



Cape
Peninsula
University
of Technology



Inaugural **University Assembly**

27 July 2013



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Introduction

It gives me great pleasure to present the final report of the inaugural university assembly to be tabled at the coming council meeting in September 2013. The inaugural university assembly took place on a rainy and wintry Saturday at the Major Sports Hall, Bellville campus on 27 July 2013. This event was a culmination of many months of planning which delivered a successful inaugural assembly.

The university assembly lived up to its name as all university stakeholders attended the event. An Institutional Forum Task Team was charged with implementing the Council resolution to hold an inaugural assembly. The terms of reference of the university assembly were approved by Council in June 2012.

Some of the highlights worth sharing from this inaugural assembly include:

- An address by the Chancellor, Minister Trevor Manuel on the National Development Plan and Role of Universities
- An address by guest speaker, Prof Barney Pitso, ex- UNISA Vice Chancellor
- A Declaration on the University Assembly
- Focused discussion by stakeholders during plenary and commissions
- Production of a special university assembly newsletter by our journalism students
- University Assembly declaration

This report contains all the relevant information including the speeches and a welcoming address by the Chair of Council, key note address by the Chancellor and Guest speaker, as well as input from the panellists and from the floor.

The University Assembly Task Team would like to extend its appreciation and unwavering support received from the Chairperson of Council, Mr Mbulelo Bikwani, the Vice Chancellor, Prof. Vuyisa Mazwi-Tanga, Chairperson of Council Physical Planning Committee, Mr Cameron Dugmore as well as the considered input received from Council and the Institutional Forum which contributed to make this inaugural assembly a success. Lastly, without the participation of members of the CPUT community in general there would not be this report.

M.George Mvalo

Convenor: Institutional Forum University Assembly Task Team



Foreword

“TOWARDS A GREAT UNIVERSITY”

It is with deep satisfaction and excitement to write this foreword to the inaugural University Assembly of our institution.

The Cape Peninsula University of Technology (CPU), the only University of Technology (UoT) in the Western Cape, is the largest residential university in the region with a student population of just over 32 000, having evolved as a product of the “Restructuring of the Landscape of Higher Education” through mergers. In 2005 two institutions – Cape Technikon and Peninsula Technikon- merged to form the Cape Peninsula University of Technology.

As a relatively young institution, and as a product of a merger, CPU has up to now made every attempt to promote and embed the culture of Transformation, Diversity and Social Cohesion in the emerging new culture. The culture is no more emerging but a culture of the institution. As part of refocusing the institution to its core purpose, council saw it desirable to introduce new hope in the form of moving the institution ‘Towards a Great University’. In the past two years the institution has been involved in trying to make sense of what it means to be a ‘Great University’. Many activities have been designed in response to this question and the ‘University Assembly’ is but one of the interventions.

The main objective of the assembly is to give effect to one of the key principles of ‘Good to Great’, the Flywheel effect. Unless and until, the leader gets every shoulder on the flywheel, pushing in the same direction, until the flywheel rotates faster and without much pushing, no organisation can move ‘From Good to Great’. Our flywheel is the four (4) cross-cutting themes:-

1. Students at the Centre of Service Delivery
2. Efficiency and Effectiveness
3. Applied Research and Innovation
4. Creating a Distinct University Identity

The discussions in the commissions will shape and create sign posts towards Greatness. The destination of Greatness is always in the journey, one step at a time. The exciting journey is lined up by the learning appetite of the organization and its leadership.

As we move with determination towards the Great University - we must refuse to accept some views—well-intentioned as they may be, but dead wrong. The idea that the primary path to greatness in the social enterprise sector is to become “more like a business” must be rejected. Most businesses fall somewhere between mediocre and good. Very few are great. When you compare great organizations with good ones, many widely practiced business norms turn out to reinforce mediocrity, as opposed greatness. We must reject the naive imposition of the “language of business” on the social enterprise sector, and instead we should jointly embrace a language of greatness.

I consider the Assembly as a tipping point of the university’s journey towards greatness and we are looking forward to the concrete actions that will come from these deliberations.

Thank you!

Mr Mbulelo Bikwani
Council Chairperson



Declaration of the Inaugural Cput University Assembly, Saturday 27th July 2013

We have gathered today at this Inaugural CPUT University Assembly to share ideas about what it is that we need to do individually and collectively to build a truly great institution.

As students, academic, administrative and support staff, members of convocation, alumni and Council, we are aware of the journey we have travelled since two different institutions with vastly different backgrounds and distinctive identities were amalgamated to form a single University of Technology to serve our country, our province and our continent, Africa.

When we reflect on this journey since 2005, we are reminded of the words of our first democratically elected President, Nelson Rolihlahla Mandela:

“I have walked that long road to freedom. I have tried not to falter. I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb.”

Our University has indeed had its challenges. But we are immensely proud of our achievements over the last eight years as we have ensured access for students from disadvantaged backgrounds and ensured greater representivity in our academic and administrative staff. CPUT students, researchers and academics continue to make significant contributions to the national system of innovation and technology.

In this process, our University has declared that our vision is to be at the heart of technology education and innovation in Africa.

This is a vision we endorse.

We commit to work tirelessly and with passion to:

- Place our students at the centre of our vision by providing an enabling environment and support system that enables them to unleash their potential for the betterment of humanity and our world
- Be known as a people's institution where efficiency and effectiveness are non-negotiable aspects of our organisational culture
- Ensure that CPUT's living identity and reputation, as a great university of technology is secured on our continent and globally
- Become an institution where applied research and innovation is thriving

We want this dialogue initiated today to continue.

We therefore call on Council to take our ideas, views and experiences into account when they embark on the process of strategic planning for 2014. Further, we request that Council consider convening the first official University Assembly preceded by Faculty, Staff and Student Assemblies to take this dialogue further.

We further ask Council to consider the possibility of convening a University Assembly every three years to both reflect on progress towards the attainment of our vision and the journey to make CPUT a Great University.



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“TOWARDS A GREAT UNIVERSITY”

Minutes of Cape Peninsula University of Technology's Inaugural University Assembly, held on 27 July 2013 in the Sports Hall, Bellville Campus at 10h45

OVERARCHING THEME: “Towards Making CPUT A Great University”

Programme Facilitator: Siddeeq Railoun

Mr S Railoun welcomed Dr Trevor Manuel (Chancellor), Mr Mbulelo Bikwani (Chairperson of Council), Prof V Mazwi-Tanga (Vice-Chancellor), Prof Barney Pityana (Guest speaker), Members of Council, Executive Management, staff and students and the SRC.

The purpose of the assembly was to plant a seed of an initiative that has the potential through great leadership, inspirational thought, collective planning and supported by a living spirit of personal responsibility and participation to explore an initiative from Council that could dramatically consolidate the collective yearning to achieve a collective state that contributes to the well being of all of its people and this whole institution.

Attendance showed an intrinsic deep commitment to contribute to the Inaugural Assembly by contributing brilliance, creativity, critique, abilities, guidance, gifts blessed with, open dialogue discussions as well as break away commission discussions.

Opening Remarks: Building Blocks for a Great University, Mr Mbulelo Bikwani, Council Chairperson

Mr Bikwani welcomed Dr Trevor Manuel (Chancellor), Prof Barney Pityana (Guest speaker), Prof Vuyisa Mazwi-Tanga (Vice-Chancellor), Dr Prins Nevhutalu (Vice-Chancellor Designate), members of Council, Executive Management, staff, the student body, council and everyone present.

This event charts a new way for CPUT and the CPUT family to reflect on the past eight years in the life of the institution, reflecting on the present and the future of the institution.

The university has a strategic plan (Vision 2020) and the purpose is to provide high level direction in terms of the journey. It is designed to provide a context for the existing frameworks and plans that shape Teaching and Learning, Research and Innovation and Community Engagement.

The execution of the Vision 2020 is to build a Great University that will stand tall and be the fountain for generations to come, to drink from and thirst no more.

Greatness is a matter of a conscious choice and after making that choice, it must be followed by discipline. Great organisations deliver superior results and make a distinctive impact over a long period of time. The primary path to greatness can also be found in social enterprises like universities.

The journey to greatness must instil and embed an institutional moral authority, produce quality trusting relationships with stakeholders, continue efficiency, speed with ability.

Building a great organisation should be based on 4 blocks that requires:

- disciplined people
- disciplined thought
- disciplined action
- discipline of character and competency



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These blocks must be followed by leadership that commits consciously and intentionally to the disciplines and to discipline. Committing consciously and intentionally to the habits of heart and mind that shape both Character and Competency.

Covey's Eight Habits of Highly Effective People, deals with character and competency in leadership, for example, if you have a surgeon would you want an honest surgeon (to advise) or a competent surgeon (to operate). The answer is you need both.

This institution needs leadership that leads aloud with sincerity. The supreme quality of leadership is unquestionable integrity and without it no real success is possible.

Mr Bikwani addressed Prof Mazwi-Tanga and Dr Nevhutalu that very soon the institution will have 4 hands turning the flywheel of this university. They must turn it faster now with 4 hands. When January 2014 comes, the flywheel requires less strength turning it because only two hands will be available.

This inaugural Assembly is, in a sense, our curtain raiser to the official welcome of Dr Nevhutalu.

University Assembly background: Prof Vuyisa Mazwi-Tanga, Vice Chancellor

Prof Mazwi-Tanga (Vice-Chancellor) thanked the choir for singing such an appropriate piece.

Prof Mazwi-Tanga acknowledged the Chancellor, Chair of Council, Guest speaker, members of Council and Executive Team, the entire community, academic and administrative staff, support staff, students and alumni supporting this event.

Growth and advancements can only compare if there is a constant awareness of a need to re-imagine the future position of the organisation to deliberate the influence that change positively and constructively. There can never be a state of perfection in any situation. Humans strive and seek that which will better their situation, that of families, communities or the organisations and their country.

Each of the stakeholders or members of an organisation have valuable roles to play in the process of the re-imagining, repositioning and construction of the imagined future.

The university assembly has been premised on four positions:

- the need to understand imperfection of the current position
- the need to understand that organisational change does not happen spontaneously without being influenced
- in order to avoid chaotic change there has to be cohesion, commitment and systematic planning
- understand that all voices matter and all voices are equal and important

The work done at CPUT does not define the end process but should be seen in the context that it is but one in the multifaceted wheel to turn our country, individuals through families, community and the broader society. Under the leadership of Council, CPUT, is called upon to re-imagine our role in the context of the next phase of CPUT's development in order to play its meaningful role.

As a young university that has to go through fire in order to be refined, CPUT is proud of its achievements thus far with respect to staff, students, equity profile, building research culture of the organisation evident through doubling our research outputs, maintaining academic success rates that are above the national norms. We are also proud that over the past 8 years, the institution has not had a qualified audit, which is a challenge in this day and age. This is a result of collective contribution and responsible stewardship of public resources.

The adoption of Vision 2020 reinforces the theme of this university assembly "Towards A Great University" and



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the cross cutting themes dealing with the areas of student centeredness, efficiency and effectiveness, building and securing CPUTs identity and reputation as great university of technology known for excellence in applied research and innovation. Our emphasis being applied research as opposed to blue sky research.

This platform, whose hallmark is one of an open dialogue and engagement allows stakeholders to bring ideas, strategies and expertise whilst bridging the different spheres of governance, of democratic values, entrenchment of mutual respect and human dignity. This event will be part of the CPUT calendar in the future, thank you very much.

Key Note Address: Dr Trevor Manuel, MP, Chancellor,” The National Development Plan, and the Role of Universities”

Dr Manuel greeted everyone present.

Dr Manuel addressed the assembly by saying he does not come as a fount of wisdom but comes to provoke discussion. An assembly work not because of big speeches but stimulates and catalyse discussions. This assembly will result in a constituency that makes up CPUT and reflects on issues, add their own and can distil from it about the future of the institution. The question before us is a slightly different one; how to transform the Higher Education sector in South Africa?

Establishing a new institution from the ground is relatively easy but to take an existing institution and transform it is incredibly difficult through a whole host of issues. You need to try and understand what levers of change, including finance and HR, you have your hands on.

The President recently announced the names of two new universities in the Northern Cape and Mpumalanga. Minister Blade Nzimande’s first question was who is going to teach in these new universities? Human resource capacity is enormously important.

The entire architecture of CPUT has been handed down by apartheid, a product of a merger. Nobody wanted the merger but now CPUT is that merger. Eight years on and there are still some issues that remain of the past e.g. a source of endless amusement, the graduation still follows the old order, graduation always takes place here [Bellville campus] at night and city graduations happen during the day, an unresolved challenge of transformation. This is not about offering commentary on determination diligence. Part of the issue of transformation is to work within boundaries of available resources, boundaries of what is real and what is actually real in the education sector. Resources needed for transformation; physical space, students, lecturers, the finances and the financial capacity. The route of transformation is to work with what the institution has and not what we wished to have. The present reality is that CPUT has constraints; we need to understand what the boundaries are.

The big challenge is to engage with the fact that a university of technology needs to be at the cutting edge of change. Understanding this dialectic between universities that are agents of change and catalysts of change in society. And also universities that are capable of changing because it is able to internalise the changes of society. People like CPUT because when they leave here they are ready to work.

The world of work is changing at the rate of knots. People must be equipped with the skills of the now and tomorrow. The question asked was how does the university engage in what labour economists call, “the changing world of work and active labour market policies”? People need to be re-skilled because skills of yesterday have been replaced by a move that is very different and significantly more demanding. People must be equipped with ever changing technology and how does this university avail latest technology to students in a way that will engage their curiosity so that they bridge the divide between university and the world of work? These are the range of issues that worry me as a policy maker.

Urban space must be transformed. The demand is not adequately generated. Not enough is being done to support the rural economy with ways that will make a difference.



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The way CPUT positions itself in relation to students is fundamentally important. Every faculty in this institution deals with a sector of society that is in flux. We must be ready to be part of a dialect of change in society and there is no room for error because we can't afford to fall behind in anything that we do. Falling behind results in universities being deregistered by a professional body. This is a huge challenge because parents who are poor have committed resources for their children to study in that institution only to find that the qualification doesn't allow to be absorbed into that for which they have studied. Thankfully it has not happened here or I have never been told. It is happening in a research university in a large city in this country.

I raise this challenge because it is worthwhile for the entire assembly to be engaged in these matters. Are we where we want to be? As we seek societal change, does the university lead or lag? All of these questions were asked in crafting the National Development Plan. What kind of society do we want to live in, in 2030? It is important to recognise that changes desired are not going to happen automatically. Concrete action is needed; engagement in the process of criticism and self-criticism and action must be taken at every point. This Assembly is fundamentally important for this institution to understand its position, is it where we need to be, if not how do we correct that path? The National Development Plan is trying to get a handle on the future that is crafted in the constitution. How does a university of technology place itself in the context of active labour markets and skills set that society need and badly in need of?

Many students come from schools and families who struggle to make ends meet, many come from communities who have social ills. Students here are already champions because of their adverse backgrounds. All higher education is very expensive. It is important to engage in and maximise the advantage of the origin and commitment of young people who attend this institution.

The National Development Plan makes a series of proposals:

- Increase the number of teaching staff with PhD from 34% to 75% by 2030 across all universities. More academic staff must be involved in studying and publishing in peer reviewed journals. Academia is taken seriously.
- Improving the quality of learning and teaching at universities. What style of teaching is used in South Africa? Should a benchmark be set? Should students rate the quality of engagement?
- Increasing enrolment at universities by 70% between now and 2030. Where will these people be accommodated and who will teach them?

Dr Manuel ended off by saying the big challenge of the university of technology is that it is to some extent a cross-road institution. Some people will say; Why are you doing research? The answer has to be if we don't who will? This university is unique, unique in its shape, unique in its character and in its culture.

Universities of technology are neither purely academic nor vocational, it's a blend. The object is not to debate but to transform.



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Guest Speaker: Prof Barney Pityana, “A Great African University For The 21st Century. Uniqueness For Delivering On Technology”

I am very grateful to share this moment with CPUT.

The University Assembly is a wonderful and good concept. Bringing the university community together and reflect together. Academics like to shine and like to draw from the past and build from the past. Academics are rattled by the future and think that they must shape the future. Sometimes the future refuses to be shaped by the past. Working with academics and universities you have to take them by the scruff of the neck and take them into the unknown future.

To improve the quality of life of all citizens and free the potential of each person comes from the preamble to our constitution. It focuses on life, quality of life for the people in this country. CPUT pledge to shape together a life of value and life of quality. The pledge is inclusive of all citizens. Pledge to work together to unlock potential that is in everyone. The task of a university is recognised and higher education is recognised in shaping the future and unlocking the potential embedded in every young person coming through our institutions.

Professor Asmal was always ready to shake things up and did it with the National Plan and mergers. Theoretically, universities were decreased from 36 to 23 and this resulted in universities becoming multi campus universities. Five universities became comprehensive universities and a reduction of the universities of technology. Left untouched were certain elite universities. With the benefit of hindsight some things could have been done differently.

Fundamentals that were shaped around vision of society, what kind of society do we want to become and not only that who are these citizens whose potential must be unlocked, what are the mechanisms of discovery and the pathways of learning and philosophical environments that enable us to learn in new and fundamental ways that we did before? We remain a very conservative and reactionary Higher Education system that we are today. The inclination to focus and try to become some so called ivy league university system in a country and environment that doesn't provide an appropriate fit. Those who aspire to be like Oxbridge lack ambition.

Many universities in the world wrestle in appropriate ways in which Higher Education can be appropriate and responsive to the history, culture, circumstances, environment and future of the country and places we are set. What are the mechanism for knowledge creation and development? How do people learn and discover appropriately? Appropriate technology is very important. When we aspire to be a “great university of 21st century”, we must understand what we mean.

We need more Universities of Technology in this country than Universities. The focus of this country should be changed; in an industrialising society that we are it is important that we make the focus on technology a very serious project.

South Korea has no minerals but since the Korean war they focused on privileging human capital development and training people from shipping to almost everything. A major infusion of institutes of technology and Universities of Technology enables industrialization.

Uniqueness is to find and discover your niche and make that niche a defining characteristic of your knowledge environment. There is a lot of value in Universities of Technology. It responds and speaks to the idea of quality of life, it speaks to the hunger people have towards being people of human dignity. Economists are saying that it is unrealistic to think of full employment in 21st century.

