ability to manage conceptual complexity. Links different kinds of information; integrates data; recognises themes or patterns and forms a clear useful explanation of underlying issue(s). Identifies cross-functional problems.	10%
Deciding - Decides on a comprehensive sound course of action (based on consideration of the implications thereof) that will realise the best returns for the Faculty and the DIT. Decisions often taken within an ambiguous, high-risk framework and long-term timeframe. - Commits to a definite course of action while accepting responsibility for the consequences and risks involved therein.	10%
Strategic Direction - Demonstrates leadership by providing strategic direction - Exercises team leadership in respect of utilising expertise of Managers/Support staff and delegating responsibility and accountability. Ensures appropriate training and skills development of Managers.	20%
Communication Persuasiveness Demonstrates fluent communication skills – written; verbal; presentation. Has the ability to impact on and influence the opinions/behaviours of others and to reach agreement/consensus	20%
Negotiation Skills/Conflict Management Negotiates and thinks on feet in tough situations with both internal and external groups in assertive but diplomatic manner. Employs conflict handling skills in order to resolve tensions (conflict avoidance and conflict management) effectively	10%
Diversity Management Sensitive to, and adept at, managing cultural diversity	10%
Inspirational Building Communicates and lives the vision, inspires commitment and loyalty to, and confidence in, the organisation	20%
Organisational Agility The ability to network effectively and to establish relationships with and influence the networks of others over whom one has no formal authority, whose cooperation is needed to achieve work-related goals.	
Value Building Maintains high ethical standards personally and professionally.	
Emotional Maturity Copes with challenges and stress in a constructive manner by maintaining stable performance under pressure without displaying or transferring stress to others and remaining calm, objective and in control.	

4. Special requirements

Detail



DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

GRADE 3 - EQUITY PROFILE											
	Male					Female					
	African	Colored	Indian	White	Non-SA	African	Colored	Indian	White	Non-SA	Total
Grade 3	2	0	1	0	1	1	0	0	0	0	5
Total	2	0	1	0	0	1	0	0	0	0	4
Overall % Representation	50%	0%	25%	0%	0%	25%	0%	0%	0%	0%	100%
KZN EAP (%)	46,2%	0,6%	6,0%	1,5%	0	40,5%	0,5%	3,6%	1,1%	0	100%

Notes

There is a balance between African Males and African Females

GRADE 1-5 - EQUITY PROFILE											
	Male					Female					
	African	Colored	Indian	White	Non-SA	African	Colored	Indian	White	Non-SA	Total
Grade 1	1	0	0	0	0	0	0	0	0	0	1
Grade 2	1	0	0	0	0	1	0	0	0	0	2
Grade 3	2	0	1	0	1	1	0	0	0	0	5
Grade 4	4	0	2	0	0		1	1	0	0	8
Grade 5	9	0	1	1	0	3		4	1	0	19
Total	17	0	4	1	1	5	1	5	1	0	35
Overall % Representation	49%	0%	11%	3%	3%	14%	3%	14%	3%	0%	100%
KZN EAP (%)	46,2%	0,6%	6,0%	1,5%		40,5%	0,5%	3,6%	1,1%	0	100%

Notes

Coloured Males are under- represented

African Females are under- represented

Coloured Females are under- represented