



# 2020 ANNUAL REPORT



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# SECTION 1



## 1.1 PILLARS OF THE CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE (CUT)

### Vision

The vision of the university is the following:

By 2020, the Central University of Technology, Free State shall be an engaged university that focuses on producing quality social and technological innovations in socio-economic developments, primarily in the Central region of South Africa.

### Mission statement

*In aspiring to fulfil its vision, CUT:*

- delivers high-quality, appropriate science, technology, engineering and mathematics (STEM) academic programmes, supported by applied research;
- engages with the community for mutually beneficial development;
- promotes access with success by attracting potentially successful students, and supporting them to become employable graduates;
- attracts and retains expert staff, and supports their development and well-being; and
- forges strategic partnerships.

### Core values

- Customer service
- Integrity
- Diversity
- Innovation
- Excellence

## 1.2 2020 PERFORMANCE REPORT

### INTRODUCTION

The activities of CUT for the year 2020 were guided by the university's Vision 2020, as well as its Strategic Plan 2016–2020. To support this vision and the implementation of the Strategic Plan, the university compiled three strategic sets, which are outlined in the section below. These strategic sets define the interconnected dimensions of the university's strategic development path towards the realisation of its vision and mission. Furthermore, to facilitate the achievement of the vision and the implementation of the Strategic Plan, five strategic goals were developed, namely:

- institutional advancement;
- teaching and learning;
- research and innovation;
- university life; and
- ensuring financial sustainability.

The relationship between the strategic sets and strategic goals is depicted in the section below.

### 1.2.1 Strategic sets and strategic goals

The following three strategic sets were developed for the Strategic Plan 2010–2015 and Strategic Plan 2016–2020:

1. Strategic Set 1 (**SS1**) (2010–2013): Building foundations to ensure that CUT is fit for its purpose.
2. Strategic Set 2 (**SS2**) (2014–2017): Innovating on the academic project, especially in STEM.



3. Strategic Set 3 (**SS3**) (2018–2020): Building strategic partnerships in order to realise internal, regional, national and international goals, especially socio-economic development, through regional innovation. The table below depicts the link between the strategic

sets and the university's strategic goals. From this table, it can be established that, despite the fact that the strategic sets are assigned periods, and are thus intended to focus on a particular period of time, they remain relevant for the life of the 2016–2020 Strategic Plan.

**TABLE 1:** Defining characteristics of Vision 2020

| Strategic sets (SS)  | Defining characteristic of Vision 2020 (from the 2010–2015 Strategic Plan)  | Link strategic sets to the strategic goals (2016–2020 Strategic Plan)   |
|----------------------|---|---|
| Strategic sets (SS1) | <ul style="list-style-type: none"> <li>- New values, ethos, attitudes, behaviours and relations.</li> <li>- New organisational design, function and structure, aligned with Vision 2020.</li> <li>- State-of-the-art facilities.</li> <li>- Developing high-level skills and competencies amongst staff, especially younger members and designated groups.</li> <li>- Pre-university programmes for learners in science, engineering and technology (SET).</li> </ul> | Goal 1: Institutional advancement<br>Goal 2: Teaching and learning<br>Goal 3: University life<br>Goal 4: Financial sustainability |
| Strategic sets (SS2) | <ul style="list-style-type: none"> <li>- Academic, research and innovation programmes.</li> <li>- Niche areas and centres.</li> <li>- Learner-centred methodologies and facilities.</li> <li>- Emancipating, empowering and supporting engagements and transactions between students and staff, and amongst staff.</li> </ul>   | Goal 1: Institutional advancement<br>Goal 2: Teaching and learning<br>Goal 3: Research<br>Goal 4: University life                 |
| Strategic sets (SS3) | <ul style="list-style-type: none"> <li>- Focusing on innovation for industrial and socio-economic development.</li> <li>- Incubation platforms for small-, medium- and micro-sized enterprises (SMMEs) in the manufacturing and agricultural sectors.</li> <li>- Strong links with business and industry through public and private partnerships (PPPs) and other mechanisms.</li> </ul>  | Goal 1: Institutional advancement<br>Goal 3: Research   |

1.2.2 Performance monitoring

As set out in Table 2 below, targets were set for each strategic objective linked to the five strategic goals for the year 2020, as well as annual targets for the year under review, namely 2020. The targets for each strategic objective form part of the 2020 Annual Performance Plan (APP). Each Executive Manager is assigned the responsibility for the achievement of specific objectives and set annual targets. This assignment was formalised by capturing it as part of each relevant Executive Manager’s Key Performance Indicators (KPIs), in order to ensure accountability at that level. Progress towards the achievement of the objectives and annual targets is monitored at divisional level through the continuous evaluation of, and feedback on, staff’s performance.

The monitoring of each division is done at Management Committee (Mancom) level, to which all Executive Managers submit formal quarterly reports and deliver presentations. In terms of engaging on the performance status, reports on targets achieved were celebrated, whilst unmet targets are discussed with a view to understanding the cause of the non-achievement of those targets; the impact (i.e. risk involved, mitigating strategies, etc.) thereof for the university; whether this was permanent or temporary; as well as the way forward regarding unmet targets. Table 2 below provides details of the five institutional strategic goals of the Strategic Plan 2016 – 2020, as well as the associated objectives thereof.

TABLE 2: Institutional goals and objectives

| Strategic goals |   | Strategic objectives |   |
|-----------------|---|----------------------|---|
| 1               | <b>Institutional advancement –</b><br>Continuously advancing the concept of a university of technology (UoT) to all stakeholders. | 1.1                  | Enhancing engagement with business/industry, government and its entities, and broader society for local and regional development, and bringing internationalisation to bear in support of this [SS3]. |
|                 |   | 1.2                  | Embracing the use of innovation and technology to facilitate effective and efficient business processes [SS3].  |
|                 |   | 1.3                  | Providing a sustainable teaching and learning environment, with first-class facilities and infrastructure [SS2].  |
|                 |   | 1.4                  | Improving and enhancing governance and management [SS1].  |

| Strategic goals |   | Strategic objectives |   |
|-----------------|---|----------------------|---|
| 2               | <b>Teaching and learning –</b><br>Shaping the academic future of CUT in such a way that it is high quality, niche focused and differentiated.   | 2.1                  | Providing quality teaching and learning [SS2].  |
|                 |   | 2.2                  | Reviewing the approach to education to facilitate our graduates' entry into the workplace or entrepreneurship [SS2].  |
|                 |   | 2.3                  | Recruiting and supporting high-quality students from all backgrounds, especially in areas of STEM, at undergraduate and postgraduate levels (including international students) [SS2]. |
| 3               | <b>Research and innovation –</b><br>Establishing CUT as a research-informed UoT that has distinct pockets of research excellence and value-adding links with government, business and industry. | 3.1                  | Delivering excellence in all our areas of research, with defined peaks of world-leading performance [SS2].  |
|                 |   | 3.2                  | Employing our social and technological innovations for the socio-economic development of the city and the region [SS2].   |
| 4               | <b>University life –</b><br>Creating an institution that encourages a diverse, democratic and academic ethos amongst students and staff.  | 4.1                  | Providing a vibrant and healthy environment, and promoting organisational well-being [SS1].   |
|                 |   | 4.2                  | Proactively attracting, retaining, supporting and developing high-quality staff [SS1].  |
| 5               | <b>Financial sustainability –</b><br>Ensuring financial sustainability.   | 5.1                  | Ensuring financial sustainability in all entities, and, where applicable, supplementing the university's income with third-stream income [SS1].                                       |

### 1.2.3 Performance results

**Table 3** below presents the performance results for the year 2020 per division regarding the implementation of 2020 Annual Performance Plan's 54 planned target. It should be noted that the countries lockdown due to COVID 19 pandemic and students' strikes resulted in

delays in implementing some of the 2020 APP planned targets. From this table, it can be established that the university achieved some of its objectives, whilst in some instances, challenges were experienced in achieving some objectives, for various reasons.

**TABLE 3: SUMMARY OF THE ANNUAL PERFORMANCE REPORT AGAINST 2020 ANNUAL PERFORMANCE PLAN**

#### Resources and Operations Division

| Perspective                            | Strategic objectives  | Key Performance Indicator (KPI)   | Tracking source   | 2019 Actual  | 2020 Target   | 2020 Actual   | Reason for underperformance |
|--|---|---|---|--|---|---|-----------------------------|
| Stakeholders/<br>partners<br>(Ref.: S) | 1.Enhance engagement and partnerships with business, public and third-sector partners to create social and economic benefit, and and advance internationalisation (SI). | a) Improve brand awareness through the Advertising Value Equivalent (AVE) by 100% (R232.8 million) of the 2014 baseline (R116.4 million), by 2020 (S1.1). | The total number of: prints, broadcast, online media clips and their monetary terms<br>Media Monitoring Statistical Report of metadata volumes (reflecting news clip counts in print, broadcast, and online relating to CUT.                          | AVE total: R313,7 million (reflected on news clip counts related to CUT in print, broadcast, and online platforms).  | AVE total: R321.86 million (100%).                                    | AVE total: R366. 53 million (114%)<br><br>Media Monitoring Statistical Report reflecting:<br>350 Print<br>202 Broadcast<br>747 Online |                             |
| Stakeholders/<br>partners<br>(Ref.: S) | 2. Embrace the use of technology to streamline our effective and efficient business processes, and offer entrepreneurial education unique to a UoT (P1).                | a) 80% (20 of 25) fully automated online business processes and systems that deliver results, by 2020 (P1.1).   | Approved business cases<br><br>Copy of Project brief related to project initiation<br><br>Singed functional requirement documented process flow<br><br>ICT planning & priorities committee report<br><br>User acceptance report<br><br>URL (Web Link) | 50% (10 of 20) fully automated online business processes and systems.<br><br>Five fully automated online business processes and systems, including: applications for telephone service, registration as internet user, ITS request, parking space and use of a vehicle request, parking space and use of a vehicle | 80% (20 of 25) fully automated online business processes and systems. | 80% (20 of 25) fully automated online business processes and systems.   |                             |

**Note:** Green means the 2020 target was achieved; red means the 2020 target was not achieved; and yellow means the 2020 final/actual data are not available yet.



| Perspective                   | Strategic objectives   | Key Performance Indicator (KPI)   | Tracking source   | 2019 actual  | 2020 target  | 2020 Actual  | Reason for underperformance   | Corrective measures   |
|-------------------------------|--|---|---|--|--|--|---|---|
|                               | 3. Provide a sustainable teaching and learning environment, with first-class facilities and infrastructure (P2).   | a) Secure 25 points of entry with swipe/biometric security system, by 2020 (P2.1).  | Project plan, with specific milestones.<br>Tender documentation (reference).<br>Report when tender was provided.<br><br>The number and list of installed or upgraded swipe/biometric security systems that are operational (at main points of entry into the university premises/property).<br><br>Service-level agreement. | 12 points of entry with swipe/biometric security system.   | 13 points of entry secured with swipe/biometric security system (25 of 25).  | Zero (0) points of entry secured with swipe/biometric security system  | Service-level agreement provided during the third quarter, but system not yet operational.<br><br>Implementation team was isolated due to a positive COVID-19 case.<br><br>Delays were experienced with data cables.<br><br>When connecting the library turnstiles, it was discovered that all internal mechanisms were removed, and need to be replaced. | New Project Plan is awaited. Project to be completed by mid-February 2021.<br><br>Data cable installation to be completed in January 2021.<br><br>Quotations are awaited to replace mechanism |
|                               |  | b) 50% of total developed space allocated to teaching, learning and research, by 2020 (P2.2).   | Developed Space and Space Allocation Matrix.<br><br>Space Management Plan in relation to space audit.<br><br>Signed and approved Independent Verification Report (from Engineer).   | 49% (48 764 m <sup>2</sup> of 99 542 m <sup>2</sup> ) of total space allocated to teaching, learning and research. | 50% (49 771 m <sup>2</sup> of 99 542 m <sup>2</sup> ) of total developed space allocated to teaching, learning and research. | 52% (51 771 m <sup>2</sup> of 99 542 m <sup>2</sup> ) of total developed space allocated to teaching, learning and research. |   |   |
| Internal processes (Ref.: P)  | 4. Promote organisational well-being by providing a vibrant and a healthy environment for staff and students (P5). | 70% staff satisfaction by 2020 (P5.1).  | Survey assessment tool.<br><br>The total number of employees vs the number who responded positively to questions asked in the employee survey (provided in the Survey Report).<br><br>The total number of CUT survey respondents (provided in the Survey Report).<br><br>Survey Report.                                     | No survey in 2019.   | 70% staff satisfaction.  | 0% Staff satisfaction target not achieved.   | Low response rate of employees, as 16% of employees completed the staff satisfaction survey.  | Ensure a stronger drive from the Executive team and Senior Managers to encourage staff to give feedback.  |
| Learning and growth (Ref.: L) | 5. Proactively attract, retain, support and develop high-quality staff (i.e. talent management) (L1).              | Increase the number of all full-time employees with master's qualifications to 185, and doctoral qualifications to 115, by 2020 (L1.1). | The total number of all full-time CUT employees with master's qualifications.<br><br>The total number of all full-time CUT employees with doctoral qualifications.<br><br>HR Employee Report.   | 200 full-time employees with master's degrees.<br><br>137 full-time employees with doctoral degrees.               | 210 full-time employees with master's degrees.<br><br>145 full-time employees with doctoral degrees.                         | 220 full-time employees with master's degrees.<br><br>145 full-time employees with doctoral degrees.                         |   |   |

| Perspective         | Strategic Objectives                              | Key Performance Indicator (KPI)  | Tracking source   | 2019 actual   | 2020 target   | 2020 Actual  | Reason for underperformance   | Corrective measures   |
|---------------------|---|--|---|---|---|--|---|---|
|                     |   | New Human Resources (HR) Information System (HRIS) operational by 2020 (L1.2).               | End-user Training Report.<br><br>List of reports produced by the HRIS.<br><br>Screenshot of the HR Core and Payroll modules implemented.  | The project is proceeding in line with the dates on the Project Implementation Plan. As per this plan, all project steps scheduled for completion in 2019 have been completed.            | New HRIS operational.   | New HRIS not operational                                   | The decision to immediately implement the upgraded software, i.e. 300 People, resulted in a further delay in the go-live date of this system, but it is balanced out by the improved functionality. | A Project Implementation Plan has been drafted by the project team, which will ensure implementation of CUT's new HRIS within the first semester of 2021. |
| Resources (Ref.: F) | 6. Financial sustainability in all entities (F1). | Effective and efficient use of financial resources within budget parameters, by 2020 (F1.3). | The institution's budget.<br><br>Budget Analysis Report<br><br>Quarterly expenditure/budget reports.<br><br>Quarterly Management Report (cash flow budget variance analysis, earmarked grants variance analysis, and income statement). | 10% savings for the year, due to underspending on staff costs, bad debt provision, bursaries, other current operating expenses, strategic projects, and building repairs and maintenance. | 2% (R23,36 million) savings of R1,168 billion from the overall 2020 budget. | 12.1% (R142 million) savings from the overall 2020 budget. |   |   |

