

transformation, social cohesion and diversity charter



Cape Peninsula
University of Technology

We, the community of Cape Peninsula University of Technology (CPUT), mindful of the past injustices that featured strongly in our higher education system under the previous dispensation, undertake to participate in our respective positions and capacities, to be drivers of change within our institution.

This Charter is a blueprint for the process of embedding Transformation, Social Cohesion and Diversity Engagement at CPUT. These three tenets can best be realised through equity processes in the employment of staff, curriculum development, teaching and learning, and governance that are underpinned by democracy and transparency.

The Charter is underpinned by the following broad principles:

1 EQUITY AND REDRESS

After 15 years of the new socio-political dispensation in South Africa, the need to pursue practices that ensure equity and redress for those previously disadvantaged, still exists. Each unit, within CPUT, has to set clear objectives that are measurable, to bring about equity in the intake of staff and students, in relation to the institutionally stated demographic ratios.

2 ACCESS, RETENTION AND SUCCESS

As an institution, CPUT will endeavour to broaden student participation, particularly of students from the Designated Groups – Africans, Coloureds, Indians, white women and disabled students – in our programmes. Appropriate academic development and support initiatives will be provided to students with potential, but in need of such help for them to succeed.

Resources will be leveraged through various means, including third-stream income, to increase both the quality and number of postgraduate students, and the quality of supervision, to contribute to a significant increase in research productivity.

Access with retention by groups previously excluded in the employment sector has to be pursued by all line managers.

3 NON-RACISM AND NON-DISCRIMINATION

The institution espouses the pronouncements of the Constitution of the Republic of South Africa on non-racism, non-discrimination and belief in human dignity and equality for all. Staff and students at CPUT shall therefore be treated with dignity and according to the dictates of human rights.

4 DIVERSITY

The institution embraces diversity and firmly subscribes to the notion of unity in diversity. The institution values

what each staff member and student from diverse cultures, religions, classes of society and of various ages brings to the community. As part of ongoing efforts to address under-representation of particular groups in the administration, middle management, and teaching and research as well as in promotional positions, affirmative action, underpinned by inclusive excellence, will be considered as a corrective measure in enforcing positive discrimination as articulated in the labour relations and employment equity legislation of the Republic.

5 SOCIAL COHESION

The institution has already started with initiatives that are aimed at forging unity of purpose among staff through the Vision, Mission, Strategic Plan and values in promoting a new institutional culture. Various initiatives will need to be pursued to cultivate and deepen a sense of unity among the members of the various scattered campuses.

6 SUPPORT FOR A CONDUCTIVE LEARNING AND WORKING CLIMATE

It is incumbent on all in the CPUT community to contribute to creating a conducive working, teaching and learning, research, and community engagement environment for both students and staff, in particular from under-represented groups. Rendering effective support, being sensitive to linguistic and cultural diversity, and rejecting negative attitudes and stereotypes in dealing with students, will go a long way towards the creation of an empowering environment.

7 GENDER

The CPUT is very mindful of the negative effects of patriarchy in the psyche of South African society and its ascription of certain roles, occupations and division of labour on the basis of gender rather than ability. CPUT commits itself to be sensitive to gender issues by creating equal opportunities in all occupational categories and job levels, and representivity in institutional committees – thus creating and affirming an empowering working and learning environment for staff and students.

creating futures