



INSTITUTIONAL AUDIT PROGRESS REPORT June, 2009

INTRODUCTION : Vice Chancellor: Prof VL Tanga

The VC, Prof Tanga, welcomed everyone present and thanked them for committing themselves to the self-evaluation process. She emphasized that the Institutional Audit has a bearing on how we are evaluated and assessed in comparison to other Higher Education Institutions, especially Universities of Technology. To be representative and meaningful the self-evaluation process requires all to be involved.

A further consideration raised was that benchmarking for CPUT should not only be against other UoTs but rather against all HEI in South Africa. This was required to ensure that CPUT is not self-limiting in terms of potential, scope and growth. An honest and in depth analysis is required of who, and what, we are as well as where we are heading.

The Vice-Chancellor commended the working groups on the hard work undertaken up to this point, culminating in the integrated first draft of the report. This self-evaluation exercise involved extensive work behind the scenes that will assist in clarifying the roles that make up the whole of CPUT.

The Vice-chancellor concluded with the expressed hope that the debate during the breakaway be robust, open and candid. While the discussion should depict the reality and current practices at CPUT, it should also be fair in reflecting good points and should serve in providing a robust foundation from which we may strive to elevate ourselves.

Wecom e

Anthony

Contextualie in term of Global village and knowledge society
Principles:



Value for money – through success rate research output in relation to development fund (decreasing)

Open ended questions

Council minutes

Engage in activities for council

Involve IF

How directly should report speak to criteria- TV

How should we identify the likely lines of inquiry – TV

Correct terminology – undergraduate offering institution from post graduate.

Intention to grow postgrad as we improve undergraduate rate.

Cora

Students are important constituency- date to be announced for student workshop (dan)

Thembeke

Language constrains us i.e. not being a research intensive but we are research development institution we are accountable to DoE for research grant moving towards that goal

Are we going to evaluate ourselves against criteria 16?

Chris

By virtue of being a university we are tasked with new knowledge and our mission states research extensively and we need to evaluate against intensive

We are holding our own – scanning of materials showed no UoTs were prepared to be included in criterion 16

Tisani

This SER will inform journey forward so student participation needs to be involved .

How do we involve students i.e. faculty representatives

Report is narrative

Methodology

Form and structure

Ben- self evaluation where are our shoutcomings

Is research going to hamper us

Engineering has research intensive – how do they fit

Alwyn – don't all into trap of previously UoT therefore pitch ourselves where we wish to be

Dave – using terminology that is distracting us – i.e. we are clearly research but are we research intensive

Rob- common understanding of terms – i.e. definition of postgraduate students

Background to document



Used workgroup information expanded on information from website, minutes of meetings, tried to fill gaps. Work was very narrative and did not aid the flow of the document. None of the reports dealt with review of each sub criteria. Discussion will refer to each of the sub criteria

Dan's model presented.

Assumptions:

People reading will know that strat plan and iOP are important and will be hyperlinked in the CD

Does the QIP not feed back to vision and mission – yes

Does adri get reflected in this

STRUCTURE AND GOVERNANCE

CAMPUSES AND SITES OF DELIVAREY

Faculty configure document - anthony

Social sciences in faculty

Do we have principles of how we see ourselves as UoT

Change of movement – let us know the up to date information

Identity

Terry – should it be linked to V&m more identity

Indicate longer history

UoT – part of SATN – this is a gap

Deals with perception and relationships with identity – does talk to what we see.

Pqm reflects identity

Work related- propoor

Plans need to be in place to concretetise v&m =- som e plans are in place - need to be translated – discussion on how we see ourselves needs to still take place.

Identity should not be main focus V&M should be. There will not be one fixed identity there will be multiple views.

Structure and governance

Council

DoE commented on how committees of council reflect goos governance. We should include this and mention what committees of council – van gensen to provide evidence on council and statue

Decentralized su[[rt why this – where do we get evidence (garry's report – prof tanga) go sec exercises to cascade V&M . wht mode of governance – interim council documents to find various models. Van gensen can also provide information on seat of institution.

Statue about to be approved.