**Note:** Green means the 2020 target was achieved; red means the 2020 target was not achieved; and yellow means the 2020 final/actual data are not available yet.

## Registrar's Division

| Perspective                      | Strategic objectives   | Key Performance Indicator (KPI)   | Tracking source   | 2019 actual   | 2020 target   | 2020 Actual   | Reason for underperformance | Corrective measures |
|----------------------------------|--|---|---|---|---|---|-----------------------------|---------------------|
| Stakeholders/ partners (Ref.: S) | 1. Recruit and support high-quality students from all backgrounds, especially in areas of STEM, at undergraduate and postgraduate levels, including international students (S2). | a) Technical Vocational Education and Training (TVET) college students admitted on recognition of prior learning (RPL), by 2020 (S2.5). | Detailed Project/ Implementation Plan on how to develop and implement entry criteria.   | Integrated admission, RPL and CAT policy developed. However, the procedure to be tabled at the UTLC meeting of 08 April 2020. | Entry criteria determined and implemented:<br>i) RPL policy;<br>ii) CAT policy; and<br>iii) articulation procedure 2020–2022. | Entry criteria determined and implemented:<br>i) RPL policy;<br>ii) CAT policy; and<br>iii) articulation procedure 2020 – 2022. |                             |                     |
|                                  |  |   | Entry Criteria Implementation Plan and Report.<br><br>Senate approval and resolutions.<br><br>Signed memorandum of understanding between CUT and earmarked TVET colleges. |   | Strengthen collaboration with TVET colleges to attract good TVET graduates.   | Target not achieved.  |                             |                     |

| Perspective                  | Strategic objectives   | Key Performance Indicator (KPI)   | Tracking source   | 2019 actual                   | 2020 target  | 2020 Actual                      | Reason for underperformance   | Corrective measures   |
|------------------------------|--|---|---|-------------------------------|--|----------------------------------|---|---|
| Internal processes (Ref.: P) | 2. Promote organisational well-being by providing a vibrant and a healthy environment for staff and students (P5). | a) 99% student satisfaction by 2020 (P5.2).   | Project Plan detailing how, when and why the survey will be conducted.<br><br>Student Survey Report.  | 93.6% student satisfaction.   | 99% student satisfaction.                          | 92% student satisfaction.        | Lack of one-on-one interaction with students due to the COVID-19 pandemic.<br><br>Previously, the survey was conducted by means of a manual questionnaire sent to Bloemfontein and Welkom students via the student-oriented activities, to attract them. It then calls for the most innovative way of migrating to the digital space, in order to be smarter and appeal to their interests. | Adaptation and digital migration from using the traditional manual approach towards the effective use of IT/gadgets for online engagement with stakeholders, and use of online questionnaires.          |
|                              |  | b) University sustainability project(s) fully mainstreamed annually, until 2020 (P5.3). | Wellness programme, detailing activities for fun run/walk and fitness boot camp.<br><br>Attendance register<br><br>2) Report on the two projects.                                     | Wellness programme developed. | Two projects (fun run/walk and fitness boot camp). | One fitness boot camp completed. | The country's lockdown has been a challenge, and there were no students on campus.  | Preparations for boot camp/virtual run/walk are in progress. Targeted date is February 2021.  |
|                              |  | c) University sustainability project(s) fully mainstreamed annually, until 2020 (P5.3). | Invitation(s) to students and employees to attend or participate in projects/workshops or events.<br><br>Request from students or employees to organise projects/workshops or events. |                               | Conduct 44 support workshops.                      | 39 support workshops conducted.  | Due to the COVID-19 lockdown, the unit had to adapt to online and individual support.   | Reimagining events to be in line with 4IR through the effective use of online tools, and encouraging online participation via marketing on different platforms (CUT social media platforms and CUT FM). |

**Note:** Green means the 2020 target was achieved; red means the 2020 target was not achieved; and yellow means the 2020 final/actual data are not available yet.

| Perspective                   | Strategic Objectives                                  | Key Performance Indicator (KPI)   | Tracking source  | 2019 Actual   | 2020 Target  | 2020 Actual  | Reason for underperformance   | Corrective measures   |
|-------------------------------|---|---|--|---|--|--|---|---|
| Learning and growth (Ref.: L) | 3. Improve and enhance institutional governance (L2). | a) Application and explanation of all relevant (07) principles of King IV by 2020 (L2.1). | Individual Council members' evaluation report.         | Council supported the principle of the evaluation of individual Councillors. The evaluation tool is being enhanced, based on inputs from Council.       | Individual performance evaluation of members of Council implemented. | Individual performance of the members of the Council was not implemented | Council suggested amendments to the tool several times and that delayed approval of the tool.   | Evaluation will be conducted before the end of term 1 in 2021.  |
|                               |   |   | Report on the external evaluation of Council.          | Mancom agreed that: the amended CUT Statute should make provision for both the Alumni Association and Convocation to sit on Council.                    | External evaluation of Council conducted.                            | External evaluation of Council not conducted.                            | Procurement policy required that three service providers are invited. That delayed the process because companies did not respond timeously. | Institute of Directors South Africa appointed in November 2020 as a service provider to conduct the Council appraisal. The appraisal will be conducted end of January 2021                            |
|                               |   |   | Reviewed language policy (Council approved).           | Delay was caused by incomplete Alumni Association Terms of Reference. The Alumni Association Executive was directed to finalise the Terms of Reference. | Review of language policy.   | Language policy not reviewed.  | Draft policy was compiled, consulted with stakeholders, presented to workshop, and refined.   | Outcome of study conducted by Transformation Office awaited to inform the policy. In addition, this policy will be aligned to the National Higher Education Language Policy released in November 2020 |
|                               |   |   | Reviewed Senex Terms of Reference (Council Approved).  | SRC Terms of Reference were approved.   | Senex Terms of Reference reviewed.                                   | Senex Terms of Reference reviewed.                                       |   |   |
|                               |   |   | Reviewed Senate Terms of Reference (Council Approved). |   | Senate Terms of Reference reviewed.                                  | Senate Terms of Reference reviewed.                                      |   |   |

## Research, Innovation and Engagement Division

| Perspective                      | Strategic objectives   | Key Performance Indicator (KPI)  | Tracking source   | 2019 actual  | 2020 target                             | 2020 Actual                            | Reason for underperformance   | Corrective measures  |
|----------------------------------|--|--|---|--|---|--|---|--|
| Stakeholders/ partners (Ref.: S) | 1. Enhance engagement and partnerships with business, public and third-sector partners to create social and economic benefit, and advance internationalisation (S1).             | a) Increase the number of international students to 638, and international agreements to 48, by 2020 (S1.2).   | Higher Education Data Analyser (HEDA) dashboard screen print. | 614 international students enrolled.   | 638 international students.             | 482 international students enrolled.   | Lack of international funding opportunities to support internationalisation efforts (e.g. EU, SANORD, USA). | Full exploitation of funding opportunities, and submission of multiple applications for funding. |
|                                  |  |  | N/A   | 24 newly signed international agreements.<br><br>International agreements increased from 56 to 80 signed agreements. | 0 (no international agreement target).  | 0 (no international agreement target). |   |  |
|                                  | 2. Recruit and support high-quality students from all backgrounds, especially in areas of STEM, at undergraduate and postgraduate levels, including international students (S2). | a) Increase the headcount enrolment of master's students to 405, and doctoral students to 182, by 2020 (S2.2). | HEDA dashboard screen print.                                  | Master's degree students enrolled: 437.  | Master's degree students enrolled: 405. | Master's degree students enrolled: 470 |   |  |
|                                  |  |  | HEDA dashboard screen print.                                  | Doctoral degree students enrolled: 217.  | Doctoral degree students enrolled: 182. | Doctoral degree students enrolled: 202 |   |  |

| Perspective                  | Strategic objectives  | Key Performance Indicator (KPI)  | Tracking source                                      | 2019 actual  | 2020 target   | 2020 Actual                                      | Reason for underperformance  | Corrective measures                                |
|------------------------------|---|--|--|--|---|--|--|--|
| Internal processes (Ref.: P) | 3. Deliver excellence in all our areas of research, with defined peaks of world-leading performance, and increase our market share of research income (P3). | a) 100% achievement of targets (credit unit publications = 194, M graduates = 134, D graduates = 56, and rated researchers = 17) set in the Research and Development Plan, by 2020 (P3.1). | DHET letter on the credit unit publications granted. | 200,622 credit units for 2018 were submitted to the DHET in May 2019.<br><br>170,2043 credit units awarded. This means the target was exceeded by 25.4%. | 127* credit unit publications (2018 target).        | *198,2847 credit unit publications.              |  |  |
|                              |   |  | HEDA dashboard screen print.                         | 59 master's graduates.   | 69** master's graduates (2019 target).              | 59 master's graduates                            | Too many students assigned to one supervisor; number of active supervisors; and part-time and full-time registrations. | Training of supervisors and postgraduate students. |
|                              |   |  | HEDA dashboard screen print.                         | 18 doctoral graduates.   | 24** doctoral graduates (2019 target).              | 18 doctoral graduates                            |  |  |
|                              |   |  | DHET letter on credit-unit publications granted.     | Number of rated researchers: 15.   | Increase the number of NRF-rated researchers to 17. | Number of NRF-rated researchers increased to 18. |  |  |
|                              |   | b) Increase second-stream revenue to R4,020 million, as per the Research and Development Plan, by 2020 (P3.3).   | Allocation documentation.                            | R23,90 million (NRF) accumulated.  | R15,00 million (NRF accumulated).                   | R16,398 million (NRF accumulated)                |  |  |

Note: \*127 credit unit publications are the 2018 target. We are using the 2018 target, because the final results/performance will be available in 2020. The 2020 target is 194 credit unit publications, and final results/performance will only be available in 2022\* Publications to the value of 198,2847 credit units for 2019 submitted to DHET in 2020. No feedback yet from DHET on outcome of submission.

Note\*\*: 2019 graduates: students who will conclude their studies between 1 August 2019 and 31 July 2020.

