



Cape  
Peninsula  
University  
of Technology

*TOWARDS A  
GREAT UNIVERSITY*



Comprehensive Transformation Strategy



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*Contained in the transformation strategy are 18 transformation objectives that relate to the six transformation goals with set timelines.*

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*This comprehensive transformation strategy is a dynamic document whose impact and effectiveness should be determined through proper monitoring of progress made through the transformation implementation plan. The leadership of the Vice Chancellor, Prof. LV Tanga, the Transformation Forum, Senate and Institutional Forum as well as the Task Team which developed this strategy viz; George Mvalo, Luclaire Airey and Prof. Harry Ballard is hereby acknowledged.*



## Introduction

1

During the phase of the 2006 to 2010 Strategic Plan, the Cape Peninsula University of Technology (CPUT) changed from pursuing a diffused model to transformation to a dual one. Under the former approach, transformation was to cut across all activities and divisions within CPUT. In this model ownership and evaluation of the transformation agenda was a continuous challenge as there was no direct ownership of the process.

The shift came through the centralization of transformation in the Vice Chancellor's Office while at the same time giving space to Units/Departments and individuals to construct and implement transformation initiatives in their specific contexts. An institutional Transformation Forum created a platform where the community could assemble, account, share and evaluate the different activities on the transformation agenda.

CPUT is the only university of technology in the Western Cape Province amongst three traditional universities, six FET Colleges and several private colleges. CPUT has had a rapid enrolment growth reaching a student population of just over 32 000 by 2012 of which postgraduate students constitute 4.54 per cent of the sum total. This is still below the Department of Higher Education and Training benchmark set for Universities of Technology and far below the proportion of postgraduate students (enrolment and graduation rates) in the three regional sister universities.



## Comprehensive Institutional Transformation Strategy

CPUT is in the midst of a transformation process, which is wide ranging in its reach and impact on organizational practices, processes and institutional culture.

The CPUT transformation strategy is informed by, inter alia, the Institutional Transformation, Social Cohesion and Diversity Charter, 2010, Vision 2020, and the Institutional Quality Improvement Plan (IQIP), 2012. The ultimate goal is to align all faculty and departmental transformation plans to the institutional transformation strategy. Ultimately, the objectives set out in the institutional transformation strategy, should be **measurable** and **realistic** within set timeframes. The Comprehensive Transformation strategy is a framework that is to guide our transformation journey as the Cape Peninsula University of Technology until 2020.

For our purposes, transformation refers to a dynamic continuous process of change and adjustment that impact on all facets of university life as encapsulated in the three missions of a university and all attendant policies, systems and practices that constitute the day-to-day life of a Higher Education Institution.

In line with Vision 2020, the university is committed to the principle of social transformation and will pursue strategies to enhance this within the institution and society (p4 Vision 2020). Transformation is understood to represent a move from the current state to a new state that results in change at a practical and systemic level in terms of our practices and policies. It affects all aspects such as equity, organizational culture, organizational effectiveness, managerial practices and transforming the curriculum.

This will then be underpinned by the value stated in Vision 2020 (p7) to support the principle of “equity and excellence”.

Social cohesion, a critical component of an institutional culture, is viewed in a broad context and includes issues such as stigmatization associated with HIV/AIDS, xenophobia, LGBTI rights and so on.



## Our approach

During 2010 the following goals were formulated:

- Equity and Redress
- Access, Retention and Success
- Diversity
- Social Cohesion
- Governance
- Networking and Partnerships

The rationale for the formulation of these goals was informed by, inter alia, the CPUT Transformation, Social Cohesion and Diversity Charter, chapter two of the Constitution of the Republic of South Africa, 1996, and the white paper on higher education and the National Plan on Higher Education.

To formulate working strategies for this comprehensive transformation strategy, it was necessary to sketch the prevailing, current reality. A data collection exercise was undertaken to obtain the baseline data and trends, and used to set realistic targets. The data was provided by the MIS department, the Disability Office, Fundani's Student Learning Unit, CTS, QMD, CPUT's Self-Evaluation Audit Report for the HEQC, and the IQIP.



**The following principles were adopted to ensure uniformity:**

- Indicators should be measurable
- Targets should be SMART and as far as possible quantitative
- The current CPUT reality was established to form a baseline on which to set realistic targets and to facilitate the measurement for progress.
- This is a high-level strategy document where responsibility for more detailed implementation plans lies with the Executive Management. The lower level implementation plans should be aligned with the relevant strategies of the respective faculties, departments and units.

**The underpinning policies supporting transformation are:**

- Employment Equity Policy
- Recruitment and Selection Policy
- Policy for People with Disabilities
- Policy for the Employment of Foreign nationals
- Ad Hominem Promotion Policy for Academic Staff
- Performance Management Policy
- Student Initiation Policy
- Quality Assurance Policy
- Student Admissions Policy
- Academic Planning Framework
- Sexual Harassment Policy
- Language Policy
- Khula Policy
- Recognition of Prior Learning Policy

This high-level strategy document does not include an implementation plan required to give effect to the goals and objectives.

The implementation plan has been developed separately.

Priority, timelines, resourcing and accountability will be detailed in the implementation plan.



CPUT's current reality

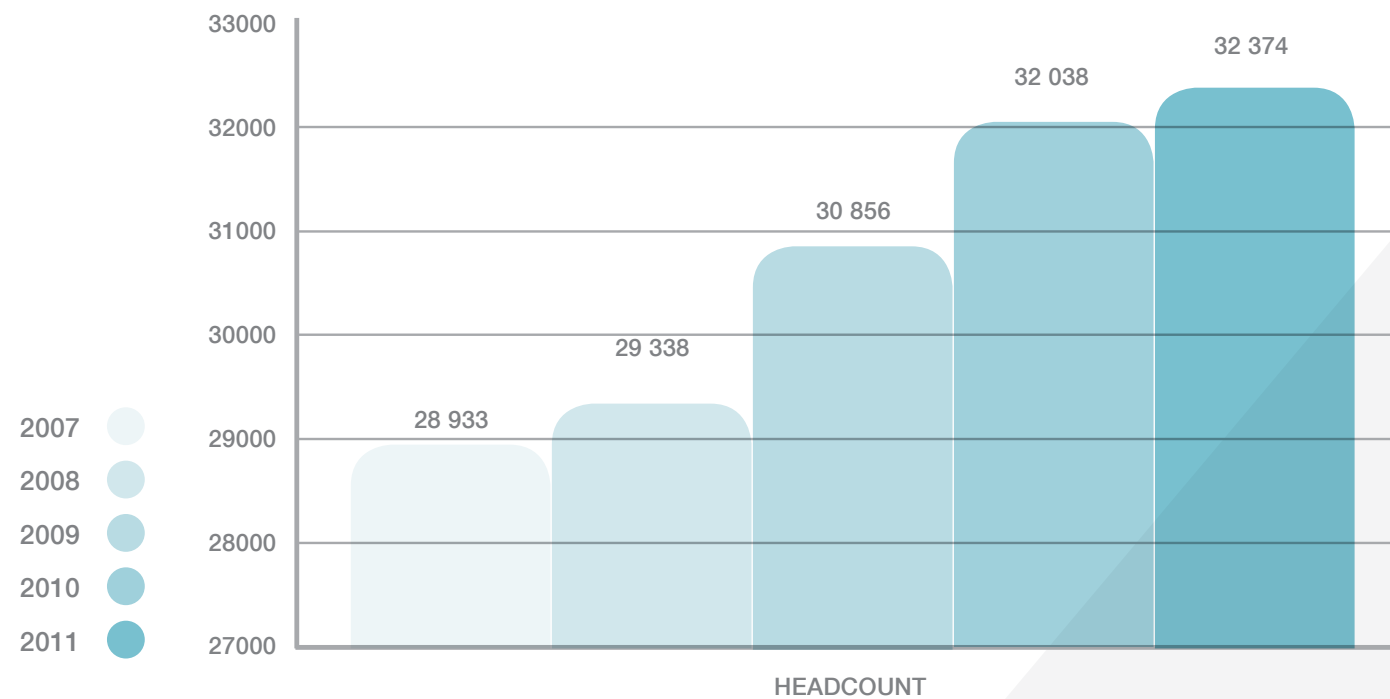
The baseline data for each goal and its accompanying objectives are presented:

4.1 **GOAL 1** Equity and Redress (in terms of students)

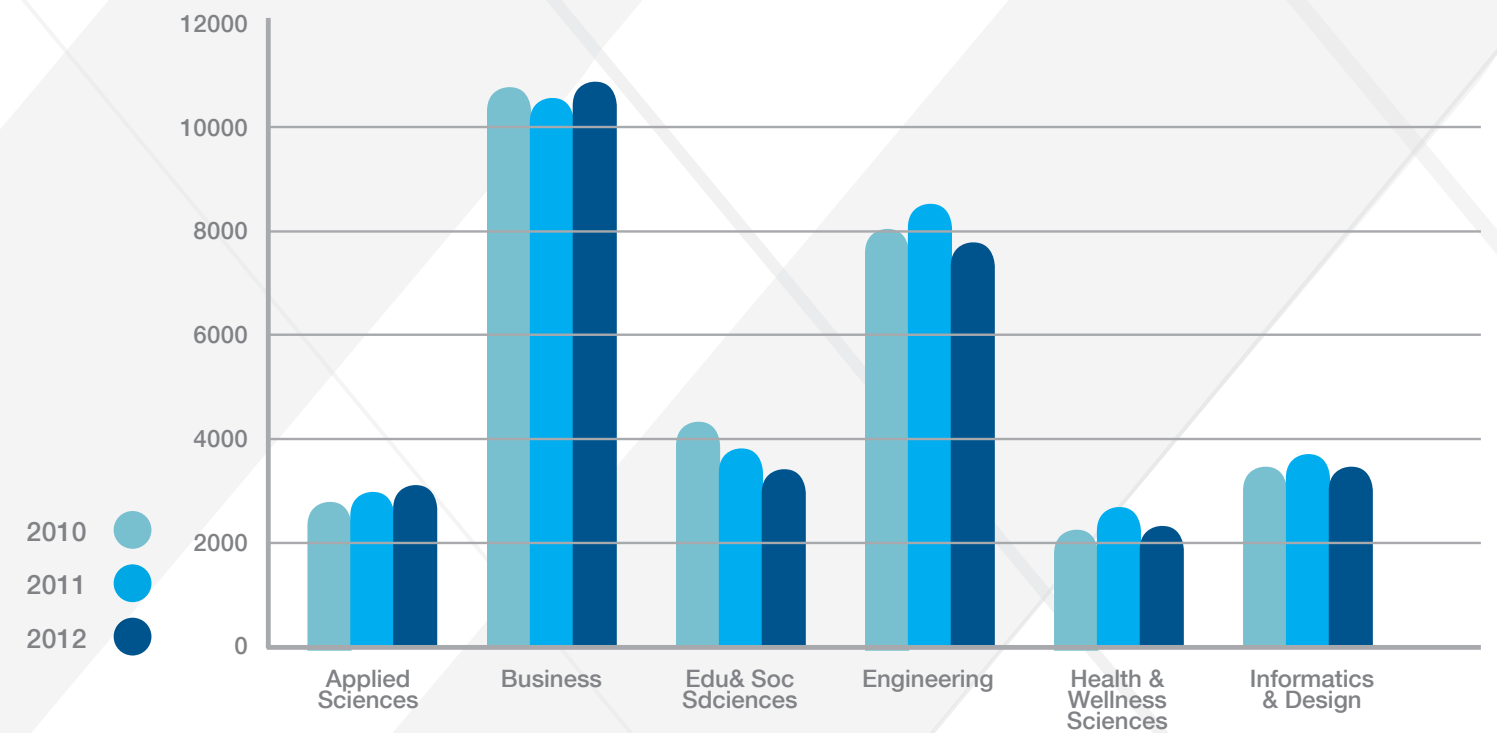
The baseline overview is presented in terms of:

» NUMBERS AND TRENDS

STUDENT HEADCOUNTS: 2007 - 2011



STUDENT HEADCOUNT ENROLMENTS BY FACULTY: 2010 - 2012

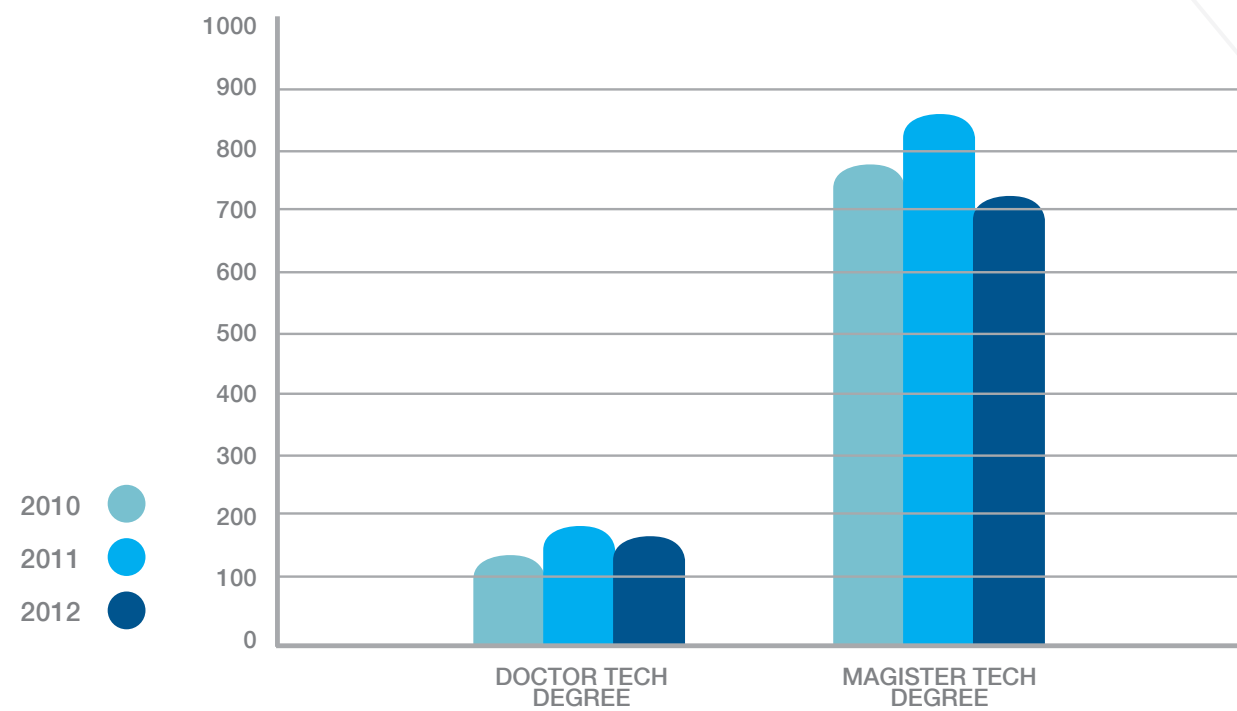


4

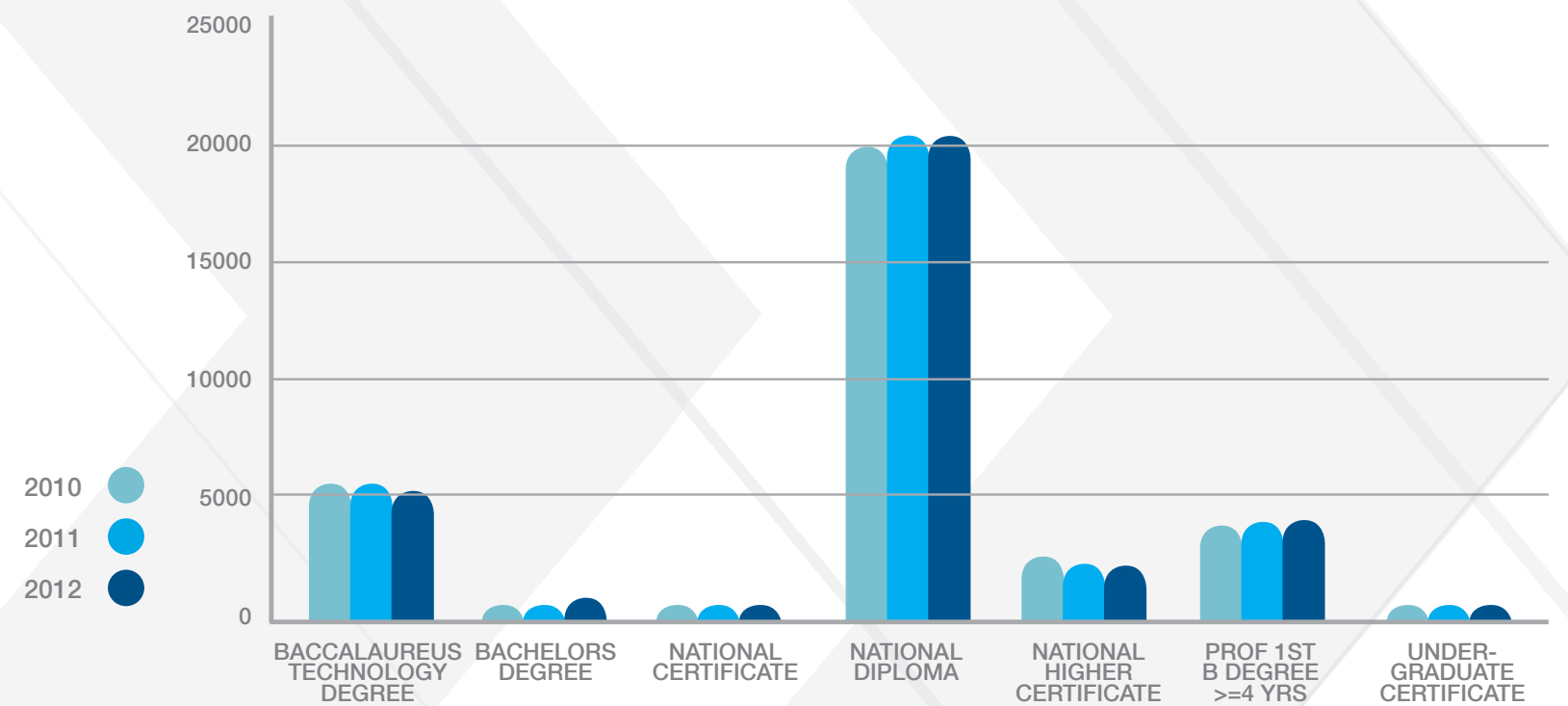


» QUALIFICATION TYPE

STUDENT HEADCOUNT ENROLMENTS  
POSTGRADUATE QUALIFICATION TYPES: 2010 - 2012



STUDENT HEADCOUNT ENROLMENTS  
UNDERGRADUATE QUALIFICATION TYPES: 2010 - 2012

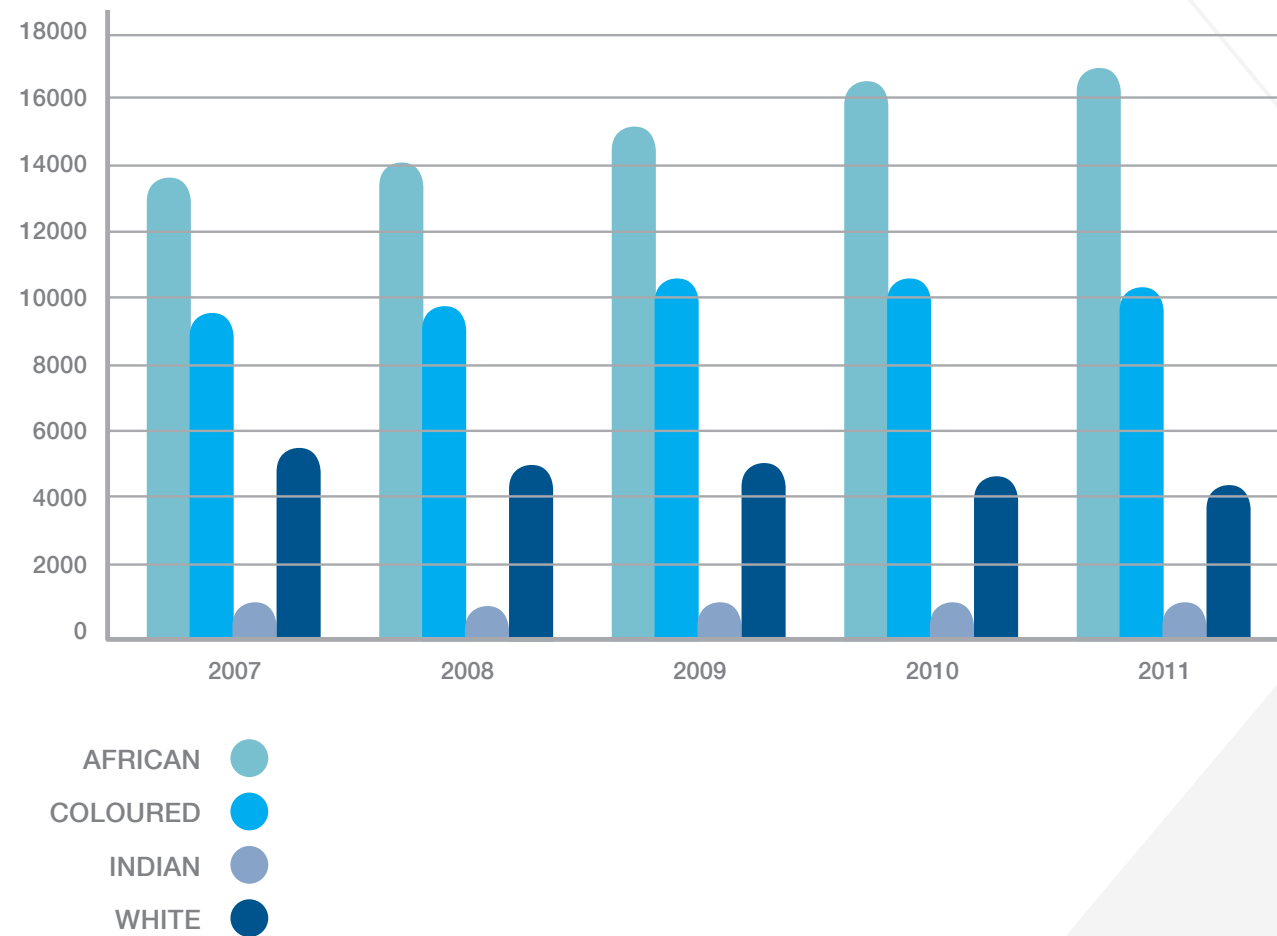




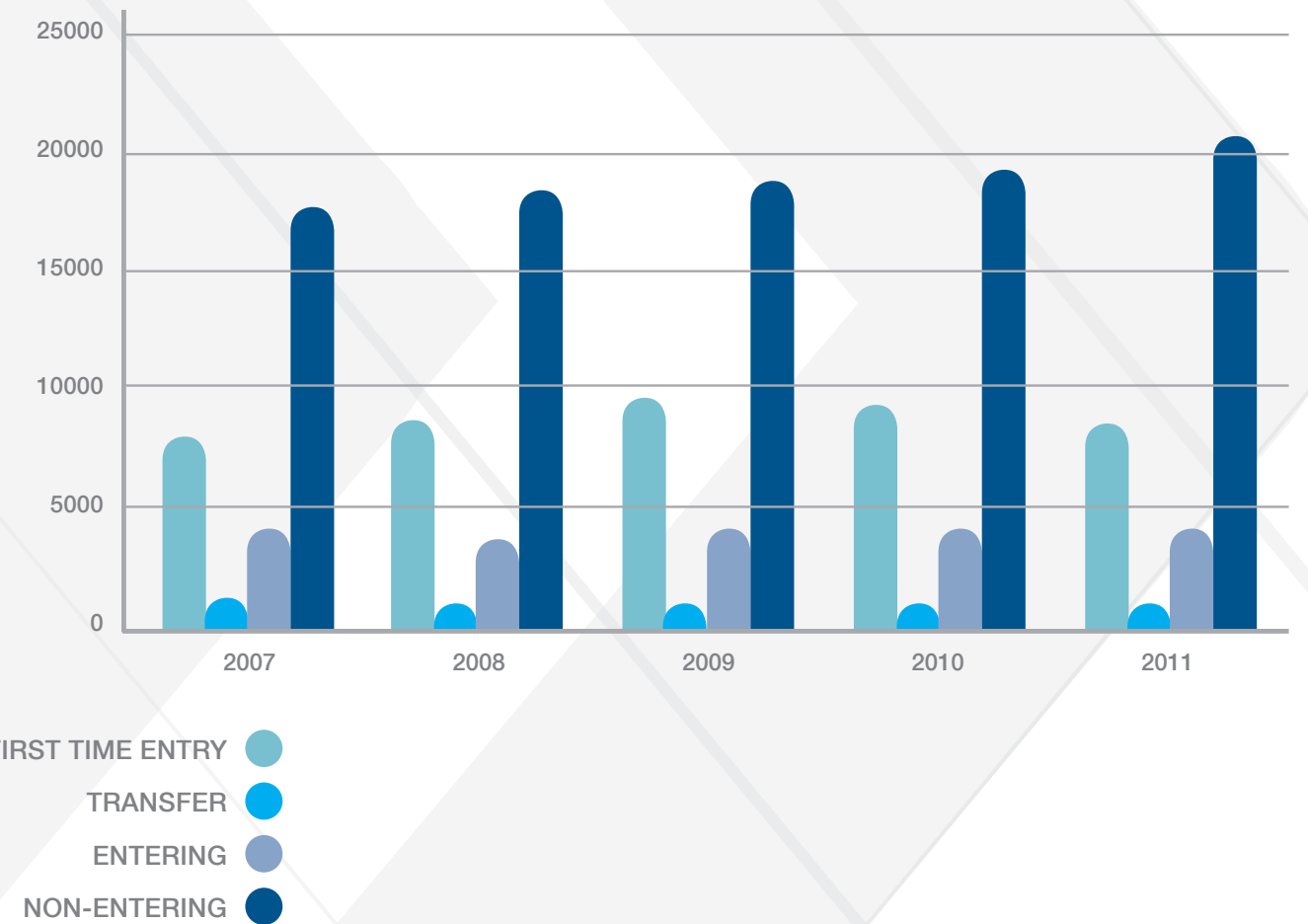


» EQUITY ENROLMENTS

STUDENT DEMOGRAPHICS:  
BY EQUITY GROUP 2007 - 2011



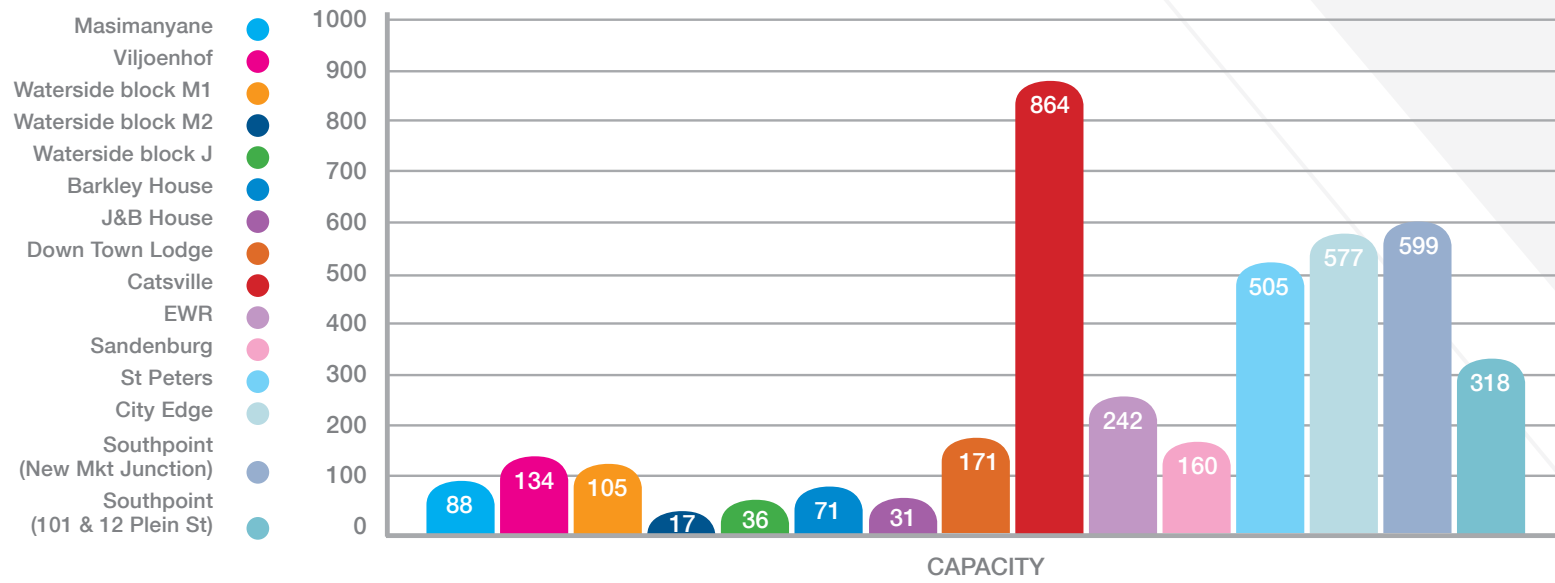
STUDENT HEADCOUNT:  
ENTRY STATUS 2007 - 2011