I am currently serving on CHE task team that is very concerned that no more than 47% of students graduate at regulation time. Ten percent of the best students leaving high school enter Higher Education. We need to discover what it is that we are not doing right. This process must help discover appropriate ways of enabling the possibilities of unlocking the potential and that is the challenge we face madam Vice Chancellor.

Thank you.



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Panel discussions

Panel members: Prof V. Mazwi-Tanga, Dr S. Pather, Dr E. Chiware, Dr G. Kruss (tendered an apology)

Comments from panellists and open discussions to the floor

[Dr E Chiware](#)

Dr Chiware put a number of issues forward.

- Spaces in the university. Spaces are needed where faculty staff, student and administrative staff should meet informally and interact on various university issues. Surveys tend to be too formal and provide angry responses that are often too rational to improve the university.
- Research - How far do we go into communities to get first hand information on what needs to be improved on the socio-economic and technology before embarking on various research projects and prescribe solutions in the communities? Great universities should interact first before coming up with solutions.
- Knowledge integration is very much of a collaborative and inter- disciplinary nature. How far is the university creating opportunities for collaboration between academics and support staff, to create opportunities for young researchers to work alongside seasoned researchers for the transfer of skills?
- Four great pillars of a university – tangible assets, human resources, operational systems and delivering on their mandate, collective university culture, a sense of belonging, internationalization (not just increasing foreign students numbers but also international staff reputation in their fields) and management industry and linkages with the Alumni.
- The last point is directed to the VC and the VC- Designate. The VC should never cease to talk about the CPUT family, the feeling of belonging together , social cohesion. This is an essential corner stone to CPUT.

[Dr S Pather](#)

Dr Pather identified key points from the speakers

- The Chairperson of Council spoke about some ideologies on Colin's thesis of good to great and the flywheel effect and disciplined people, thought and action. The point is at the core of that is the importance of our people, our resources, our staff, our students and stakeholders.
- The Vice Chancellor redirected us to re-imagine a future after 8 yrs of existence. The Chancellor directed us towards the issue of how to transform. What is the role in transforming the future Higher Education sector in the context of the National Development Plan and directed us also in terms of the reality. The Chancellor gave us the example of the small scale farmers and the problems they are grappling with. Prof Pityana raised the issue of the relevance of universities, the state of universities in the so called transformation and how the institution is relevant.
- Prof Pityana reminded us of unlocking the potential. That is a key element of how to move forward.
- In terms of research and innovation we have crafted a way forward. Part of that way forward is about unlocking the vision; it's about unlocking the potential of staff, students and partners to excel in research, technology and innovation that offers solutions to the needs of our society.



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The institution has responded to some of the challenges put forward by the key notes. In some ways we have already imagined some future. Around research, technology and innovation. In the commission breakaway session these points can be taken forward. Taking the key points of the speakers, the institution is on the right trajectory and responding accordingly.

Mihla Manciya, CSRC President

- We are the first members of the SRC to obtain more than 65% in our studies, most SRC members are present at the assembly. The University Assembly marks a new era in the role of CPUT community. The SRC's vision is to make education fashionable. There are MTech students within the current SRC leadership. Initiative is to encourage students to finish their degrees and to further their studies to contribute to the economy to reverse the imbalance of our society. The SRC is actively involved in understanding the Higher Education landscape. Through attending several conferences with the intention to transform this institution in particular. The SRC has managed to attract many people to this institution and as a result next year we would be hosting a NASDEV conference at our institution. As far as gender composition is concerned, as student leadership we are working to emulate the Parliament of South Africa in terms of gender representation. There are many challenges that hinders transformation.
- Unity and cohesion is paramount for any organization to be progressive.
- SRC is calling for the restructuring of committees in the university. Students want to be equally represented in institutional committees, nothing about students without us.
- Residences – students are subjected to stay in construction sites. Construction must be done during the vacation period. Makes it difficult to unlock ultimate potential of us as students.
- Maintenance and IT needs to be reviewed. Students miss assignment due dates due to emails, printers and photocopier machines not working whilst CPUT prides itself as a centre of technology in Africa.
- There is a need to redefine the CPUT identity, must be aligned with the values of the university. Knowledge without application is toxic knowledge.

The SRC hopes that their views and concerns raised will be attended to. The SRC is humbled and honoured to share this historic moment.

Prof Vuyisa Mazwi-Tanga (Vice-Chancellor)

The beauty about the CPUT community is the creation of space for engagement. Limiting those spaces to formal spaces would not be enough for meaningful dialogue because some engagements may be better achieved in more informal arrangements. CPUT needs to re-imagine how to reorganise our daily lives of the university to allow for that kind of engagement.

The Chancellor touched on the national challenge that higher education is broadly dealing with, the issue of building the next generation of academics. This is a South African challenge. CPUT cannot talk about building the capacity for the next generation of academics unless there are talks about how we move from the interchange or the misconception that disadvantage must equal mediocrity. The VC would like to believe that this is the first building block that says when the door has been opened it becomes your responsibility to ensure that you use the opportunity because you must recognise it as an opportunity. CPUT should re-imagine what it means to gain a space and have access in Higher Education.



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The VC raised the following issues:

- create opportunity for young academics and students
- re-imagine what it means to gain space and have access in Higher Education and not couch entitlement under the guise of disadvantage. Everyone is in the process of becoming and all have the potential. Potential is not going to happen by osmosis. Potential is unlocked because of a two way pathway which is the commitment of participants, the one who is being empowered and the one who is empowering. The professors in the university have a role to play but also the people who aspire to become also need to be more committed.
- Transformation is a responsibility from both directions which includes those who seek to experience the transformation environment and those who must create a space for that environment to be established. Therefore it cannot be that it is a one way street.
- The VC appreciates the fact that CPUT has landed at a space where the student leadership has taken a very proactive and more responsible way of engaging on behalf of the broader student constituency rather than their individual selves.
- The assembly also presents an opportunity for support, opportunity for further growth and puts a challenge to student development and Student Affairs to re-imagine how best to take advantage of those spaces that have been created as a result of that development.

Questions and Answers

Ashraf Mohammed:

The merger between Cape Technikon and Peninsula Technikon was a mixture between oil and water. It was like an arranged marriage without lobola. This was a legacy of apartheid, two different demographics, different staff members, different cultures, and different backgrounds and was forced to merge where apartheid had separated them into little cocoons. Mr Mohammed feels that to date there has been no strategy or intervention to bring these two parties together, to embrace diversity and tolerance. What are the strategies for that integration and tolerance of different diverse groups? If we are going to be a university that is going to be great then this is a starting point.

Chris Nhlapho:

Made a comment around the aspect of internationalization that was raised by Dr Chiware and also mentioned by Prof Pityana. What matters more is the context of an African university not a university in Africa. If we can ensure that some of the key elements of this particular strategy, actually taking into account the whole context and internationalisation at home. Some wonderful ideas were mentioned around indigenous knowledge and some people are also talking about endogenous knowledge.

Siyabonga Hani:

Raised the following concerns:

- As a university there is no clear identity and this should be the starting point. Do we recognise ourselves as CPUT?
- Siyabonga raised his concerns about the fees and made an example of what if the cure for HIV is in someone that cannot afford education? Fees are increasing in all universities, education has become exorbitant. Poor people cannot afford it. He raised the question of how do we as agents of change in our societies accommodate students who cannot afford the fees?
- In terms of student representation in decision making bodies. Attended a DHET workshop at University of Johannesburg. There is no clear guideline in terms of representation and decision making body, the number or extent of representation. His concern is that students have minimal representation at ManCom, Senate,



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etc. Would like to see the number of student representation increase at institutional meetings. Our level of engagement is minimal

Mbongiseni Mbatha, SRC

- Mbatha's concern is around the transition from FET college to university. What is the universities role in that transition from FET colleges to university?
- How is the Vision 2020 linked to the NDP 2030?

Prof Mazwi-Tanga:

Prof Tanga responded thus,

Universities that understand their role cannot hide behind autonomy in order not to be responsive. Any university that believes it will get away with being non-responsive negates the very role of a university. A university is about empowering, developing and realisation of all potential. That role is not an end in itself. The end is about the empowerment of an individual that should lead to the empowerment of the family, empowerment of the community, empowerment of society.

The NDP process deals with the state building mechanisms that will actually cascade the opportunity of that development such that it enriches the lowest levels of society. The NDP is looking from a state perspective downwards and the universities are looking from the individual perspective upwards. If the two do not coincide in terms of the agendas and objectives then there will be chaos.

Universities are national entities. They are under the control and management of the Department of Higher Education and Training. The department has set its own goals in terms of what needs to be achieved. The how and when and that is how they are funded. Universities will not be able to hide behind autonomy and not realise the agenda has been set through the constitution of our country and through laws of our country. All of those override any aspect that a university can use to actually undermine their responsibility.

Dr Chiware:

Responded about the issue on spaces. It could be part of strategy to ensure that there is more interaction not just amongst staff of diverse background, staff, students and maybe lecturers etc. For example, at Oxford University, you cannot go for lunch if you are not bringing someone from another department. You must sign up to bring a colleague from another department so there is an opportunity to speak about different issues. Dialogue must be encouraged amongst staff members. Need to think a little deeper on using existing spaces to become a little more interactive and create a culture of getting to know each other and building a common identity.

SRC President:

Feels none of the questions were directed at him but wanted to respond on community engagement. Charity begins at home and it must be practiced. SRC inherits the bad of the previous SRC. During the vacation of June the SRC wanted to host a winter school to assist maths learners but because of the behaviour of the previous SRC were not allowed. There should be a level of trust between the two and the identity as my counterpart has indicated would go a long way in trying to transform our society. Taking the skilled students to areas where assistance is needed to develop as in service training would address the question of community engagement.

Dr S Pather:

Responded on the NDP. Going back to the NDP and human potential, there is a sense of capabilities. As a university it is important to answer the question about what is a university and what is its role and relevance in a transforming South Africa. At an output level there is an issue of technology, education and training people for work etc. At the root of it all; what is the university doing to have the capabilities and freedoms to take charge of their lives and freedoms to be able to be contributing citizens in an evolving country the way the NDP works?



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From the issue of training capabilities and what we've learnt is important. If we are saying create a new type of academic as the VC has put it. What is it that we recognise in terms of requiring capabilities of staff, in terms of giving them the freedoms of who they are? People say the morale is low. The question is going forward as a human resource base to move this university forward. An important question to the Council, Vice Chancellor Designate and Vice Chancellor going out, what is it that we need to do in terms of the capabilities of this work force of CPUT? This issue must be taken very seriously if we want to maximise the output of this workforce.

Mr S Railoun:

The purpose of this University Assembly is to have dialogue around things. It's not only about questions. What do you have to offer?

Staff member:

Has taught at a range of institutions from UCT to Rosebank and has been at CPUT for about half a year and these are the best students he's ever taught. They are enthusiastic, they're engaged, they're up for it and smart. They are a bit ignorant and there is a lack of vocabulary but that's the job of the lecturer. The biggest challenge faced is the second year of education, it's collapsed essentially. Students are taught stuff they should have learnt in grammar school. The language is one grade down and at the end of the year it will be where it should be. Disadvantaged should not be translated into mediocrity. There is no reason why a graduate from CPUT should be any worse from Yale or Harvard. Our students are just as intelligent.

Melanie Sadeck:

Ms Sadeck has a very long association with this institution. She responded to what Prof Pather said about the human element of this institution as well as what Dr Chiware was saying about the creation of spaces. Why are we not utilizing the formal spaces that already exist? The one thing that is absolutely convincing in terms of Dr Nevhutu being right for the job was the comment he made around empowering Senate and saying let's look at how we use spaces we already have. Why are people not speaking when they should? Why are discussions happening in the corridors? A climate survey and a lot of people were looking forward to something being addressed. Ms Sadeck ended by saying; quoting Clem Sunter before the merger, "a merger will not happen unless you take the people with you" I am afraid we might have left some people behind.

Justice (SRC):

Refers to Dr Manuel – the issue of increasing supervisors from 34% to 75%. The reason we are unable to produce more supervisors is because lecturers have too much workload. They are unable to assess assignments and tests properly because of the number of students. The university should come closer to the university of technology and produce those researchers and supervisors by limiting the workload of lecturers. CPUT should come up with a strategy to create a balance.

Construction at residences should take place during the June vacation period.

A number of residences closed last year. Students are frustrated because of this. Students are unable to learn if they do not have a place to stay.

Simon – Faculty of Business:

Becoming a great university requires the setting up of a timeline and resources, e.g. each faculty to produce 5 PhD's amongst academics. Lecturers must have a Masters degree, there must be no breakdown of IT network for 2 years. Maintenance to offices where water is coming through electric wiring, has been reported in June but nothing has been done about it. Basic resources must be provided to academics.

Richard Shumba, CSRC:

The chair of council talked about leadership integrity whilst the VC talked about re-imagining. There are equity challenges. How to bridge the strong governance in this university? How should we catalyse discussions in order to move forward to the Vision 2020? There are issues about incompetent staff as students are failing. When you



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contest that staff is incompetent and students are failing the principle itself is not doing justice. We should reflect on our policies and ensure our policies are speaking to each other and how they are implemented. The panel to give a clear picture of how Vision 2020 is harmoniously integrated with staff and students.

We should also develop a sense of belonging that Dr Chware raised. Management should be part of student engagement and have platforms to share views and create academic excellence platforms to popularise such events.

Prof Tanga responded:

Raised her concern that there is an expectation that panel must come up with what the assembly and all the stakeholders should be coming up. The reason for the breakaways is to explore the questions being asked. Certain areas are being embedded in Vision 2020. The assembly gives every voice an opportunity to influence re-imagining the organisation and realise Vision 2020. The purpose of this assembly is to seek ideas and inputs in terms of these difficult questions and concerns. All the ideas shall be collated into a report. This is a Council process and is going to be well managed.

Prof S Pather:

In support of the VC, indicated that there are many burning questions and issues that should be deliberated at the commissions.

Spaces are important for staff and students. A voice must be found again. People lost their voice for some reason. Staff and students must be assisted in finding their voice again.

The question on capacity and postgrad supervision: we lack capacity due to workload. Academic workload should incorporate that of research and innovation itself. The challenge is finding the balance. It is a very serious issue not having this balance because it affects our ability to supervise and ability to produce postgraduate students. Workload is seen in the main as teaching in the first four years.

The comment of the support services – the issue of shoddy service and the way in which structures to make the academic project go on. People must be held to account. We cannot go from good to great if people are not held accountable for shoddy service. The academic project is an important fabric of being great.

CSRC President:

Pointed out that we should not only complain. At times we take things for granted and do not realise what is in front of us. We should have more open platforms for great ideas. Let us be the change we want.

SRC:

CPUT should explore the possibilities of turning the university being into more knowledge based. We can only be a university if we are more knowledge based. Creating more spaces to take us to that point.

Question:

Looking at the current challenges of South Africa and the world. Recurriculating our curriculum to interact with the challenges of the world. South Africa is currently below than 0.9% in economy. This poses a challenge for universities; What is CPUTs contribution to the economy of South Africa?

Ronnie:

The question was raised; Is the knowledge produced at CPUT in line with the economy? The GDP is below 5%, unemployment rate is 26%. Are our qualifications helping our economy to grow? Is Fashion design students only taught to design dresses or are they taught entrepreneurial skills as well? Is what we are doing helping economy grow. If someone wants to do Masters and PhD how is it going to contribute to the economy? If it doesn't it must not be approved.



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Shahied Mohammed

Appreciates the importance of the assembly and it should happen on a regular basis. It creates a space for advancement. Would like to speak about everybody has potential and dealing with real transformation. If we saying we are a family then we should start from a baseline, ensure everybody is part of this family, e.g. contract cleaning companies – why should there be contract cleaning staff? Why can't the cleaners be full-time staff? We cannot just talk about being at the heart of technology education in Africa when it appears to be excluded from Africa. We cannot just speak about the economic problems in South Africa but we need to talk about Africa. We need to say we are all Africa. We need to look at challenges in Africa. How can we en skill the masses and make a transformation in people's lives. Space needs to be created so that best practice in teaching can be shared. Look at indigenous wealth of knowledge, looking at challenges and aligning ourselves accordingly.

Staff member:

The current minister when he spoke in supporting Vision 2020 he also put in line transformation of the Higher Education in the country. Is it not impossible for us to change things in this university if it's not changed nationally? When I graduated 2 years ago, there were 5 PhDs and none of them was from South Africa but from Africa. CPUT should ask what is done in assisting basic education. Huge gap between matriculants and first year student. The students must be assisted in the gap from high school to university. Admit there is a problem and accept there is a problem and address problem at high school.

Are we offering courses relevant to the economy or are we offering courses just to raise money?

We need to drive an entrepreneurial attitude. Move away from mindset that say ' I graduated and companies must employ me'

Luclaire:

The discussion has been happening at different levels, national, operational, we need courage to change attitudes, we need a consistent approach.



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Break Away Session

The Chancellor asked to be excused at 12h16.

COMMISSION 1: Students At the Centre of Service Delivery, Facilitator, Bridget Maclou

Resolution of Commission 1:

The commission changed the heading “centre of service delivery” to “Students at the centre of delivery of the academic project”. The Academic project is the goal. What do students really need to be successful academically?

Issues:

- Learning styles of students are different. Lecturers need to learn how to accommodate learning styles of all students in order to accommodate diverse learners. Additional capacitation of lecturers and attitude of lecturers.
- Centralised academic support across faculties for students lacking. The term “academic terrorism” is used by students (students are terrorised when they are told they are not up to scratch or they are going to fail). Strive towards a 0% failure rate (intervention such as winter schools during holidays or weekends etc).
- Topics for MTech and PhD students must be relevant. There must be topic clearance for MTech and PhD students.
- The race issue at CPUT is a problem especially in student performance, the way assignments are assessed. During exams student numbers should be used instead of names. Students are told that they write rubbish.
- Buy into institutional values and mutual respect- Philosophy that the student is truly at the centre of what we are doing. When you don't deliver why are you not taken to task? The institution should run educational programmes for staff on service delivery to students.
- Student satisfaction surveys – Regular student satisfaction surveys should be conducted. Findings of surveys must be clearly articulated and acted upon.
- Attitude (expectancy) of postgrad students (level of knowledge) vs undergrad students must be distinguished.
- Improvement of management skills and policy implementation. Accountability on all levels. Managers need to take more responsibility.
- Maximise Institutional resources – institutional readiness to receive first year students from previous disadvantaged schools. , no career guidance. Guide students into the right academic programmes. Maximise institutional resources (Alumni, Fundani, Counselling, Co-op). Assist students in making informed decisions about choosing courses. Provide a window of opportunity to change.
- Feedback – more time is needed. Each faculty must be represented (Faculty Manager). Student centredness and CPUT identity must be linked. Council needs to form dialogue. Key themes needs to be addressed across all levels.