\*CRPM: Centre for Rapid Prototyping and Manufacturing



| Perspective                  | Strategic objectives  | Key Performance Indicator (KPI)  | Tracking source  | 2019 actual   | 2020 target   | 2020 Actual  | Reason for underperformance   | Corrective measures   |
|------------------------------|---|--|--|---|---|--|---|---|
| Internal processes (Ref.: P) | 4. Employ our social and technological innovations in the socio-economic development of the city and the region (P4). | a) 100% achievement of all technology and innovation targets (28 commercialisable intellectual properties (IPs); 35 incubated companies; 19 Technology Innovation Agency (TIA)-funded projects, amounting to R15,98 million; and 118 medical devices manufactured for industry), by 2020 (P4.1). | IP Actual registration papers.                         | Five innovation patents (IP registrations) filed. One design application (brewing spoon assembly). One provisional patent application (oscillating positive expiratory pressure device). One provisional patent application (ceiling strip and system). One trademark application (CUT racing car logo). One trademark application (CUT racing car name). | 10 commercialisable IP types field (28 of 28).  | Six commercialisable IP types filed.                                     | There is very little flow from research into the innovation pipeline, so there are few IP disclosures from faculties, which subsequently leads to low IP outputs. | Attendance of Technology Transfer Office at Faculty Research and Innovation Committees, to promote IP creation identification at an early stage, towards promoting awareness. |
|                              |   |  | Lease agreements for tenants.                          | Seven incubated companies from Bloemfontein (three) and Welkom (four) campuses graduated.   | 13 incubated companies (35 of 35).  | 0 incubated companies  | The unavailability of suitable facilities to provide incubation support services is a challenge.  | CUTis' proposal to acquire a suitable building was submitted to the June 2020 Council meeting. CUT internal processes regarding the identified building are still ongoing.    |
|                              |   |  | TIA approval letters and/or funding allocation letter. | Five TIA seed fund projects approved, for R3 million.   | 8 TIA seed fund projects approved, for R8,30 million (19 of 19 projects approved, for R8,30 million). | Zero (0) Technology Innovation Agency (TIA) seed fund projects approved. | TIA did not issue any call for seed fund applications in 2020.  | Other innovation funding instruments are being explored.  |
|                              |   |  | Spreadsheet ISO 13485 Quality Management System.       | 66 medical device projects completed for industry.  | 40 medical devices manufactured for industry (113 of 118).  | 127 medical devices manufactured for industry.                           |   |   |

**Note:** Green means the 2020 target was achieved; red means the 2020 target was not achieved; and yellow means the 2020 final/actual data are not available yet.

| Perspective         | Strategic objectives                              | Key Performance Indicator (KPI)  | Tracking source   | 2019 actual                       | 2020 target                                       | 2020 Actual                                      | Reason for underperformance   | Corrective measures   |
|---------------------|---|--|---|-----------------------------------|---|--|---|---|
| Resources (Ref.: F) | 5. Financial sustainability in all entities (F1). | Increase third-stream income to 10% of the total income, by 2020 (F1.2). | Audited Product Development Technology Station (PDTS) Financial Report, approved by PDTS Mancom.<br><br>Income and Expenditure Report approved by Centre for Rapid Prototyping and Manufacturing (CRPM) Management Forum. | *CRPM and *PDTS = R15,44 million. | Combined CRPM and PDTS revenue = R13,110 million. | Combined CRPM and PDTS revenue = R22 959 million |   |   |
|                     |   |  | Sage-generated management accounts.<br><br>Resolution of approval by the CUTis Board.<br><br>Audited annual financial statements.   | R25,00 million.                   | CUTis revenue = R30,00 million.                   | CUTis revenue = R21 million                      | Revenue strategy is still largely dependent on the unpredictable government tender system or funding windows. | In partnership with a learner management provider, CUTis is developing an online training platform that will exist on CUTis' website for learner registrations, applications, payments and marketing. The platform will be provided and co-managed administratively, and is envisaged to go live in 2021. |

**Note:** **Green** means the 2020 target was achieved; **red** means the 2020 target was not achieved; and **yellow** means the 2020 final/actual data are not available yet.

## Teaching and Learning Division

| Perspective                       | Strategic Objectives   | Key Performance Indicator (KPI)  | Tracking source  | 2019 Actual  | 2020 Target   | 2020 Actual  | Reason for underperformance   | Corrective measures   |
|-----------------------------------|--|--|--|--|---|--|---|---|
| Stakeholder s/ partners (Ref.: S) | 1. Recruit and support high-quality students from all backgrounds, especially in areas of STEM, at undergraduate and postgraduate levels, including international students (S2). | a) 53% intake of students with an M-score of 27 or higher (whilst 15% should have an M-score of 32), by 2020 (S2.1).                                   | HEMIS Enrolment Data   | 64,12% (2 620 out of 4 086) of first-time-entering undergraduate students with a 27+ M-score (excluding ECPs). | 53.00% (2 216 of 4 182) first-time entering undergraduate students with a 27+ M-score (excluding ECPs). | 73,80% (2 653 of 3 595) first-time entering undergraduate students with a 27+ M-score (excluding ECPs) |   |   |
|                                   |  |  | The total number of all first-time entering undergraduate students excluding the ECP students;                               | 21,37% (873 out of 4 086) with a 32+ M-score (excluding ECPs).   | 15.00% (627 of 4 182) with a 32+ M-score (excluding ECPs).  | 20,56% (739 of 3 595) first-time entering undergraduate students with a 32+ M-score (excluding ECPs).  |   |   |
|                                   |  |  | List of students extracted from ITS with M-scores as per census data   |  |   |  |   |   |
|                                   |  | b) Increase the student headcount enrolment to 18 255, and the intake of first-time-entering students at undergraduate level to 4 515, by 2020 (S2.3). | HEMIS: Enrolment Data  | 21 243, against a target of 16 340, total headcount enrolment (130,01%).                                       | 18 255 student headcount enrolment.   | 21 065 student headcount enrolment   |   |   |
|                                   |  |  | The total headcount enrolment.<br><br>Higher Education Data Analyzer (HEDA) Dashboard Screen print                           |  |   |  |   |   |
|                                   |  |  | HEMIS: Enrolment Data  | 4 436 first-year students enrolled.  | 4 515 first-time entering undergraduate students enrolled.  | 3 975 first-time entering undergraduate students enrolled.   | Not achieved due to challenge of attracting sufficient number of STEM-candidates. | Intensive marketing to attract STEM-candidates. Revisit STEM-targets if needed. |
|                                   |  |  | The number of first-time entering undergraduate students<br><br>Higher Education Data Analyzer (HEDA) Dashboard Screen print |  |   |  |   |   |

**Note:** **Green** means the 2020 target was achieved; **red** means the 2020 target was not achieved; and **yellow** means the 2020 final/actual data are not available yet.

| Perspective                       | Strategic Objectives   | Key Performance Indicator (KPI)   | Tracking source  | 2019 Actual  | 2020 Target  | 2020 Actual  | Reason for underperformance   | Corrective measures   |
|-----------------------------------|--|---|--|--|--|--|---|---|
| Stakeholder s/ partners (Ref.: S) | 1. Recruit and support high-quality students from all backgrounds, especially in areas of STEM, at undergraduate and postgraduate levels, including international students (S2). | Achieve 51,10% of full-time equivalent (FTE) STEM headcount; 50,40% of STEM headcount; 20,19% of Bus./Man. headcount; 21,39% of Education headcount; and 8,02% of Other/Hum. headcount, by 2020 (S2.4). | HEMIS enrolment data<br><br>Total number of FTEs enrolment;<br><br>Total number of FTEs STEM enrolment;<br><br>Total number of Bus/Man headcount enrolment;<br><br>Total number of Education headcount enrolment; and<br><br>Total number of Other-Human headcount enrolment<br><br>Higher Education Data Analyzer (HEDA) Dashboard Screen print |  | FTE STEM enrolment: 51.10% (7 943 of 15 544).            | FTE STEM enrolment: 42,30% (6 810 of 16 101)             | Not achieved due to challenge of attracting sufficient number of STEM-candidates. | Intensive marketing to attract STEM-candidates. Revisit STEM-targets if needed. |
|                                   |  |   |  | 48.66% (10 327 out of 21 223) of STEM enrolments.                          | STEM headcount enrolment: 50.40% (9 200 of 18 255)       | STEM headcount enrolment: 45,03% (9 504 of 21 104).      | Not achieved due to challenge of attracting sufficient number of STEM-candidates. | Intensive marketing to attract STEM-candidates. Revisit STEM-targets if needed  |
|                                   |  |   |  | Percentage of headcount Bus./Man. enrolment: 23.14% (4 911 out of 21 223). | Bus/Man headcount enrolment: 20.19% (3 686 of 18 255).   | Bus/Man headcount enrolment: 24,82% (5 239 of 21 104).   |   |   |
|                                   |  |   |  | Percentage of headcount Education enrolment: 21.78% (4 622 out of 21 223). | Education headcount enrolment: 21.39% (3 905 of 18 255). | Education headcount enrolment: 23,21% (4 899 of 21 104). |   |   |
|                                   |  |   |  | Percentage of headcount Other/Hum. enrolment: 6.40% (1 358 out of 21 223). | Other/Hum headcount enrolment: 8.02% (1 464 of 18 255).  | Other/Hum headcount enrolment: 6,93% (1 463 of 21 104).  | Not achieved due to challenge of attracting sufficient number of STEM-candidates. | Intensive marketing to attract STEM-candidates. Revisit STEM-targets if needed. |
|                                   |  |   |  |  |  |  |   |   |

**Note:** Green means the 2020 target was achieved; red means the 2020 target was not achieved; and yellow means the 2020 final/actual data are not available yet.



| Perspective                            | Strategic objectives   | Key Performance Indicator (KPI)  | Tracking source  | 2019 actual  | 2020 target  | 2020 Actual   | Reason for underperformance | Corrective measures |
|--|--|--|--|--|--|---|-----------------------------|---------------------|
| Stakeholders/<br>partners<br>(Ref.: S) | 1. Recruit and support high-quality students from all backgrounds, especially in areas of STEM, at undergraduate and postgraduate levels, including international students (S2). | d) 20% of students entering undergraduate/postgraduate programmes complete those programmes in the minimum time, by 2020 (S2.5). | <p>Number of students who graduate within the residency period as contained in graduation reports that are submitted to Senate.</p> <p>Graduation report and Higher Education Management System examination data</p> <p>The total number of students who graduated within the residency period</p> <p>Higher Education Data Analyzer (HEDA) Dashboard Screen print</p> | 28,1% (2 153 graduates out of 7 652 relevant cohort) of undergraduate and postgraduate student completion of programmes in the minimum time. | 20,00% of undergraduate/postgraduate student completion of programmes in the minimum time. | 23.94% (1 497 of 6 253) of undergraduate and postgraduate student completion of programmes in the minimum time. |                             |                     |
|  | 2. Provide quality teaching and learning (S3).   | a) Achieve a 79% pass rate by 2020 (S3.1).   | <p>Examinations reports and HEMIS examination data</p> <p>The total number of students who wrote the examination(s)</p> <p>The number of students who passed the examination(s)</p> <p>Higher Education Data Analyzer (HEDA)</p>   | 76,90% DHET target pass rate.  | 78,00% pass rate (2019 target).  | 81,3% pass rate   |                             |                     |

**Note:** **Green** means the 2020 target was achieved; **red** means the 2020 target was not achieved; and **yellow** means the 2020 final/actual data are not available yet.

| Perspective                  | Strategic objectives   | Key Performance Indicator (KPI)  | Tracking source   | 2019 actual   | 2020 target  | 2020 Actual  | Reason for underperformance  | Corrective measures   |
|------------------------------|--|--|---|---|--|--|--|---|
|                              | 3. Reviewing the approach to education to facilitate our graduates' entry into the workplace or entrepreneurship (S4).                                   | a) 65% of graduates employed/self-employed within 3 months after the completion of their studies, by 2020 (S4.1).                  | <p>Number of students who successfully get employed, as per CUT graduation survey.</p> <p>Number of students who successfully get self-employed, as per CUT graduation survey.</p> <p>Total number of graduates who responded to the graduation survey, and who are employed or self-employed within three months after completing their studies.</p> <p>Total number of graduates who responded to the graduation survey.</p> <p>2 651 out of 4461 graduating students provided feedback on their employment statuses at the September 2018 and March 2019 graduation ceremonies. 47% were employed.</p> | <p>2018 reporting period: 47,1% of graduates employed/self-employed within three months after conclusion of study (1 035 out of 2 199 of 2018's graduates who completed the survey).</p> <p>Due to COVID-19 restrictions, an online survey was utilised.</p> <p>A total of 445 valid questionnaires were collected, with 51,8% of employed respondents.</p> | 65%* of graduates employed/self-employed within three months after the completion of their studies (Sept. 2019 and Mar. 2020 graduates). | <p>51,8% of graduates employed/self-employed within three months after the completion of their studies.</p> <p>(Sept. 2019 and Mar. 2020 graduates).</p> | <p>During the previous years, the survey was conducted during the graduation ceremony, which is around three months from completion of study, and usually March and September of each year. The survey was run in two stages. Stage 1 was to distribute amongst students who would attend the March graduation ceremony (if it were the case), and Stage 2 amongst students who would attend the September one. Unfortunately, the 2020 lockdown created an extraordinary situation. The only available option was to conduct an online survey.</p> <p>An analysis was performed, and a Summary Report produced. The grouping of reports was done the same way as in previous years. We do acknowledge some shift in time, but the results present a similar level of validity. In the report, the population asked to participate was clearly stated. The COVID-19 pandemic created this situation, and we used proper scientific data collection, and results are valid within the limitations of these circumstances.</p> | An online survey was conducted as an alternative measurement. |
| Internal processes (Ref.: P) | 4. Embrace the use of technology to streamline our effective and efficient business processes, and offer entrepreneurial education unique to a UoT (P1). | a) 20% (8 out of 40) blended online advanced diplomas/higher certificates and postgraduate diplomas are developed, by 2020 (P1.2). | <p>List of four new blended online advanced diploma/higher certificate programmes to be developed.</p> <p>Report on four new blended online advanced diploma/higher certificate programmes developed.</p>   | Three modules for three blended online advanced diploma/higher certificate programmes piloted.  | Four new blended online advanced diploma/higher certificate programmes developed.  | Four new blended online advanced diploma/higher certificate programmes developed.  |  |   |