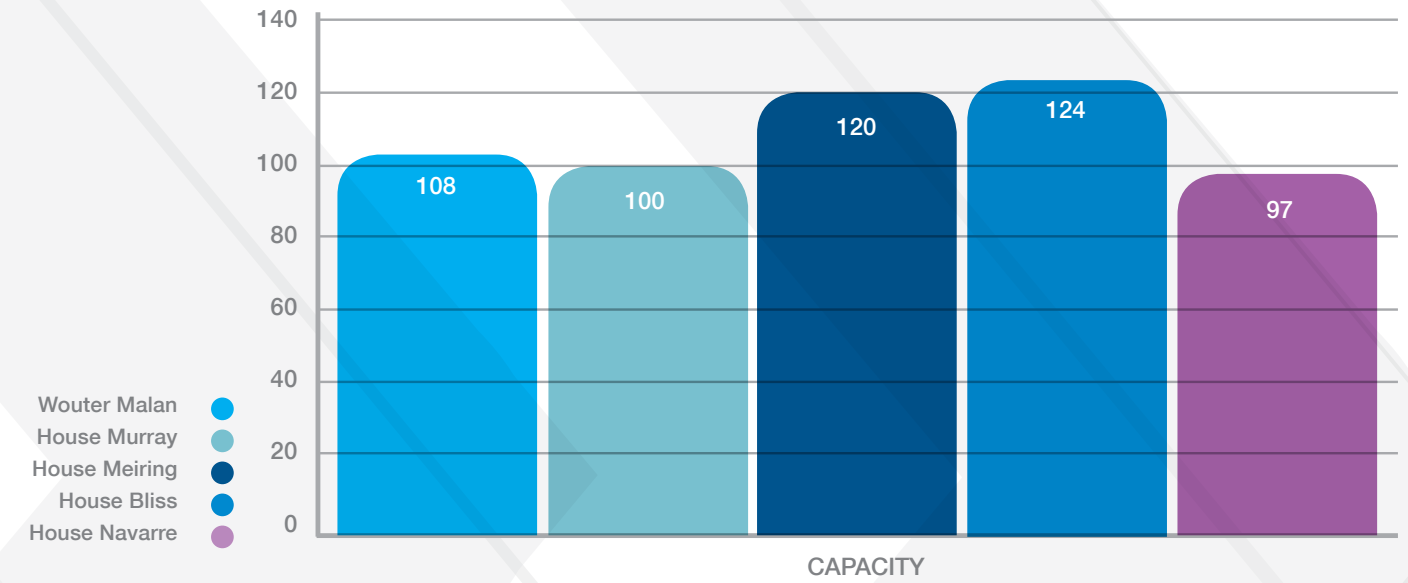


RESIDENCES

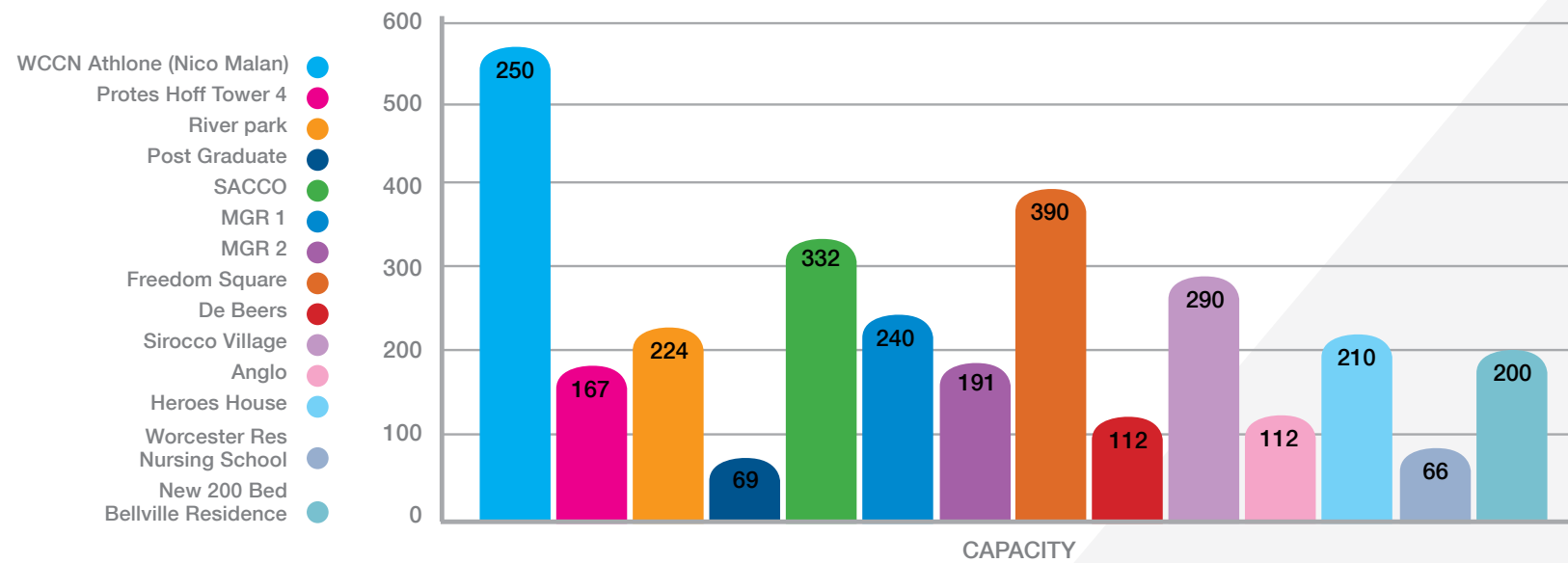
CPUT CAPE TOWN CAMPUS RESIDENCES: CAPACITY 2012



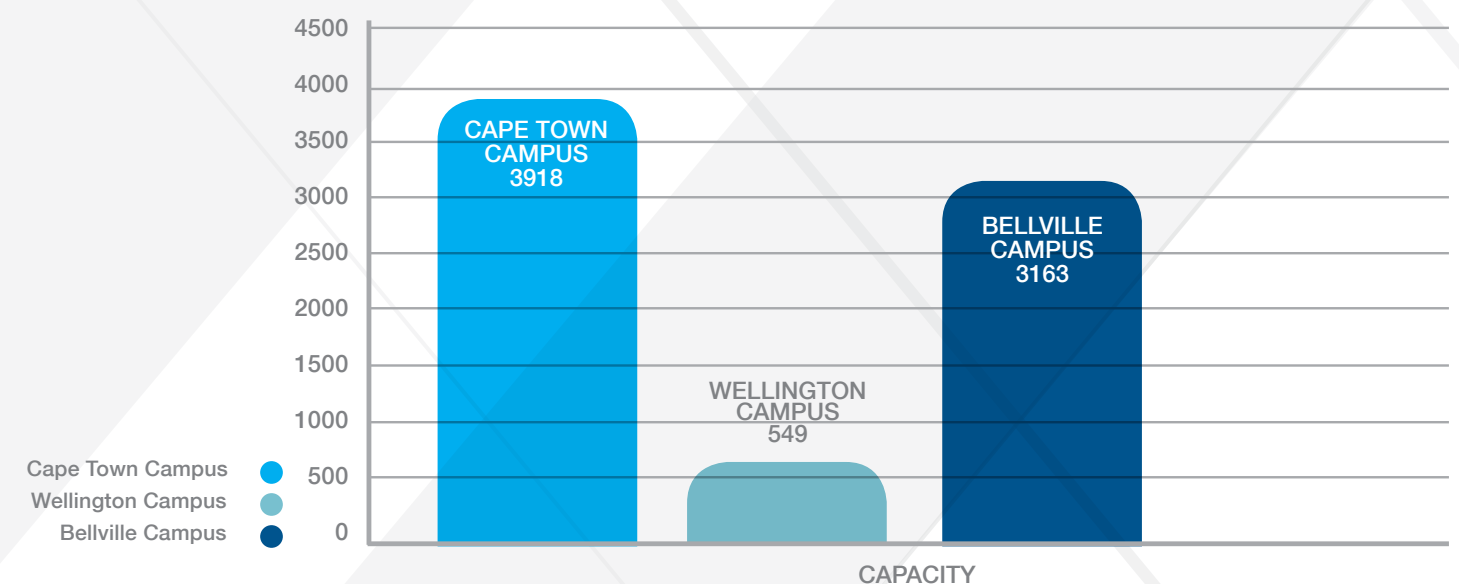
CPUT WELLINGTON CAMPUS RESIDENCES: CAPACITY 2012



CPUT BELLVILLE CAMPUS RESIDENCES: CAPACITY 2012

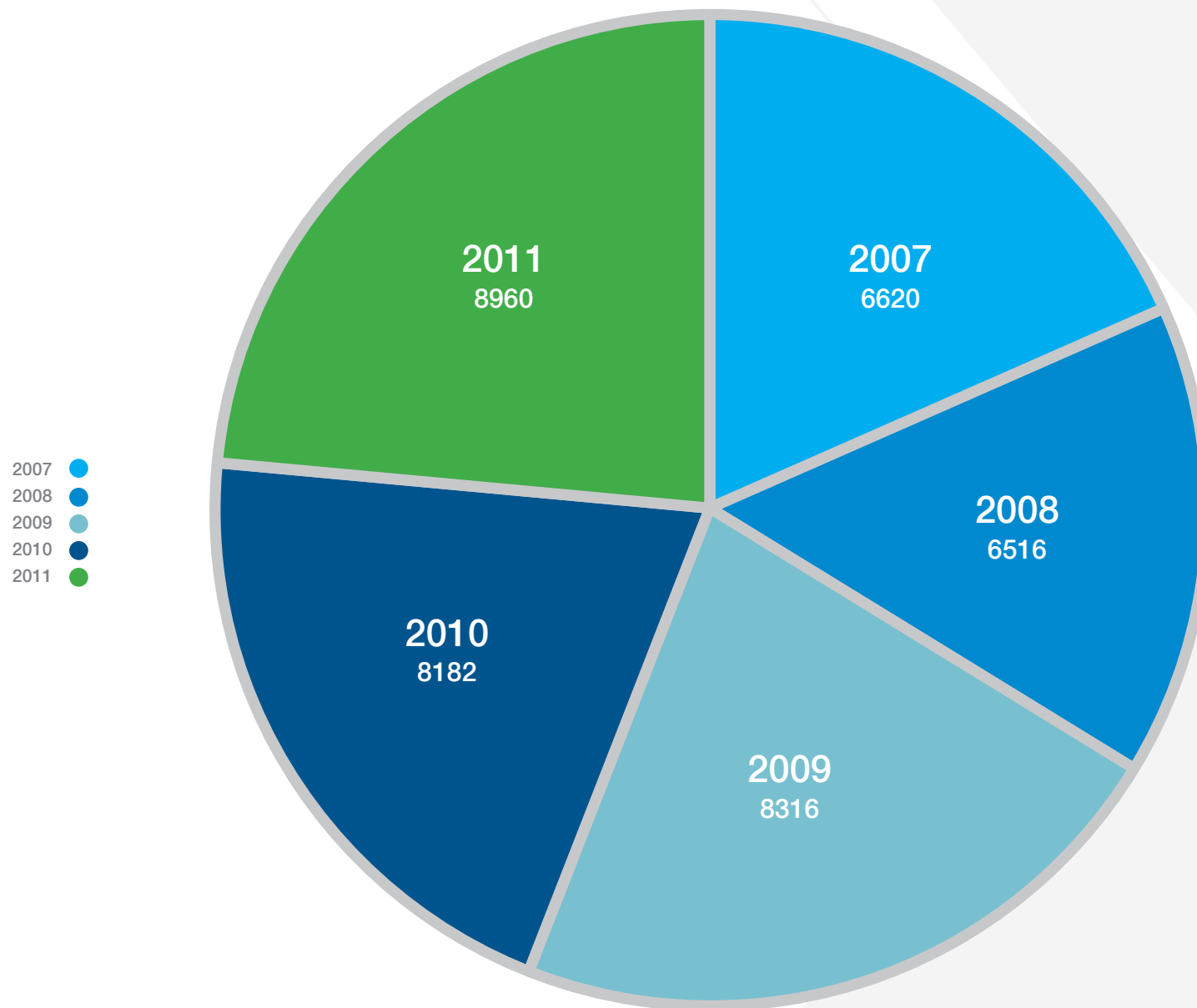


CPUT RESIDENCES: CAPACITY 2012





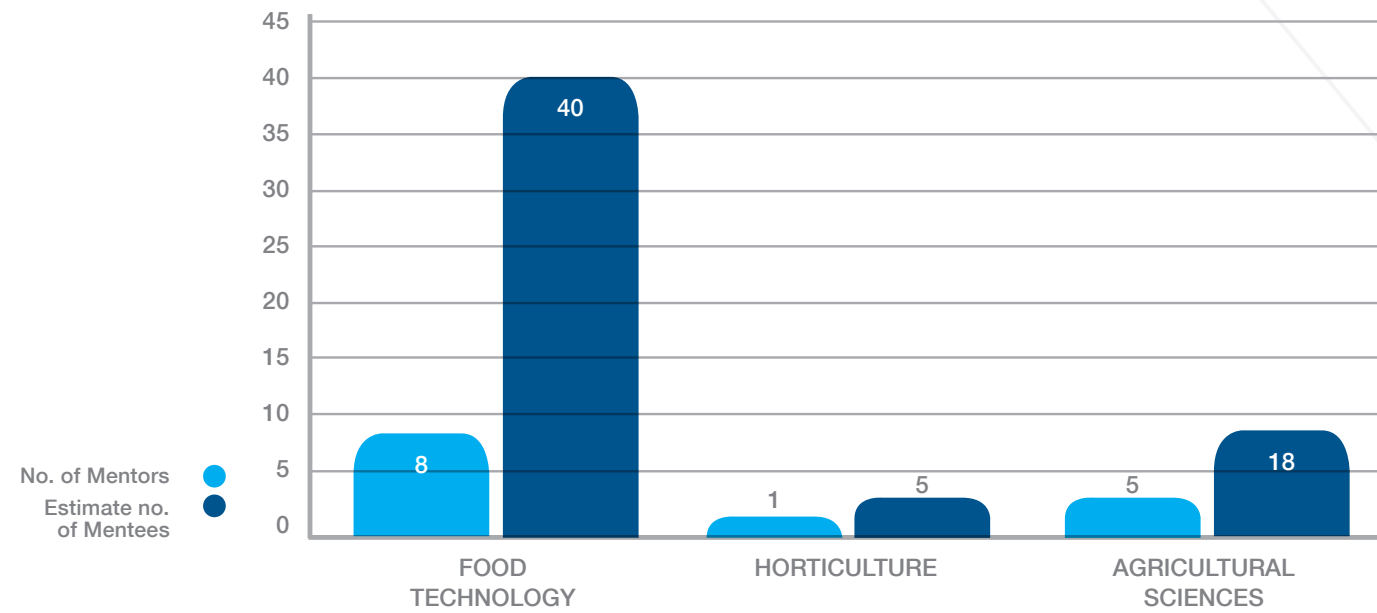
STUDENTS: HEADCOUNTS:  
NSFAS RECIPIENTS 2007 - 2011