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COMMISSION 2: Applied Research and Innovation, Facilitator, Dr Chux Iwu

Overarching context: Imagine CPUT is the greatest technological university in the world where research and innovation is thriving. What must we do now to make this possible from the following perspectives?

1. Institutional perspective

Universities of technology, unlike traditional universities were only granted postgraduate awarding status in 1993. This places universities of technology at an historical disadvantage, in trying to leap frog research development; the university has invested in various ways so as to propel the research activities. There is a 10 year Research and Technology Blue print, which aims to improve the research uptake within the various faculties and support units.

3. Funding perspective

There is a need to continue investing into research and innovation until we reach a critical mass for improved per capita research by all our academics. There should be investment in research facilities. R60 000 to conduct research addressing the national question is insufficient. Researchers can only access URF funding after two years whilst there is an expectation for increased research outputs.

3. Leadership perspective

Perhaps there should be consideration for policy flexibility with regards to the University Research Fund (URF). The current policy is rigid and does not accommodate refunds for staff and /or postgraduate students who purchase equipment to further their own studies, for example, own recorder and pay transcription costs for their dissertations.

4. Resource perspective

There are capacity constraints as far as meeting the 7% target for postgraduate students set by DHET. This leads to a few academic staff supervising more postgraduate students than is necessary. The reality is that the majority of academics do not do research, and a sizeable number of these have neither experience nor inclination to do research. As a result very few academics meet the national benchmark to publish an article over a two year cycle. There needs to be a strategic decision to recruit academics with both a publication experience as well as evidence of successful supervision of postgraduate students. This implies a review of the current recruitment and selection policy.

5. Qualifications perspective

There needs to be a concerted effort to require academic staff to improve their qualifications in line with the 2030 Vision of the National Development Plan. What is the university plan to contribute to the increase of the number of teaching staff from the current 34% (sectorally) to 75% by 2030? We currently have just over 10% of our academics with PhDs, some of whom are not active researchers.

6. Support structures

Unlike in traditional research universities where a research culture is embedded, in UoTs, such culture is invariably developmental, where at times it becomes an individual's choice. Heavy teaching workloads also impact adversely on establishing a research culture. However, at times workloads can be a double edged sword that is prone to be used as an excuse not to do research. Where there is a paucity of research capacity, consideration should be made to engage adjunct professors to mentor novice and young researchers. Perhaps the US model is instructive, where one of the requirements for tenure is to publish a certain quantum of publications. For example, at UJ, an academic must publish to qualify for a bonus.



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To be able to achieve the goals and objectives of the Research and Technology Innovation Blueprint, requires effective support structures that cater for the entire research value chain, from novice researcher to rated researchers. Each of these researchers have varied needs which needs to be addressed differently. Our approach to building research uptake needs to be sensitive to the reality that women and those older than 45 years should be accommodated and supported. This implies that the institutional funding research regime must be age and gender sensitive in its allocation decision making. Academic progression is critical and requires a focused developmental trajectory and academic leadership and support by heads of department and faculty deans. For example, the *ad hominem* promotion process should be seen to be a developmental opportunity where the institution is able to guide and support aspirant academics to reach their full potential.

UoTs are characterised in the main by a dominant teaching paradigm which of necessity requires planning around the teaching programme rather than holistic models of teaching which need to be fundamentally retaught so as to yield an enabling environment.

7. International and local perspective

Many researchers benefit from Confcom funding for international conferences. Our internationalisation strategy should not only support international research collaboration but should create an enabling environment where, for example, such relations are leveraged to yield international research outputs through joint conference papers and journal article publications. CPUT's international publication profile is currently not that visible. This also requires a research publications strategy so as to improve our international academic visibility, by not only publishing in ISI journals but in high impact journals. To be able to do this presupposes that our research finance will have to be jacked up to deal with increased focus on internationalisation.

8. Environmental perspective

Currently there is no coordinated institutional academic and research response to the issue of climate change. Whilst there are pockets of research being done on environmental issues, including on energy and water, these initiatives can benefit from inter/intra- departmental collaboration to yield maximum impact. We cannot aspire to be a great institution when so little is done in making our institution an environmentally responsible citizen as far as water and energy demand management are concerned. Our multi campus environment is a perfect laboratory to address environmental concerns such as reducing carbon emissions, a recycling and non-motorised transport by using alternative technologies such as video conferencing and skype instead of travelling to attend meetings, for example.

Resolutions

- there is a need to infuse cross fields outcomes for planning for 3rd and 4th year levels
- we need to change outlook on our research cycle
- change the current research focus to a research uptake approach
- provide an enabling environment at departmental level for academics and administrative staff to do research
- review the per capita workload for academics supervising BTech projects to enable them to have adequate time to do research
- consider incentives beyond research i.e. innovation, research uptake study, triple helix space
- increase communication and collaboration among seasoned and novice researchers, along the concept of Research Fellows



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- research methodology be introduced at undergraduate level already
- introduce professors teaching undergraduate students preferably at first year level,
- to improve throughput and pass rates at this level
- forge a closer alignment between postgraduate students and the tutorial support system
- promote awareness for relevance of research in improving one's teaching practice
- develop an exit/up skill strategy for teaching staff without requisite minimum educational qualifications (e.g. a 3 year window period)
- increased focus on applied research and infuse entrepreneurial elements in our course offerings
- focused support for postgraduate students to increase local student uptake and throughput in general
- researchers to have their areas of research interests on the university web site to attract prospective postgraduate students

COMMISSION 3: Efficiency and Effectiveness, facilitated by Luclaire Airey

A summary of the discussion at the breakaway session of the Inaugural University Assembly 2013 held on Saturday, 27 July 2013.

Ms Luclaire Airey led the discussion and assured members that no names would be mentioned outside of the meeting and that everyone should feel free to speak openly. After some discussion about what the members considered effectiveness and efficiency to be, a member of the CPUT Council stated that instead of addressing generic problems that could be similar to any other institution the focus should be on specific issues. The following problem areas were identified by the members and summarized by Ms Airey:

- IT systems were not in place.
- The HR Department was not functioning optimally and their processes did not adequately support the core business of the institution.
- The operations and maintenance processes were not optimally supporting the core business of the institution.
- Although some of the finance processes were in place most were not and hampered operations.
- There was a lack of capacity building. Employees were not aware of their responsibilities and therefore did not know what they were required to deliver on.
- The strategic functions were not catered for in the strategic units.
- There was a lack of social cohesion.
- Responsibility and accountability: People are not being held accountable for their jobs.



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Comments

- In terms of capacity building we need to acknowledge and engage on the need for performance management.
- Lack of job performance has to be addressed at all levels.
- The Institution has a poor work culture.
- The process for getting things approved was tedious and unnecessary. Directors and Managers should be trusted with decision making powers and then be held accountable for the responsibility.
- Strengthen communication from Management and Committees to relevant staff in terms of issues that affect operations e.g. budget cuts are never adequately communicated.
- Finance processes should be fine tuned to allow for more flexibility to get the job done on time.
- Processes should be harmonized.

Ms Airey suggested arranging workshops to unpack the details of each of the issues raised to determine the way forward. The Council member however objected to that suggestion and felt that workshops would only delay resolving all the issues. He recommended that each of the issues be taken to Council so that a decision can be taken to lighten the burden and progress going forward.

COMMISSION FOUR: CREATING A DISTINCT UNIVERSITY IDENTITY, FACILITATED BY ANTHONY STAAK

OVERARCHING CONTEXT: Imagine CPUT is the greatest technological university in the world where its identity is world renowned. How do we want to be perceived by prospective students, staff, alumni, industry, society, etc.?

Opening remarks:

There is an inspirational element in the overarching context, and may not reflect the current reality. We need to put ourselves in the shoes of the stakeholders, i.e. what do we need to be in order to be perceived as a Great Technological University by prospective students, staff, alumni, industry, etc.

Distinctiveness should not be conflated with uniqueness. Hopefully we will identify a number of attributes after considering the position of each of the stakeholders. It will be a particular set of these attributes or features that we wish to emphasize that will make us distinct.

Reference was also made to the four key points that Prof Tanga emphasised in her speech:

- We need to understand that our current position is not perfect.
- Organisational change does not just happen automatically; it needs to be influenced.
- We need to avoid chaotic change; it should be focused, directional and organised.
- We need to understand that all voices matter, are equal and (equally) important.



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Prospective Students

- Distinctiveness should be understood within the context of CPUT as a University of Technology. What are the attributes we would associate with a University of Technology?
 - A strong focus on technology and innovation.
 - Knowledge/ technology that is applied to address basic human needs.
 - The appropriate use of technology to address these needs.
 - An institution that is responsive to the needs of industry and society both in terms of academic programmes and research.
 - An institution providing professional education and training, preparing students for the world of work, but also equipping students with the competencies demanded by the globalization and the knowledge economy.
 - Work Integrated Learning is embedded in all academic programmes.
 - Graduate attributes should also include emotional intelligence enabling us to develop leaders for Africa.
- It is acknowledged that these attributes will be common among most UoTs. It is necessary to explore these concepts deeper to determine what would make CPUT distinctive. For prospective students how will we differentiate ourselves from other UoTs and become their institution of choice?
- Brand perception of prospective students is important – how do we rank in terms of identity and reputation when we are considered by prospective students? We need to develop a brand and promote this brand. The importance of developing an identity such as “Maties, Ikeys, Tukkies, [Madibas]” cannot be overemphasized, as students connect with a brand.
- Students will be attracted by the uniqueness of our programmes, the excellence of our programmes as well as the excellent quality of our educators.
- Students will perceive CPUT as an institution which: -
 - Provides a nurturing and supportive environment. In the words of our Chancellor “the bulk of our students know struggle”. CPUT will provide these students with the best opportunity to compete against the best in the world.
 - Is well networked and plays a major role in regional development taking full advantage of its geographical location in the Western Cape.
 - Develops entrepreneurs and promotes innovation and entrepreneurial skills
 - Is responsive to socio-economic needs – it is an engaged University which plays a visible and tangible role in addressing the needs of our community.
 - Is an innovative University in its approaches and thinking – it applies innovation to addressing the needs of society
 - Imbues students with critical reasoning skills
 - Prepares students for the knowledge economy and the world of work



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- CPUT's edge with regards to employability is the extent to which theory and practice is integrated, and work integrated learning is embedded in all academic programmes.
- Social cohesion is promoted in a broad sense.
- Research at CPUT has an applied focus and is directed at solving real life problems (human needs, quality of life issues).

1. STAFF

Staff will perceive CPUT as an institution where: -

- There are sufficient opportunities for personal development and growth (to pursue further studies in the discipline or in education, as well as internships in industry).
- The environment is supportive. The work/contributions of staff members are acknowledged.
- There is a sense of belonging and where staff are valued.
- They have a voice that will be heard (reference Prof Tanga's fourth key point: "We need to understand that all voices matter, are equal and of equal importance").
- There are formal structures (governance structures such as Senate, Faculty Boards) for staff to direct their voices – as well as informal spaces for staff to feel free to engage on issues without fear of retribution or persecution.
- Effective governance and leadership prevails
- They can make an impact.
- Diversity is embraced with well-developed strategies.
- Collaborative research / market-related applied research is undertaken with a strong focus on innovation (Reference Prof Tanga's key point on research: "Applied research as opposed to blue sky research".)

The time limit was reached on creative deliberations and the group was requested to disband at this point.



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Summation and Declaration, Mr Cameron Dugmore, Council Member

Mr Dugmore summarized the key notes and issues raised about the need for a voice to be found, the need to have timelines and deadlines, issues of accountability at the different levels of the institution and maintenance issues. Where we want to be must find its roots at where we are at the moment and where the particular problems are.

This Inaugural University Assembly was less inspirational and focused on the real problems. Overcoming those problems is part of getting to the “great university” that we want to be. The existing forum must be utilized effectively so that we get maximum benefit from them.

Different spaces are needed to engage. A proposal was made to look at informal ways for members of different faculties to engage

Importance of this UA is to look at ways to institutionalise discussions at CPUT where existing institutions are used to deal with the existing problems. To create an assembly of defining greatness and where we want to be. CPUT is clearly informed by the NDP and the Vision 2020.

The Declaration was read out on the big screen. The declaration was supported by the congregation to take this dialogue forward.

Vote of Thanks, Mr Mbulelo Bikwani, Council Chairperson

Mr Bikwani thanked Mr Dugmore. We need to get to the culture of sitting down and talking about issues. Have discussions around what this university want to achieve and contribute to the economy of this country.

The University Assembly is a product of visitation to all faculties and departments to hear what are the issues and culminated into this.

CPUT is advertising for a DVC CIO which is a product of those very meetings held with faculties. Technology was identified as a problem. This concern was raised at Council and Council put money to it. CPUT can be assured that Council is delivering.

The declaration captures CPUT’s wishes, we wish those actions will be processed and concretised into action steps to make CPUT proud of itself.

This declaration will go to Council. CPUT will move forward with determination that it’s going to be a great university.

A big thanks to Mr Dugmore, to Council to everybody who participated.

A special thanks to Mr G Mvalo for all his hard work on this process.

The meeting closed at 16h45.



University Assembly Report

ACKNOWLEDGEMENTS

Organising the first inaugural assembly on behalf of Council was a team effort as evident by the number of people and departments acknowledged below.

Chancellor

Trevor Manuel

Council and members

Council Chairperson, Mbulelo Bikwani

Physical Committee of Council Chairperson, Cameron Dugmore

Executive Management

Vice Chancellor, Vuyisa Mazwi-Tanga

Deputy Vice Chancellor: Academic, Anthony Staak

Deputy Vice Chancellor, Research, Technology Innovation and Partnerships: Chris Nhlapho

Registrar, Nikile Ntsababa

Panellists

Vuyisa Mazwi-Tanga, Mihla Manciya, Elisha Chiware, Shaun Pather

Marketing and Communication Department

Sevérus Cerff, Kwanele Butana, Catherine Cloete, Patricia Samuels, Nastassja Wessels, Suzelle Koch, Marick Hornsveld, Norman Jacobs

Media Department

Journalism Students: M Ndou, J Felix, R, Isaacs, M Trout, C Swartz, W Fortune, F Villette, D, Oktober, B Gillian
Nirvana Bechan, HOD, Clement du Plessis, lecturer

Infrastructure and Facilities Department

Luyolo Myamya

Student Affairs Department

Derek Stocken, Kurt Mitchell, Ivan Miller and casuals

University Assembly Task Team

Bridget Maclou, Siddeeq Railoun, Richard Shumba, Mihla Manciya, George Mvalo

Institutional Forum

Scribes

Arlene Diedericks, Fazloen Zouity, Dorian Aploon,



ANNEXURE A: University Assembly Terms of Reference

- To create a platform for the CPUT community to dialogue on issues directly affecting the health of the university
- To facilitate a healing process within and amongst sectors of the university community
- To foster a culture of public engagement and dialogue as a core element in building a new institutional culture
- To build a sense of caring and belonging for both staff and students
- To reinforce the message emanating from a variety of official communication channels
- To develop, monitor, assess, and evaluate a thorough going change management intervention through assistance by a reputable OD entity which shall demonstrate expertise in developing large scale OD interventions spanning between three to five years reaching all sectors of the university community.



ANNEXURE B: CPUT Position Paper

PART 1

PROMOTING INSTITUTIONAL DISTINCTIVENESS

1. Origin and background

The Institutional Quality Improvement Plan which followed the institutional audit contains a number of Quality Improvement Goals, among which is Goal 3.3: Improve on the building of an institutional culture. The first improvement action listed under this goal is: To cultivate an institutional distinctiveness particularly in three university legs, i.e. Teaching and Learning, Research and Community Engagement.

The key performance indicator for this action is to develop a position paper on CPUT as a University of Technology adequately covering the nuances of these three primary activities.

This paper thus sets out to explore distinctiveness in the CPUT context. Firstly there is a brief discussion of what it means to be distinctive. This is followed by a contextualisation of distinctiveness in relation to culture and differentiation. Subsequently there is a description of the elements that would produce a distinctive institution, ending with a brief outline of the factors that make for success in pursuing distinctiveness.

2. Distinctiveness

Distinctiveness refers to the particular attributes of an institution. It is a means whereby persons within and without an institution can identify the attributes and behaviours that are valued and promoted by the institution and be able to distinguish it from similar institutions. In the case of a university this implies that there should be some positive characteristics that enable observers to distinguish a particular institution from other universities as well as from universities of the same type. The Merriam-Webster dictionary defines distinctiveness as the quality of being different. This is interesting as it indicates that there is in fact a relationship between distinctiveness and difference. It is possible that as institutions become increasingly differentiated it might become progressively easier to distinguish between them.

Institutional distinctiveness is the quality of being distinct from others, especially in terms of achievements and other distinguishing features (Clark 1970). Institutional distinctiveness is the objective measurement of institutional achievements as well as the internal and external perceptions of the quality of the achievements.

It must be understood that if an organisation is distinctive this does not imply that it will be unique. Higher education institutions share many common characteristics but distinctiveness arises from a matrix of features and attributes that together make an institution stand out in the eyes of observers.

There are many elements that contribute to distinctiveness and in this regard it is critical to emphasise that any institution should have a common understanding of how it understands distinctiveness and that it defines what elements and the pathways to the achievement of distinctiveness.

This can only happen within a realisation that there is no single set of attributes that can make an institution entirely distinctive. Distinctiveness emerges from a particular combination of attributes and the emphases and nuances placed upon these. Distinctiveness thus arises from a difference of focus and emphasis rather than out of an attempt to be different from every other institution.