| Perspective                  | Strategic objectives  | Key Performance Indicator (KPI)   | Tracking source   | 2019 actual   | 2020 target  | 2020 Actual   | Reason for underperformance  | Corrective measures |
|------------------------------|---|---|---|---|--|---|--|---------------------|
|                              | 5. Provide a sustainable teaching and learning environment, with first-class facilities and infrastructure (P2).  | a) 100% provision of working educational technology equipment, by 2020 (P2.3).        | <p>List and description of educational technology equipment and location for both campuses.</p> <p>Reconciliation Report from Asset Management.</p> <p>Verification Report to confirm educational technology equipment provided or maintained, and their location, for both campuses.</p> | 100% (660) provisioning and maintenance of teaching and learning equipment. | 100% (660 of 660) provision of working educational technology equipment. | 1,5% (10 of 660) provision of working educational technology equipment.           | All equipment could not be serviced in 2020 due to the inability to access offices because of the COVID-19 pandemic. |                     |
| Internal processes (Ref.: P) | 6. Deliver excellence in all our areas of research, with defined peaks of world-leading performance, and increase our market share of research income (P3). | a) Enhanced teaching/research nexus by producing 93 research outputs, by 2020 (P3.3). | <p>Budget allocation.</p> <p>Articles in press.</p> <p>Faculty Research Plans.</p> <p>Number of DHET-accredited conference proceedings.</p> <p>Number of DHET-accredited articles published.</p> <p>Books/book chapters published.</p>  | 21 research conference proceedings and articles published.                  | 20 research outputs (conference proceedings and articles) (150 of 93).   | 60 research outputs (23 articles; 33 conference proceedings; four book chapters). |  |                     |

| Perspective                   | Strategic objectives  | Key Performance Indicator (KPI)  | Tracking source   | 2019 actual                          | 2020 target                                    | 2020 Actual  | Reason for underperformance                              | Corrective measures  |
|-------------------------------|---|--|---|--------------------------------------|--|--|--|--|
| Learning and growth (Ref.: L) | 7. Proactively attract, retain, support and develop high-quality staff (i.e. talent management) (L1). | a) 3% of full-time teaching staff with industry exposure, by 2020 (L1.3).              | Total number of permanent teaching staff.<br><br>Budget allocated for industry exposure.<br><br>Application to visit industry.<br><br>Number of permanent teaching staff who visited industry to gain exposure.<br><br>Service-level agreement (CILT and faculties).<br><br>Standardised Industry Exposure Reports. | 6,45% (20 of 310) of teaching staff. | 3% (9 of 310) of the full-time teaching staff. | 0,65% (2 of 310) of the full time teaching staff     | Industry exposure suspended due to the COVID-19 pandemic | The industry exposure programme will be actively pursued once industry is open and willing to accommodate CUT lecturers, given the current health challenges brought about by the COVID-19 pandemic. |
| Resources (Ref.: F)           | 8. Financial sustainability in all entities (F1).   | a) Increase subsidy by increasing the FTE student enrolment to 15 544, by 2020 (F1.1). | HEDA dashboard screen print.  | 16 079 FTE student enrolment.        | 15 544 FTE student enrolment.                  | 15 251 FTE (Full time Equivalent) student enrolment. |  |  |
|                               |   | b). Increase third-stream income to 10% of the total income by 2020 (F1.2).            | Detailed Revenue Generation Plan per faculty.<br><br>Communication/correspondence (e-mail, meeting minutes, etc.) with stakeholders.<br><br>Financial reports.<br><br>Memorandum of agreement.<br><br>Proof of payment (from payer).  | Faculties = R12,90 million.          | Faculty revenue = R12,00 million.              | Faculty revenue = R22,665 million.                   |  |  |

| Perspective | Strategic objectives | Key Performance Indicator (KPI)   | Tracking source   | 2019 actual                                 | 2020 target                                     | 2020 Actual                                     | Reason for underperformance   | Corrective measures  |
|-------------|----------------------|---|---|---|---|---|---|--|
|             |                      | b). Increase third-stream income to 10% of the total income by 2020 (F1.2). | Proposals requesting funding.<br><br>Communication/correspondence (e-mail, meeting minutes, etc.)<br><br>Signed agreement showing monetary value of the contracts.<br><br>Correspondence regarding learners' funding confirmation.<br><br>Acceptance letters.<br><br>SETA Funding Analysis Report.<br><br>Proof of payment (from payer);<br><br>Bank account screen print indicating the deposit. | SETAs and WIL employers = R32,22 million.   | SETA and WIL employer revenue = R25,00 million. | SETA and WIL employer revenue = R30,75 million. |   |  |
|             |                      |   | List of new short courses identified.<br><br>Detailed Project/Implementation Plan to guide implementation.<br><br>Advertisement to recruit new students.<br><br>Senate resolutions regarding new courses.<br><br>Proof of payment (from payer).   | Eight new short courses approved by Senate. | Four new short courses approved by Senate.      | Zero (0) new short courses approved by Senate.  | All efforts were put into the development of online teaching and learning due to the COVID-19 pandemic. | All faculties will have to deliver on the 2019 and 2020 targets in 2021. Some short courses are already in progress. |

**Note:** Green means the 2020 target was achieved; red means the 2020 target was not achieved; and yellow means the 2020 final/actual data are not available yet.

1.2.4 Enrolment performance and analysis

This section serves to highlight CUT's achievements against the performance targets set by the DHET. The current targets are based on targets set during the student enrolment planning process for public higher education, which began in July 2018. In November 2019, CUT submitted a final Enrolment Plan to the DHET. The targets were confirmed by the Minister of Higher Education, Science and Technology in his letter to CUT dated 29 January 2020.

In 2020, CUT enrolled 21 065 students (including occasional students), which is 2 810 more than (i.e., 15.39 % in excess of) the number agreed upon with the DHET, whilst the 2019 student headcount of 21

225 exceeded the DHET target of 16 340 by 4 885 (i.e., 29.90% in excess of the agreed-upon figure). Insofar as first-time entering students at undergraduate level are concerned, the headcount in 2020 indicated a shortfall of 540 students (i.e., 12:00% below the required target of 4 515), compared to the headcount in 2019, which indicated a shortfall of 158 students (3,44% below the required target of 4 587).

The following tables offer a comprehensive analysis of the performance, size and shape of CUT, providing a platform, based on reliable data, to manage and guide the institution in terms of its Strategic Plan and priorities.

**Please note:** The data in Tables 4 to 19 are as extracted from the Higher Education Data Analyser (HEDA) on 4 June 2021.

**TABLE 4:** Student headcount enrolment by qualification level, 2019 – 2020

| Qualification level                         | Headcount actuals 2019 | DHET headcount target 2020 | 2020 actual performance* | Deviation      |
|---|------------------------|----------------------------|--------------------------|----------------|
| First- time entering undergraduate students | 4 429                  | 4 515                      | 3 975                    | -12.00%        |
| <b>Total undergraduate students</b>         | <b>19 969</b>          | <b>16 704</b>              | <b>19 811</b>            | <b>18.60%</b>  |
| Postgraduate to master's degree level       | 602                    | 965                        | 582                      | -39.69%        |
| Master's degree level                       | 437                    | 405                        | 470                      | 16.05%         |
| Doctorates                                  | 217                    | 182                        | 202                      | 10.99%         |
| <b>Total postgraduate students</b>          | <b>1 256</b>           | <b>1 552</b>               | <b>1 254</b>             | <b>-19.20%</b> |
| <b>Total enrolment</b>                      | <b>21 225</b>          | <b>18 255</b>              | <b>21 065</b>            | <b>15.39%</b>  |

Source: HEDA, extracted on 4 June 2021.  
Note 1: Total undergraduate students include occasional enrolments



**Table 4** above indicates the headcount enrolment by qualification type. The institution exceeded the overall DHET headcount target for 2020 by 18.60%.

In terms of the qualification level breakdown, negative

deviations of -12.00%, -39.69% and -19.20%, respectively, were experienced in the number of first-time entering undergraduate students, the postgraduate to master's degree students, and the total postgraduate enrolments, from the set targets for 2020.

**TABLE 5:** Student headcount enrolment into first-year programmes (foundation programmes), 2019 – 2020

| Projected student headcount intake into first-year (foundation) programmes | Headcount actuals 2019 | DHET headcount target 2020 | 2020 actual performance | Deviation |
|--|------------------------|----------------------------|-------------------------|-----------|
| Projected student headcount intake into first-year (foundation) programmes | 350                    | 456                        | 382                     | -16.23%   |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

**Table 5** above indicates the headcount enrolment into first-year (foundation) programmes. The institution had a shortfall of 74 students (16.23%) in the DHET headcount target for 2020.

**TABLE 6:** Student headcount enrolment by major field of study, 2019 – 2020

| Academic year        |                       |                  |            |           |                       |                  |            |           |
|----------------------|-----------------------|------------------|------------|-----------|-----------------------|------------------|------------|-----------|
| Major field of study | 2019                  |                  |            |           | 2020                  |                  |            |           |
|                      | DHET headcount target | Actual headcount | Percentage | Deviation | DHET headcount target | Actual headcount | Percentage | Deviation |
| BUS. /MAN.           | 3 7585                | 506              | 25.94%     | 46.51%    | 3 6865                | 239              | 24.82%     | 42.13%    |
| EDUCATION            | 2 568                 | 4 565            | 21.51%     | 77.78%    | 3 905                 | 4 899            | 23.21%     | 25.44%    |
| OTHER HUMANITIES     | 2 3951                | 397              | 6.58%      | - 41.66%  | 1 4641                | 463              | 6.93%0     | .10%      |
| SET                  | 7 6199                | 757              | 45.97%     | 28.06%    | 9 200                 | 9 5044           | 5.04%      | 3.30%     |
| Total                | 16 340                | 21 225           | 100.00%    | 29.90%    | 18 255                | 21 104           | 100.00%    | 15.60%    |

Note 1: 2020 data are not audited.

**Table 6** above indicates that, in 2020, the largest proportion of students were enrolled in the SET field of study (45.04%), followed by those enrolled in the field of BUS./MAN. (24.82%), then EDUCATION (23.21%), and finally OTHER HUMANITIES (6.93%). Between 2019 and 2020, most students were enrolled in the SET fields.

It should be noted that, in terms of the percentage breakdown of the major fields of study, it is evident that, when comparing the 2019 figures to those of 2020, decreases were experienced in two of these fields:

in SET and BUS. /MAN., the proportion decreased from 45.97% in 2019, to 45.04% in 2020, and from 25.94% in 2019, to 24.82% in 2020, respectively. Simultaneously, in EDUCATION and OTHER HUMANITIES, the proportions increased from 21.51% in 2019, to 23.21% in 2020, and from 6.58% in 2019, to 6.93% in 2020, respectively.

Finally, it is concerning that, over a period of two years, a negative deviation was experienced in the OTHER HUMANITIES fields of study, whilst a positive deviation was experienced in the other fields.

**TABLE 7:** Percentage distribution of student headcount enrolment by population group and major field of study, 2018 – 2020

| HEADCOUNT            |             |        |        |              |        |        |            |        |        |           |        |        |
|----------------------|-------------|--------|--------|--------------|--------|--------|------------|--------|--------|-----------|--------|--------|
| Major field of study | AFRICAN (%) |        |        | COLOURED (%) |        |        | INDIAN (%) |        |        | WHITE (%) |        |        |
|                      | 2018        | 2019   | 2020   | 2018         | 2019   | 2020   | 2018       | 2019   | 2020   | 2018      | 2019   | 2020   |
| BUS./MAN.            | 23.34%      | 6.45%  | 25.27% | 18.22%       | 25.10% | 23.72% | 22.97%     | 24.48% | 5.00%  | 10.49%    | 11.05% | 9.64%  |
| EDUCATION            | 20.92%      | 22.07% | 23.72% | 19.43%       | 19.34% | 20.43% | 4.73%      | 9.11%  | 16.25% | 8.24%     | 6.34%  | 6.78%  |
| OTHER HUMANITIES     | 6.86%       | 6.56%  | 6.94%  | 9.09%        | 9.37%  | 9.34%  | 11.49%     | 6.25%  | 1.25%  | 6.97%     | 5.42%  | 5.26%  |
| SET                  | 48.88%      | 44.92% | 44.07% | 53.27%       | 46.19% | 46.52% | 60.81%     | 60.16% | 77.50% | 74.30%    | 77.19% | 78.32% |
| UNSPECIFIED          | 0,00%       | 0,00%  | 0,00%  | 0,00%        | 0,00%  | 0,00%  | 0,00%      | 0,00%  | 0,00%  | 0,00%     | 0,00%  | 0,00%  |
| GRAND TOTAL          | 18 251      | 20 107 | 20 147 | 441          | 427    | 390    | 37         | 32     | 20     | 735       | 659    | 547    |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

**Table 7** above indicates the percentage of CUT students by population group and major field of study from 2018 to 2020.

For the period 2018 to 2020, the headcount enrolment pattern is consistent, with the African population in the majority, followed by the White population group, then the Coloured population group, and finally the Indian population group.

In terms of distribution per major field of study, the pattern is not the same than in the case of the

population groups. For the period 2018 to 2020, the highest proportion of students from the African population were enrolled in SET.