SAF- governance of non senate who0 do they report to –



Other committees that are not senate – EM through delegation of authority can set up committees to oversee the delivery of key operations. i.e. ISP committee & transformation forum. Discuss with van gensen.

Senate not a true reflection – for past year been stable. Debating function not happening – should go into role of sub committees and discussion occurs at this point there is still issues referred back to sub committees

Senate and sub committees are functional. The sub committees have expanded accountability. There is evolving understanding and engagement of the notion of a senate. There has been a marked improvement and a shift in effectiveness. Task teams are created to look at specific topics and related back. This is a strength. Position moved from 2006. Check this against evidence of meetings.

Under developed role of senate – we have only had a university senate since the standard institutional statute was introduced. Neither historical institution had a constituted university student senate.

Core business therefore must capture correctly. Each committee has specific terms of reference .

Linking of effectiveness of senate to a venue is not acceptable. Intellectual debate can happen in whatever venue.

Proposal – we need to gather evidence

The manner in which report should flow – identify weaknesses and challenges as a paragraph in each section. “there are shifts and improvement”. Emphasise improvements as well

Consider a separate chapter on review.

Also complemented on including committees in statute.

IF linking of agenda to council. Referring to statute on

Pentecost had IF not transformational forum. Cape also had IF. What is the effectiveness of IF at CPUT. How would you measure effectiveness of IF. Have we ever measured the effectiveness of senate. We need to do evaluation. Council review from van gensen.

Council has developed an instrument for assessing working.

SRC portfolio need to be checked

SRC constitution adopted 2008

Representivity is a problem – check all student data.

SSC not a committee of senate

Web site needs to be checked

Jutt involved in development



See if we can include it into the transformation or take as a subsection of governance (include as part of 1.3. 7)

(1.4) institutional structure

Organogram changed – get from chris

Remove comma from technology and innovation

Dean of Students also has changes to structure

Take out

Bell cape grnger mow bray and welling

Tiger

Talk to management on campuses and sites of delivery

Education still at belville

Consistency in figures across data

Education- teacher professional development = extra department- Maureen to provide information

Get updated infor on new programmes from Rob

Show source on information provided in tables

1.7 CSIR laboratory has not had a final decision –

Science park still at conceptual stage

Do not use abbreviations

Wilrich- = e-learning building what is it called

Overview of Faculties,

To give us an overview of the Faculty- time to show case.

Norman's bragbook

Resonate with vision and mission – Terry

Leading paragraph into 1.8

Include the faculty profile information and relate to national imperatives

1.8.4 check correctness of figures as well as faculty profile coming in two weeks from Dave

Look at HEQC reports on faculty review information

Warren Conrad working on consolidation plan upto 2012

Pg34 get finalized report from Anthony

Short courses being looked at by Chris and registrar – get information

Pg 39 need business plan for new areas

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| 41 | Maritime studies have been refused permission. | |
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| 46 | As analysis been slow since the merger – judgement statement. Staff turnover also judgement Benchmark required i.e. 4-7 - charles | charles |
| 47 | Check information at top of page. State designate groups and reasons for this | |
| 48 | Remove “huge” – insert we hope that... | |
| 49 | Table to be co,kpleted | |
| 49 | Space audit information Partnerships – pg8 1.21 the academic identity is affirmed by relationships with other academics 1.1 the ratings also go to academic identity- 1.2 also through moderations 1.3 conferences and publications | dave |
| 50 | Financial projections – electronic versions required- | dave |
| 55 | Bring in SATN indicators | |
| | CPUT’s work in ... and the trust get from Joyce | Joyce |
| | Register of partnerships important- to be communicated to Dave | |
| 2.1.4 | NB AREA THAT MARKES US OUT as a UoT - The writing up of this should come from wynberg, nduna, etc. Need a document that shows our progression from | |
| 57 | Argue nature of graduate attributes - not an unrealistic expectation from our students- relation of our degrees to overseas Production of new knowledge – we hope thqt student is able to study and attain a high level of degree i.e. doctoral – this has to contribute to new knowledge. we need to look at whole spectrum. Evidence look at nursing students who are saught throughout the world. Dental technology diploma students deigned jaw replacement for cancer suffers at a fraction of the cost Can quote incidence – unpack whole system of innovation Remove sentence from this section – need a section that looks at graduates and what we aspire to. We have a story to terms of excellence - find people who can contribute – ask Cora and Joyce | |
| | Too little work is being done on HEQF from institutional perspective | |
| 57 | Last two paragraphs up to transformation – remove from transformation | |