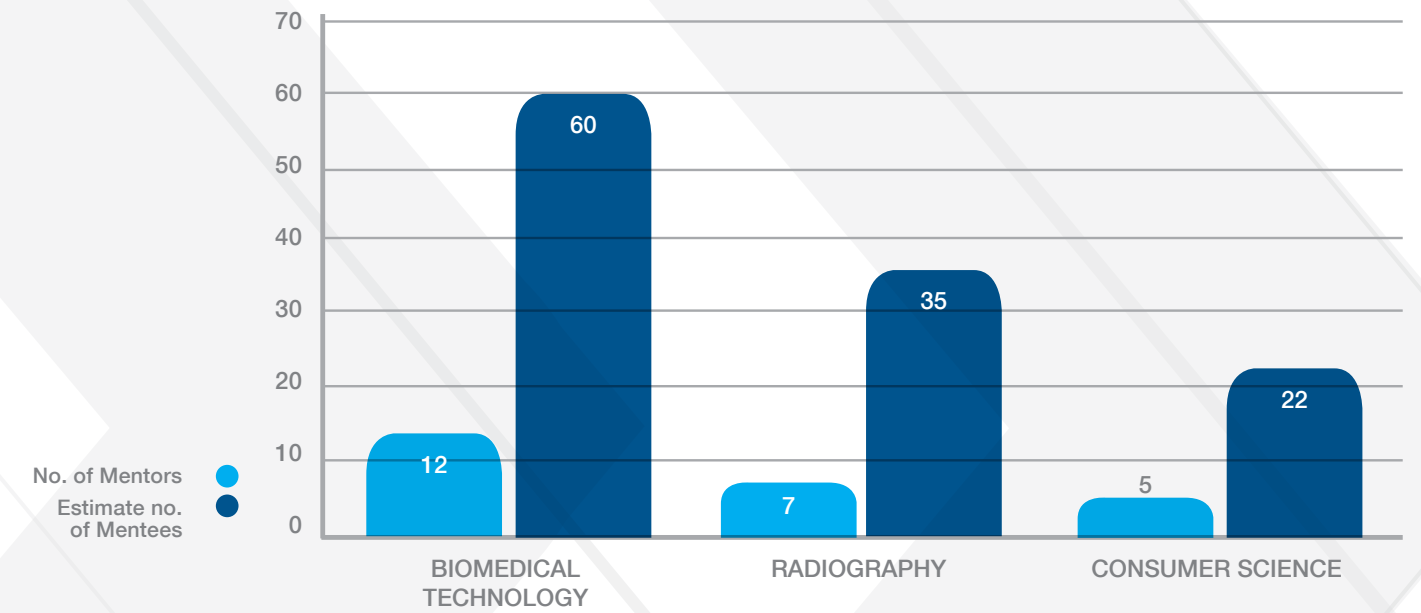


» MENTORS/STUDENT RATIO'S IN FACULTIES AND RESIDENCES

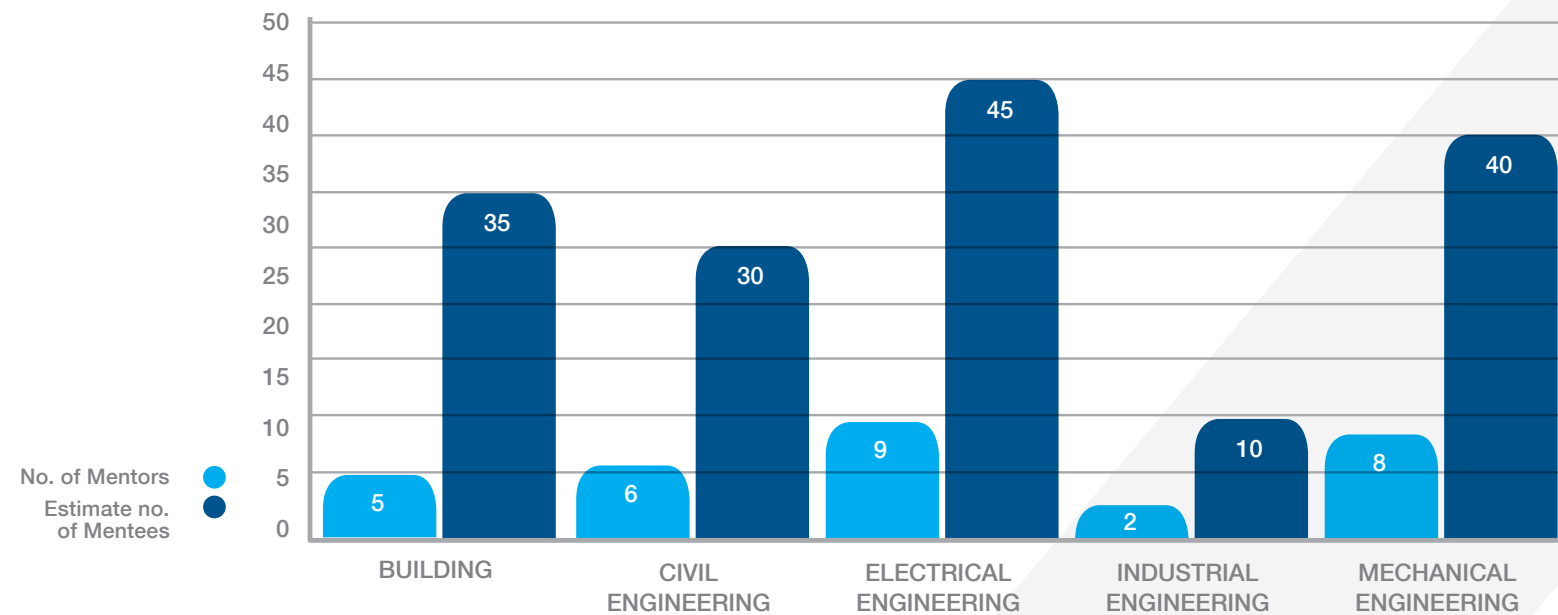
MENTOR/STUDENT RATIOS FOR  
FACULTY OF APPLIED SCIENCES: 2012



MENTOR/STUDENT RATIOS FOR  
FACULTY OF HEALTH AND WELLNESS SCIENCES: 2012

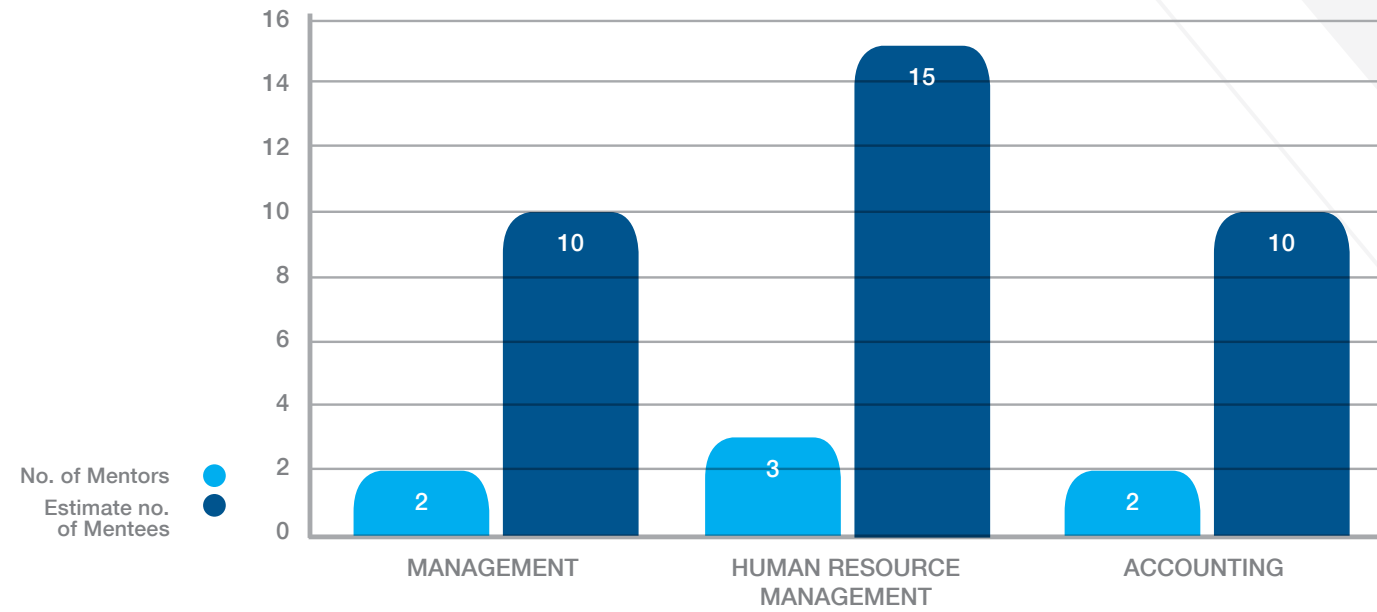


MENTOR/STUDENT RATIOS FOR FACULTY OF ENGINEERING: 2012

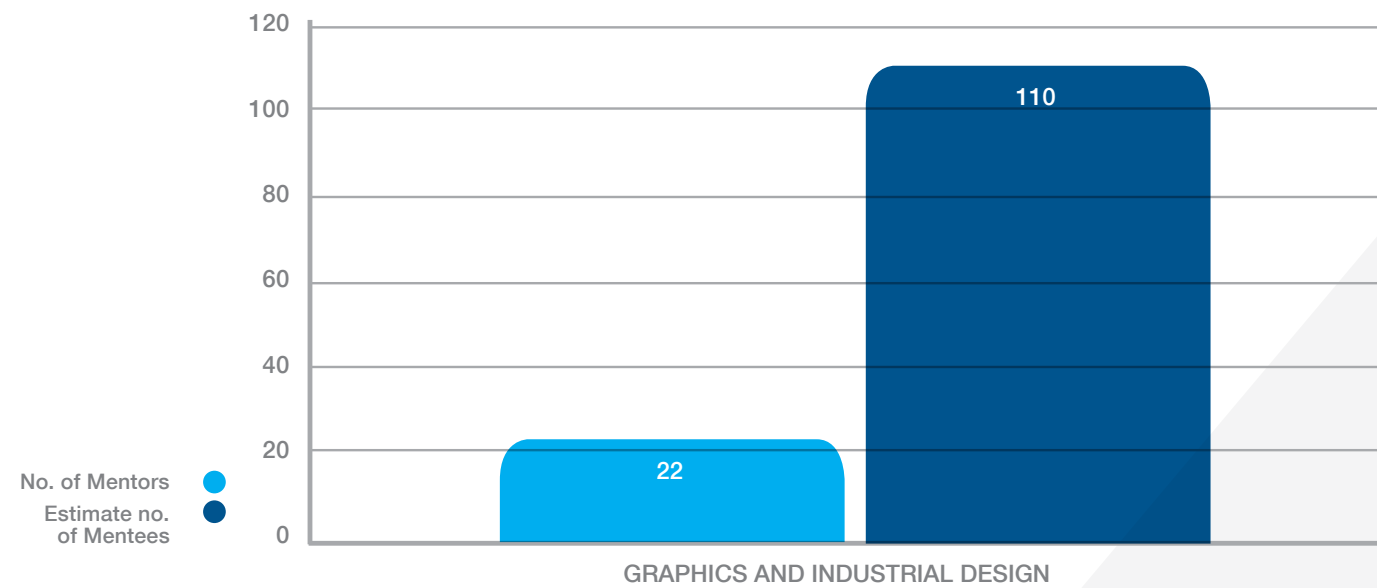




MENTOR/STUDENT RATIOS FOR  
FACULTY OF BUSINESS: 2012



MENTOR/STUDENT RATIOS FOR  
FACULTY OF INFORMATICS AND DESIGN: 2012





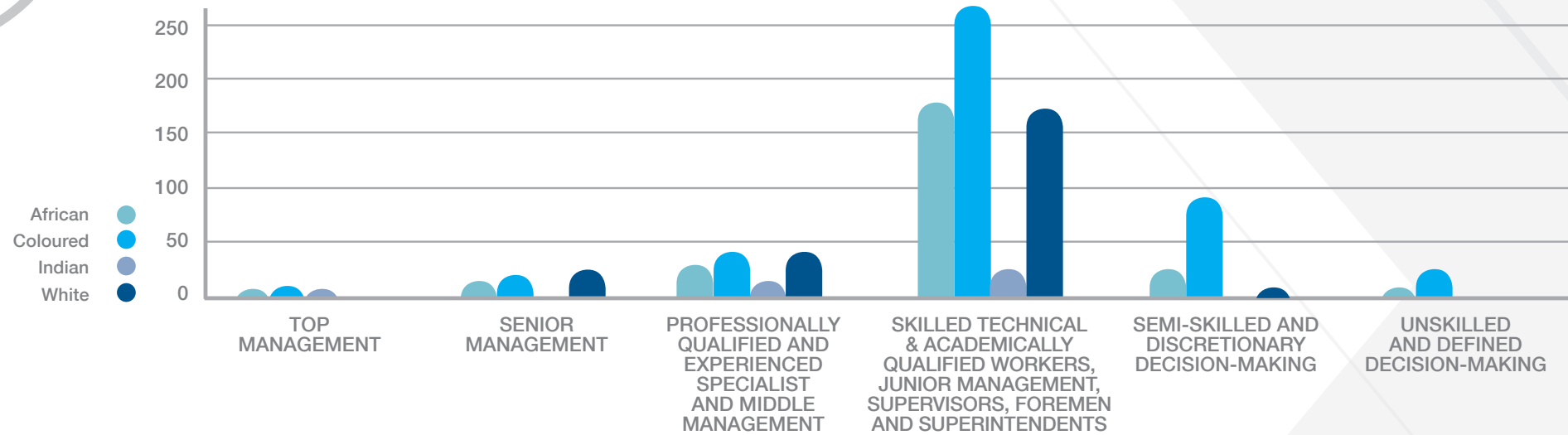
4.2

## GOAL 2 Access, Retention and Success

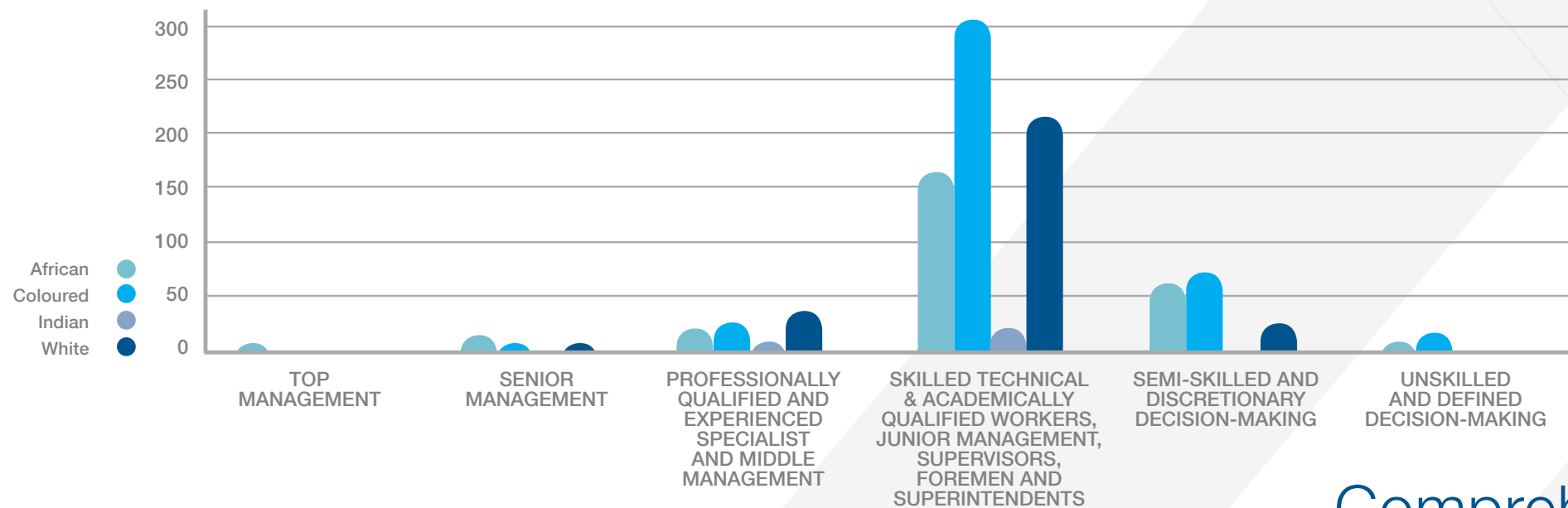
The baseline overview is presented in terms of:

### STAFF HEADCOUNTS

STAFF HEADCOUNT PER OCCUPATIONAL LEVEL BY MALE EQUITY GROUP

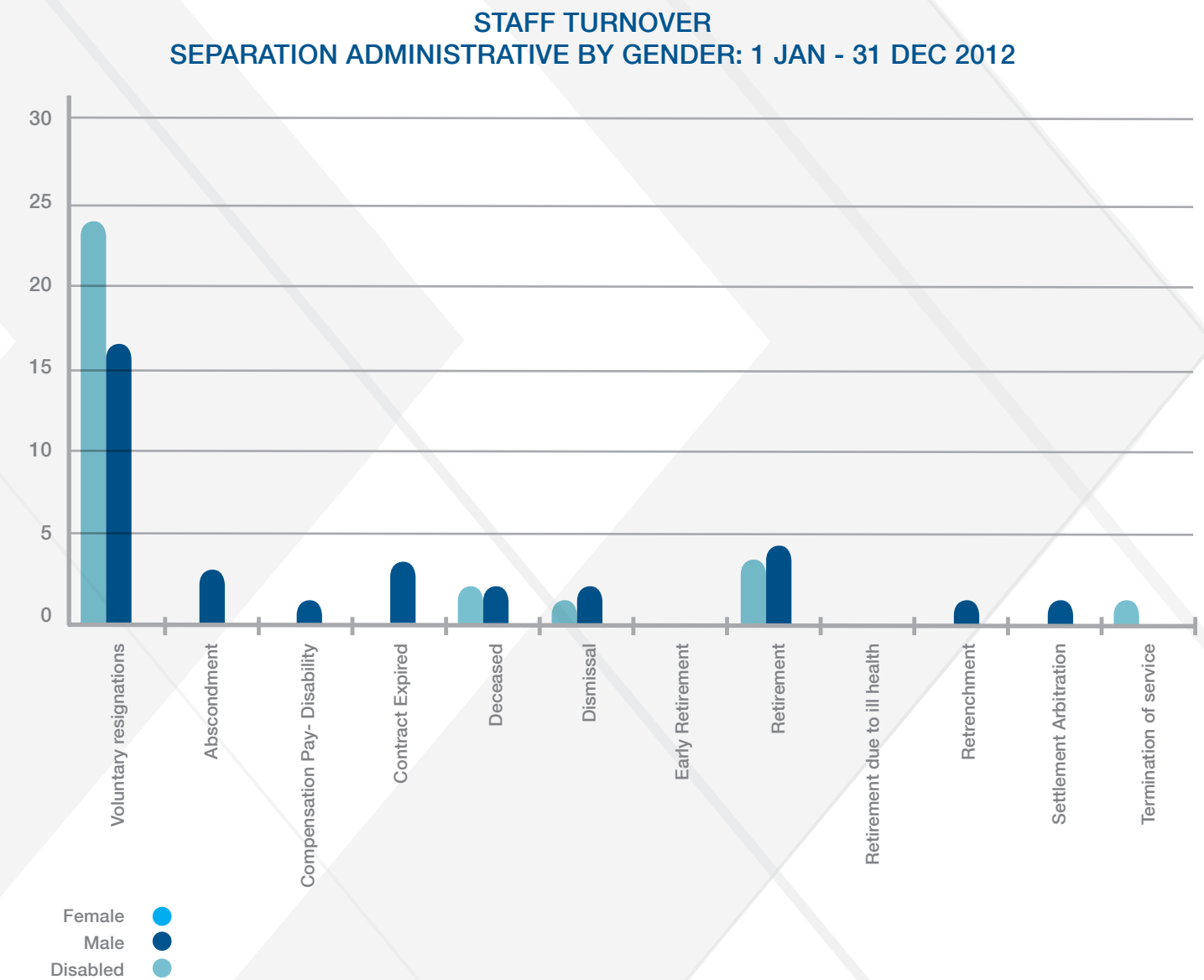
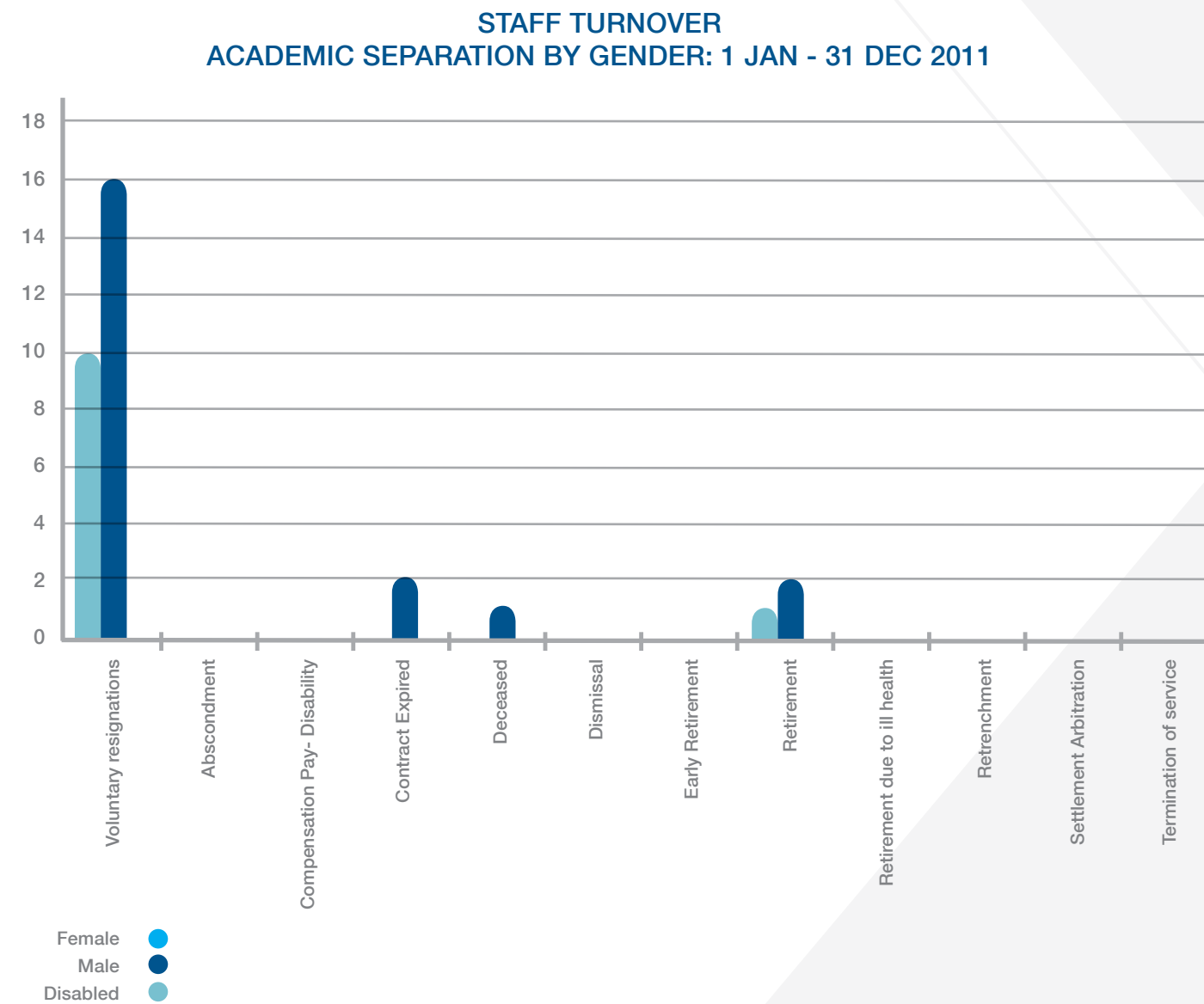


STAFF HEADCOUNT PER OCCUPATIONAL LEVEL BY FEMALE EQUITY GROUP



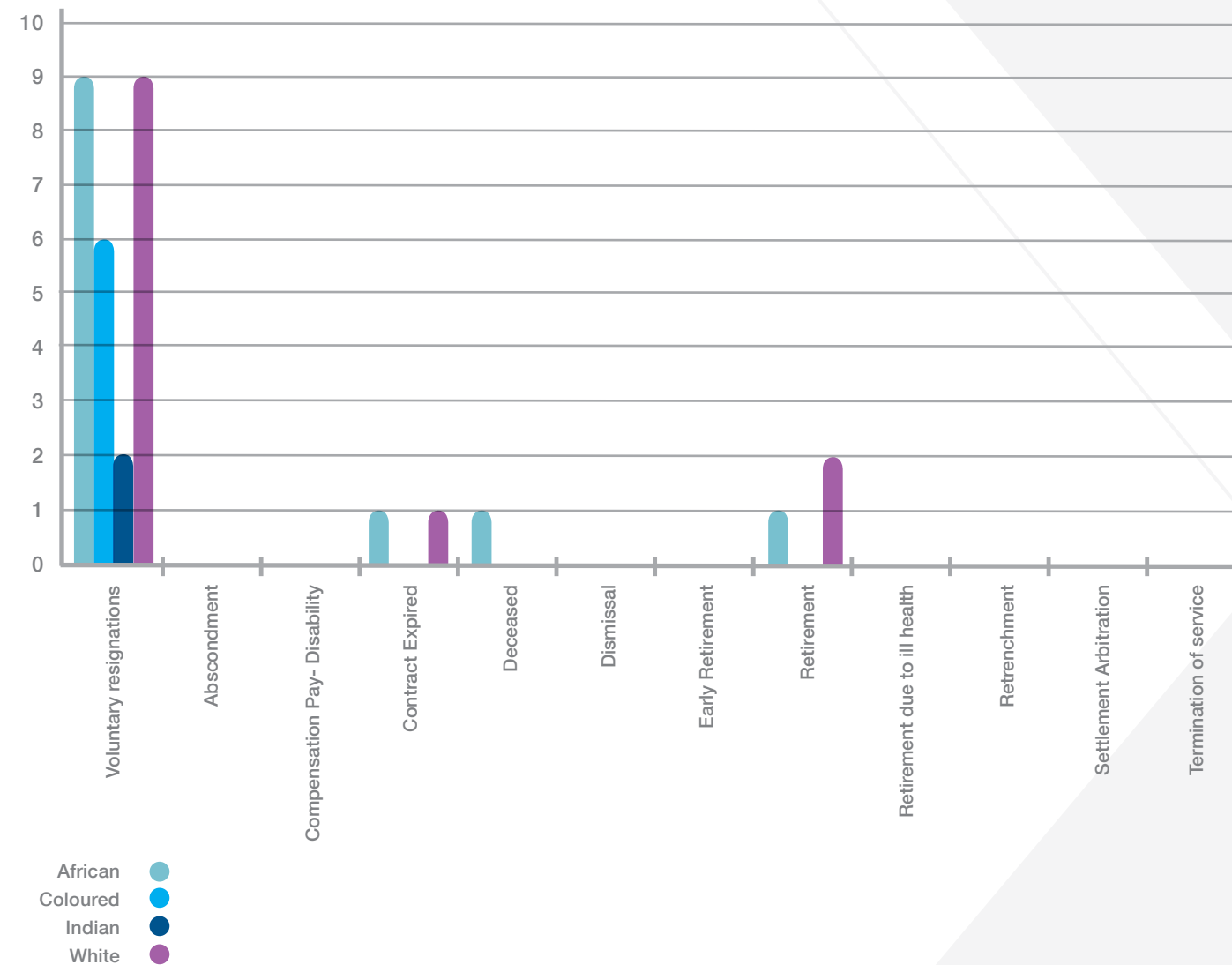


» STAFF TURNOVER

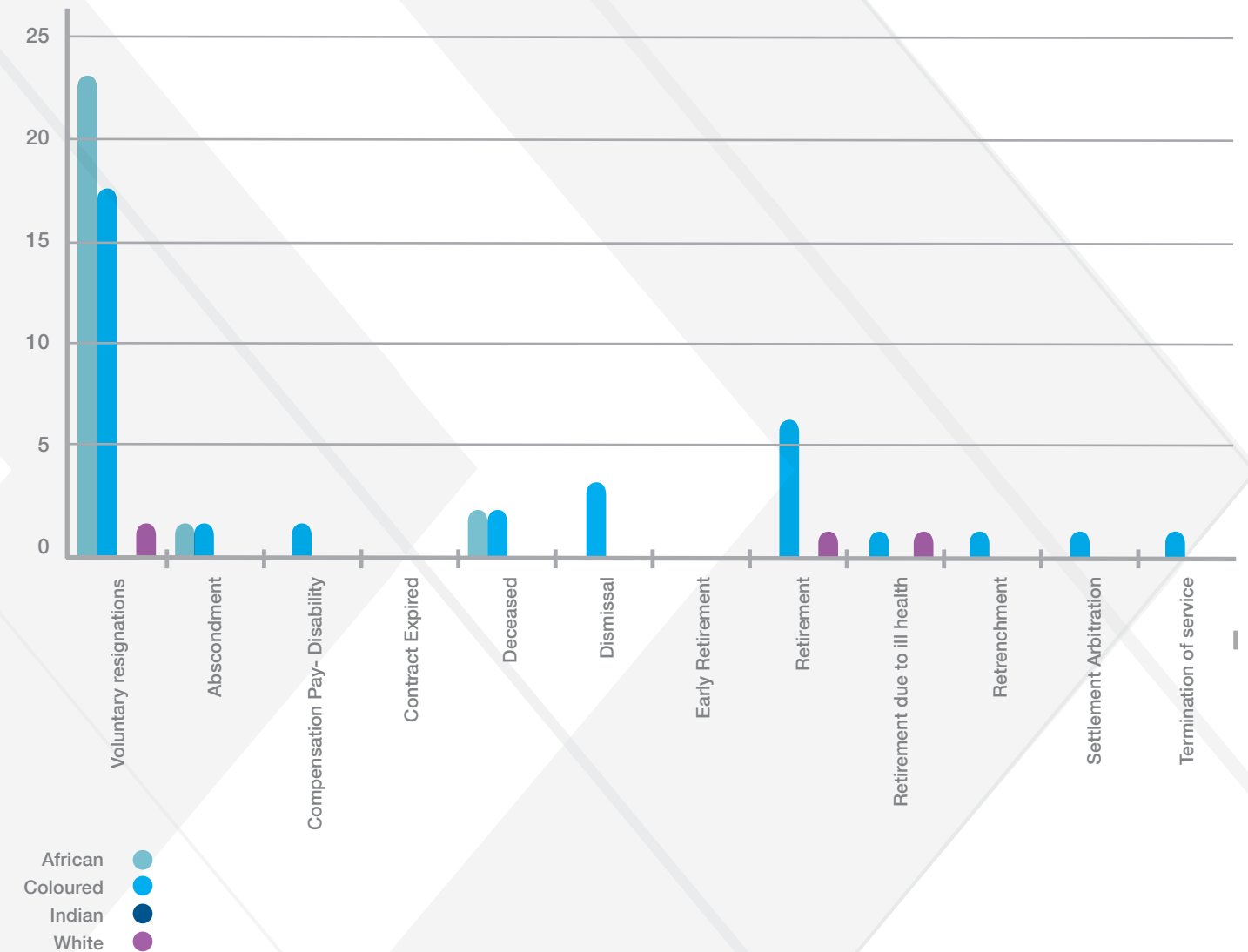




STAFF TURNOVER  
SEPARATION ACADEMIC BY EQUITY GROUP: 1 JAN - 31 DEC 2011



STAFF TURNOVER  
SEPARATION ADMINISTRATIVE BY EQUITY GROUP: 1 JAN - 31 DEC 2011



» KHULA STATISTICS

TOTAL 12 Candidates = 2 Candidates per faculty.





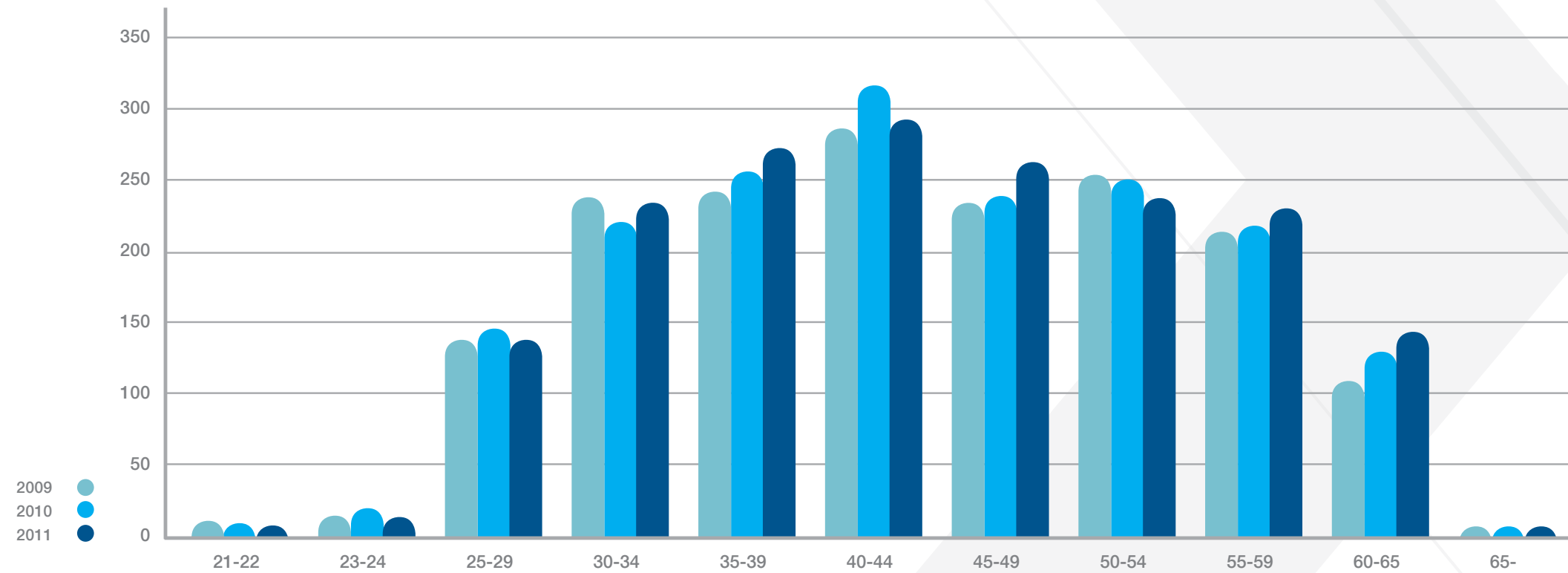
**GOAL 3 Diversity**

The baseline overview is presented in terms of:

» **STAFF HEADCOUNTS IN TERMS OF AGE, EQUITY AND LANGUAGE**

4.3

STAFF HEADCOUNTS BY AGE GROUP: 2009 - 2011

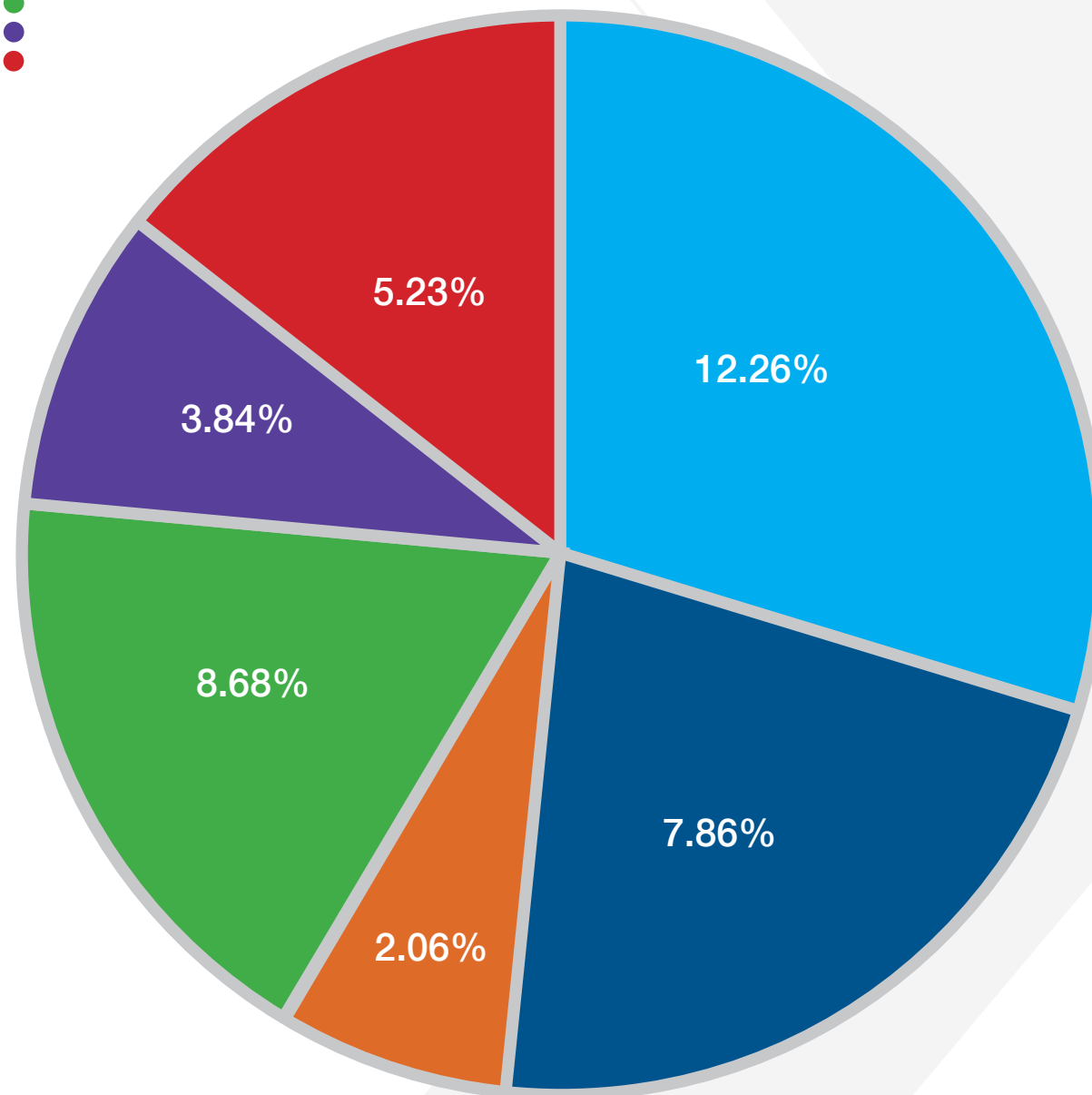




STUDENT ORIGIN

- APPLIED SCIENCES
- BUSINESS
- EDUCATION AND SOCIAL SCIENCES
- ENGINEERING
- HEALTH AND WELLNESS SCIENCES
- INFORMATICS AND DESIGN

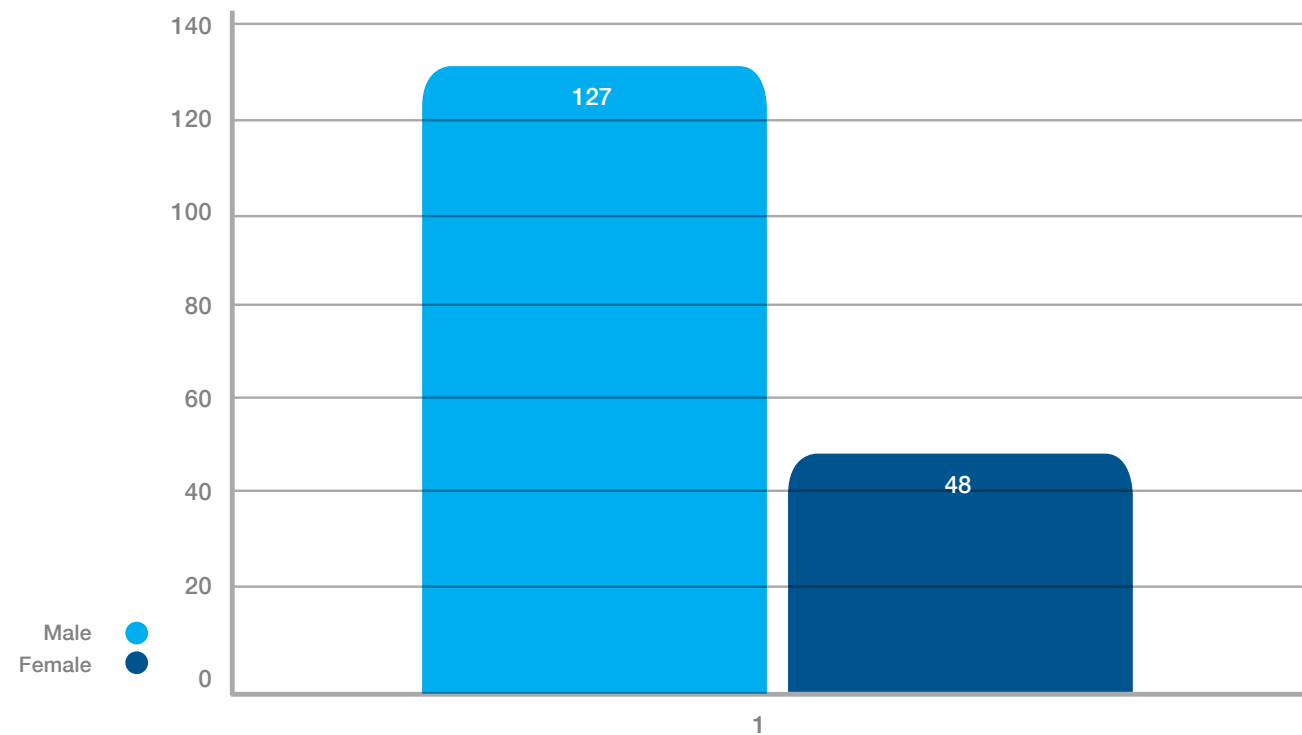
STUDENT ORIGIN: MAY 2010



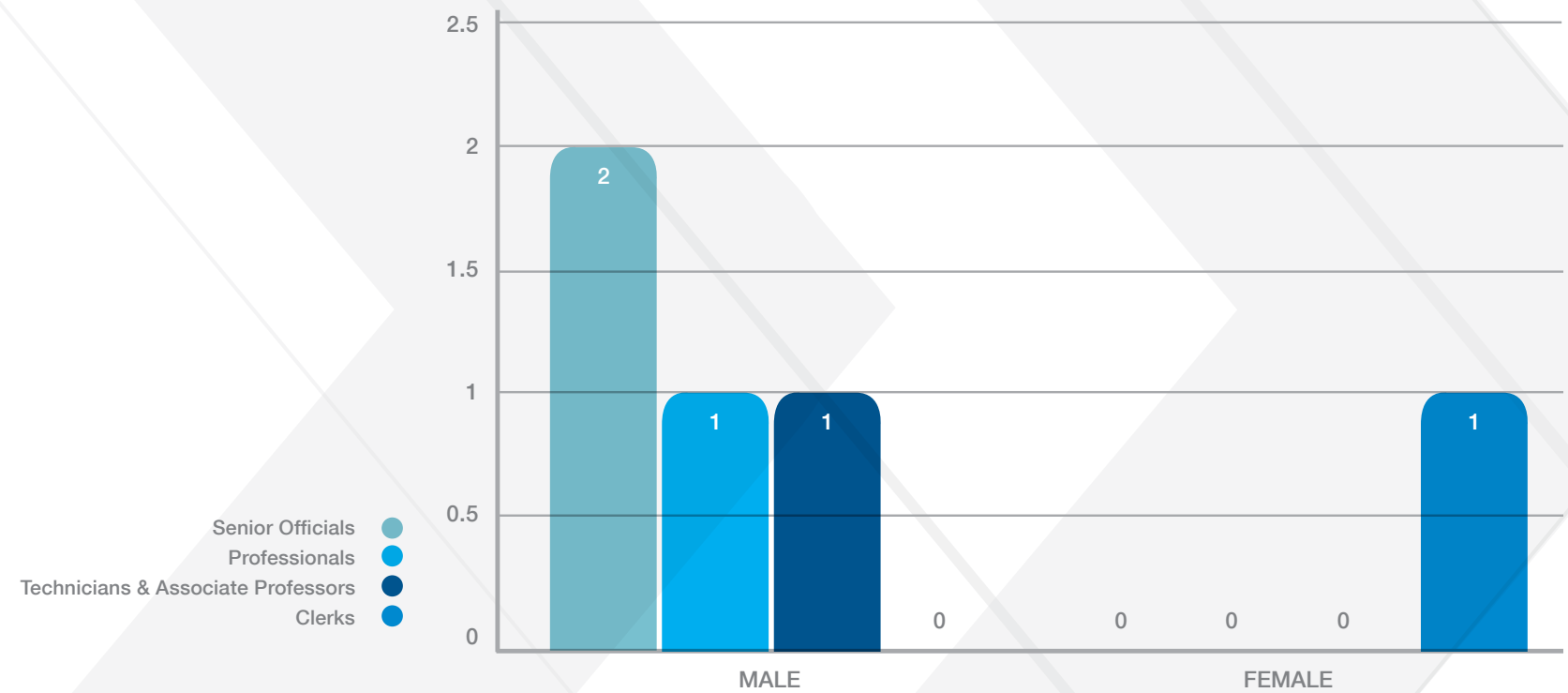


» STAFF AND STUDENT DISABILITY

STUDENTS WITH DISABILITIES: 2012

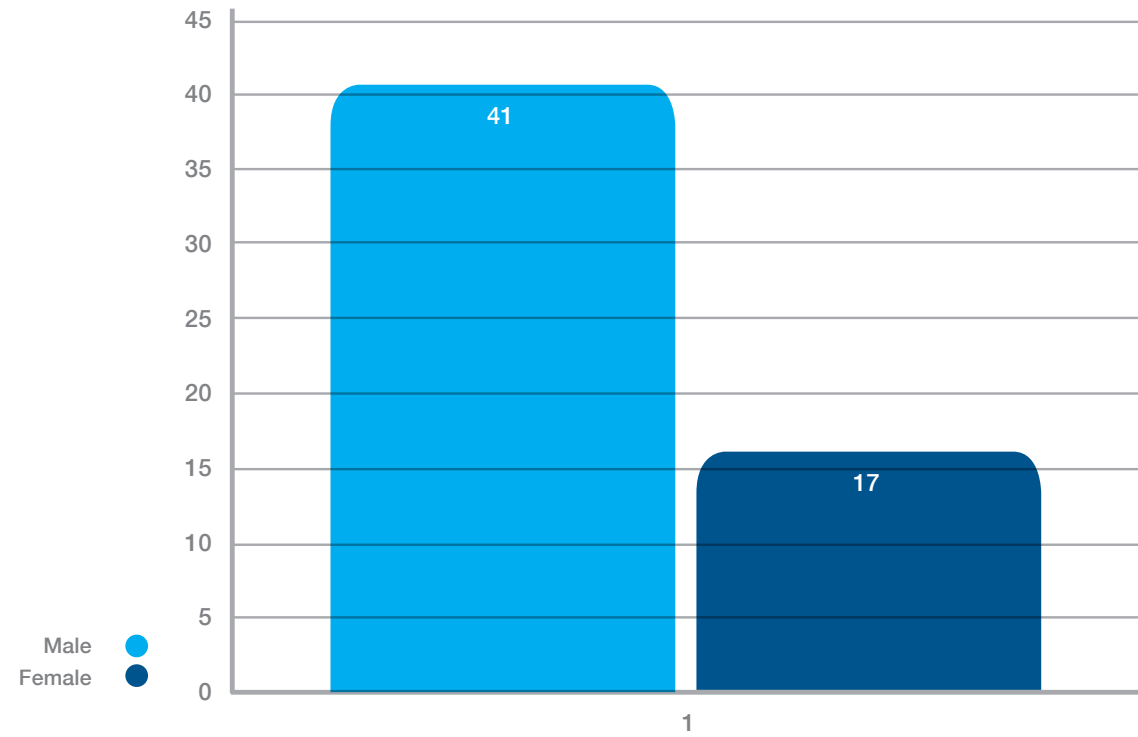


STAFF WITH DISABILITIES: 2012

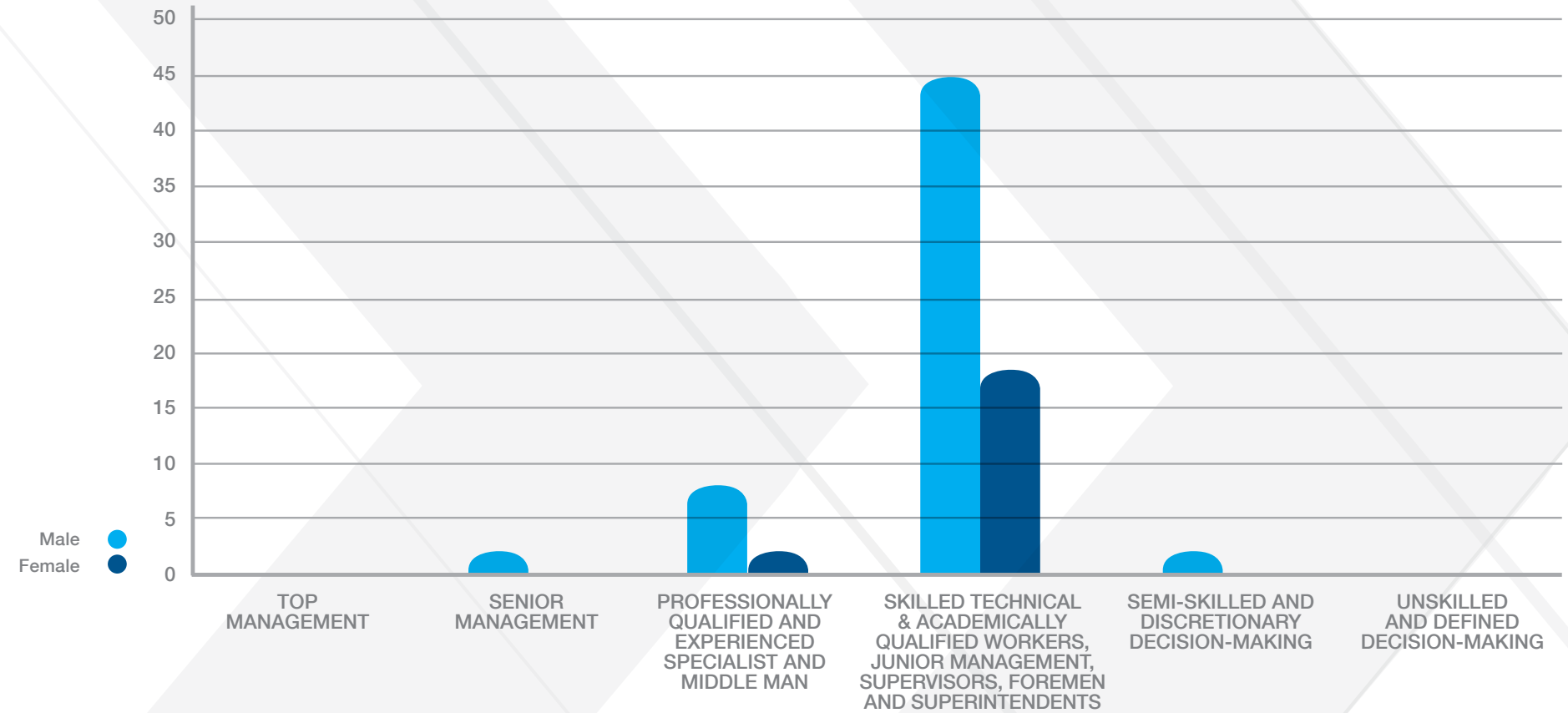




STUDENTS DISABILITIES:  
FOREIGN NATIONALS: 2012



STAFF HEADCOUNT PER OCCUPATIONAL LEVEL  
FOR FOREIGN NATIONALS PER GENDER GROUP





4.4

**GOAL 4 Social Cohesion**

Qualitative indicators and targets are presented in paragraph 5 “Transformation Goals and Objectives”.