Distinctiveness can have many points of origin. For an academic institution it arises from the typical activities of the university in the three main fields of teaching and learning, research and engagement. In simple terms distinctiveness can arise from what a university does, how it conducts itself, what it produces, the nature of its relationships and



ANNEXURE B: CPUT Position Paper

partnerships, the contribution it makes to its context, the kind of students who have access to the institution, the range and scope of its academic programmes, the depth of its scholarship and so on.

Although the two terms are often used interchangeably identity and distinctiveness are not equivalent. In terms of this discussion, identity refers to the intrinsic nature of the institution. It is how observers would typically describe it. Institutional identity can be thought of as collective sense-making by staff that develops through the conversational exchange of ideas. Institutional identity is understood to be open (not fixed), relational and evolving over time (Hardy, Lawrence & Grant 2005).

Image forms part of the scope of identity and clearly any institution strives to create an identity (and image) which is positive in the eyes of external observers. Corporate image management and branding are part of this attempt at building a positive and consistently recognisable identity.

Although it may well be part of the perceived identity of an organisation, distinctiveness is what makes the institution stand out in the eyes of others. Undertaking new initiatives and even being successful are not necessarily hallmarks of distinctiveness.

3. Culture, differentiation and distinctiveness

In order to clarify the issue of what is really means to be distinctive it is useful to understand the relationship between culture and distinctiveness as well as the influence that the issue of differentiation will have on the future of the university. It is contextually significant that the key performance indicator on distinctiveness is located within a goal that seeks to improve institutional culture. This indicates that distinctiveness is seen as an element of culture.

Institutional culture refers to the ‘personality’ of institutions. Culture is ubiquitous: every organisation, every department, every informal work team has a culture. People create culture, but are also shaped by it (Chidester, Dexter & James 2003). A popular definition of culture is the “way we do things round here”. It refers to the collective behaviour of people in organisations. An institutional culture comprises the dominant behaviours, actions and thinking in the organisation and clearly these may have negative and positive connotations for observers. Thus there is a close relationship between culture and distinctiveness in that the prevailing culture in an organisation ideally supports the quest for distinctiveness.

Any discussion of distinctiveness must necessarily occur within the context of an understanding of a differentiated and diverse higher education system. Differentiation and distinctiveness should not be confused although it is possible that in seeking to be distinctive an institution may test the boundaries of systemic differentiation.

Higher education differentiation is the ‘process through which the diversity of the higher education system increases’ (Cloete 2010); it can also be understood as the ‘the process by which new entities emerge in a system which leads to greater diversity’ (Mbatia 2010).

It is not the intention of this paper to further explore the debate on the nature and definition of differentiation other than as a context for the discussion on distinctiveness but it is clear that there is widespread acceptance that the Higher Education sector should be differentiated and diverse. A common view is that there should be a continuum of institutions with different strengths and purposes. It would be erroneous to think of this in terms of a simple continuum as, in reality, there are numbers of factors that distinguish universities from one another in the South African context. Some of these are size, location, typical student body, nature of programme offerings, research output, and institutional type and history.

The legislated creation of universities of technology and comprehensive universities was designed to create greater diversity in the system and to facilitate portability of students, academics and knowledge across the sector. It is extremely unlikely that there will be any further legislation to enforce differentiation but there are clear indications from



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the DHET that there is an intention to pursue a path of steered and negotiated differentiation in higher education over the next decades. The department intends to negotiate future strategies and trajectories for individual institutions based on four factors: the different institutional types, the different levels of knowledge production, different missions and roles, and the different strengths and purposes of respective institutions. This strategy is spelled out in the 2012 Green Paper on Higher Education and Training which also provides a rationale. The reasons listed are: enable institutions to find their niches so as to enhance their ability to meet national needs, to provide a diversity of offerings to learners, to provide flexibility and innovation throughout the system and to increase the overall participation rates (DHET 2012)

One of the aims of increasing differentiation in the system is to make higher education institutions more responsive to the development needs of the country and to be more efficient. There is continuing concern about the high numbers of drop outs. In addition there is a commitment that participation rate in higher education will increase and this cannot be possible without a range of institutions to provide for a wide range of students.

The DHET has expressed the conviction that Universities of Technology should not aim to become more like traditional universities but should aim to develop and strengthen themselves within their current mandate. In this scenario any impetus towards distinctiveness will happen within the confines of the institution as a university of technology.

It is beyond the scope of this paper to critically analyze the underlying rationale and assumptions about the desirability of differentiation in South African Higher Education however as Singh (2008) illustrates the issue is not unproblematic.

In summary, the above discussion on culture and differentiation illustrates that any consideration of distinctiveness has to occur within a consideration of its relationship to culture and with the understanding that steered differentiation in the higher education system will act as a constraining factor. Distinctiveness cannot be separated from context.

4. The CPUT position on distinctiveness

CPUT accepts the general principle that there should be a differentiated and diverse higher education system in the country and welcomes the call to be responsive to the human resource and development needs in the land. It acknowledges that there is a special place for Universities of Technology in the educational landscape but does not believe that historic precedents alone should determine what kind of institution it should be in the future.

Within the boundaries of acknowledging that the university can be categorised as being of a certain type CPUT would wish to embark on a unique developmental trajectory.

CPUT is fully aware that the University of Technology sector has had low numbers of post graduate students and low levels of knowledge production and that it will take a long time to change this scenario. CPUT leadership is also cognisant of the view that it is not in the national interest that all universities in South Africa should seek to emulate the few research intensive universities.

Nevertheless CPUT would like to assert that within a differentiated system it will be actively seeking ways in which the institution will become distinctive in the national and regional landscapes.

5. How CPUT will be distinctive

CPUT has spent considerable time over the past few years developing and approving a variety of strategic and operational documents which spell out the way forward for the university over the next decade and beyond. There are three important documents in this regard. Vision 2020: The Strategic Plan, The Academic Planning Framework and the Research, Innovation and Technology: Ten Year Blueprint.

Many of the ambitions and goals in these documents contain elements which signify how the university wishes to be distinctive in the region, nationally and internationally. The documents have a common thread: that the institution has current strengths on which it wishes to build.



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This establishes a basic principle in seeking distinctiveness. Taken together with the discussion on differentiation above, the university firstly accepts that it has a particular role as a university of technology and that it has a particular mandate within a differentiated system. Secondly the institution has a number of strengths which will serve as the basis for future development and act as a springboard for fostering distinctiveness.

The aims and targets in the various planning documents do not need to be repeated in this paper. They reflect the typical aspirations of the institution as it seeks to improve all spheres of its activities. However actions detailed in these documents do not necessarily reflect ways in which the institution will be distinctive. For example it is arguable that aims such as the desire to put the institution on a sound financial footing can be regarded as something which will make the university stand out in the minds of the public.

Similarly there are a number of aspirations to with efficiencies or attempts to improve the university systems which, if successful, will not necessarily make the institution distinctive. It is important to underline the fact that merely being good at something does not make an institution distinctive. Neither is it desirable or even possible to be distinctive in every facet of the normal activities of an organisation.

This begs the question of exactly what elements in the future strategies will lead to distinctiveness. The discussion which follows suggests that there are six critical areas where the institution will strive to be distinctive.

- Technology education
- Work Integrated Learning, Engagement and partnerships
- The Programme Offerings
- The Curriculum
- Teaching Methodologies and Student support
- Research

6. Technology Education

The CPUT vision asserts that it is the institutional ambition to be at the heart of technology education in Africa. This has the implication that all the activities of the university should be imbued with a sense that knowledge should be applied and that there should be a constant focus on using knowledge to address the real life issues of the region and the country and beyond. This gives a particular emphasis to the ways in which the university works with all its partners and to the curriculum, teaching, and research.

Inseparable from the notion of technology as applied knowledge is the necessity that graduates from a university of technology should be adept at using current technologies and being able to apply them in their chosen field. The implication is that the curriculum should have a rich technology focus. In the modern world Information and Communication Technology (ICT) is the most pervasive form of technology but the study of technology goes beyond the study of ICT

This means that a distinctive feature of a university of technology would be teaching about technology but also that it should be actively researching the use of new technologies and equipping graduates to think critically about the use of technology in the modern world.

Beyond this it has to be expected of a university of technology that the ICT environment within the institution itself should be of high quality and relevance. The institution should be an early adopter of new and emerging technologies. The focus on technology in the classroom cannot be separated from the technology environment in the broader institution. ICT, in particular, and technology in general should enhance and support learning and teaching and serve to make the university a more efficient organisation.



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A distinctive university of technology should have a focussed and pervasive approach to technology.

7. Work Integrated Learning, Engagement and Partnerships

Historically speaking the institution has had a long history of work integrated learning and an established reputation for producing graduates who have been prepared for particular roles in industry and the professions. The basis for success in this area has been the relationships that have been established with the world of work and employers. In addition there is a long history of engagement through the practice of service learning which is embedded in a number of programmes. For many outside observers this has been the most distinctive feature of the institution.

As the institution seeks to identify itself more fully with the role of being a fully-fledged university there will be an increasing drive to introduce more degrees and “university type” programmes. This has the potential to create a tension between the curriculum content of the new programmes and that of the diploma type programmes. If the institution becomes more like a traditional university then it is possible that it could lose this distinctive feature.

However all the strategic documents emphasise the importance of continuing with the focus on work integrated learning. What this implies is that the institution will have to find ways to manage the tensions between its traditional strength and distinctiveness and its desire to introduce programmes that do not traditionally have the world of work and practice as their focus.

One of the challenges in this regard may be to re-examine the nature of the relationships with the world of work and to find new ways of creating mutually beneficial partnerships. CPUT cannot view work related learning merely as a vehicle to serve the ends of preparing students more adequately for the work place. In order for the institution to be outstanding in this area we need to see the whole of work integrated learning as a partnership for the co-production of knowledge. There must be clear benefits for employers who offer work placements.

The nature of the relationships with society, industry, government and the professions should be seen as part of a broader commitment to engagement with all partners. The way in which we think about engagement and what it means to be an engaged university underpins all activities and could be the most significant element of distinctiveness for the institution. This is also critical to the building of a distinctive research ethos as is discussed in the section on research.

8. The Programme Offerings

Formal full time programmes

The questions of what programmes we offer and the nature of the curriculum are intrinsically bound up with the previous issue of engagement. If our programmes are to be supportive of our engaged relationships (and our research efforts) then there must be a planned transition to a set of programmes that will satisfy the needs of the students and partners within the context of being a UoT. This is not unproblematic.

There are numbers of obstacles in the path towards the ideal programme and qualification mix. Not the least of these is the opinion that prevails in some quarters that the UoTs should by and large be confined to undergraduate programmes and that these should largely be diplomas.

The Academic Planning Framework concedes that for the next decade CPUT will be a largely undergraduate institution offering mainly diplomas. However within this context the university sees the gradual transition towards a mix of degree and diploma programmes with a range of niche post graduate offerings. There are a number of factors giving impetus to this vision. One of the strongest is that there are clear indications from employers that they will increasingly view a degree as the minimum entry level qualification for employment. This is happening in the Health and Applied Sciences and there are indications from a wide range of other sectors that this is in the offing.



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The institution is already awarding significant numbers of degrees in Education and other fields. This is a trend that cannot be reversed.

CPUT will undertake a planned transition to a wider range of degree and diploma programmes with relevant post graduate progression. One of the underpinning motives for this is that it is clear that the small number of research intensive and traditional universities cannot provide the requisite number of degree programmes for the increasing number of entrants and that there will have to be a wider range of institutions offering postgraduate degrees right up to PhD level. Furthermore it is critical that the institution should be able to provide programmes that are relevant and which met the demands of society.

However the institution is aware of the dangers posed by unrestrained growth and does not seek to duplicate the programmes of traditional universities. This leads to the inevitable question of exactly what programmes CPUT aspires to offer and how these will contribute to the distinctiveness of the institution.

The development of a more ideal Programme and Qualification Mix for CPUT is inextricably bound up with a number of issues. Some of these have been discussed above and others are referred to in sections following. One of the primary drivers is the desire to be distinctive in the way in which the university engages with stakeholders and partners. This will mean that the programmes we offer have to be responsive and supportive of our focus on WIL.

The second issue is that of curriculum. If the programmes are to be relevant and responsive then there has to be a process of curriculum development and renewal. The third issue is to do with the question of what kind of graduates the university wishes to produce. A set of carefully developed programmes with the right curriculum must have the potential to produce graduates who have the competences prized by the university and by employers. In addition programmes need to prepare graduates adequately for postgraduate programmes.

In order to foster distinctiveness the formal programmes should have a number of characteristic

- Programmes should be professionally oriented and focussed on careers
- They should contain a strong element of learning based in practice (WIL)
- They should be carefully curriculated so as to maintain and support a technology focus
- They should be relevant and responsive to the current needs of society
- They should be designed and delivered in such a way as to reinforce the principles of learning as a partnership between the university and society
- Produce graduates who are technologically adept but also capable of reflection on the role of technology in society
- They should directly underpin the research emphases and niches of the institution
- They should have a focus on innovation and innovative thinking as an essential basis for the emphasis on innovation in the RTI strategy

It is clear that it is critical that there should be a coherent and carefully planned transition to an ideal set of programme offerings. Perhaps more than anything this is what will make the institution distinctive.

9. Professional Development Programmes

Any discussion of the distinctiveness of the programmes offered by the university has to include a consideration of



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the role of part-time and professional development programmes. If this area of operation is to underpin the thrust towards distinctiveness in programme offerings, then it has to reflect the philosophy and impetus of the formal programmes. At the same time continuing education and short courses have to provide for a measured response to the needs for continuing professional development in areas such as Health and Teacher Education.

Over the past few years the tendency has been to move increasingly towards the formalisation of short courses. While this may have merit in that it satisfies the needs of working students for formal qualifications it is perhaps time for a re-think about the role of continuing education in furthering the strategies of the institution as well as in enhancing and creating the partnerships that are so vital to distinctiveness.

There is merit in looking at how the institution can work together with industry to make businesses more productive and competitive rather than just helping individual employees gain formal qualifications. It becomes evident that the critical success factors of part time and continuing courses are inextricably bound up with those of the formal programme and these in turn cannot be separated from the issues of partnerships and work integrated learning.

Finally we should not lose sight of the fact that as a university of technology the institution should be focused on addressing real life issues in the context in which it finds itself. In this respect, it is of vital importance to capitalise on the existing relationships with the city and province where the focus is on addressing the development priorities of the region.

10. The Curriculum

There is little doubt that what attracts potential students to an institution is their perception of the quality of a programme together with the value and usefulness of what is taught in that programme. The implication of this is that it is not possible to separate the two critical issues of the appropriate range of programmes and the curriculum of those programmes. Even when the university may be offering the same or similar programme as another institution it is crucial that the programme offered should be distinctive in terms of both the curriculum and delivery.

In this context it is critical for CPUT to get to grips with the competencies that will truly make its graduates exceptional. These would move beyond the traditional considerations of employability. There is evidence to suggest that employers the world over as well as in South Africa are looking for graduates who have the skills to work in a global environment, who are innovative, with good language abilities and are comfortable in a multi-cultural environment.

The university understands that any chosen set of graduate attributes is unlikely to be unique and also that graduate capabilities are not achieved by a determination to arbitrarily address them in isolation. It is vital to realise that success in this area emanates from the way in which graduate attributes are infused into the appropriate curriculum and teaching and the institution will be aiming to be distinctive through this approach.

The content of what is to be taught and learned has to be appropriate to the nature of the programmes, endorsed by the partners of the institution and supportive of the aspirations to produce a particular kind of graduate. Thus continuing curriculum renewal and innovation will have to be one of the pillars supporting the notion of distinctiveness.

11. Teaching Methodologies and student support

It is impossible to separate the realities of the institutional PQM and the curriculum from that of teaching. The way in



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which the curriculum is delivered is central to success.

This area, of necessity, has to be one of the areas of distinctiveness for CPUT. If the institution has serious ambitions to be distinctive through the ways in which it executes its partnerships, programmes, and curriculum, then the way in which it typically teaches will have to be distinctive as well. Students in the future will continue to choose CPUT because they see the institution as an avenue to meaningful employment and, if the institution is successful in curriculum renewal and revival, because they see the advantages of studying at the institution for a particular kind of qualification. Whatever the quality of these students in the future it is essential that the curriculum will be delivered in a way that is distinctive and supportive of the goals to produce a particular kind of graduate.

In this context it is important that there should be a realisation that there must be a concerted set of efforts that encourages, supports and rewards the kinds of teaching that will make the institution distinctive. These will range from reconsidering employment policies to encouraging lecturers to take sabbaticals in industry while not overlooking the importance of bolstering research about teaching and learning.

The institution has already devoted considerable energy to establishing systems for continuing student support. Early identification of students at risk, marks review systems, peer support mechanisms and the tutorial system are all indicators of an institution that cares about the success of its students. If the institution continues with its practice of presenting itself as open and accessible it will have to find new ways of supporting students and enhancing success. This is a continuous process. As the university is faced with new challenges in the delivery of a relevant curriculum it will have to explore new ways of supporting students in their learning.

Over the years the institution has taken great pride in the fact that it has made extraordinary efforts to welcome and accommodate many students from poor backgrounds. Many of these continue to be the first in their family to enter higher education. In the future the university would like to further strengthen its reputation as a haven for these students while at the same time doing its best to ensure their academic success.

In concluding this discussion on ways in which teaching and teaching methodologies might be distinctive at CPUT, it is impossible to ignore the acknowledged success of the research initiatives and practices which have begun to characterise some of the teaching efforts at the institution. Going forward this element could be an intrinsic part of the ways in which the university is able to claim distinction in this area.

12. Research

The final area where CPUT will be seeking to be distinctive is in the area of research. This has been left to last in the discussion because it is clear that it is not possible to be distinctive in research without a drive for distinctiveness in partnerships and engagement, in the programmes that are on offer, and in the curriculum and teaching.

It is impossible to build post graduate success without substantial underpinning from the undergraduate base. For example one cannot start to teach critical and innovative thinking at the post graduate level, this has to be inculcated in the undergraduate curriculum. It is also clear that research can only succeed if it is enabled and driven by a technology rich environment and supported by effective procedures and structures within the university systems.