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| | It does belong here as it talks to responsiveness and the aspect of partnerships | |
| | How do partnerships promote our growth. The SET paragraph does not speak to partnerships. Change heading to responsiveness rather than partnerships | |
| | Service level agreements - are required. Who is following through on this. | |
| | Institutional processes – line function to be taken through to committees in qa process on engagement. Some of the processes may only be initiated and may not be completed by the final draft. The policy on support units does have criteria on service levels and we have gone part of the way. We identify issues that can be taken forward by line managers to determine if these are required/ desirable. The document will be changed accordingly. | |
| 59 | TRANSCADE acronym was removed. Advisor keep consistency in terminology Reference in doc on people heads New order – old order refers to Technikon background and we now need to move into university. This is not enough on transformation how do we change the thinking of people i.e. change management. Change is happening i.e. the Khula project , mentoring, workload. There is actual development that is happening in terms of development. It is about hard issues. i.e. what is it about the institution that is different from what it is used to be. Bring in climate survey African. Keep terminology the same | |
| 61 | Teaching development grants have not been received for many years What is our benchmark – DoE sees us as having higher pass rate than the norm so the grant has been removed Deans to provide evidence on discretionary funding and strategic projects | |



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| | <p>The weakness in cput process if not done scenario analysis to accurately project utilisation of funds without threatening it and allow us to grow.</p> <p>We need to do a thorough financial analysis to determine the extent of use available to us and how to use this in a structured way</p> <p>Paragraph 3 needs to be reworded – the budget is not balanced by using investment – Jay to develop this section.</p> <p>There is a financial strategy which makes allowance for ring fencing funds for some strategic purposes.</p> <p>Two strategic directions linked to this – institutional planning and financial management</p> <p>Some strategies need to be clarified – what ways are you thinking about – need to build up with specific information</p> <p>Pg 61 – deans cannot refer to discretionary funds – we need to clarify this concept.</p> <p>Deans’ do get. Subject to the policies of the institution.</p> | |
| 61 | <p>Concede change work – close analysis might be illuminating – Nfas funding from finance and VC – get CD and determine criteria. Get evidence of areas granted funds and get accountability</p> <p>All strategic funds including innovation fund are controlled</p> <p>Audited statements are given to Doe without qualifications – this is “unique” to CPUT. There are systems that need to be clarified.</p> <p>Procurement policy approved by council –</p> <p>Financial strategy</p> <p>Gaps in adhering to implementation of policy.</p> <p>Approved policies need to be identified and put on MIS. Others need to be developed</p> <p>ITS an OPA needs to be addressed in terms of interface with finance</p> <p>Important that maintenance must be linked – what is being done, how is it planned and how is it managed.</p> <p>Remind ourselves about the higher level thinking. Are there high level plans. – Jay to provide proof.</p> | |



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| 62 | How do the faculties extend QM into the facultlies ED has QM committee and Engineering and have a strategy Ask faculties for their quality management processes | |
| 63 | Table Do we need an academic staff development policy or is it covered elsewhere- Charles to take forward | |
| | Tracking of changes not going to be put in effect Timetabling in relation to venue allocation could be improved Guidelines on laboratory and OHS need implementation Duplications of policies Ad honimem policy – not professorships | |
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| <u>Saturday 25th April, 2009</u> | |
| 08:00 | COFFEE AND MUFFINS |
| 08:30 | Report overview of quality arrangement of research- Identified gaps, further information required . |
| 09:30 | Report overview of academic support - identified gaps, further information required. |
| 10:00 | Next steps: -Four open ended questions -Inclusion of review information -Complete the inclusion of IQMS and QIP |
| 10:30 | Tea |
| 10:45 | Overview of logistical requirements |
| 11:30 | Closure |