The SET enrolment proportion of students from the White and Indian population groups increased from 74.30% in 2018, to 78.32% in 2020, and from 60.81% in 2018, to 77.50% in 2020, respectively.

The SET enrolment proportion of students from African and Coloured population groups declined by 4.81% and 6.75%, respectively, during the period 2018 to 2020.



**TABLE 8:** Undergraduate and postgraduate student enrolment and graduation rates by major field of study, 2019 – 2020

| Major field of study          | Qualification type | Calendar year    |               |                 |                   |               |                 |
|-------------------------------|--------------------|------------------|---------------|-----------------|-------------------|---------------|-----------------|
|                               |                    | 2019             |               |                 | 2020              |               |                 |
|                               |                    | Actual headcount | Graduates     | Graduation rate | Actual headcount* | Graduates     | Graduation rate |
| BUS. /MAN.                    | Postgraduate       | 148              | 27            | 18.38%          | 394               | 25            | 6.29%           |
|                               | Undergraduate      | 5 338            | 1 240         | 23.23%          | 4 842             | 1 297         | 26.81%          |
|                               | Occasional         | 20               | 0             | 0.00%           | 2                 | 0             | 0.00%           |
| <b>BUS. /MAN. total</b>       |                    | <b>5 506</b>     | <b>1 267</b>  | <b>23.02%</b>   | <b>5 239</b>      | <b>1 322</b>  | <b>25.25%</b>   |
| EDUCATION                     | Postgraduate       | 684              | 408           | 59.58%          | 458               | 177           | 38.72%          |
|                               | Undergraduate      | 3 852            | 604           | 15.68%          | 4 424             | 792           | 17.92%          |
|                               | Occasional         | 29               | 0             | 0.00%           | 17                | 0             | 0.00%           |
| <b>EDUCATION total</b>        |                    | <b>4 565</b>     | <b>1 012</b>  | <b>22.16%</b>   | <b>4 899</b>      | <b>969</b>    | <b>19.80%</b>   |
| <b>OTHER HUMANITIES</b>       | Postgraduate       | 39               | 3             | 7.69%           | 42                | 4             | 9.52%           |
|                               | Undergraduate      | 1 358            | 364           | 26.82%          | 1 420             | 380           | 26.74%          |
|                               | Occasional         |                  |               | 0.00%           | 1                 | 0             | 0.00%           |
| <b>OTHER HUMANITIES total</b> |                    | <b>1 397</b>     | <b>367</b>    | <b>26.28%</b>   | <b>1 463</b>      | <b>384</b>    | <b>26.23%</b>   |
| <b>SET</b>                    | Postgraduate       | 385              | 58            | 15.09%          | 362               | 59            | 16.30%          |
|                               | Undergraduate      | 9 355            | 1 996         | 21.33%          | 9 136             | 1 889         | 20.68%          |
|                               | Occasional         | 17               | 0             | 0.00%           | 9                 | 0             | 0.00%           |
| <b>SET total</b>              |                    | <b>9 757</b>     | <b>2 054</b>  | <b>21.05%</b>   | <b>9 504</b>      | <b>1 948</b>  | <b>20.50%</b>   |
| <b>DHET target</b>            |                    | <b>16 340</b>    | <b>4 091</b>  | <b>25.04%</b>   | <b>18 255</b>     | <b>4 985</b>  | <b>27.31%</b>   |
| <b>Actual performance</b>     |                    | <b>21 225</b>    | <b>4 700</b>  | <b>22.14%</b>   | <b>21 104</b>     | <b>4 625</b>  | <b>21.92%</b>   |
| <b>Deviation (%)</b>          |                    | <b>29.90%</b>    | <b>14.89%</b> | <b>-11.56%</b>  | <b>15.61%</b>     | <b>-7.22%</b> | <b>-19.74%</b>  |



The table above represents the undergraduate and postgraduate student enrolment differentiation, as well as the changes in graduation rates by major field of study, for the academic years 2019 and 2020, as on 4 June 2021.

In general, there was a 0.22% decline in the overall graduation rate during this period (2019 – 2020).

**The noticeable changes to be reported are discussed below:**

- ▶ In the BUS. /MAN. field of study, the graduation rate for postgraduate students decreased from 18.38% in 2019, to 6.29% in 2020, and increased by 3.58% for undergraduate students (from 23.23% in 2019, to 26.81% in 2020).
- ▶ In the EDUCATION field of study, the graduation rate for postgraduate students decreased from 59.58% in 2019, to 38.72% in 2020. An increase of 2.24% was experienced for undergraduate students (from 15.68% in 2019, to 17.92% in 2020).

- ▶ In the OTHER HUMANITIES field of study, the graduation rate for postgraduate students increased from 7.69% in 2019, to 9.52% in 2020, and decreased by 0.59% for undergraduate students (from 26.82% in 2019, to 26.23% in 2020).
- ▶ In the SET field of study, the graduation rate for postgraduate students increased from 15.09% in 2019, to 16.30% in 2020. A decrease of 0.65% was experienced for undergraduate students (from 21.33% in 2019, to 20.68% in 2020).
- ▶ The institution has exceeded the 2020 DHET graduate headcount target of 4 299 for undergraduate students, by 61 graduates.
- ▶ For the university as a whole, the overall graduation rate decreased by 0.22%, from 22.14% in 2019, to 21.92% in 2020. This implies that the university did not meet the DHET target of 27.31%.

**TABLE 9:** Student performance and full-time equivalents (FTEs) across the major fields of study by gender, 2019 – 2020

|                           |           | 2019   |        | 2019 total | 2020   |        | 2020 total |
|---------------------------|-----------|--------|--------|------------|--------|--------|------------|
| Major field of study      |           | Female | Male   |            | Female | Male   |            |
| BUS./MAN.                 | Pass rate | 74.36% | 70.54% | 73.00%     | 85.70% | 76.72% | 82.53%     |
|                           | FTE       | 1 887  | 1 040  | 2 928      | 1 876  | 1 025  | 2 901      |
| EDUCATION                 | Pass rate | 80.77% | 72.59% | 77.74%     | 87.08% | 74.32% | 82.19%     |
|                           | FTE       | 2 877  | 1 692  | 4 569      | 2 780  | 1 724  | 4 503      |
| OTHER HUMANITIES          | Pass rate | 79.01% | 71.95% | 76.64%     | 85.87% | 76.37% | 82.59%     |
|                           | FTE       | 971    | 491    | 1 462      | 960    | 506    | 1 467      |
| STEM                      | Pass rate | 79.24% | 69.79% | 73.94%     | 85.54  | 74.98% | 79.75%     |
|                           | FTE       | 2 910  | 3 708  | 6 617      | 2 881  | 3 499  | 6 380      |
| DHET pass rate target     |           |        |        | 78%        |        |        | 79%        |
| Overall pass rate         |           | 78.66% | 70.74% | 75.13%     | 86.07% | 75.11% | 81.3%      |
| Pass rate deviation (%)   |           |        |        | -3.68%     |        |        | 2.87%      |
| DHET FTE enrolment target |           |        |        | 13083      |        |        | 15 544     |
| Total FTEs                |           | 8645   | 6931   | 15576      | 8 468  | 6 749  | 15 251     |
| FTE deviation (%)         |           |        |        | 19.06%     |        |        | -1.88%     |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

The table above provides the annual changes in student pass rates across the major fields of study by gender.

**The following observations are noteworthy:**

- ▶ CUT's overall pass rate increased from 75.13% in 2019, to 81.27% in 2020.
- ▶ An increase in the pass rate is evident for the all the major fields of study.

Overall, in terms of the pass rate, females performed better than their male counterparts in both academic years (2019 and 2020).

The 2019 FTE enrolment vs. DHET targets were exceeded by the institution – a deviation of 19.06% was experienced in 2019, whilst a decrease in the FTE enrolment vs. DHET targets, a deviation of -1.88%, was experienced in 2020.

**TABLE 10:** Pass rates by major field of study and population group, 2019 – 2020

| Major field of study | African       |               | Coloured      |               | Indian        |               | White         |               |
|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                      | 2019          | 2020          | 2019          | 2020          | 2019          | 2020          | 2019          | 2020          |
| BUS. /MAN.           | 72.65%        | 82.42%        | 76.05%        | 86.07%        | 84.77%        | 100.00%       | 90.16%        | 86.34%        |
| EDUCATION            | 77.75%        | 82.32%        | 78.09%        | 77.528%       | 45.85%        | 87.28%        | 76.80%        | 75.01%        |
| OTHER HUMANITIES     | 76.28%        | 82.81%        | 87.40%        | 79.05%        | 92.27%        | 100.00%       | 81.15%        | 72.43%        |
| SET                  | 73.29%        | 79.19%        | 80.89%        | 84.33%        | 94.46%        | 95.43%        | 83.12%        | 88.86%        |
| <b>Grand total</b>   | <b>74.80%</b> | <b>81.11%</b> | <b>79.93%</b> | <b>82.29%</b> | <b>86.86%</b> | <b>94.28%</b> | <b>83.32%</b> | <b>86.53%</b> |

Source: HEDA, extracted on 4 June 2021.  
 Note 1: 2020 data are not audited.

The table above provides the annual changes in student pass rates across the major fields of study by population group.

**The following observations are noteworthy:**

- ▶ The overall increase in pass rate is evident across all the population groups.

**TABLE 11:** Summative view of student graduation and retention rates for three-year undergraduate qualifications (diplomas, 360-credit diplomas, national diplomas, professional first bachelor's degrees [three years], and undergraduate diplomas or certificates [three years]), 2015 – 2020

| Cohort year      | Entering | Retained after |                |                |              | Cumulative        |                     | Cumulative          |                    |                    |
|------------------|----------|----------------|----------------|----------------|--------------|-------------------|---------------------|---------------------|--------------------|--------------------|
|                  | Cohort   | 1 year         | 2 year         | 3 year         | 4 year       | Graduates to date |                     | Dropouts to date    |                    |                    |
| 2015             | 2 551    | 1 698<br>66.6% | 976<br>38.3%   | 487<br>19.1%   | 263<br>10.3% | 1 173<br>46.0%    |                     | 1 279<br>50.1%      |                    |                    |
| 2016             | 3 265    | 2 080<br>63.7% | 1 192<br>36.5% | 576<br>17.6%   | 244<br>7.5%  | 1 370<br>42.0%    |                     | 1 292<br>39.6%      |                    |                    |
| 2017             | 3 436    | 2 468<br>71.8% | 1 580<br>46.0% | 805<br>23.4%   | 684<br>19.9% | 1 236<br>36.0%    |                     | 1 275<br>37.1%      |                    |                    |
| 2018             | 2 772    | 2 119<br>76.4% | 1 473<br>53.1% | 1 356<br>48.9% |              | 551<br>19.9%      |                     | 654<br>23.6%        |                    |                    |
| 2019             | 2 971    | 2 377<br>80.0% | 2 273<br>76.5% |                |              | 135<br>4.5%       |                     | 478<br>16.1%        |                    |                    |
| 2020             | 2 704    | 2 334<br>86.4% |                |                |              | 13<br>0.5%        |                     | 234<br>8.7%         |                    |                    |
| Cohort base year | Cohort   | Min. time      | Min. + 1       | Min. + 2       | Min. + 3     | Min. > +3         | Total (N) graduates | Total (%) graduates | Total (N) retained | Total (%) retained |
| 2015             | 2 551    | 634            | 326            | 162            | 48           | 3                 | 1 173               | 46.0%               | 99                 | 3.9%               |
| 2016             | 3 265    | 853            | 444            | 174            | 8            | 0                 | 1 479               | 45.3%               | 205                | 6.3%               |
| 2017             | 3 436    | 781            | 479            | 23             | 4            | 0                 | 1 287               | 37.5%               | 684                | 19.9%              |
| 2018             | 2 772    | 445            | 69             | 44             | 0            | 0                 | 568                 | 20.5%               | 1 356              | 48.9%              |
| 2019             | 2 971    | 62             | 73             | 0              | 0            | 0                 | 135                 | 4.5%                | 2 273              | 76.5%              |
| 2020             | 2 701    | 13             | 0              | 0              | 0            | 0                 | 13                  | 0.5%                | 2 334              | 86.4%              |

Source: HEDA, extracted on 4 June 2021.

Note 1: 2020 data are not audited.

Table 11 above presents the entering totals for student cohort, retention and graduate rates over time for three-year undergraduate qualifications. The 2015 cohort is used for purposes of interpreting this table. (The full cohort cycle is five years, due to regulation stipulating that the maximum study duration for a national diploma is five years.) From the 2 551 student cohort enrolled in 2015, 1 698 students (i.e. 66.6%) were retained in Year 1 (i.e. 2016); 976 students (i.e. 38.3%) were retained in Year 2 (i.e. 2017); etc. From this 2015 cohort, 44.2% of

the students have graduated to date, whilst 50.1% are reported as dropouts (including top-outs) to date.

From that very same 2015 cohort, 24.9% graduated in the minimum duration of the qualifications for which they have enrolled; 12.8% graduated in the minimum time plus one year; 6.4% graduated in the minimum time plus two years; etc. This should provide a clear illustration of, and assist in, the interpretation of Table 11 above. It should be noted that the graduation



cohort only includes the following qualifications: diploma, 360-credit diplomas, national diplomas, professional first bachelor's degrees (three years), and undergraduate diplomas or certificates (three years).