The CPUT Research Technology and Innovation (RTI) blueprint which was mentioned at the outset is strongly supportive of the areas where CPUT can be distinctive. In particular it specifies work integrated learning, partnerships and staffing as critical issues. The blueprint is aligned with numerous national and global planning documents and strategies but emphasises that research is focused on developing the institution as a university of technology.

The ambitious and detailed blueprint closely echoes the need to be distinctive in the areas discussed above and underlines the principle that the university should build on its current strengths. It proposes a selective approach through building current research niches in response to identified priorities.



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The RTI strategy also appropriately highlights the critical role that institutional culture and infrastructure play in effecting change. It emphasises the point made earlier that institutional systems must be aligned to support research and innovation.

The strategy identifies five pillars

- Strategic Partnerships
- Unlocking potential of staff and students
- Service and research uptake
- Multidisciplinary focus areas
- Excellence

The previous section on work integrated learning, community engagement and partnerships emphasised that one of the most distinctive features of CPUT as a university of technology has been the strong relationship with the world of work and the partnerships that underpin this. In similar vein the RTI strategy acknowledges this as one of the key elements in creating a research culture that is oriented towards an applied focus and geared towards research that addresses itself to the solution of real life problems.

Much of the current research in the faculties is applied in nature and the RTI strategy outlines the process by which the institution will continue to strive to address the innovation chasm which is seen as key characteristic of distinctiveness for the institution. The effect of success in this process will be to make the university stand out among its peers thus contributing to the distinctiveness of the institution.

The critical elements in this trajectory are:

- The creation of facilities and the strengthening of partnerships to ensure more robust quadruple helix collaboration
- Investment in laboratories and rapid prototyping facilities which provide the critical infrastructure to ensure that carefully selected research outputs are taken to the invention stage.
- Ensuring that the university increases the number of inventions which reach the commercialisation stage.
- Creating enabling mechanisms such as the institutional Technology Transfer Office, in tandem with incubation facilities for senior students
- Adopting a holistic approach so as to produce greater degrees of research uptake throughout the institution and enabling the university to focus on producing research outputs that are directed at the solution of developmental issues in society.

13. Distinctive research focus areas

The university acknowledges that there are resource constraints and competing priorities as it strives to build critical



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mass in research. It is thus important for CPUT to be selective and focussed in its research activities over the next decade.

Therefore the institution has identified a number of key focus areas for research. The basis for the choice of these focus areas has been informed by current strengths, selecting areas likely to make the strongest contribution to strategic imperatives, and by defining the boundaries of focus areas in a way that supports a multi-disciplinary approach. The selection of these focus areas has also been motivated by the critical areas identified in a series of national strategic and planning documents such as the DST Grand Challenges, the strategic objectives of the Western Cape Government, the South African National Development Plan, and the Millennium Development Goals.

The focus areas are as follows:

- Bio-economy and biotechnology
- Space science and technology
- Energy
- Climate change and environment
- Human and social dynamics, including issues related to service delivery
- Economic growth and international competitiveness
- Design for sustainability

14. Innovation

Innovation is one of the underlying themes throughout the RTI strategy. The document points to the serious lack of innovation in South Africa and the fact that much of the research in the country does not produce benefits for society.

The strategy describes the nature of innovation and innovators and recognises that innovation can emerge from scientific, technological, creative or organisational changes. The intention of the RTI strategy is engender a spirit of innovation among researchers but also in the broader institution.

In this way innovation can be seen as one of the critical elements of distinctiveness for CPUT.

15. Critical factors in achieving distinctiveness

Although the university may have serious ambitions to be distinctive in a number of ways and have a well-considered set of strategic plans and blueprints, real progress is conditional on a number of factors.

Change only happens if it is driven. The distinctive characteristics to which the institution aspires have to be internalised by the stakeholders. It is here where distinctiveness and culture meet. The culture of the institution has to change in order to achieve distinction. All three of the major plans and strategies emphasise the vital importance of the supportive environment provided by an efficient and effective organisation. The operational aspects of the university are the foundation for progress.

Secondly, the agreed areas of distinctiveness have to be endorsed and adopted by the broader university community. Common understanding and commitment are crucial.

Thirdly, change has to be led. Senior management has to play a leading role in the promotion of distinctiveness and in the efforts to change the culture of the institution.

In addition the drive towards distinctiveness has to be planned. All the major plans of the university have included performance measures. It is vital that the key performance indicators that relate to institutional distinctiveness are specified and monitored.



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In seeking to make the university distinctive in certain aspects it is inevitable that tensions will arise between competing aspirations and agendas. For instance there might be competing demands between research and teaching, and between the imperatives of diplomas and degrees. These and other tensions will have to be explored and managed. There has to be a realisation that thinking and analysis does not reach a point of stasis. It will be critical that there is continuing research and debate about the nature of distinctiveness and other key ideas. Constant change is a feature of a modern university. In this context there will be a need to repeatedly renew and reframe the way in which the institution views partnerships and the nature of engagement.

Finally, the Vision 2020 Strategic Plan stresses that it is essential that the university put in place the right structures and processes to enable it to meet its obligations and fulfil its aspirations. These elements are not part of distinctiveness but are critical to its success. This of course comes with a rider that structures alone do not ensure success; it comes from the commitment and passion of the people in the organisation.

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PART 2

The Role of Research and Technology Innovation (RTI) in Promoting Institutional Distinctiveness

1. Introduction

In general, South African Higher Education Institutions (HEIs) have operated around three key pillars viz. Teaching, Research and Community Engagement. As an emerging University of Technology (UoT) we have made great strides since our inception in 2005 towards nurturing, and building our research and technology innovation portfolio. We are hence well versed with the various elements of research practice and the management thereof, with pockets of excellence across the university.

One of the key indicators of the health of a university is its research output. Academic researchers have been spurred by decades by a “publish or perish” imperative. Consequently the balance of forces, from a research effort perspective, has generally been inequitably skewed towards the goal of publishing, with less effort toward the goal of ensuring the uptake of research output.

Over recent years the parameters related to the practice of research amongst HEIs has widened. The National Development Plan of South Africa is critical of the Higher Education System for its “poor knowledge production that often does not translate into innovation”¹. However, as a University of Technology, one of our strengths is our formidable partnerships with the world of work and industry, which is a hallmark of our teaching and learning programs. As such our research activity has been biased towards an applied focus, and is generally characterized by research outcomes which are oriented towards solutions to real world practical problems. This in turn has ensured that we are better oriented to address the innovation chasm, and is a critical foundation of our distinctiveness.

Consequently, the notion of innovation², as framed by national policy and its associated institutions^{2,3}, has now been firmly integrated into our university system. Our Vision 2020 exhorts us to be at the heart of technology education and innovation in Africa. The 2012 RTI ten-year blueprint provides a framework for achieving this vision. Our RTI vision directs us

To unlock the potential of staff, students and partners to excel in research, technology and innovation that offer solutions to the needs of society.

1 South Africa. South Africa-National Development Plan: Vision for 2030. The Presidency, 11 November 2011: 271.

2 The CPUT blueprint on RTI, refers to the National Advisory Council on Innovation’s (NACI) definition of innovation as: the process of transforming an idea, generally generated through R&D, into a new or improved service, product, process or approach that relates to the real needs of society and involves scientific, technological, organisational or commercial activities.

3 E.g. The National Innovation Agency.



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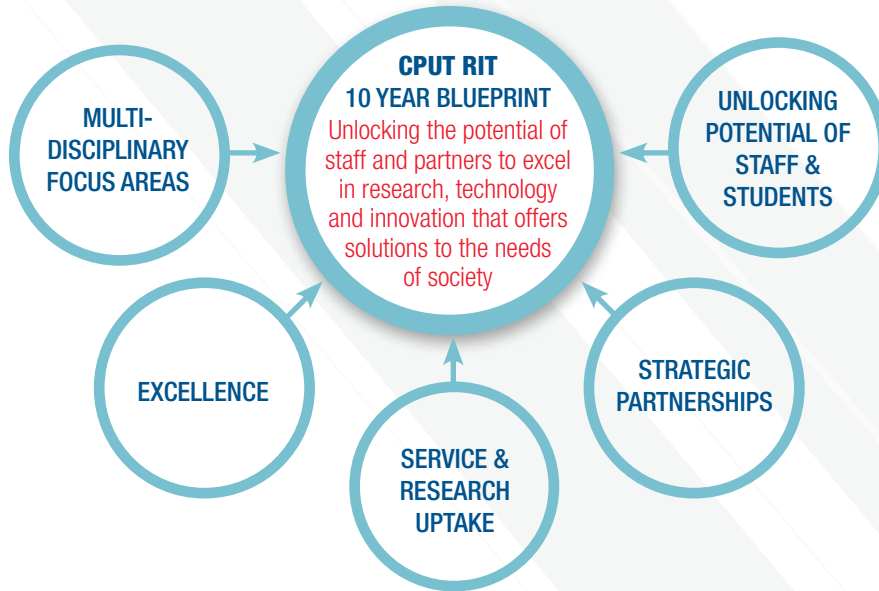
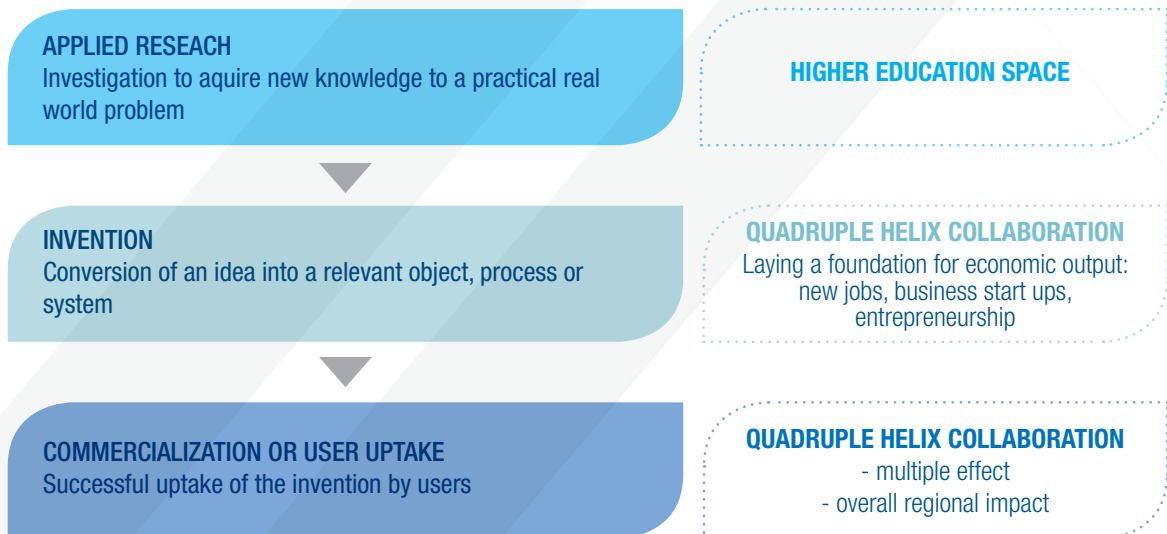


Figure 1: The Five Pillars of CPUTs RTI Blueprint provides an overarching framework for its distinctiveness

Thus our university system shall be continuously adapted and enriched, through the five pillars of our blueprint, to ensure we address the complexities of the innovation gap to achieve this vision, thereby providing us with a distinctive characteristic from a RTI context.

2. Pillars of RTI distinctiveness

2.1 A holistic approach to Innovation: From Applied Research to User Uptake





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The nature of many of our faculties and research centres, as well as the orientation of our researchers, ensures that we already have an applied approach to research. For example, our faculties – Applied Sciences, Business, Engineering, Education and Social Sciences, Health and Wellness Sciences, Informatics and Design – all incorporate applied research and/or production of tangible product and service outputs. Similarly, our Technology Stations provide valuable practical research and technology support to industry.

In positioning ourselves as a university whose focus is on mainly applied research it is useful to distinguish between the two common types of research. The OECD provides widely-accepted definitions of basic vs. applied research.⁴

- **Basic research:** experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundations of phenomena and observable facts, without any particular application or use in view.
- **Applied research:** Original investigation undertaken in order to acquire new knowledge. It is, however, directed primarily towards a specific practical aim or objective.

Thus in terms of the latter, CPUT distinguishes itself in terms of knowledge production aimed at practical solutions, which are directed at the needs of society. In addition, CPUT's systems are being adapted to ensure that we support the conversion of our applied research outputs, into useful outcomes. Thus we will continue to build towards the **creation of facilities and the strengthening of partnerships to ensure more robust quadruple helix collaboration**. Our approach to research problem conceptualisation thus will rest within real world contexts, and will be informed by the needs of our partners, rather than in narrow inward looking silos. However this in itself does not ensure a holistic approach. We will continue to **invest in laboratories and rapid prototyping facilities which provide a critical infrastructure to ensure research outputs**, which meet relevant criteria, are taken to the invention stage. At the invention stage as well, the role of partnerships across the quadruple helix is critical. Finally CPUT will ensure that we increase the number of inventions which reach the commercialisation stage. In this regard the stature of an institutional Technology Transfer Office, in tandem with incubation facilities for senior students will ensure that as a university we will play an enhanced role in contributing to both economic and social development. Indeed the number of commercial spin-offs to date, founded upon CPUT applied research outputs, is demonstrative of this.

In light of the foregoing, a key feature of CPUT's distinctiveness is our ability to traverse the boundaries of academe to ensure a strong interconnection between research practice, and that of the world of product and process development and that of society (industry, government and communities) at large.

4 OECD (2002), Frascati Manual, Sixth edition, p.30 also available through OECD Glossary of Statistical Terms, <http://stats.oecd.org/glossary/index.htm>



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2.2 A focus on Research Uptake and Research Uptake Management

Research Uptake refers to the processes by which the knowledge which is generated through research finds its way to those who need it, including practitioners, end-users, policymakers in government and other agencies (DRUSSA, 2012).⁵ Research Uptake encompasses the notion that research is intended for particular, pre-defined outcomes and for particular audiences and users; it is made accessible and intelligible to them by strategic communication planning, producing and publishing the research findings in appropriate formats and media. It is a planned, stakeholder focused approach (Grobelaar, 2012).

Research Uptake Management uses a “whole research cycle” model and methodology. It is a purposeful, iterative process that addresses internal (researchers and institutional) and external (funders and beneficiaries) stakeholder requirements. It involves including a dissemination and uptake strategy when planning, carrying out and evaluating the research, so that the resultant knowledge and information is produced in formats and on delivery platforms that are appropriate for the target user (Grobelaar, 2012).

Thus in terms of the holistic approach to RTI at CPUT, Research Uptake and the management thereof is a distinctive feature of CPUT practice. The localisation, and concomitant institutionalisation of our research uptake strategy presents CPUT with a unique opportunity to distinguish itself from amongst other HEIs. It presents us with an opportunity to develop our human resource capacity, and appropriate policies and systems to ensure our research output is disseminated to appropriate stakeholders so as to ensure the effective use of such outputs towards especially developmental goals. The multiplier effect of a research uptake practice, will elevate the status of CPUT and ensure the application of our collective research output for the benefit of our stakeholders across the quadruple helix. In doing so, CPUT can make a more concerted and distinguished contribution to the improvement of life in general in our country. Our contribution to the development of products, processes, methods and policy which are aligned especially with the developmental needs of our society will enhance CPUT’s visibility and stature nationally and globally.

2.3 Distinctive research focus areas

The concept of focus areas was initiated by the National Research Foundation in 2000. In a review of the NRF focus area landscape, Marais (2007)¹⁶ indicates four reasons which were offered for the radical shift in 2000 from the funding of curiosity – driven to steered problem-orientated research, viz., firstly, the establishment of the ‘new’ National Research Foundation incorporating the natural and social sciences; secondly, the national imperative of directing public resources towards addressing national challenges; thirdly, international reorientation from Mode 1 to Mode 2 in knowledge production; and fourthly, international best practices in public funding of research. All of these reasons are still relevant today, and are equally important to the context and rationale of RTI at CPUT.

In order to build critical mass and make effective use of limited resources, it is therefore important for CPUT to have clear areas of focus over the next ten years. More importantly, by focusing our RTI activity across focus areas, CPUT will forge a more unique identify, and hence distinctiveness.

⁵ DRUSSA. 2012. What is Research Uptake? Development Research Uptake in Sub-Saharan Africa (DRUSSA), www.DRUSSA.org

⁶ Marais, H.C. 2007. The focus area landscape programme of the National Research Foundation: A review. Final report submitted to the Vice-President (Research And Innovation Support And Advancement)
NRF: ST&I Network & NRF, p. 10.



ANNEXURE B: CPUT Position Paper

The choice of these focus areas have been informed by (i) our strengths, (ii) selecting areas likely to make the strongest contribution to strategic imperatives, and (iii) defining the boundaries of focus areas in a way that supports a multi-disciplinary approach. The focus areas have also taken into account the DST Grand Challenges, with niche areas within these relating to CPUT's strengths and potential contributions to Western Cape strategic objectives, the South African National Development Plan, and global Millennium Development Goals.