4.5

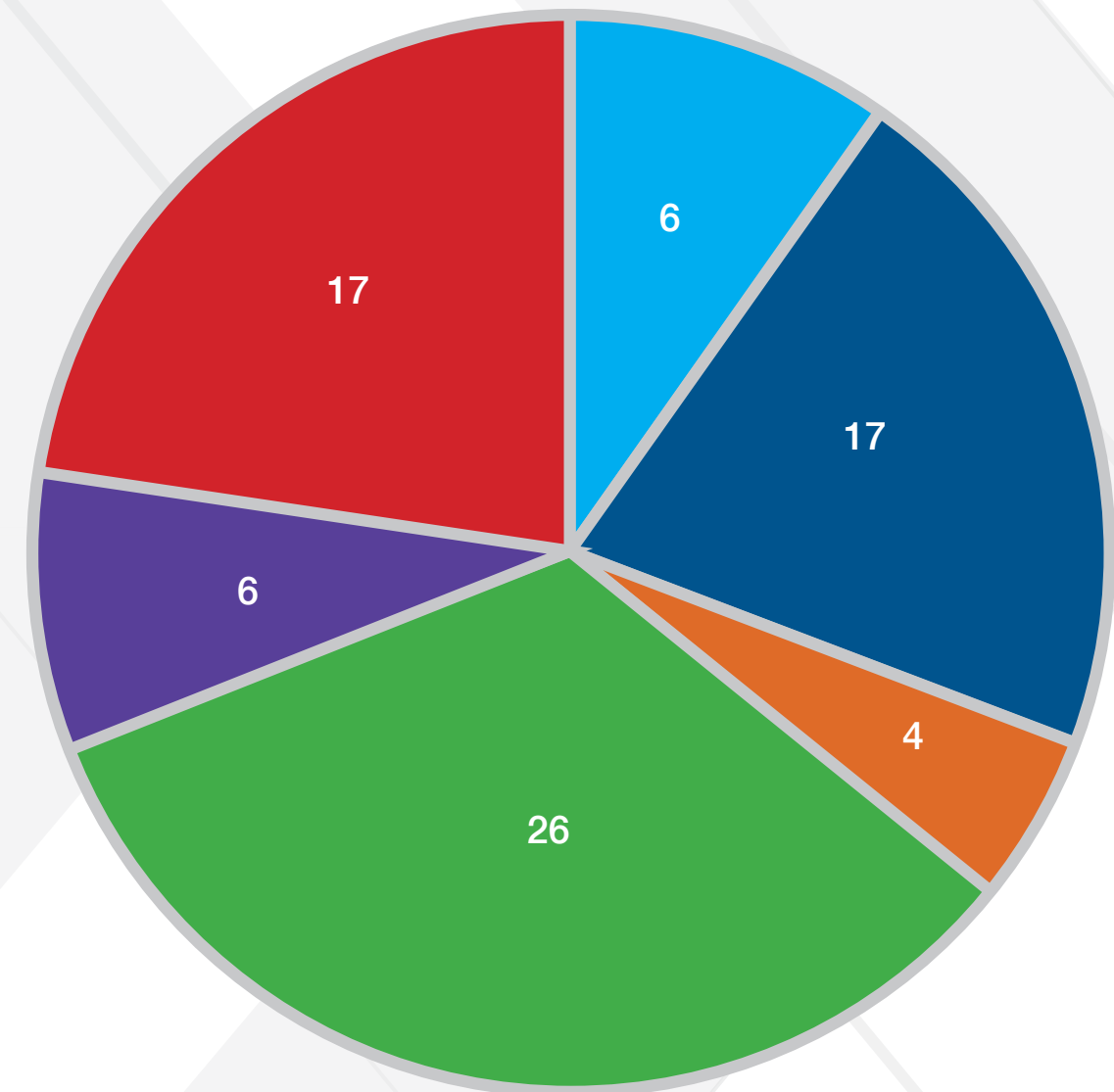
**GOAL 5 Governance**

The baseline overview is presented in terms of:

» NUMBER OF MoU’S

MoU’S PER FACULTY: 2010

- APPLIED SCIENCES ●
- BUSINESS ●
- EDUCATION AND SOCIAL SCIENCES ●
- ENGINEERING ●
- HEALTH AND WELLNESS SCIENCES ●
- INFORMATICS AND DESIGN ●

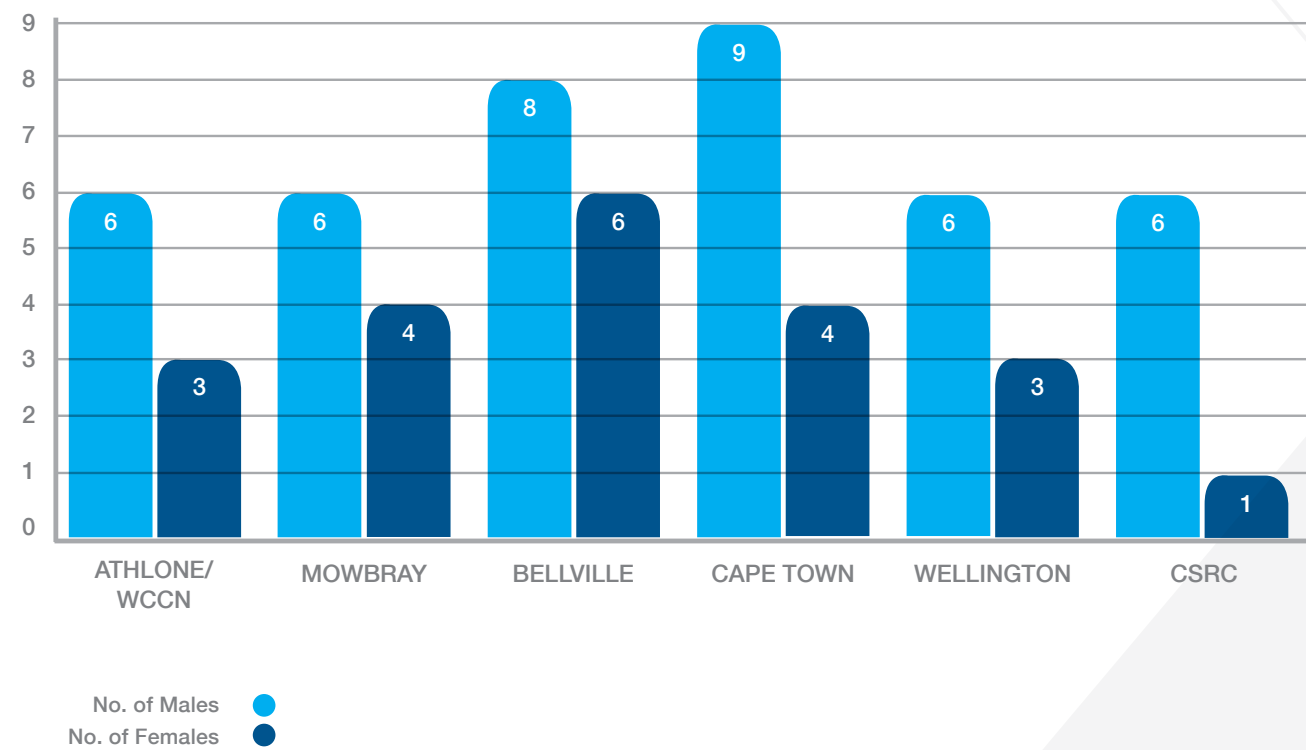




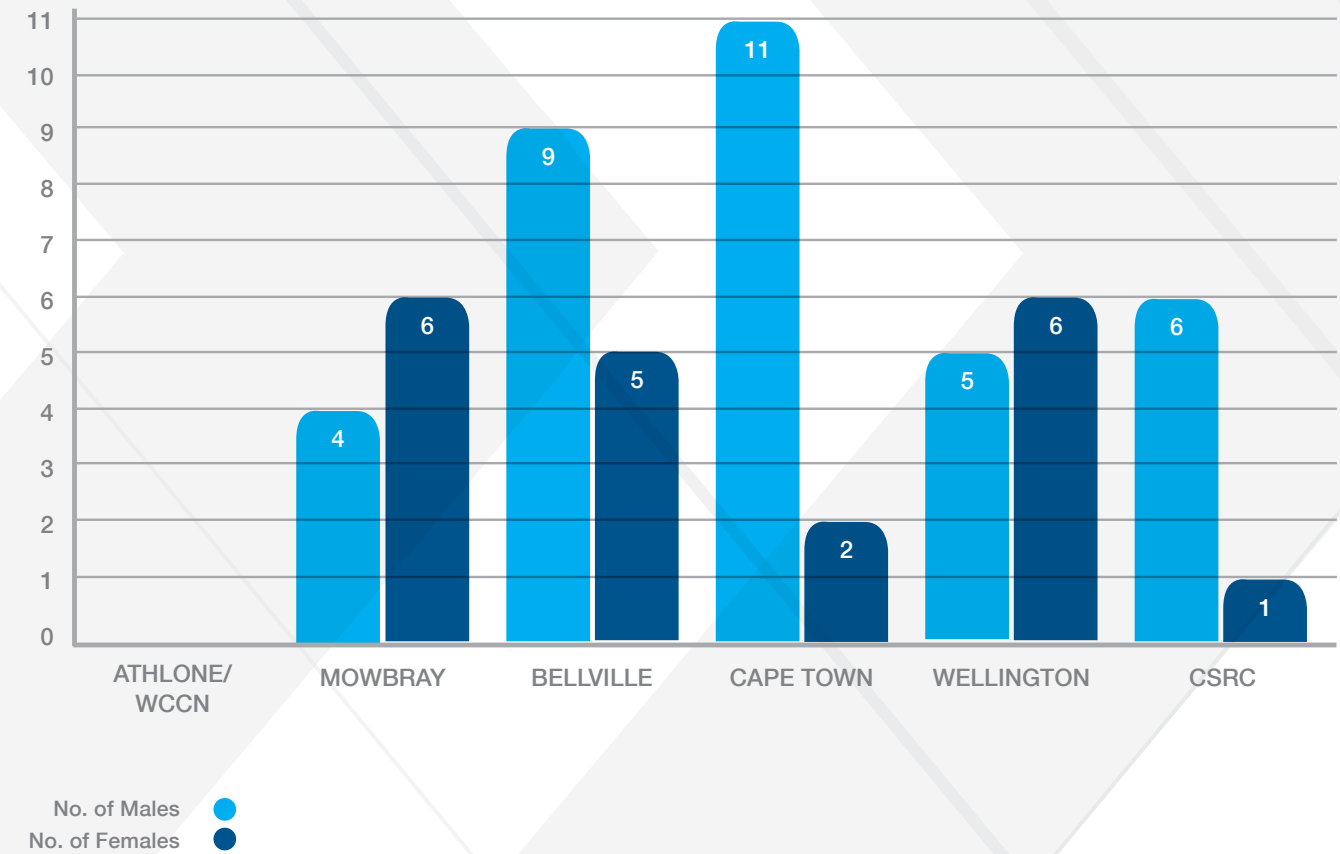
4.6

GOAL 6 Composition of SRC over 2009 - 2011

SRC COMPOSITION IN 2009/10



SRC COMPOSITION IN 2010/11





## Transformation Goals and Objectives

### GOAL 1 Equity and Redress (with special reference to students)

ALIGNED TO VISION 2020: University culture, social transformation, student experience, curriculum, teaching and learning  
(Strategic Priorities Two and Three)

5

OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY																																																																						
1.1. To create an empowering environment for student success	<ul style="list-style-type: none"> <li>Throughput of students in all faculties within the minimum time</li> </ul>	<table border="1"> <thead> <tr> <th>Faculty</th> <th>ND</th> <th>4 Yr</th> <th>BTech</th> <th>MTech*</th> </tr> </thead> <tbody> <tr> <td>Applied Sciences</td> <td>25%</td> <td></td> <td>56%</td> <td>15%</td> </tr> <tr> <td>Business</td> <td>39%</td> <td></td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Education &amp; Social Sciences</td> <td>65%</td> <td>60%</td> <td></td> <td>20%</td> </tr> <tr> <td>Engineering</td> <td>20%</td> <td></td> <td>25%</td> <td>35%</td> </tr> <tr> <td>Health &amp; Wellness Sciences</td> <td>38%</td> <td>40%</td> <td>28%</td> <td>45%</td> </tr> <tr> <td>Informatics &amp; Design</td> <td>37%</td> <td></td> <td>60%</td> <td>15%</td> </tr> </tbody> </table> <p>throughput in minimum time *MTech = minimum time + 1</p> <p><b>2020 TARGETS:</b></p> <table border="1"> <thead> <tr> <th>Faculty</th> <th>ND</th> <th>4 Yr</th> <th>BTech</th> <th>MTech*</th> </tr> </thead> <tbody> <tr> <td>Applied Sciences</td> <td>26%</td> <td></td> <td>56%</td> <td>15%</td> </tr> <tr> <td>Business</td> <td>40%</td> <td></td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Education &amp; Social Sciences</td> <td></td> <td>60%</td> <td></td> <td>20%</td> </tr> <tr> <td>Engineering</td> <td>22%</td> <td></td> <td>25%</td> <td>35%</td> </tr> <tr> <td>Health &amp; Wellness Sciences</td> <td>40%</td> <td>40%</td> <td>28%</td> <td>45%</td> </tr> <tr> <td>Informatics &amp; Design</td> <td>40%</td> <td></td> <td>60%</td> <td>15%</td> </tr> </tbody> </table>	Faculty	ND	4 Yr	BTech	MTech*	Applied Sciences	25%		56%	15%	Business	39%		60%	10%	Education & Social Sciences	65%	60%		20%	Engineering	20%		25%	35%	Health & Wellness Sciences	38%	40%	28%	45%	Informatics & Design	37%		60%	15%	Faculty	ND	4 Yr	BTech	MTech*	Applied Sciences	26%		56%	15%	Business	40%		60%	10%	Education & Social Sciences		60%		20%	Engineering	22%		25%	35%	Health & Wellness Sciences	40%	40%	28%	45%	Informatics & Design	40%		60%	15%	<ul style="list-style-type: none"> <li>Support students with physical and academic challenges</li> <li>Improve technology resources</li> <li>Support development programmes such as tutorial system, academic literacy, writing skills, with relevance to specific faculty challenges</li> <li>Reflecting on the impact of current student development practices and tracking the impact of student-based interventions</li> <li>Develop academic and support staff</li> <li>Develop a learning charter to support the academic project holistically</li> </ul>	<p>2014 ( first target)</p> <p>2020 (final targets)</p>	<p>DVC: Academic Registrar Faculty Deans Dean of Students</p>
Faculty	ND	4 Yr	BTech	MTech*																																																																							
Applied Sciences	25%		56%	15%																																																																							
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Informatics & Design	40%		60%	15%																																																																							



OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY
1.2. To ensure student access, support and success	<ul style="list-style-type: none"> <li>Pass rate</li> <li>Student admissions</li> <li>NSFAS and bursaries</li> <li>Availability of information</li> <li>Access to information and learning resources</li> <li>Access and usage of library</li> </ul>	<p><b>CURRENT:</b> Pass rate = 78% <b>TARGET:</b> Pass Rate = 80,1%</p> <p>To reflect breakdown in terms of student categories i.e. age, international, RPL, local, full time, part time, postgraduate and undergraduate.</p>	<ul style="list-style-type: none"> <li>Support for student success</li> <li>Ensuring CPUT attracts a higher calibre of students, in line with our enrollment plan</li> <li>Partnering with schools to upgrade learning</li> </ul> <p>(Note: The principle is not to reinforce elitism)</p>	2014/2015	DVC: Academic
1.3. To improve the number of students in Science, Engineering and Technology fields at undergraduate and postgraduate levels.	<ul style="list-style-type: none"> <li>Headcount enrollment in the appropriate undergraduate CESM categories</li> <li>Headcount in appropriate postgraduate CESM enrolment</li> <li>Throughput</li> </ul>	<p>Maintain current status quo of SET to other programmes</p> <p><b>NATIONAL BENCHMARK:</b> 50:30:20</p>	<ul style="list-style-type: none"> <li>Monitoring and evaluation to maintain status quo</li> <li>Annual reports</li> </ul>	2017	DVC: Academic Deans
1.4. To improve the competence and increase the number of postgraduate students.	<ul style="list-style-type: none"> <li>Standardise admission criteria</li> <li>Increase number of postgraduates, graduating</li> </ul>	<p>Increased number and diversity of registered postgraduate students Current number = 1461 Doctoral = 168 Masters 818</p> <p>Maintain current numbers and then increase to a target of 7% of total enrolment</p>	<ul style="list-style-type: none"> <li>Enhance staff competence for postgraduate supervision</li> <li>Improve staff qualifications by 1% p.a</li> <li>Enhance funding opportunities to attract suitable Doctoral students</li> <li>Increase the number of postgraduate programmes ( PQM)</li> <li>Invest in research infrastructure</li> </ul>	2015	DVC: Academic DVC: RTIP  Director: Advancement
1.5. To develop a conducive, standardised environment for learning in residences	<ul style="list-style-type: none"> <li>Residence tutorial programmes</li> <li>Number of successful learning communities</li> <li>Pass rates in residence students</li> <li>Increase in the number of "Academic Giants"</li> <li>PC : student</li> </ul>	<ul style="list-style-type: none"> <li>Number of successful learning communities established:</li> <li>Tutor: student = 1:15 residence students</li> <li>60% pass rate of residence students</li> <li>Increase of 20% over the current number achieving over 70% in all subjects in one academic year.</li> <li>PC ratios: 1:5</li> </ul>	<ul style="list-style-type: none"> <li>Support the "Bridging the Gap programme"</li> <li>Supporting "Academic Giants"</li> <li>Establish minimum standards for residence facilities</li> </ul>	<p>2014 – for facilities and infrastructure to minimum standards</p> <p>2020 – learning environment</p>	Dean: Students DVC: Academic
1.6 To address the needs of students with disabilities in classrooms and student residences	<ul style="list-style-type: none"> <li>Enrolment of students with disabilities</li> <li>Academic success of students with disabilities ( pass rate)</li> </ul>	<p>2011 figures for students with disabilities: 175 + 26 (with extra time)</p> <ul style="list-style-type: none"> <li>Males 127 + 20 (extra time)</li> <li>Females 48 + 6 (extra time)</li> <li>Indian 2</li> <li>Coloured 45 + 4 (extra time)</li> <li>White 66 + 7 (extra time)</li> <li>African 62 + 15 (extra time)</li> </ul> <p><b>2015:</b> 250 students who need support</p>	<ul style="list-style-type: none"> <li>Adequate access to physical, social and learning spaces and academic development interventions which are sensitive to needs of all students with disabilities in all campuses, classrooms and residences.</li> <li>Provision of appropriate learning software and other assistive tools, e.g. sign language interpretation services.</li> <li>Adoption and implementation of the Universal Access guidelines (Universal design for learning)</li> </ul>	2015	DVC: Academic Dean: Students CD: Infrastructure





**GOAL 2 Access, Retention and Success (with special reference to staff and their employability)**  
ALIGNED TO VISION 2020: University culture, social transformation, curriculum, teaching and learning  
(Strategic Priority Two and QIP Improvement Goal 3.4)

OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY
2.1 Equity and Redress	<ul style="list-style-type: none"> <li>Turnover rate of staff</li> </ul>	<ul style="list-style-type: none"> <li>2% staff turnover ( current about 7%)</li> </ul>	<ul style="list-style-type: none"> <li>Targeted recruitment practices</li> <li>Monitoring of reward-based system</li> <li>Monitoring of alignment and management</li> <li>Targeted scarce skills programme</li> <li>Development programmes for all existing staff</li> <li>Recruitment and retention of people with disabilities</li> <li>Quarterly report to HRCC</li> </ul>	2020	ED: HR
2.2 Implement a revised Khula programme	<ul style="list-style-type: none"> <li>Number of candidates</li> <li>Allocation per FTE ratio</li> <li>Support provided (space, mentors ,PC,etc)</li> </ul>	<ul style="list-style-type: none"> <li>Allocation of one Khula candidate per 34 lecturer ( based on 45 FTEs per lecturer) i.e. current 1 per 66 lectures - 12 to 24 Khula candidates</li> </ul>	<ul style="list-style-type: none"> <li>Khula project as an enabling staff development strategy.</li> <li>Mentoring opportunities for junior staff and guidelines on job shadowing/industry placement.</li> <li>Annual Senate report</li> </ul>	2020	DVC; Academic
2.3 Career pathing	<ul style="list-style-type: none"> <li>Promotional opportunities for both academic and administrative staff in existing occupational categories</li> </ul>	<ul style="list-style-type: none"> <li>Based on departmental needs and requirements and informed by the equity plan</li> <li>1% of middle management posts allocated for targeted CPUT staff progression ( all staff with potential to be targeted regardless of race or gender)</li> <li>Improvement in staff qualifications at the doctoral level</li> </ul>	<ul style="list-style-type: none"> <li>Clearly defined promotional opportunities</li> <li>Annual report to HRCC</li> </ul>	2020	EM DVC: Academic ED: HR



**GOAL 3 Diversity**  
ALIGNED TO VISION 2020: University culture, social transformation, sustainability and efficiency (Strategic Priority One)

OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY
3.1 Development of an institutional culture that engages diversity especially through promotion of multi-culturalism and multi-lingualism for staff and students.	<ul style="list-style-type: none"> <li>Provincial breakdown of language</li> <li>Equity</li> <li>Result of new climate surveys</li> <li>Implementation of module on multi-culturalism</li> </ul>	<ul style="list-style-type: none"> <li>10 000 Xhosa speaking students numbers (2011) = 36.4%</li> <li>Afrikaans speaking = 23%</li> <li>English speaking = 37%</li> <li>Others = 3%</li> <li>targets based on outcomes of 2006 climate survey results and improvements established in new climate survey</li> <li>Sign language interpreter</li> </ul>	<ul style="list-style-type: none"> <li>Support the language policy goals</li> <li>Support the development of regional languages as academic languages by using various support structures</li> <li>Promote tolerance of diversity in all institutional activities</li> <li>Diversity tolerance programme for staff including all forms of racism and intolerance i.e. HIV/Aids, gay rights, xenophobia, people with disabilities etc.</li> <li>Establish an independent Ombud's office to deal with complaints relating to discrimination, racism and human rights violations. (Note: this was considered very important.)</li> <li>Environmental awareness and strategies in the life of CPUT staff and students</li> </ul>	2020 Ombuds office - 2014 Annual report	DVC: Academic Dean: Students ED: HR



OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY
3.2 Ensure staff diversity (including people with disabilities) in all occupational levels in line with the Employment Equity Act.	<ul style="list-style-type: none"> <li>Employment Equity targets</li> <li>Quarterly report to HRCC</li> </ul>	<b>EQUITY TARGETS:</b> Current position: Coloured = 42.80% White = 25% Indian = 2.10% African = 30.10%  <b>AIM:</b> <ul style="list-style-type: none"> <li>New EE Plan</li> <li>Targets for staff with disabilities = 1.5%</li> </ul>	<ul style="list-style-type: none"> <li>Formulation of new Employment Equity Plan</li> <li>Employment Equity, Monitoring and Evaluation Committee (EMEC), as well as departmental and faculty Transformation and Diversity Committees that report on developments related to transformation and diversity.</li> </ul>	Equity targets = 2017 Disability target = 2020	ED: HR



## GOAL 4 Social Cohesion

ALIGNED TO VISION 2020: University culture, social transformation, the student experience, curriculum, teaching and learning (Strategic Priority Two) and QIP Improvement Goal 3.1, 3.2 and 3.3)

OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY
4.1 Develop responsive curricula to enhance social cohesion and diversity in (outside) the classroom.	<ul style="list-style-type: none"> <li>Reduction in complaints from students</li> <li>Student engagement through surveys</li> <li>Curriculum review reports (subject review reports)</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion of appropriate modules</li> <li>All curriculum revised by 2015</li> </ul>	<ul style="list-style-type: none"> <li>Development of responsive HEQF aligned curricula with evidence of how aspects of equity and diversity are addressed in the curricula through appropriate student development mechanisms.</li> <li>Include social relevance and socially engaged citizens and leaders</li> <li>Sharing of innovative teaching practices</li> <li>Recirculation project</li> </ul>	2015 Annual report	DVC: Academic
4.2 Promote gender equity and representivity.	<ul style="list-style-type: none"> <li>Number of women promoted to senior positions (academic and admin)</li> <li>Number of women in the institution</li> </ul>	<b>2010:</b> Female permanent and professional academic staff = 905/1898 = 49%  <b>2015:</b> 53%	<ul style="list-style-type: none"> <li>Gender representivity in decision-making bodies and institutional committees including students' governance, clubs and societies and unions.</li> <li>Safe environment for women (especially students) and other vulnerable groups</li> <li>Heightened students and staff attitudes, awareness and behavior on gender relations.</li> <li>Equal promotional opportunities for women</li> <li>Representation in institutional committees.</li> <li>Mentoring opportunities into senior positions.</li> <li>Explore feasibility for establishment of a sexual harassment and discrimination desk/ office linked to the Ombuds office</li> </ul>	Ombuds office = 2014 Rest = 2015 Annual report	Registrar Dean:Students ED: HR
4.3 Change management initiatives to improve institutional belonging amongst staff, students, parents, convocation and alumni.	<ul style="list-style-type: none"> <li>Climate surveys</li> </ul>	Significant improvement over 2006 survey results	<ul style="list-style-type: none"> <li>Comprehensive and holistic change management strategy and implementation plan</li> <li>Staff induction</li> <li>Focused interventions</li> </ul>	2017 Annual report	VC ED: HR



## GOAL 5 Optimise governance effectiveness and efficiency

ALIGNED TO VISION 2020: University culture and social transformation, sustainability and efficiency

(Strategic Priority One and QIP Improvement Goal 3.1)

OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY
5.1 The establishment and enhancement of existing institutional and governance committees in support of the transformation agenda.	<ul style="list-style-type: none"> <li>Annual transformation report</li> <li>All committee report</li> </ul>	<ul style="list-style-type: none"> <li>Fully functional governance structures</li> <li>All faculties to have functioning Transformation &amp; Diversity committees</li> </ul>	<ul style="list-style-type: none"> <li>Audit existing status to establish baseline</li> <li>Review size and shape of Council and role of donors, convocation and alumni with respect to transformation</li> </ul>	2014	Registrar Chairpersons of Committees
5.2 Establish responsible student structures representative of the student body	<ul style="list-style-type: none"> <li>Annual report</li> <li>Annual budget</li> <li>SRC Chairperson's report (twice yearly)</li> <li>Annual student summit</li> <li>Functioning representative student councils and committees.</li> <li>Democratic practices, gender representivity, transparency and accountability of student governance.</li> </ul>	<ul style="list-style-type: none"> <li>Fully functional student government structures</li> </ul>	<ul style="list-style-type: none"> <li>Ensure there is a constitution and implementation of a representative student governance system.</li> <li>Clear guidelines for student governance</li> <li>Appropriate communication strategy for communicating with students</li> </ul>	2014	Dean: Students
5.3 An institutional culture that is transparent, accountable and democratic.	<ul style="list-style-type: none"> <li>Policies and guidelines</li> <li>Three-year policy review cycle in place.</li> <li>Free flow of information from committees</li> <li>Reports on policy performance indicators</li> <li>Reports on HE policy performance indicators</li> <li>SRC minutes available on intranet</li> <li>University assembly (democracy in practice)</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of all institutional committees available on intranet.</li> <li>All policies reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Promote good governance practices through training and development programmes.</li> <li>Ensure policies to promote the transformation agenda are in place.</li> <li>Benchmark CPUT plans and policies with other institutions and organizations</li> <li>Communication of all decisions to CPUT community</li> </ul>	2014	VC Registrar Dean:Students DVC: Academic Deans ED: Finance ED: HR CD: Infrastructure



**GOAL 6** Networking and Partnerships (to build an equitable, transformed institution)

ALIGNED TO VISION 2020: Partnerships, university culture and social transformation and QIP Improvement Goal 3.2.

OBJECTIVES	INDICATOR	TARGET	STRATEGY	BROAD TIMELINE	RESPONSIBILITY
<p>6.1 Strategically align and monitor partnerships with other institutions of learning, industry, government and communities. (Note: communities need to be considered broadly i.e. such as Human Rights Commission, NGO's, CBO's, etc.)</p>	<ul style="list-style-type: none"> <li>Joint programmes</li> <li>Staff mobility programmes</li> <li>Staff and student exchange programmes</li> <li>Monitoring and evaluation reports</li> <li>Collaborative papers</li> <li>Monitoring reports and analysis of existing partnerships.</li> <li>National, regional and international conferences and workshops attended on transformation in higher education.</li> <li>Systems revised and improved through contact with other practitioners.</li> <li>Annual progress report</li> </ul>	<ul style="list-style-type: none"> <li>3 Joint programme EUROSA, EASOP, SAVUSA</li> <li>3 Staff mobility programmes (ditto)</li> <li>20 Staff and student exchanges</li> <li>1 Annual monitoring and evaluation report</li> <li>6 Collaborative papers</li> <li>1 Monitoring report and analysis of existing partnerships.</li> <li>Reviewed systems through contact with fellow practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic partnership framework on current and potential partnerships</li> <li>Targeted networks</li> <li>Enhance links with the Department of Higher Education and Training and relevant educational bodies e.g. HESA, Higher Education Disability Services of SA (HEDSA).</li> <li>Established links with national and regional networks of units and transformation practitioners</li> </ul>	2015	<p>VC DVC: RTIP DVC: Academic Dean: Students</p>