Tables 12 to 19 below provide the gender distribution of students and permanent instructional/research staff members in the different faculties per campus for 2020.

**TABLE 12:** Student profile for the Faculty of Management Sciences per campus, 2020

| Campus grouping | African |        | Coloured |       | Indian |       | White  |       | 2020 total headcount |
|-----------------|---------|--------|----------|-------|--------|-------|--------|-------|----------------------|
|                 | Female  | Male   | Female   | Male  | Female | Male  | Female | Male  |                      |
| Bloemfontein    | 61.86%  | 34.58% | 1.43%    | 0.83% |        | 0.02% | 0.70%  | 0.58% | 4 824                |
| Welkom          | 69.63%  | 29.72% | 0.16%    | 0.27% |        | 0.00% | 0.05%  | 0.16% | 1 844                |

Source: HEDA, extracted on 4 June 2021.  
 Note 1: 2020 data are not audited.

**TABLE 13:** Permanent instructional/research staff profile for the Faculty of Management Sciences, 2020

| Staff      | African |        | Coloured |       | Indian |       | White  |        | 2020 total staff headcount |
|------------|---------|--------|----------|-------|--------|-------|--------|--------|----------------------------|
|            | Female  | Male   | Female   | Male  | Female | Male  | Female | Male   |                            |
| Headcount  | 17      | 23     | 3        | 2     | 1      | 1     | 25     | 12     | 84                         |
| Percentage | 20.24%  | 27.38% | 3.57%    | 2.38% | 1.19%  | 1.19% | 29.76% | 14.29% | 100.00%                    |

Source: HEDA, extracted on 4 June 2021.  
 Note 1: 2020 data are not audited.

**TABLE 14:** Student profile for the Faculty of Health and Environmental Sciences per campus, 2020

| Campus grouping | African |        | Coloured |       | Indian |       | White  |       | 2020 total headcount |
|-----------------|---------|--------|----------|-------|--------|-------|--------|-------|----------------------|
|                 | Female  | Male   | Female   | Male  | Female | Male  | Female | Male  |                      |
| Bloemfontein    | 59.44%  | 29.40% | 1.29%    | 0.75% | 0.27%  | 0.05% | 6.06%  | 2.74% | 1 864                |

Source: HEDA, extracted on 4 June 2021.  
 Note 1: 2020 data are not audited.

**TABLE 15:** Permanent instructional/research staff profile for the Faculty of Health and Environmental Sciences, 2020

| Staff      | African |        | Coloured |       | Indian |       | White  |        | 2020 total staff headcount |
|------------|---------|--------|----------|-------|--------|-------|--------|--------|----------------------------|
|            | Female  | Male   | Female   | Male  | Female | Male  | Female | Male   |                            |
| Headcount  | 10      | 15     | 2        |       |        |       | 18     | 6      | 51                         |
| Percentage | 19.61%  | 29.41% | 3.92%    | 0.00% | 0.00%  | 0.00% | 35.29% | 11.76% | 100.00%                    |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

**TABLE 16:** Student profile for the Faculty of Engineering, Built Environment and Information Technology per campus, 2020

| Campus grouping | African |        | Coloured |       | Indian |       | White  |       | 2020 total headcount |
|-----------------|---------|--------|----------|-------|--------|-------|--------|-------|----------------------|
|                 | Female  | Male   | Female   | Male  | Female | Male  | Female | Male  |                      |
| Bloemfontein    | 29.96%  | 63.30% | 0.36%    | 1.83% | 0.05%  | 0.10% | 0.36%  | 4.04% | 5 848                |
| Welkom          | 38.55%  | 60.84% | 0.40%    | 0.00% | 0.00%  | 0.00% | 0.00%  | 0.20% | 498                  |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

**TABLE 17:** Permanent instructional/research staff profile for the Faculty of Engineering, Built Environment and Information Technology, 2020

| Staff      | African |        | Coloured |       | Indian |       | White  |        | 2020 total staff headcount |
|------------|---------|--------|----------|-------|--------|-------|--------|--------|----------------------------|
|            | Female  | Male   | Female   | Male  | Female | Male  | Female | Male   |                            |
| Headcount  | 14      | 30     | 1        | 1     |        | 2     | 16     | 32     | 96                         |
| Percentage | 14.58%  | 31.25% | 1.04%    | 1.04% | 0.00%  | 2.08% | 16.67% | 33.33% | 100.00%                    |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

**TABLE 18:** Student profile for the Faculty of Humanities per campus, 2020

| Campus grouping | African |        | Coloured |       | Indian |       | White  |       | 2020 total headcount |
|-----------------|---------|--------|----------|-------|--------|-------|--------|-------|----------------------|
|                 | Female  | Male   | Female   | Male  | Female | Male  | Female | Male  |                      |
| Bloemfontein    | 56.55%  | 39.97% | 1.43%    | 0.83% | 0.03%  | 0.00% | 0.51%  | 0.62% | 3 738                |
| Welkom          | 62.78%  | 35.49% | 0.68%    | 0.24% | 0.08%  | 0.04% | 0.48%  | 0.20% | 2 488                |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

**TABLE 19:** Student profile for the Faculty of Engineering, Built Environment and Information Technology per campus, 2020

| Staff      | African |        | Coloured |       | Indian |       | White  |       | 2020 total staff headcount |
|------------|---------|--------|----------|-------|--------|-------|--------|-------|----------------------------|
|            | Female  | Male   | Female   | Male  | Female | Male  | Female | Male  |                            |
| Headcount  | 14      | 36     | 3        | 2     | 2      | 1     | 16     | 7     | 81                         |
| Percentage | 17.28%  | 44.44% | 3.70%    | 2.47% | 2.47%  | 1.23% | 19.75% | 8.64% | 100.00%                    |

Source: HEDA, extracted on 4 June 2021.  
Note 1: 2020 data are not audited.

This concludes a profile of the institution in the form of an in-depth analysis of its performance, size and shape.

**1.3 CONCLUSION**

During 2020, the COVID-19 pandemic had a major impact on the targets not being reached. In some instances, it is evident that some of the targets could not be met, either due to an incorrect baseline. In the 2021-2025 Strategic Plan and 2021 Annual Performance Plan, correct baselines have been established and the key performance indicators aligned to the SMART principles, including alignment to the budget allocation.

CLLR M RANTSO  
CHAIRPERSON OF COUNCIL

PROF. HJ DE JAGER  
VICE-CHANCELLOR AND PRINCIPAL



# SECTION 2

REPORT OF THE CHAIRPERSON OF COUNCIL



## ■ 2.1 INTRODUCTION BY THE CHAIRPERSON

The purpose of this section is to account for Council's actions and achievements in the governance of CUT during the 2020 academic year. In making decisions, Council took into consideration the articulated mission, objectives, strategies and plans of CUT. This is an integrated report that conveys adequate information about the operations of CUT, and its sustainability and financial reporting.

Detailed accounts, however, are given in the remaining chapters of the report. In essence, this section provides a self-assessment of the CUT Council – the extent to which the annual performance objectives approved by Council for the reporting year were attained, including the attendance of meetings by Councillors, and the expertise of Councillors who chair the various standing committees of Council.

## ■ 2.2 EFFECTIVE ETHICAL LEADERSHIP AND CORPORATE CITIZENSHIP

The CUT Council incorporates the ethical leadership characteristics of integrity, competence, responsibility, accountability, fairness and transparency in order to ensure that effective leadership is provided to achieve the four outcomes of good governance, which include ethical culture, good performance, effective control and legitimacy. The CUT leadership promotes responsible corporate citizenship and ethical behaviour aligned with organisational values and standards. The university

established measures to respond to irregularities and ethical breaches through a whistle-blowing Ethics Hotline, which is managed independently by an external service provider and that conducts timely investigations, of which the outcomes are reported periodically to the Audit, Risk and Information and Communication Technology (ICT) Governance Committee (ARIC).

## ■ 2.3 GOVERNANCE OF RISK

Risk governance sets the university's tone in reinforcing the importance of, and establishing oversight responsibilities for, enterprise risk management (ERM). The principles of good corporate governance assert that risk governance should be in a way that supports the organisation in setting and achieving its strategic objectives. CUT risk governance encompasses both the opportunities and associated risks to be considered when developing strategy, and the potential positive and negative effects of the events on the achievement of the university's objectives.

Council ensures that there is effective and efficient risk management by exercising oversight of risk management at the university, and has delegated this role to its ARIC. Council is not aware of any existing potential key risks that may compromise the sustainability of the university.

## ■ 2.4 GOVERNANCE OF INFORMATION TECHNOLOGY (IT)

The governance of IT is delegated to ARIC of Council. The implementation of an IT Governance Framework is delegated to Management, whilst an ICT Steering Committee assists with the governance of IT at the university. Section 6.3.8 of this report is dedicated to internal administrative and operational structures and controls, and elaborates on the governance of IT at the institution.

## 2.5 COMPLIANCE WITH LAWS, CODES, RULES AND STANDARDS

The university is committed to promoting a compliance culture and monitoring adherence to regulatory and policy imperatives consistent with best practice. All the relevant regulatory requirements for the university that have been identified together form the Regulatory Universe of the institution. CUT's compliance function, under Management's oversight, as delegated by Council, ensured that the document was maintained and updated accordingly with the relevant regulations and supporting internal policies and procedures.

The institution supports compliance management processes through the implementation of its Compliance Management Framework, policy and procedure documents. The university has not been subject to any regulatory sanctions, penalties or fines as a result of possible compliance breaches in 2020.

## 2.6 GOVERNING STAKEHOLDER RELATIONSHIPS

Management's quarterly reports to Council address

the management of stakeholder participation and relationships at CUT.

The student leadership continues to play a critical role in representing its constituency in the university's major governance and management structures. The Students' Representative Council (SRC) President: Bloemfontein Campus and the SRC President: Welkom Campus are members of both Council and Senate. The Student Services Council (SSC), which comprises 50% staff and 50% student representatives, attends to all matters relating to services affecting students.

The Student Academic Affairs Committee (SAAC) attends to all academically related matters that have a direct impact on students. For example, to ensure that students are effectively and efficiently represented on faculties' structures, and able to engage on critical matters related to the success of the academic project of CUT, the committee has established a Faculty Student Representative Structure and Forum.

Management has a positive relationship with the unions, with bilateral discussions starting to produce results. The Labour Relations Forum (LRF) continuously discussed, and was involved in, the development of proposals on the possible insourcing of outsourced services, elimination of historic salary anomalies, cost-saving initiatives, and continuous performance improvement initiatives. The grievance procedure is used to address employee and student dissatisfaction before it results in serious conflict.

## 2.7 REMUNERATION OF COUNCILLORS

In October 2015, Council adopted the following definition of an honorarium: “an ex gratia payment (i.e. a payment made without the giver recognising himself as having any liability or legal obligation) made to a person for his or her services in a voluntary capacity”. Informed by this understanding, external Council members received honoraria as approved by the Remuneration Committee of Council.

The quantum of the remuneration was based on the results of a benchmarking exercise that was conducted with other higher education institutions (HEIs). Furthermore, Council accepted the Council on Higher Education (CHE)'s recommendation that the in-kind payment of Councillors should not be allowed, as it constitutes a potential conflict of interest.

Hence, the following in-kind benefits were withdrawn: study benefits for Council members and their families, and special tariffs for the rental of university venues. The university pays the CUT-related travel and accommodation expenses of external Council members. The honoraria paid to external Council members for attending each scheduled meeting in 2020 are listed below.

|  |        |
|--|--------|
| Chairperson of Council:                | R2 810 |
| Deputy Chairperson of Council:         | R2 470 |
| Member of Council:                     | R2 350 |
| Chairperson of a committee of Council: | R2 470 |
| Member of a committee of Council:      | R2 135 |

## 2.8 GOING CONCERN

Council, via its various standing committees, continuously ensures that CUT has sufficient cash to pay for all its operations, and to settle all its obligations timeously.

The #Fees-Must-Fall campaign was raised and monitored as an emerging risk. The risk posed by the campaign was dealt with at national level, with the Chairpersons of university Councils also being involved in the several stakeholder engagements. The fee gap in 2020 was covered by a missing-middle allocation of R25,6 million from the DHET for students from households earning less than R600 000 per annum.

There was an improvement of 0,80% in income, from R1,367 billion in 2019, to R1,378 billion in 2020. The net surplus decreased by 67%, from a net surplus of R372 million in 2019, to R123 million in 2020. These figures included the earmarked grants.

There was an improvement in the current ratio, from 2,18 in 2019, to 2,3 in 2020. The improvement in the ratio was mostly caused by the increase in current investments due to increased payments from the National Student Financial Aid Scheme (NSFAS), as well as grants received, and the increase in student debtors (due to lower debt collection). The debt ratio increased from 0,53 in 2019, to 0,56 in 2020. Council also considered the profitability ratio, whereby it was established that there was a net surplus of R123 million in 2020, compared to R372 million in 2019. This translated to profitability ratios of 8,96% and 27,23% in 2020 and 2019, respectively.