The focus areas are as follows:

- Bio-economy and biotechnology
- Space science and technology
- Energy
- Climate change and environment
- Human and social dynamics, including issues related to service delivery
- Economic growth and international competitiveness
- Design for sustainability



ANNEXURE C: Keynote Address by Chancellor, Dr Trevor Manuel

” The National Development Plan, and the Role of Universities”

Thank you very much Siddeeq. You clearly don't know me well enough, in my previous job, as Minister of Finance people would come up with all kinds of ideas and there was always only two questions I ever asked, what will it cost and who is going to pay for it? So that would be my approach to this as well. Good morning to all of you, Chair of Council, Vice-Chancellor, Vice-Chancellor Designate, our guests, an old friend, Prof Pityana, President of the SRC, ladies and gentlemen. I learnt a wonderful term the other day, I was addressing a group of young people at an institute and they speak of staffaculty, it's the staff and faculty together, staffaculty, it's a new word I learnt but thank you very much; I think it is very special to have this assembly on a rainy Saturday and to have the turn out that we have. I want to provide a caveat especially to the press this morning, I don't come as a fount of wisdom, I come to provoke discussion. So in what I say this morning will be a number of provocations because I think an assembly works not because you've got big speeches from know it all's but you have something that can stimulate and catalyse discussions so that at the end of the day this very important constituency that makes up the CPUT would have reflected on the issues, added their own and we can distil from it, the set of views about the future of the institution. I think the question before us and I know that I am supposed to talk about the national development plan narrowly, but I want to say that the question before us is actually a slightly different one; the question before us is how to transform the Higher Education sector in South Africa? It's a question, it's a bridge we must cross, and I think understanding an institution needs to happen in the context of that. Now I want to say to the President of the SRC, I was in your shoes some time ago and the slogans are very easy and then I want to turn to the academics and say, even writing the papers are fairly easy, the task of transformation is incredibly difficult. Establishing a new institution from the ground is relatively easy; to take an existing institution and transform it is incredibly difficult through a whole host of reasons. Now as you engage with the challenge of transformation it's important to try and understand as a community in an institution, what levers of change do you actually have your hands on? And those levers of change include finance, they include the human resources. My colleague and comrade, minister of higher education, Blade Nzimande spoke on Thursday this week of the two new universities that will be established in provinces who don't have universities, and almost the first question that he raised is, who will teach in these institutions? So human resource capacity is enormously important. If we don't understand that in the context of transformation I think we run the risk of setting a bar that we can't actually clear. When we look at this institution, CPUT, firstly I think it is important that virtually the entire architecture of our higher education system has been handed down to us by apartheid. As the chairperson said, what we have at CPUT was a product of a merger in that deportable in 2002 and the university is about eight years old. I went back and looked because these were two separate Technikons, looked at the angry comments of both of the Rectors and nobody wanted the merger but actually now we are that merger. You can't undo it, but it's important to understand it to engage with how we take it forward and what the VC spoke about, the imaginings, therefore become fundamentally important in this regard. But eight years on and I was speaking to the VC and some of the HoD's the other day, there are still some issues that remain of the past, to me it's a source of endless amusement that our graduation still follow the old order, it was clear, at this campus, the children of working parents came, they couldn't take off during the day and so graduations here on this campus have always been at night and in the city because that was Cape Tech, those were the children of managers and they could walk out of work and go to graduations, and graduations there have been in the morning and they still are. Eight years on so the vestitures of the old order remain and they are exceedingly difficult; because now I watch the process sometimes running between one and the other for graduations. There is a kind of rhythm to the logistics of moving everything from gowns and all kinds of things between one place to the next. But it's very important that we remind ourselves that there is unresolved challenge because the challenge of transformation is to engage with the issues and not merely to slip stream into what has been before. And in raising this I am not in any way offering commentary on the determination or the diligence because I am very mindful of the fact that these processes are



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exceedingly difficult. You couldn't run simultaneous grads so how would you do it? What would give us order and substance in the sense of place? But part of the issue of transformation is to work within the boundaries of what is real and what actually is real within the education sector is the resources we have available, physical space, the students, lecturers, the finances and the financial capacity. And part of understanding the route of transformation is to work with what we have and not what we wished to had. I think every academic would like to sit in an Ivy league university, draw on the world's best students, have the endowment of many billions of dollars, limitless capacity, that might be the dream, but the reality here is the Cape Peninsula University of Technology has a series of constraints that we need to engage with and try and understand where the boundaries are and how we push those boundaries. But the big challenge and I want to just paraphrase what the VC spoke about, the imaginings, is to engage with the fact that a university of technology needs to be at the cutting edge of change, it must produce the people who are the cutting edge of change. Because part of what we need is to understand this dialectic between universities that are agents of change and catalysts of change in society and also universities that are capable of changing because it is able to internalise the changes happening in society. It's a fundamentally important dialectic because part of this university and what Prof Ghiwala said the other day why people like this university, is people leave here ready to work. But the world of work is changing at the rate of knots. So how do we equip people not with the skills of before but the skills of the now and tomorrow? How do we engage with this in the context of what labour economists would call, "the changing world of work and active labour market policies"? Where people need to be re-skilled where the skills of yesterday have actually been replaced by a move that is very different and significantly more demanding. How do we become equipped with technology that is changing and how does this university avail the technology to students in a way that will engage their curiosity so that the bridge between this and that world of work is actually and can be a small and short bridge. But as we deal with these issues there are also a range of issues that worry me, they worry me as a policy maker because we are as a country sufficiently engaging with some of the big challenges, the new collaborations we need to transform the urban space are not adequately taught and engaged with across the board partly because the demand for it is not adequately generated. So, Siddeeq your supply and demand on kisses might be inverted when it comes to some areas of study. Similarly, the bridge between urban and rural and my own view is that we aren't doing nearly enough to support the rural economy with ways that make a difference. And I was very privileged the other day, Prof Binza introduced me in the Red Location in PE and a young lady she's only 95 years old, Ma Mbheki got up, one of the things she spoke about is her own life in supporting social enterprise in "Idutywa" and the challenge that small farmers face in linking to markets and a whole range of other issues and how does a university like this engage with that kind of reality because that is a lived reality for people. One of the great joys for me to attend graduation on a Saturday, it is in the morning but it is on a Saturday, when the educators who put in additional time from their schools come and graduate, it's a great source of joy because these are people who will be the transformers of society. But how do we engage with their skills, where they come from, class, tired, need to get a diploma to support them to the next earnings level. But yet we must understand that the responsibility of education right now is divided between the schools of the wealthy that apply technology and the schools of the poor where technology is a far off trade. The way in which CPUT positions itself in relation to those of its students is a fundamental important issue. Everything that we look at, every part and every faculty in this institution deals with a sector of society that is influx. How ready are we? Not to resist but to go along with and be part of that dialect of change in society. Of course there is no room for error because we can't afford to fall behind in anything that we do. Perhaps a worse kind of recognition of falling behind, and I'm seeing it in a respected number of universities is that a university is deregistered by a professional body. So you have this huge challenge because parents who are poor have committed resources for their children to study in that institution only to find that the qualification doesn't allow them to be absorbed into that for which they have studied. How do we deal with these contradictions? Thankfully it's never happened here or as Chancellor I don't know I am not executive I will say, I've never been told that it's happened here. If it hasn't happened here, then it should never happen here.



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But I know that it is happening elsewhere in a research institution in some large city in this country. I'm raising it because I think it is worthwhile for the entire assembly, for this convocation to be engaged with these matters. All of this is pertinent, because what we did in crafting the National Development Plan is to begin to ask all of these questions. Indeed what kind of South Africa do we want to live, in 2030? And then to recognise the change we desire is not going to automate. It needs concrete action; it needs the engagement in the process of criticism and self-criticism. It needs us to be able to measure the deviation from a path that may have been set and it needs us to take action at every point. An assembly such as this is fundamentally an important part of that engagement. Are we where we need to be? If not, how do we correct that path? The question within that is of course as we seek the changes in society does the university lead or lag? Now there is this problem of understanding everything that we do in a global context. I like the provocation provided by Prof Piyaana, I like the provocation by a document called China 2030. It says that by 2030 China would have just over 200 million graduates. Little contribution was only seven million graduates in China. 200 Million Graduates that's about four times the total population in South Africa right now. All of these are graduates with skills who need employment and you'd better believe that China would create the employment that they need. In order to get the Chinese government, just put their professors together, send them off for two weeks and say determine your centres of excellence. Don't come for more time, determine your centres of excellence and tell us. So that in that kind of context, debate between research and applied research and between what a university of technology does and what kind of research a university does would be resolved. You can't go back to Beijing and say "hey Asiyazi" You will be sent packing; you will be fired on the spot, you may even find yourself in a place where you don't want to be. What the National Development Plan does is to ask these kinds of questions and in trying to get a handle on the future that we want, that future that is cast in the constitution, the question has to be, to what extent do the skill sets that we have, produced the kinds of outcomes that we need to have? It's not about re-interpreting the mandate; the mandate is there, it's clear in our constitution. Do we have the skill set; if not what role do our universities play to produce the skills? When we want the skills is a very important issue because universities have, and I know it's the pain of the life of some of my colleagues' autonomy, but who tests the assumptions about what is taught and how it's taught? How does a university of technology place itself in that context of active labour markets and skills set that society need and badly in need of? That's a university. But it is also important to our student population. I don't think it would be wrong to say that the bulk of the students at this university of technology know struggle. Many come from schools that struggle to make grades, many come from families that struggle to make ends meet, many come from communities that struggle against all kinds of social illness. So I think that it's fair to say that when we look at the student population at the university of technology here they are already champions because they come from very adverse circumstances and how we hold the skills and create the advance becomes fundamentally important. I want to add to that the fact that all higher education is very expensive, even when you have a NSFAS bursary or a company bursary, it's expensive. It's expensive to take a member of the family out from earning and contributing, its expensive to maintain a child at university especially far from home, it's an expensive enterprise. How we use this is something that we need to engage with so that we can maximise the advantage of the origin and commitment of young people who attend this institution. We do this in order to ask how much further we can push the institution?



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The National Development Plan makes a series of proposals:

- It for instance proposes, Chairperson, that across all universities we must increase the number of teaching staff with PhD's from 34% at the moment to 75% by 2030. It means that we need to see many more of our academic staff involved in studying and publishing and moving along that line. So that we have a better sense of the skill set. I don't even want to reflect what happened to me when I was in this place over here when it was called PenTech. There are some people who have been associated with this institution for even longer than I have and I am now approaching the 40 year mark. I don't even want to tell you how bad it was and how incompetent our lecturers were and I would be plain wrong if I ever allowed that to happen to you in this country again. So the idea of insisting that we set new benchmarks to have a cadre of faculty who will learn, carry the titles proudly and who publish in peer review publications is fundamentally important for us because it says we take academia seriously.
- The National Development Plan also speaks about improving on the quality of learning and teaching at universities. I was reading a fascinating book the other day of a person who taught at a number of universities, first he taught at Cambridge and then he taught at one of the institutes in Paris and then went to teach in the United States and he reflects on the fact that each of those countries is a style of teaching. He says in the UK for instance lecturers provide a reading list, students have to read very extensively and lecturers get up and read their lectures. Whereas in US institutions, lecturers are required to in a kind of ordered way. What style do we have in South Africa? I scratch my head; I don't know that we actually understand the questions. Should we talk about these things at a University Assembly? Should we set a benchmark for ourselves, should we test ourselves against certain things that we want transformed? Should we ask of our students how they rate the quality of engagement? Should we ask about the sufficiency that will provoke the curiosity so that when we leave the class we go into the library and speak at that time researching different issues so that we are always on top of our game. How do we deal with these issues?
- The National Development Plan also speaks, chairperson, of increasing enrolment in universities by 70% between now and 2030. Now there is no magic in the number, we can make assumptions about the increases generally towards higher education, look at population growth, make assumptions about the changing world of work and then say that we need to increase the number very significantly. Where would we accommodate these people and who will teach them? Now we can take the view, Prof Nhlapo, we can take the view and say no, no, no, this is too difficult you know, these people must just stay out, we like the comfort of what we have, but all that we will produce is unintended revolution. So how do we engage with that reality, it's not a static picture? We talk of university governance; it's not a static picture it's exceedingly dynamic and I think the National Development Plan includes those ideas.

Then there are issues that we spoke about here and I think CPUT is right at the cutting edge of. I have a sort of distant association with a University in California called Stanford and there they do these wonderful things because it's a big university, it's an expensive university because the money for this University all comes from people who've attended that university and are now the guru's in the IT world. A lot of people in Silicon Valley who are connected to South Africa, and believe me there are number of the talk about Silicon Cape and some of them are trying to set up something here now. When you understand that where is CPUT when you engage with that reality because the strength of a university like Stanford, when I was there, it was a bit of a celebration because one individual had just given over 300 million dollars, his contribution to the University. Now wouldn't we like alumni who behave like that within relation to CPUT? But if we want how do we get there? Prof Binza and I have been talking about the idea of



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these great incubators that would link this University into this world of change and dynamise everything, every part so that this dream is not just some far off dream that other people have, so that we take ownership and we take the steps and arrive. So I want to end by saying that a big challenge of the University of Technology is that it is to some extent a cross-roads institution. Some people will say; why are you doing research? And the answer has to be, if we don't who will? But this University is unique, it's unique in its shape, it's unique in its character and it's unique in its culture. Repeatedly its important to have those who left the institution, answer, how ready I was to enter what I thought I was entering, how equipped I was, how much research I undertook, how hungry I was for learning. We know that Universities of Technology are neither purely academic nor vocational, it's a blend. I was speaking at a function this morning and somebody described me as 'Coloured' and I know we go back a long way to the but I am black and everybody knows that I am black and people look at me and say "uyaxoka" but I am black seriously. But it is a blackness in the same way that this University of Technology is a University, it is not quite research and it's not vocational and there are a set of special challenges as we identify and a lot of that identification would be self-identification. We use to say blackness is a way of life and a state of mind. Universities have the same kind of responsibility, it needs to identify and engage with these realties. This is the moment to explore; the moment to recast and I want to end finally by saying the object is not to debate but to transform. Thank you very much.



ANNEXURE D: Address By Guest Speaker, Professor Barney Pityana

Mr Chancellor, the honourable Dr Trevor Manuel, Chairperson of Council, Mr Mbulelo Bikwani, the Vice Chancellor Professor Vuyisa Tanga, the members of Council who are here, the president of the SRC and members of the Student Governance community, academic staff, friends of the Cape Peninsula University of Technology.

I do think that the idea of a university assembly is a wonderful and a very good concept. So that from time to time you bring the university community together to stop for a moment and to reflect together. Universities are not very good about that, because, academics are very individualistic people they are very competitive, they don't like to share very much, they like to shine, almost alone if they can. Academics are very conservative people by nature, because they tend always to draw from the past and to build from the past. They are very rattled by the future because they always think that they must construct the future, they must shape the future and sometimes the future refuses to be shaped by the past. So always when you work around academics you always have to almost take universities and academics by the scruff of the neck into the unknown future that you can't always control.

So I was very grateful to be asked to be here today, I am even more grateful that I speak after my very good friend and comrade Dr Trevor Manuel. I said to him when he came, 'you know Trevor if it hadn't been for you in the programme I might have said no I am not coming.' Because I can't aspire to be like Trevor Manuel in my afterlife and become all those wonderful things that Trevor has been, to manage these huge budgets of the country and control presidents and tell them what to do, what they can spend and what they can't spend.

But I say that the foundation and the background to what I want to say is this: To improve the quality of life of all citizens and free the potential of each person. That comes from the preamble to our constitution; it's a very significant preamble, which it may well be the case, sometimes we overlook. It's significant because it focuses on life. It is about quality of life that we pledge ourselves for our people in this country. We pledge to shape together a life of value and a life of quality. It's a pledge that we make that will be inclusive of all citizens, of all the people of our country and we pledge to work together to unlock the potential that is in every one of us and we are saying in effect that there is not one person in our country who is without potential and none of us are actuated and realized and complete in ourselves that each and every one of us are in the process of becoming.

It is that becoming that will enable and facilitate and make it possible for us to realize our potential. It is because we recognize the task of a university and higher education in general in shaping the futures of our people and unlocking the potential that is embedded in each and every one of the young men and women that come through the portals of our institutions that gives us this enormous responsibility that I think we do well to recognize.

It is hardly ten years ago in 2005, when the then minister for higher education falling upon the national plan for higher education embarked on what could possibly be the most ambitious project of higher education in our country, of higher education's reform and transformation. Professor Kader Asmal was a rather small man, but he was a man with enormous ideas and he was always ready to shake things and I think that's just what he did with the national plan and with the mergers. It is true that this was such a shakeup of higher education, that it wasn't understood. But it was a shakeup of such an extent that it was capable that with the benefit of hindsight certain things might have been done differently and some mergers didn't make sense then, don't make sense now. But not many people were able to trifle with Kader Asmal's determination to achieve what he set out to do.

The result of course is that theoretically at least, universities were decreased from a probable 36 to 23. The result is that many of these universities became multi-campus universities. The result is that we were left with a new genre of university, which is comprehensive universities; I think about five of them became comprehensive universities.



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The result is that we had the reduction, if you like, of the universities of technology. And the result is that we continued and were determined to leave almost untouched a second core number of universities. About five or six of them that were considered and remained if you like the almost elite, untouchable universities. So what was intended to be a real shake up of higher education and I can say years later that actually did very little to change the nature of higher education in our country and that bold as it was at the time but actually there are certain fundamentals that it actually didn't touch.

The fundamentals were something that Trevor said a little earlier, fundamentals that were shaped around what is our vision of society, what kind of society do we really want to become? Not only that, who are these citizens whose potential need to be unlocked? What are the mechanisms of discovery and the pathways of learning and the philosophical knowledge environments that actually enable some of us to learn in new and different and fundamental ways than we have done before? What, with due respect, I think we have is that we remain, something that I'm sure Kader Asmal will be horrified about, we remain a largely very conservative almost reactionary higher education system that we really are today. I say reactionary and almost conservative and reactionary is that there is an inclination to focus and try to become some so called Ivy League university system in a country and in an environment that doesn't provide an appropriate fit. I don't think by and large we have removed our thinking from being Oxbridge, Harvard and all of that stuff.

When I was in Oxford some years ago there was a feminist shop in Oxford East and there was a poster in this feminist shop, which said 'If you are a feminist do not aspire to be like man, for those who aspire to be like man lack ambition.' I sometimes think I would say it to my fellow academics here, those who aspire to be like Oxbridge and Harvard and Princeton lack ambition. Because I think we have been spoilt by this idea of rankings and to think that all that it takes an African university is to be in the top 500 or top 200. The metrification of each is subject to enormous challenge.

The second thing I want to say is that there are many universities in the world today who are really wrestling, wrestling in appropriate ways to find ways in which higher education can be appropriate and responsive to the history, culture, circumstances, environment and future of the country and places where we are set. To wrestle very very clearly is that what are the mechanisms for knowledge creation and development and how do people actually learn and discover appropriately? In Australia, the vice chancellor of the University of Darwin, working largely with indigenous people of Australia has discovered that a university actually if it is to be a university, has to be a university without walls. It needed to be a university that actually is located in the environments in the places where the original people actually are in the reservations and elsewhere. It recognized that it needed to recognize how indigenous people actually learn and grow.