Based on the above analysis, Council regards CUT as a going concern.



## 2.9 FINANCIAL HEALTH/VIABILITY

In determining CUT's financial health, the following areas were assessed:

- a) **Income:** During 2020, income increased by 0,80%, from R1,367 billion in 2019, to R1,378 billion in 2020. This increase was mainly as a result of an increase of 11% (R70 million) in subsidies and grants, and a decrease of 12% (R60 million) in tuition fee income (due to \ the extended academic year, proportionate income was recognised in 2021). Fair value adjustments on investments also decreased by R20 million.
- b) **Expenditure:** The total expenditure for 2020 increased by 26, from R995 million in 2019, to R1,254 billion in 2020. Council-controlled staff costs increased by 19%, from R496 million to R588 million. Other current operating expenses increased by 43%, from R404 million to R577 million, whilst depreciation and amortisation decreased by 12%, from R47 million to R41 million.
- c) **Council-controlled salaries:** The payment of \ salaries is the university's highest permanent annual obligation. 63% is budgeted towards salaries on an annual basis. The actual salary expenditure increased by 19%, from R496 million in 2019, to R588 million in 2020. The increase was due to a 6,5% annual increase (R32 million),  
  
Insourcing, filling of vacancies and new positions. A provision for leave, to the amount of R34 million, was recognised, which forms part of the salary expense. This is as a result of the annual leave balances at the end of 2020 being carried over.
- d) **Solvency ratio:** There was a decrease in the asset-debt ratio, from 1,88:1 in 2019, to 1,79:1 in 2020.
- e) **Cash balance:** The cash and cash equivalent balances increased by R30 million (33%). Excess funds are rather transferred to the short-term investment (high-income) fund, which yields a higher growth rate than the call accounts. However, due to the uncertainty regarding the impact of the COVID-19 pandemic on the economy, the short-term investments were diversified to include more call accounts.
- f) **Current investments:** An amount of R966 million is invested in the NinetyOne high-income fund account and NinetyOne money market account. This investment consists of funds received from the DHET for infrastructure and maintenance projects, and other grants (R571 million) that have not yet been spent, as well as other operating surpluses. The university received fees and allowances pertaining to students from both 2019 and 2020 from NSFAS during 2020.



- g) Non-current investments:** The financial statements indicate that CUT did not withdraw any long-term investments to finance activities. No additional funds were invested in the long-term portfolios during 2020; the increase is due to fair value adjustments and reinvested interest.

From the above, it can be established that, despite the challenges experienced by the higher education sector in terms of student debt, CUT remained financially healthy. It is envisaged that this position will strengthen, as more rigid strategies around student funding and debt recovery are implemented. The university intends to reduce its dependence on government funding and student fee income.

The full financial impact of the coronavirus pandemic during 2020 on the higher education sector and the university is not known at this stage. It will be clearer in 2022 and 2023, as the Teaching Output Grants and Teaching Input Grants will be impacted by the 2020/21 graduates and 2021/22 enrolments.

#### **2.9.1 Borrowings and additional borrowings**

The university did not borrow any money in 2020.

### **2.10 POLICIES AND FRAMEWORKS**

Council, via its Planning, Finance and Resources Committee (PFRC), and Audit, Risk and ICT Governance Committee (ARIC), ensures a policy-based governance system. To this effect, policies and necessary frameworks

are put in place, and Management's adherence to these regulatory instruments is keenly overseen by Council. The internal audit function is used to review the implementation of the policies and frameworks, as well as the effectiveness or lack thereof. The corrective action and improvement plans on the audit findings – internal and otherwise – are closely monitored by Council. One of the previous audit findings was that some of the policies were outdated. Accordingly, some of these policies were revised in 2020, whilst others will be revised in 2021.

### **2.11 FINANCIAL CONTROL INADEQUACIES**

There were no control inadequacies that resulted in material financial loss. However, there were some fraud cases that were investigated by forensic auditors, on the request of Management.

### **2.12 ADDITIONAL INVESTMENTS IN INFRASTRUCTURE**

On 16 November 2020, the DHET released the additional funds from the 5th IEG cycle allocation of R156,434 million, with the following stipulations:

- Significant progress on the implementation of the 5th IEG cycle projects.
- Fast-tracking of the implementation of the 4th IEG cycle projects, as well as the finalisation of any 2nd IEG cycle residue projects.

Strategies and processes were implemented to deliver on these during 2021.

## 2.13 RISK MANAGEMENT

The CUT Council exercises overall oversight over risk management to support the creation of value in the organisation and enhance decision-making. The university places reliance on enterprise risk management (ERM) systems and practices as espoused in its governance documents, primarily the ERM Framework, policy and procedures.

Management, under the leadership of the Vice-Chancellor and Principal, is responsible for implementing effective risk management, and is supported by the Office of the Chief Risk Officer (CRO), as well as the Risk and Compliance Advisory Committee (RCC) in this regard. CUT continues to maintain key risk registers at a strategic and operational level. These are regularly reviewed and reported to governance structures, for monitoring purposes.

The institution made notable progress to enhance the risk maturity level of the organisation, which requires the improvement of the processes of identifying, assessing, evaluating, controlling and monitoring risks and exploiting opportunities.

CUT's ERM maturity was independently assessed by the co-sourced internal assurance service provider. The purpose of this audit engagement was to conduct a high-level risk maturity review to assess the adequacy of the institution's ERM process.

## Financial focus

The 2016 #Fees-Must-Fall and free education campaigns presented a threat to CUT from 2017 up to, and including, the 2019 academic years. This threat was fully mitigated by government, who provided a grant equivalent to the amount of an 8% fee increase. Students with a household income of less than R600 000 qualified for this grant. The grant amounted to R25,61 million in 2020. This grant will reduce and phase out over the next two years.

Globally, the financial focus changed due to the COVID-19 outbreak. As mentioned in 2.9, the full financial impact of the coronavirus pandemic during 2020 on the higher education sector and the university is not known at this stage. It will be clearer in 2022 and 2023, as the Teaching Output Grants and Teaching Input Grants will be impacted by the 2020/21 graduates and 2021/22 enrolments. The COVID-19 pandemic resulted in Management developing a CUT Business Continuity Financial Plan, and by using the plan various cost-containment measures were identified to manage the 2020 financial year. The pandemic resulted in some additional costs, but also in savings in some areas.

## CLLR M RANTSO CHAIRPERSON OF COUNCIL



# SECTION 3

COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE



**Cllr Mathew Rantso**  
Chairperson of council

## 3.1 COUNCIL AND COUNCIL'S STANDING COMMITTEES

### 3.1.1 Council membership

The CUT Council is duly constituted in accordance with the provisions of the Higher Education Act (Act No. 101 of 1997), as amended (also referred to as “the Act”), and in terms of the CUT Statute. 60% of the members are independent of the university, and possess the knowledge and experience relevant to the objectives and governance of CUT.

For example, external members of Council have skills sets in marketing, finance, human resources management, law and education. The rotation principle was observed, and as a result, some Council members serve a three-year term of office, whilst others serve a four-year term of office on Council. The Executive Committee (Exco) of Council serves as the Nominations Committee of Council, and as such assists with the process of identifying suitable members of Council. Exco of Council also serves as the Ethics Committee of Council.

The composition of Council, the length of service, and the age of each Councillor; the standing committee(s) on which they served; the number of Council and standing committee meetings held; and Councillors' respective attendance of these meetings in 2020, are reflected in Table 20 below.



**TABLE 15:** Summary of Council's composition and Councillors' meeting attendance

| EXTERNAL COUNCIL MEMBERS   | PORTFOLIO                     | CURRENT TERM OF OFFICE   | PREVIOUS TERM OF OFFICE | AGE | 2020-03-20 (cancelled due to national COVID-19 Lockdown) | 2020-06-19 (Zoom) | 2020-06-20 Workshop (Zoom) | 2020-07-29 (special) (Zoom) | 2020-08-14 (special) (Zoom) | 2020-09-18 (Zoom) | 2020-10-09 (special) (Zoom) | 2020-11-02 (special) (Zoom) | 2020-11-05 (special) (Zoom) | 2020-11-27 Workshop (Zoom) | 2020-11-28 (Zoom) |
|--|-------------------------------|--|-------------------------|-----|--|-------------------|----------------------------|-----------------------------|-----------------------------|-------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|-------------------|
| <b>Mr B Phehlukwayo</b><br><ul style="list-style-type: none"> <li>Chairperson of Council from Mar. 2018 to 02 Nov. 2020</li> <li>Chairperson of the Executive Committee of Council</li> </ul>  | Audit and Risk/ICT Governance | May 2020 to May 2024<br><br>Resigned from CUT Council in Nov. 2020 | May 2016 to May 2020    | 54  | Cancelled  | ✓                 | ✓                          | ✓                           | ✓                           | ✓                 | ✓                           | ✓                           | ≠                           | ≠                          | ≠                 |
| <b>Ms NMMM Mokose</b><br><ul style="list-style-type: none"> <li>Interim Chairperson of Council from 03 Nov. 2020</li> <li>Elected as Chairperson of Council from 28 Nov. 2020 to Mar. 2021</li> <li>Chairperson of the Executive committee of Council</li> </ul> | Agriculture                   | Mar. 2019 to Mar. 2022   | -                       | 56  | Cancelled  | ✓                 | ✓                          | ✓                           | ✓                           | ✓                 | ✓                           | ✓                           | ✓                           | ✓                          | ✓                 |

|   |                       |   |   |    |           |   |   |   |   |   |   |   |   |   |   |   |
|---|-----------------------|---|---|----|-----------|---|---|---|---|---|---|---|---|---|---|---|
| <p>Dr GA van Gensen</p> <ul style="list-style-type: none"> <li>■ Deputy Chairperson of Council from end Mar. 2018 to 02 Nov. 2020</li> <li>■ Chairperson of the Human Resources Committee (HRC)</li> <li>■ Chairperson of the Remuneration Committee</li> </ul> | Marketing             | <p>Sept. 2018 to Sept. 2022</p> <p>Resigned from CUT Council in Nov. 2020</p> | <p>Portfolio: Alumni Association Rep.</p> <p>June 2015 to June 2019 (his membership as Alumni rep. ended on 22 Feb. 2018)</p> <p>Portfolio: Marketing Feb. 2018 to Sept. 2018 (first term of office was continued from the term of office of previous incumbent, from Sept. 2014 to Sept. 2018)</p> | 59 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ≠ | ≠ | ≠ |
| <p>Mr L Sebola</p> <ul style="list-style-type: none"> <li>■ Elected as Deputy Chairperson of Council from 28 Nov. 2021 to 31 Mar. 2021</li> <li>■ Acting Chairperson of the Audit, Risk and ICT Governance Committee ARIC</li> </ul>                            | Technology            | <p>Mar. 2017 to Mar. 2021</p>   | -   | 42 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr M Matlala  | Ministerial Appointee | <p>Dec. 2017 to Dec. 2021</p>   | -   | 65 | Cancelled | ✓ | * | - | * | * | ✓ | ✓ | * | * | * | * |

|  |                       |  |   |    |           |   |   |   |   |   |   |   |   |   |   |
|--|-----------------------|--|---|----|-----------|---|---|---|---|---|---|---|---|---|---|
| Ms N Nxesi                                 | Ministerial Appointee | Nov. 2017 to 30 Oct. 2020<br><br>Second term of office ended on 1 Nov. 2020    | Nov. 2014 to Oct. 2017  | 60 | Cancelled | ✓ | ✓ | * | - | ✓ | ✓ | ≠ | ≠ | ≠ | ≠ |
| Mr N Dolopi<br>■ Acting Chairperson of HRC | Ministerial Appointee | 1 Apr. 2018 to 31 Mar. 2021<br><br>Second term of office ended on 31 Mar. 2021 | Mar. 2015–Mar. 2018   | 47 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | * | ✓ |
| Mr L Hume                                  | Ministerial Appointee | Nov. 2018 to Nov. 2022   | Until Nov. 2018<br><br>Term of office of previous incumbent: Nov. 2014 to Nov. 2018 | 53 | Cancelled | ✓ | ✓ | * | * | ✓ | * | ✓ | ✓ | - | ✓ |
| Mr XP Khumalo<br>■ Chairperson of ARIC     | Ministerial Appointee | Mar. 2019 to Mar. 2023   | -   | 38 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | * | ✓ | ✓ | ✓ | ✓ |
| Vacant                                     | Education             | Vacant from Aug. 2019  |   |    |           |   |   |   |   |   |   |   |   |   |   |
| Ms VM Mojuto<br>■ Chairperson of PFRC      | Business              | Jun. 2018 to May 2021  | -   | 39 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|                     |                            |   |  |    |           |   |   |   |   |   |   |   |   |   |   |
|---------------------|----------------------------|---|--|----|-----------|---|---|---|---|---|---|---|---|---|---|
| Dr C Mbileni-Morema | Technology                 | Nov. 2018 to Nov. 2021  | -  | 45 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr GS Hlongwane     | Human Resources Management | Jun. 2018 to May 2022   | -  | 41 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | * | ✓ |
| Ms NR Shabangu      | Finance                    | Serves the remainder of the second term of office of the previous incumbent, from Jun. 2020 until May 2022    | Previous incumbent's term of office, May 2016 to May 2019<br><br>Previous incumbent resigned from CUT Council on 3 Sept. 2019  | 31 | #         | # | # | ✓ | - | * | ✓ | ✓ | - | - | - |
| Ms LT Monyamane     | Finance                    | Serves the remainder of the second term of office of the previous incumbent, from Sept. 2020 until Sept. 2021 | Previous incumbent's term of office, from Sept. 2013 to Sept. 2017<br><br>Sept. 2017 to Sept. 2021<br><br>Previous incumbent resigned from CUT Council on 29 Oct. 2019 | 36 | #         | # | # | ✓ | ✓ | * | ✓ | ✓ | ✓ | ✓ | ✓ |