You know some time ago when I was at the Human Rights Commission, I was in a talk show on radio, I can't remember what we were we talking about, but a rather irate white caller called, very very angry with me he was and he was saying 'you know Dr Pityana, you people' he said 'you people don't recognize that were it not for white people and Europeans you would still be in the dark ages.' I said, 'well with respect, I don't know which is a dark age, this one or that one.' Because I have to tell you, if as a European you lived in an environment of Africa, that time as the indigenous people of this continent lived in. To be an indigenous person, to sustain life you had to be a physicist, you really had to know how you can sustain your life by hunting and you had to understand that when you build a bow and arrow, you've got to have the sufficient aerodynamics to be able to estimate that when you shoot your bow it will land exactly where the animal would land when it runs away from you because you are not going to try to run after it and expect to catch it. You had to be a pharmacologist and know of medicinal plants and



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understand where to get food all around you, you had to do that. You had to know what healing is and how to heal each other. Your knowledge system was shaped by the environment where you were; you had to forge tools so that you were able to make life important and meaningful for you.

I say that if you consider that today most of those skills we have lost because of what you brought that is called technology. But actually there was technology long before there was technology and people wherever they are sustained themselves, by understanding how technology works. So I want to say that appropriate technology is actually very very important. When we say that we aspire to be a great African university of the 21st century we must actually understand what we mean. I would have thought the planners, Minister Manuel, would recognize that a country like ours cannot be biased in the way it is with the majority of higher education institutions are and consider themselves as main lined narrowly focused academic universities and institutions.

I think that we should be having more universities of technology in this country than we have universities. I'm surprised that two universities have just been established; I think it should have been two universities of technology established. I think that we should change the focus of this country in ways that we do not seem quite to understand. I think that as an industrializing society that we are, it is very very important that we really begin to make the focus on technology a very serious national project.

In the 1980's, I think it must have been 82/83 I remember going to Beijing. I remember in Beijing, the preponderance of bicycles and wherever you go there were eight lanes of bicycles, the Chinese were on bicycles those days. And going to Beijing, the last time I went would have been two years/three years ago and the preponderance of motor cars that are now everywhere, no bicycles anymore, skyscrapers and high risers and the growth of universities and the investment that the Chinese government has made on higher education and universities is phenomenal. What actually happened, which people need to understand is that 25-30 years ago the Chinese were sending large numbers of young Chinese to universities in Europe and in America and in Australia. Hundreds and hundreds of Chinese supported by the Chinese state to go and study at all levels and in just about everywhere. So that the effect of an enormous programme of training in higher education has meant that the Chinese are now able to come back and reproduce in many ways the technology and products of what they learnt in the Western countries and out of reproducing what they learnt there, they now begin to produce their own as well.

If you look at a country like South Korea, in South Korea there are no minerals, there's nothing, there are just people. It's a country that focused, since the Korean war, on privileging human capital development and training people from ship building, which was the original industries there, almost to just about everything, that is the case today. Again you will find if you go to South Korea a major infusion of institutes of technology and universities of technology and that infusion suggests that this people are quite serious about industrialization about enabling different ways of learning and enabling life skills to actually be able to build a society and build the communities.

In India there was recently, I'm sure Minister Manuel is aware of that, there was after five national plans they decided after five national plans of India to have a knowledge commission. The knowledge commission of India which was actually cutting across the national plans began to really see what is it that India needs in terms of knowledge management and development that is actually going to make the plans workable and meaningful to realize the vision for India in the 21st century.

It seems to me therefore that those of us who are in higher education do need to recognize, the economy of culture and history that is embedded in who we are and what we do and that economy of culture and history speaks to



ANNEXURE D: Address By Guest Speaker, Professor Barney Pityana

the uniqueness of what we are. One of the things that I'm excited about in the framework that I have been given is this idea of the uniqueness of a university of technology. It is that idea of, we're not just replicating, because I have to tell you, if your effort is just to compete with the guy next door you begin by trying to do what they guy next door is doing and doing it better than the guy next door is doing and the next person does the same thing, another one does the same thing. You never actually innovate; you never really go very far. So it seems to me uniqueness is to find and discover your niche and make that niche the defining characteristic of your knowledge environment.

I believe that there is a lot of value in universities of technology in our country at this time. It responds and speaks to our idea of quality of life. It speaks to the hunger that so many of our people have towards being people, men and women of human dignity. It begins to speak about the idea. These days, economists are telling us it is unrealistic to think any longer in the 21st century of our so called full employment that actually we will never have full employment anywhere in the world. What we will have, we will have men and women who are themselves, prepared and able to unlock and develop their potential in whatever way they can and they could be providers of employment for others, they will be creating, they'll be innovative but much more important they will be people full of dignity because there wouldn't be people who are supplicants sitting on the corners of streets and begging. They will be people who create those things that are necessary for fullness of life.

Sometimes we keep giving the people the idea that you can only become a full human being if you say "Ja baas," you don't have to say "Ja baas." You have to be actually using your own skills in order to create an environment for you and for others to become full human beings. It is about unlocking potential that actually matters. It seems to me that unless our universities actually give us that sense of being, that sense of uniqueness, that sense of capacity and potential that is in us to become better people and different people, to shape the societies where we are and to lay the foundations for a future that we believe in. That is why there is an opportunity now, there is an opportunity because the green paper that as far as I have gone, because I am no longer vice chancellor, because I don't follow all the discussions, as far as the green paper on post school education, says some very important things. Because it speaks very much to really understanding the advancement and the potential that we need to create for the future of our country.

I happen to be serving at the moment in a CHE task team that is so very very concerned about the fact that we provide access to a growing and larger number of our young people. But you know what, actually no more than 47% if that, for South Africans who enter higher education actually qualify at regulation time. That is, even though those who actually find their way to higher education constitute something like 10% of the best at school leaving level. So of that 10% of the best only 47% get to qualify at regulation time that is three or four years. Those of us who are in higher education should be ashamed. It means that we really need to discover what is it that we're not doing right. Because it tells me that everybody who has been through the schooling system and constitutes 10% of the elite and the best of our system, if those people then can't qualify in three years it's not their fault. I used to say to academics at university, 'you know what, when students fail it is not the fault of the student, it is the fault of the professor who is not teaching properly.' We need to find out what is it that we are not doing right. What is it that we are not doing right? And this process must help us discover appropriate ways of enabling the possibilities of unlocking potential.

If you come with ready-made things off the shelf that come from Harvard and Oxford and elsewhere, no wonder our students fail, because we are not really responding to exactly who and where they are. So our professors are challenged these days to really think afresh about teaching, partnership, enabling, participating with learners in a process that go through it and that seems to me Madam vice chancellor that is a challenge we face. Thank you.



ANNEXURE E: Central SRC President Address

Chancellor, Chairperson of the Institutional Council, Vice Chancellor, Councillors, Honourable Guests, Executive Management, CPUT Community, All Protocol Observed.

Let me take this opportunity to welcome everyone as we are in a journey of building the University from good to great. I would like to acknowledge we are the first SRC to obtain 65% as minimum requirement of their academics, who took time from their busy schedule to honour this historic day.

On that note therefore welcome everyone to this historic day of the University Assembly at Cape Peninsula University of Technology; this marks a continuation and a new era in defining the role of the CPUT community.

Our vision as the Student Representatives Council is to make "EDUCATION FASHIONABLE". Within our SRC leadership we have M-TECH students who are an example to our vision. This initiative seeks to encourage students to finish their DIPLOMAS, DEGREES and even further their studies and plough back to their communities so as to redress the imbalances of our societies.

We have been actively involved in understanding the Higher Education landscape. We have attended several conferences with the intention to transform our institution. I am proud to say through our contributions we managed to attract many people to our institution as a result NASDEV will be hosting its conference in October at CPUT. Parliament of South Africa is regarded as one of the best in the world and its 1/3 constitute of females, as leadership we are currently discussing to be in line with it.

We cannot avoid but to mention the challenges that hinder our objectives and our transformation agenda.

For any organisation to be progressive, unity and cohesion is paramount. As young academics we are expecting to be won through debates and ideas not authority and who is in majority then use voting powers.

- We are calling for reasonable or equal representation to institutional committees.
- There is nothing for students without students therefore if Mancom sits and take decisions on behalf of students we equally want to be represented (President and SG)
- Our Residences are set to be home away from home and yet students are subjected to stay in construction sites, renovations must be done during vacation.
- Maintenance and IT must be reviewed, the university prides itself as the centre of technology in Africa but students miss due dates because of printing, photocopying machines that are forever broken not to mention emails that are not accessible due to poor service.

This therefore presents an opportunity to define or redefine our identity, both born by our merged Universities, we need to align ourselves with the values of our University and present them both in our spaces where we are in society.

As the leadership of the Student Representative Council we are therefore honoured to have been invited and share this historic moment with everyone in entrenching democracy through participation in the University.



ANNEXURE F: UA Programme

Inaugural University Assembly 2013

Cape Peninsula University of Technology

OVERARCHING THEME:

“Towards Making CPUT a Great University”

10h00	Programme Facilitator: Siddeeq Railoun	12h00	Break Away Session
10h05	Opening Remarks: Building blocks for a great University, Mr Mbulelo Bikwani, Council Chairperson	Commission 1: Students At The Centre Of Service Delivery	
10h20	University Assembly Background: Prof Vuyisa Mazwi-Tanga, Vice Chancellor	Commission 2: Applied Research And Innovation	
10h30	Key Note Address: Dr Trevor Manuel, MP, Chancellor, “The National Development Plan, and The Role of Universities”	Commission 3: Efficiency And Effectiveness	
11h00	Panel Discussion: Prof Vuyisa Mazwi-Tanga, Vice Chancellor, Dr Glenda Kruss, Council Member, Mr Mihla Manciya, President: Central SRC, Assoc Prof Shaun Pather and Dr Elisha Chiware	Commission 4: Creating A Distinct University Identity	
11h30	Guest Speaker: Prof Barney Pityana, “A Great African University For The 21st Century: Uniqueness For Delivering On Technology”		13h30 Lunch
			14h30 Report Back
			Summation And UA Declaration: Mr Cameron Dugmore, Council Member
			Vote Of Thanks: Mr Mbulelo Bikwani, Council Chairperson

Major Sports Hall
Bellville Campus

Saturday, 27 July 2013



ANNEXURE G : UA posters



Cape Peninsula
University of Technology

UNIVERSITY ASSEMBLY

“...towards a great University”

Efficiency
and
Effectiveness

Students
at the centre
of Service
Delivery

Creating
a distinct
University
Identity

Applied
Research
and
Innovation

SATURDAY
27 JULY 2013
10AM – 4:30PM

MAJOR SPORTS HALL
BELLVILLE CAMPUS

REFRESHMENTS WILL BE SERVED

REGISTER AT <http://bit.ly/15a2nDn>



ANNEXURE H: University Assembly Newsletter (The Peninsula)

THE PENINSULA



MEDIA DEPARTMENT
Faculty of Informatics and Design

Your next best read

Assembly Day | 27 July 2013



Trevor Manuel
sets the tone
- see page 2

Race for
identity
- see page 3



Cameron leaves
us thinking
- see page 3



GETTING TO GRIPS: Vice Chancellor Professor Vuyisa Mazwi-Tanga is flanked by Associate Professor Shaun Pather and CSRC President Mihla Manciya.

Picture MPH0 NDOU

Assembly Day gets underway

**JASON FELIX
RA'EESAH ISAACS**

UNIVERSITIES should work with what they have and not with what they wish they had.

This was the message from National Planning Minister and university Chancellor Trevor Manuel at the Inaugural University Assembly on ways to create a better institution. "The issue of transformation is to work within financial constraints. We should work with what we have, not with what we wished we had. The reality here (at the university) is that there are challenges," Manuel explained.

He acknowledged that prospective students enroll with the university to "get a job", but questioned whether they would be equipped for the labour market.

"People leave here ready to seek work. But we need to look at how equipped our students are. Do they have the skills for the market today and the future?"

"We need more technology available to curb the bridge between our university and the active labour market."

He said that transforming an established institution is difficult.

"Our [university] architecture has been handed down by Apartheid. Nobody wanted the merger eight years ago, yet there are still issues that remain. For example, graduation still follows the old order. On the Cape Town campus, it takes place in the morning while at Bellville campus, in the evening. This is so that parents of working class students can attend in the evening and managerial level parents are more free to attend in the day."

Manuel suggested that the university should engage with outside communities and internal stakeholders.

"We need to [self] criticise and ask where we need to be. Do we lead or do we lag behind? To what extent do the

skills we offer match the jobs needed [in the country]?"

Manuel discussed students: "The bulk of the students here know about struggle. Their families struggle to make ends meet and they live in communities with social ills. Our students are already champions."

The Assembly was also attended by designate vice chancellor Dr Prins Nevhutalu, outgoing vice chancellor Professor Vuyisa Mazwi-Tanga, Council Chairperson Mbulelo Bikhvana and university management.

Guest-speaker Professor Barney Pitanya, ex-vice chancellor of Unisa, said universities that are not innovative lack ambition.

"These days, to be a good university, it is perceived that it needs to be ranked in the top ten around the world. However, we need to create our own ideas to improve our country."

He added that South Africa needs more universities of technology to aid future infrastructural developments.

"I think there should be more universities of technology. In an industrialising society, we need more focus on universities like these."

Mazwi-Tanga said the aim of the Assembly is to seek and find ways to improve the university.

"Everyone is part of this and has a role to play in getting to the imagined future we all want. We are approaching this from a perspective that we are not perfect. Our young university had to go through fire to achieve what we have thus far," she said.

Mazwi-Tanga encouraged the audience to reimagine a university after 8 years of existence while sharing the understanding that the institution has not yet reached its full potential - and doing so is the responsibility of all.

Mazwi-Tanga continued: "Building the next generation of academics is essential to the growth needed to strengthen the future of higher education."

She emphasised the need to improve the quality of education in the university in order to develop a community of students who meet an academic standard that rivals those of South Africa's traditional tertiary institutions.

Mazwi-Tanga, along with a panel of individuals representing the university's structures, addressed questions regarding both public and personal issues that might hamper the development of the institution.

She urged the audience to reject the widely held perception in our society that "the disadvantaged are being associated with mediocrity", and called on all present to take personal responsibility for the quality of the university and the services it provides.

She concluded with the idea that potential is unlocked by a two-way pathway: "One who has power versus one who is doing the empowerment."



ANNEXURE H: University Assembly Newsletter (The Peninsula)

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INAUGURAL UNIVERSITY ASSEMBLY

Student view on the University Assembly

MARCEL TROUT

A TYPICAL winter's day in Cape Town – dark clouds coupled with strong gusts of wind... the perfect day to relax at home.

I pictured myself sitting beside a warm fire, sipping a cup of sweet, creamy hot chocolate, watching a good movie or reading a riveting crime novel.

Instead, I joined students from the media department as they dragged

themselves out of bed to attend and cover the Inaugural University Assembly.

We were welcomed into the sports building and ushered into the hall where we networked with delegates, staff members and fellow students.

Despite the event starting 45 minutes late due to technical problems, the turnout was above satisfactory.

Programme facilitator Siddeeq Railoun got proceedings underway and before long the Assembly was in

full swing.

The panel was made up of some highly educated individuals who included Chancellor Doctor Trevor Manuel, Vice Chancellor Professor Vuyisa Mazwi-Tanga and Professor Barney Pitso, to mention but a few.

The various speakers took to the podium where they touched on topics that need to be addressed within the institution.

Dr Manuel spoke eloquently about some of the challenges facing the in-

stitution, saying that members of the university "should work with what they have and not with what they wish they had", which was received with a rapturous round of applause.

Once all the panellists gave their speeches (Manuel unfortunately had to leave early), floor speakers were asked to pose questions and pose they did indeed. A flurry of hands shot up and it became a battle for microphones as many voiced their concerns and grievances.

As you can imagine, some people were very long-winded and spoke tediously (bearing in mind that the Assembly was running late), which saw the Q&A session eat into lunchtime... which didn't sit well with some of the delegates.

We eventually broke for lunch, which allowed for a more relaxed networking session for staff and delegates. Overall, the event seemed to be hugely successful and we can only hope to see some real changes.

Trevor sets tone

Chancellor's call to action

CHRISTOPHER SWARTZ

IN his keynote address Chancellor Trevor Manuel said the challenge of taking the University of Technology forward is a big one.

He was speaking at the Inaugural University Assembly Day that was held on the Bellville campus.

Besides his mandate to speak about the role of universities in the implementation of the National Development Plan, Manuel also drove home the significance of transformation and the challenges a growing university of technology faces in that regard.

"The challenge of taking the University of Technology forward is a big one and we can't wait for some government minister to do it. The university community must be actively involved."

According to Manuel, the University Assembly Day should be the platform for speakers to provoke thought amongst the participants on the floor, and that through this provocation the university itself will create the transformation needed.

He firmly believes that the university community will bring about the changes it seeks by working together.

He added that students should find their niche in contributing towards society, quoting Aristotle: "Where your talents and the needs of the world cross, there lies your vocation."

He raised questions with questions like 'Are we where we need to be?' and 'If we don't, who will?'

His expectations as the chancellor of the university are that the Assembly attendees will start collaborating by discussing these types of questions.

From there, they should strategically develop action plans directed at the issues that will emerge from attempts to



THE CHANCELLOR: Trevor Manuel addresses the audience at the Inaugural University Assembly.

Picture: MPHONDO

answering these questions.

In his address, he spoke of student consultation and stressed that the university must generate enthusiasm among students.

He feels that the student community at the university is already made up of champions and that their adverse circumstances will stand them in good

stead in facing the challenges ahead.

Manuel feels that, in its essence, this Inaugural Assembly Day is a call to action to create the great university that all the stakeholders involved wish it to be, and should provide a platform to facilitate concrete measures to effect the necessary changes.

The chancellor highlighted the impor-

ance of the gatherings in changing the questions of transformation into action statements and raised a number of issues, all underlining the importance of the Assembly.

"It brings together all of the communities, all of the different aspects of this university community to engage with the issues," he said.

Transformation and the difficulties thereof form a vital part of discussions that will take the university to its goals for 2020.

Manuel sees the university as a crossroads institution but thinks that it can identify itself in order to take the right turn. Once it knows what it is becoming, it will drive its own dream.

Having their say...



Mbulelo Fingers: The Assembly gave us an opportunity to share our views with other speakers. This bodes well for the future.



Jacob Ranyao: I think it will assist the incoming vice chancellor to understand the dynamics that the university is confronted with.



Siddeeq Railoun: This is a rebirth of a new energy, a new spirit. This is a new beginning.



Siyabonga Hani: It's the first platform where staff and students are going to be able to engage in terms of their issues.



Molefe Thamage: This day is an opportunity for people to engage with the management, not only as student reps but as students.



ANNEXURE H: University Assembly Newsletter (The Peninsula)

INAUGURAL UNIVERSITY ASSEMBLY

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Bold plan in pipeline to become top technology varsity

WARREN FORTUNE

ONE OF the key themes of CPUT's Inaugural University Assembly was 'Creating a Distinct University Identity', part of an ambitious plan to become the greatest technological university in the world.

The university provides professional education and skills development with specific attention to workplace competencies and critical reasoning.

According to staff and students present, more needs to be attributed to the University to differentiate it from other tertiary

institutions of high learning.

"Can you imagine a university of technology focusing on basic human needs like water, sanitation and agriculture with the use of appropriate technology?" asked Assembly Facilitator Siddeeq Railoun, who acknowledged the need to be responsive to local communities' social and economic context, not just academic achievements.

Civil Engineering lecturer Shaheed Mahomed asserted that this could be achieved if CPUT uses its resources to get more involved in delivering educational services within communities.

"We can have specific outreach

programmes, go out to communities and start programmes of getting things like mathematics out there."

Mahomed's view was shared by guest speaker Professor Barney Pityana, who emphasised that CPUT's identity should be formed and shaped by location, parentage and the communities it strives to serve.

"We need to identify the brand of the university and what the DNA of CPUT is. We should not focus on what other universities are doing."

Sport was also identified as a means of creating an identity and a sense of unity and institution-

al pride amongst students and staff.

According to David Bleazard, Director of Institutional Planning, rugby is the perfect sport where CPUT can start.

"We don't feature in rugby tournaments and we don't have a name like the 'Maties' (Stellenbosch University). We need to develop and promote a brand."

Staff members also outlined specific criteria that need to be incorporated. They also noted that lecturers can play an integral role in the structures of the university if they are allowed to by Faculty structures and management.

"Proper formal structures for

staff need to be developed so that staff can have a voice and be heard," explains Professor Anthony Staak, Deputy Vice Chancellor Academic.

He acknowledged the need to nurture students from disadvantaged backgrounds.

The commission resolved to create an environment where students transcend their disadvantages and focus on their education and their potential.

"Your future is what we care about, not your past," added Gustav Swart from CPUT's Media Department, which might sum up the direction CPUT could take in creating a unique identity.

Chance to back 2020 vision

FRANCESCA VILLETTE

THE Cape Peninsula University of Technology (CPUT) kicked off its Assembly Day, under the theme: "Towards making CPUT a great university."

Vice Chancellor Professor LV Mazwi-Tanga who is among the key speakers says the intentions of the Assembly is to allow all the university's stakeholders to have a platform to voice their

Race for identity

RA'EESEAH ISAACS

"I AM hoping for direction regarding university distinctiveness and university identity," explained Anthony Staak, Deputy Vice Chancellor Academic, at the Inaugural Assembly at CPUT's Bellville campus. According to Staak, the Assembly aims to address stakeholders' perceptions of their institution and disseminate those perceptions to allow dialogue. Identifying and establishing a common institutional identity among students and staff will help the university to reach its potential. "Which are the areas we need to emphasise in going forward?" Staak asked. He believes that, while the institution has grown since the merger in 2005, it needs to become a "great" university. He added that the university's strategic documents give a sense of where the institution needs to be in the near future.

opinions and concerns about Cape Peninsula University of Technology.

"It's an opportunity set aside for all stakeholders of the Cape Peninsula University of Technology. The students, the admin and support staff, the academic staff, and the university leadership (Council) should come together and brainstorm and look at ideas on how to advance the cause of Cape Peninsula University of Technology. It's a conversation among stakeholders about the university and how to take it forward," she said.

The Assembly provides everyone with an opportunity to express their views. Professor Mazwi-Tanga says it has a huge influence on what route the institution should take and how.

"It is important. If you view it in a transformative manner that it provides everybody an opportunity to have his or her voice heard and being able to influence the direction in which the university must take."

"This is the inaugural one. It is [the] first one, and it was conceived from conversations at council level, and proposed by one of the external council members and research how the university community can rally behind the vision 2020 strategy that the University has adopted and how then it should be realized and brought to fruition in a quest of moving the university from good to great," she said.

Professor Mazwi-Tanga, however, couldn't specify whether the assembly will be an annual event or once off, as this year is her final year as the vice chancellor of the university.

Minister in the Presidency and Chancellor Trevor Manuel and Professor Barney Pityana shared the platform with Professor LV Mazwi-Tanga.



STUDENT REPRESENTATIVE: Sisandiswa Petse also attended the Inaugural Assembly Day.

Picture: MPH0 NDOU

VC's drive for next crop of research academics

DYLAN OKTOBER

VICE Chancellor Professor Vuyisa Mazwi-Tanga thinks that 'building a next generation of academics is essential to the growth needed to strengthen the future of higher education in South Africa'.

Mazwi-Tanga, one of the speakers at the Inaugural University Assembly, suggested that the creation of formal spaces in an educational environment may not be enough and that more constructive engagement can sometimes be accomplished in informal spaces.

Tanga made a commitment to growth and advancement in the university, and warned against letting the implausibility of perfection discourage attempts to improve operations and the use of resources.

She added that current challenges have not diluted a widespread sense of pride in the young university and the trials that were faced after the merger of Cape Technikon and Peninsula Technikon in 2005.

One of the key ideas discussed was that change comes from constructive assertiveness of skills and resources. The panel also emphasised the importance of establishing structures that ensure that the voices of stakeholders can be heard.

President of the Central SRC Mihla Manciya suggested a restructuring of organisations within the university.

He also lamented a lack of attention being paid to the students and their needs.

Cameron leaves us thinking

FRANCESCA VILLETTE

COUNCIL members finally had the opportunity to meet on Saturday for the first time since 2005, when Cape Technikon and Peninsula Technikon merged.

Speaking at the Inaugural University Assembly, Council member Cameron Dugmore stressed the importance of this meeting in going forward: "Imagine our university as the greatest technological university in the world."

The initiative for a University Assembly came from the institution itself and is a strategic move independent of the Department of Higher Education and Training. Discus-

sions kept students at the centre of the event, placing the emphasis on their needs and aspirations.

There seems to be a lack of communication between various sectors of the University, which hurts students and staff, and Dugmore highlighted plans to rectify this by facilitating discussion in both formal and informal settings.

Various Commissions were held to focus efforts and target specific issues surrounding the University. Dugmore represented CPUT Council members at the Students at the Centre of Service Delivery Commission, where various HODs, lecturers and students had the opportunity to sit down in a structured environment

and raise any questions or concerns they might have regarding student service delivery.

There was not enough time to listen to each chairperson and Dugmore emphasised that smaller meetings between staff and students would be held in order to address every issue seriously.

"The Council wants this dialogue to continue and therefore this won't be the last University Assembly."

One will be held every two to three years. "The build-up toward a great University will come through faculty meetings and smaller dialogues," he said.

University Assembly does have its

own share of critics.

A lecturer in the Business faculty said many meetings between staff members take place, but nothing ever gets done to improve the situation.

"I have the minutes of every meeting ever held. I have handed notes over to the Department managers, but things seem to say the same. I hope this Assembly is not just another 'check' on CPUT's list."

There was a sense of hopelessness at the 'Students At The Centre of Service Delivery' commission, but Dugmore asked those present to give the commission a chance and to avoid the self-fulfilling.

The plans set in place are under

new management and should improve the institution.

Dugmore also assured the audience that he will take charge of the notes made on the day and make sure that every aspect gets looked at in detail and addressed.

This is all part of CPUT's new approach towards making the University a great one.

When asked how sustainable this initiative truly is, Dugmore said that the sustainability will depend on the commitment to bring the University together with regards to the staff and students.

Only time will tell if the meeting between various sectors will help CPUT to move from good to great.



ANNEXURE H: University Assembly Newsletter (The Peninsula)

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INAUGURAL UNIVERSITY ASSEMBLY

A Great African University for the 21st Century

'I am very grateful to share this moment with CPUT,' says Professor Barney Pitjana as he delivers his guest speaker speech.

The University Assembly is a wonderful and good concept. Bringing the university community together and reflect together. Academics like to shine and like to draw from the past and build from the past. Academics are rattled by the future and think that they must shape the future. Sometimes the future refuses to be shaped by the past. Working with academics and universities you have to take them by the scruff of the neck and take them into the unknown future.

To improve the quality of life of all citizen and free the potential of each person that comes from the preamble to our constitution. It focuses on life, quality of life for the people in this country. CPUT's pledge to shape together a life of value and life of quality. The pledge is inclusive of all citizens. Pledge to work together to unlock potential that is in everyone.

The task of a university is recognised and higher education is recognised in shaping the future and unlocking the potential embedded in every young person coming through our institutions.

Professor Asmal was always ready to shake things up and did it with the National Plan and mergers. Theoretically universities were decreased for 33 to 23 and this resulted in universities becoming multi campus universities. Five universities became comprehensive

universities and a reduction of the universities of technologies.

Left untouched were certain elite universities. With the benefit of hindsight some things could have been done differently.

Fundamentals that were shaped around vision of society, what kind of society do we want to become and not only that who are these citizens whose potential must be unlocked, what are the mechanisms of discovery and the pathways of learning and philosophical environments that enable us to learn in new and fundamental ways that we did before. We remain very conservative and reactionary Higher Education system that we are today. The inclination to focus and try to become some so-called Ivy League university system in a country and environment that doesn't provide an appropriate fit. Those who aspire to be like Oxbridge lack ambition.

Many universities in the world wrestle in appropriate ways in which Higher Education can be appropriate and responsive to the history, culture, circumstances, environment and future of the country and places we are set. What are the mechanism for knowledge creation and development?

How do people learn and discover appropriately? Appropriate technology is very important. When we aspire to be a 'great university of 21st century'. We must understand what we mean.

We need more Universities of Technology in this country than Universities. The focus of this country should be changed; in an industrialising society that we are it is important that we make that focus on technology a very serious project. South Korea has no minerals but since the Korean war they focused on privileging human capital development and training people from shipping to almost everything. A major infusion of institutes of technology and Universities of Technology enables industrialization. Uniqueness is to find and discover your niche and make that niche a defining characteristic of your knowledge environment.

There is a lot of value in Universities of Technology. It responds and speaks to the idea of quality of life, it speaks to the hunger people have towards being people of human dignity. Economists are saying that it is unrealistic to think of full employment in 21st century.

Prof Pitjana is currently serving on CHE task team that is very concerned that no more than 47% of students graduate at regulation time. Ten percent of the best students leaving high school enter Higher Education.

We need to discover what it is that we are not doing right. This process must help discover appropriate ways of enabling the possibilities of unlocking the potential and that is the challenge we face madam Vice Chancellor

Greatness is a matter of a conscious choice and after making that choice, it must be followed by discipline. Great organisations deliver superior results and make a distinctive impact over a long period of time. The primary path to greatness can also be found in social enterprises like universities.

The journey to greatness must instil and embed an institutional moral authority, produce quality trusting relationships with stakeholders, continue efficiency speed with ability.

Building a great organisation should be based on 4 blocks that requires:

- disciplined thought
- disciplined action
- Discipline of character and competency

Building Blocks for a Great University

Mr Mbulelo Bikwani, Council Chairperson

Mr Bikwani welcomed Dr Trevor Manuel (Chancellor), Prof Barney Pitjana (Guest speaker), Prof Vuyiswa Mazwi-Tanga (Vice-Chancellor), Dr Prins Nevhutalu (Vice-Chancellor Designate), members of Council, Executive Management, staff, the student body, council and everyone present.

This event charts a new way for CPUT and the CPUT family to reflect on the past 8 years in the life of this institution, reflecting on the present and the future of the institution.

The university has a strategic plan (Vision 2020) and the purpose is to provide high level direction in terms of the journey.

It is designed to provide a context for the existing frameworks and plans that shape Teaching and Learning, Research and Innovation and Community Engagement.

The execution of the Vision 2020 is to build a Great University that will stand tall and be the fountain for generations to come, to drink from and thirst no more.

Greatness is a matter of a conscious choice and after making that choice, it must be followed by discipline.

Great organisations deliver superior results and make a distinctive impact over a long period of time.

The primary path to greatness can also be found in social enterprises like universities.

The journey to greatness must instil and embed an institutional moral authority, produce quality trusting relationships with stakeholders, continue efficiency speed with ability.

Building a great organisation should be based on 4 blocks that requires:

- disciplined thought
- disciplined action
- Discipline of character and competency

These blocks must be followed by leadership that commits consciously and intentionally to the disciplines and to discipline. Committing consciously and intentionally to the habits of heart and mind that shape both Character and Competency.

Covey's 8th Habits of Highly Effective People, deals with character and competency in leadership, for example, if you have a surgeon would you want an honest surgeon (to advise) or a competent surgeon (to operate). The answer is you need both.

This institution needs leadership that leads aloud with sincerity. The supreme quality of leadership is unquestionable integrity and without it no real success is possible.

Mr Bikwani addressed Prof Mazwi-Tanga and Dr Nevhutalu that very soon the institution will have 4 hands turning the flywheel of this university.

They must turn it faster now with 4 hands. When January 2014 comes, the flywheel requires less strength turning it because only two hands will be available.

This inaugural Assembly is, in a sense, our curtain raiser to the official welcome of Dr Nevhutalu.

Towards a great university

Mr Mbulelo Bikwani, Council Chairperson

It is with deep satisfaction and excitement to write this foreword to the inaugural University Assembly of our institution.

The Cape Peninsula University of Technology (CPUT), the only University of Technology (UoT) in the Western Cape, is the largest residential university in the region with a student population of just over 32 000, having evolved as a product of the "Restructuring of the Landscape of Higher Education" through mergers.

In 2005 two institutions – Cape Technikon and Peninsula Technikon merged to form the Cape Peninsula University of Technology.

As a relatively young institution, and as a product of a merger, CPUT has up to now made every attempt to promote and embed the culture of Transformation, Diversity and Social Cohesion in the emerging new culture. The culture is no more emerging but a culture of the institution. As part of refocusing the institution to its core purpose, council saw it desirable to introduce new hope in the form of moving the institution Towards a Great University.

In the past two years the institution has been involved in trying to make sense of what it means to be a 'Great University'. Many activities have been designed in response to this question and the 'University Assembly' is but one of the interventions.

The main objective of the assembly is to give effect to one of the key principles of 'Good to Great', the Flywheel effect.

Unless and until, the leader gets every shoulder on the flywheel, pushing in the same direction, until the flywheel rotates faster and without much pushing, no organisation can move 'From Good to Great'. Our flywheel is the four (4) cross-cutting themes:-

Students at the Centre of Service Delivery

Efficiency and Effectiveness

Applied Research and Innovation

Creating a Distinct University Identity

The discussions in the commissions will shape and create sign posts towards Greatness. The destination of Greatness is always in the journey, one step at a time. The exciting journey is lined up by the learning appetite of the organization and its leadership.

As we move with determination towards the Great University - we must refuse to accept some views—well-intentioned as they may be, but dead wrong.

The idea that the primary path to greatness in the social enterprise sector is to become "more like a business" must be rejected. Most businesses fall somewhere between mediocre and good. Very few are great. When you compare great organizations with good ones, many widely practiced business norms turn out to reinforce mediocrity, as opposed greatness.

We must reject the naive imposition of the "language of business" on the social enterprise sector, and instead we should jointly embrace a language of greatness.

I consider the Assembly as a tipping point of the university's journey towards greatness and we are looking forward to the concrete actions that will come from these deliberations.



ON THE SPOT: A member of the audience poses a question to the panel.



ANNEXURE H: University Assembly Newsletter (The Peninsula)

INAUGURAL UNIVERSITY ASSEMBLY

The Peninsula Saturday July 27 | 2013 5



A FIRST: The inaugural University Assembly Day got off to a flying start on the Bellville Campus.

Picture: MPHONDU

Declaration of the inaugural CPUT University Assembly

We have gathered today at this Inaugural CPUT University Assembly to share ideas about what it is that we need to do individually and collectively to build a truly great institution.

As students, academic, administrative and support staff, members of convocation, alumni and Council, we are aware of the journey we have travelled since two different institutions with vastly different backgrounds and distinctive identities were amalgamated to form a single University of Technology to serve our country, our province and our continent, Africa.

When we reflect on this journey since

2005, we are reminded of the words of our first democratically elected President, Nelson Rolihlahla Mandela: "I have walked that long road to freedom. I have tried not to falter. I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb."

Our University has indeed had its challenges. But we are immensely proud of our achievements over the last eight years as we have ensured access for students from disadvantaged backgrounds and ensured greater representivity in our academic and

administrative staff. CPUT students, researchers and academics continue to make significant contributions to the national system of innovation and technology.

In this process, our University has declared that our vision is to be at the heart of technology education and innovation in Africa.

This is a vision we endorse. We commit to work tirelessly and with passion to:-
*Place our students at the centre of our vision by providing an enabling environment and support system that enables them to unleash their potential

for the betterment of humanity and our world

* Be known as a people's institution where efficiency and effectiveness are non-negotiable aspects of our organisational culture

* Ensure that CPUT's living identity and reputation, as a great university of technology is secured on our continent and globally

* Become an institution where applied research and innovation is thriving

We want this dialogue initiated today to continue. We therefore call on Council to take our ideas, views and experiences into

account when they embark on the process of strategic planning for 2014. Further, we request that Council consider convening the first official University Assembly preceded by Faculty, Staff and Student Assemblies to take this dialogue further.

We further ask Council to consider the possibility of convening a University Assembly every three years to both reflect on progress towards the attainment of our vision and the journey to make CPUT a Great University.



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