|               |   |   |  |    |           |   |   |   |   |   |   |   |   |   |   |
|---------------|---|---|--|----|-----------|---|---|---|---|---|---|---|---|---|---|
| Mr C Chabana  | Vice-President of the Alumni Association  | Serves the remainder of the second term of office of the previous incumbent, from Mar. 2020 to May 2021 | Previous incumbent's term of office, from May 2018 to May 2021 | 39 | Cancelled | ✓ | ✓ | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr I Osman    | Expert in local/ regional development and governance                              | Nov. 2017 to Nov. 2020<br><br>First term of office ended, and resigned from CUT Council in Oct. 2020    | -  | 64 | Cancelled | ✓ | ✓ | ✓ | - | ✓ | * | ≠ | ≠ | ≠ | ≠ |
| Ms NMW Mosuwe | Prominent person who would be able to add value to the Welkom Campus              | Nov. 2020 to Oct. 2023<br><br>Resigned from CUT Council in Nov. 2020                                    | Nov. 2017 to Oct. 2020   | 52 | Cancelled | ✓ | ✓ | ✓ | ✓ | * | ✓ | ✓ | ✓ | ≠ | ≠ |
| Mr SM Rantso  | Businessman from the Central region who will add business value to the university | Nov. 2017 to Nov. 2021  | -  | 43 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |



| INTERNAL COUNCIL MEMBERS | PORTFOLIO  | CURRENT TERM OF OFFICE | PREVIOUS TERM OF OFFICE | AGE | 2020-03-20 (cancelled due to national COVID-19 lockdown) | 2020-06-19 (Zoom) | 2020-06-20 Workshop (Zoom) | 2020-07-29 (special) (Zoom) | 2020-08-14 (special) (Zoom) | 2020-09-18 (Zoom) | 2020-10-09 (special) (Zoom) | 2020-11-02 (special) (Zoom) | 2020-11-05 (special) (Zoom) | 2020-11-27 Workshop (Zoom) | 2020-11-28 (Zoom) |
|--------------------------|--|------------------------|-------------------------|-----|--|-------------------|----------------------------|-----------------------------|-----------------------------|-------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|-------------------|
| Prof. HJ de Jager        | Vice-Chancellor and Principal<br><br>Under precautionary suspension from Nov. 2020 to Mar. 2021                                      | N/A                    | N/A                     | 56  | Cancelled  | ✓                 | ✓                          | ✓                           | ✓                           | ✓                 | ✓                           | ✓                           | N/A                         | N/A                        | N/A               |
| Prof. DP Ngidi           | DVC: Teaching and Learning<br><br>Acting Vice-Chancellor and Principal from Nov. 2020 to Mar. 2021<br><br>DVC: Teaching and Learning | N/A                    | N/A                     | 58  | Cancelled  | ✓                 | ✓                          | ✓                           | ✓                           | ✓                 | ✓                           | ✓                           | ✓                           | ✓                          | ✓                 |
| Prof. AJ Strydom         | Acting DVC: Teaching and Learning from Nov. 2020 to Mar. 2021  | N/A                    | N/A                     |     | N/A  | N/A               | N/A                        | N/A                         | N/A                         | N/A               | N/A                         | N/A                         | ✓                           | ✓                          | ✓                 |

|                         |   |  |                         |    |           |     |     |     |     |     |     |     |     |     |     |
|-------------------------|---|--|-------------------------|----|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Prof. AB Ngowi          | DVC:<br>Research,<br>Innovation and<br>Engagement   | N/A  | N/A                     | 61 | Cancelled | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| Dr GW Paul              | DVC:<br>Resources<br>and<br>Operations<br><br>Under<br>precautionary<br>suspension<br>from<br>Nov. 2020 to<br>Mar. 2021 | N/A  | N/A                     | 55 | Cancelled | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | N/A | N/A |
| Prof. S Makola          | Acting DVC:<br>Resources and<br>Operations<br>(from<br>Nov. 2020 to<br>Mar. 2021)                                       | N/A  | N/A                     | 48 | N/A       | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | ✓   | ✓   |
| Ms N Dlamini            | Senate  | Jun. 2019 to<br>Jun. 2021<br><br>Resigned<br>from CUT in<br>Sept. 2020 | -                       | 51 | Cancelled | ✓   | *   | ✓   | ✓   | *   | ≠   | ≠   | ≠   | ≠   | ≠   |
| Prof. F van der<br>Walt | Senate  | Nov. 2019<br>to<br>Nov. 2021   | -                       | 48 | Cancelled | ✓   | ✓   | ✓   | -   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| Ms D Mkhize             | Academic staff<br>member  | Sept. 2018<br>to<br>Sept. 2020<br><br>Term of<br>office ended          | Jun. 2016–<br>Jun. 2018 | 46 | Cancelled | ✓   | *   | ✓   | *   | ✓   | ≠   | ≠   | ≠   | ≠   | ≠   |

|               |                                    |   |     |    |           |   |   |   |   |   |   |   |   |   |   |
|---------------|------------------------------------|---|-----|----|-----------|---|---|---|---|---|---|---|---|---|---|
| Mr BCL Mokoma | Non-academic staff member          | Mar. 2018 to Mar. 2020<br>Term of office ended in Mar. 2020 | -   | 57 | Cancelled | ≠ | ≠ | ≠ | ≠ | ≠ | ≠ | ≠ | ≠ | ≠ | ≠ |
| Mr T Masoeu   | Institutional Forum                | May 2017 to May 2021  | -   | 40 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr M Ntonyane | SRC President: Bloemfontein Campus | Dec. 2020   | N/A | 30 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mr P Zangwa   | SRC President: Welkom Campus       | Dec. 2020   | N/A | 20 | Cancelled | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Explanation of keys |                             |
|---------------------|-----------------------------|
| ✓                   | Present                     |
| *                   | Absent with apology         |
| -                   | Absent without apology      |
| #                   | Not yet a member            |
| ≠                   | No longer a member/resigned |

### 3.1.2 Matters of significance considered by Council

Council exercised its authority and power conscientiously and with success during the year under review, and fulfilled its responsibilities with regard to governance. During the three ordinary meetings, five special meetings and two workshops that were held, Council deliberated and took decisions on the principles of good governance.

Members of Council observed the provisions of the CUT Code of Conduct that was approved by Council in 2019. Councillors acted in the interests of CUT, and when they had mixed feelings on a matter discussed by Council, they declared so explicitly, and recused themselves from the meetings for the duration of the discussion of such matters. All the resolutions taken by Council were recorded in a resolutions register.

Council holds the Vice-Chancellor and Principal and the Executive Managers responsible for, inter alia, the university's strategy and Annual Performance Plan (APP). The university's performance in 2020 is detailed in Section 1 of this report.

A brief overview of significant matters to which Council attended in 2020 is subsequently provided.

#### Membership:

- Council approved the appointment of Cllr N Mokose for a second four-year term of office on the CUT Council, namely from May 2020 to May 2024.
- Council endorsed the Council membership of the SRC President: Bloemfontein Campus, Mr M Ntonyane, and the SRC President: Welkom Campus, for the period January to December 2020.
- Council approved the appointment of Mr C Chabana, the Vice-President of the CUT Alumni Association, on Council, until the position of the President has been filled.
- Council accepted the resignation of Mr G Cindi.
- Council approved the appointment of Ms LT Monyamane in the Finance portfolio on Council, and that she serves the remainder of Mr RG Nicholls' second term of office, namely until September 2021.
- Council approved the appointment of Ms NR Shabangu in the Finance portfolio on Council, and that she serves the remainder of Mr MJ Besnaar's second term of office, namely until May 2022.

- The second term of office of Ms D Mkhize, representative of the academic staff on Council, came to an end.
- Ms N Dlamini, Deputy Registrar: Academic Administration, and Senate representative on Council, resigned, and the Council meeting of 18 September 2020 was the last Council meeting she was supposed to attend.

#### **Council approved:**

- the appointment of Cllr Mojuto as Chairperson of the Planning, Finance and Resources Committee (PFRC);
- the appointment of Cllr Shabangu as member of the PFRC;
- the appointment of Cllr Monyamane as member of the Audit, Risk and Information and Communication Technology (ICT) Governance Committee (ARIC);
- the appointment of Cllr Khumalo as Chairperson of ARIC; and
- the appointment of Cllr Mosuwe for a second three-year term on Council, from 1 November 2020 to 31 October 2023.

#### **Council noted that:**

- Cllr Osman's first term of office on the CUT Council ended on 31 October 2020. Council also noted the resignation of Cllr Osman with effect from 1 November 2020; and
- Cllr Nxesi's second term of office on the CUT

Council ended on 1 November 2020.

- Council approved the election of Cllr N Mokose as Interim Chairperson of Council.
- Council approved the appointment of Ms N Mokose as Chairperson of Council. She held office until the end of her predecessor's term, namely until the end of March 2021.
- Council approved the appointment of Mr L Sebola as Deputy Chairperson. He held office until the end of his predecessor's term, namely until the end of March 2021.
- Council ratified the appointment of Cllrs Hlongwane and Chabana as members of the Human Resources Committee.

#### **Senate recommended the following academically related matters to Council for approval:**

- the admission policy 2021;
- the conferral of an Honorary Doctorate in Business Administration upon Prof. Itumeleng Mosala;
- the bestowal of the Chancellor's Excellence Award upon Dr PHI Makgoe;
- the revised certification policy;
- the conferral of an Honorary Doctorate in Mechanical Engineering upon Mr Cornelius Johannes Hansen; and
- the conferral of an Honorary Doctorate in Education upon Mr John Zulashe Magidigidi Sambo posthumously.



**The Executive Committee (Exco) of Council recommended the following to Council for approval:**

- resignation of Mr G Cindi;
- update on security tender;
- filling of the vacancies in the Finance and Education portfolios;
- Education portfolio on Council;
- Planning, Finance and Resources Committee (PFRC) membership;
- Audit, Risk and ICT Governance Committee (ARIC) membership;
- term of office of external Councillors;
- Governance Indicators Scorecard for Councils of South African Public Higher Education Institutions;
- appointment of the Institute of Directors South Africa (IoDSA) as service provider to conduct the Council appraisal; and
- Human Resources Committee (HRC) membership.

**The Remuneration Committee recommended the following to Council for approval:**

- mandate for possible review of 2021 and 2022 general salary increase for staff at Peromnes level 4 to 18; and
- Terms of Reference of the Remuneration Committee.

**The Planning, Finance and Resources Committee (PFRC) recommended the following planning-, finance- and resource-related matters to Council for approval:**

- revised budget policy;
- progress report on the implementation of the Annual Performance Plan (APP) for the period 1 January 2019 to 31 December 2019;
- banking policy;
- enrolment and efficiency targets for 2020–2025;
- progress report on review of Vision 2020 and setting of Vision 2030;
- revised credit card policy;
- honoraria for external Board members of CUT Innovation Services (CUTIS);
- CUTIS (Pty) Ltd's 2019 fourth-quarter report;
- 2019 Annual Transformation Report;
- progress report on the implementation of the 2020 Annual Performance Plan (APP) for the period 1 January 2020 to 31 March 2020;
- Management's report on financial performance for the year 1 January 2020–31 March 2020;
- Business Continuity Financial Plan;
- CUTIS (Pty) Ltd's 2020 first-quarter report;
- CUT situational analysis;
- Vision 2030;
- Strategic Plan 2021–2025;
- CUTIS (Pty) Ltd's 2020 second-quarter report;
- progress report on the implementation of the 2020 APP for the period 1 January 2020 to 30 June 2020;

- Management's report on financial performance for the period 1 January 2020 to 30 June 2020;
- proposed change of university's name;
- report on the Preliminary Headline Budget for 2021 to 2023;
- COVID-19 Adjusted Budget for 2020;
- updated policy and procedure on the use of official vehicles;
- revised supply chain management policy and procedures;
- Strategic Plan 2021–2025;
- 2021 Annual Performance Plan;
- progress report on the implementation of the 2020 APP for the period 1 January 2020 to 30 September 2020;
- 2020 Mid-term Report; and
- CUTIS (Pty) Ltd's 2020 third-quarter report.

**The Human Resources (HR) Committee recommended the following key matters to Council for approval:**

- recruitment and selection for the position of Institutional Registrar;
- revised procedures on travelling and accommodation costs and claims;
- policy and procedure on harassment, sexual harassment and gender-based violence;
- new positions for 2020;
- relaxation of medical aid benefit for staff at P16 to P18;
- policies on:
- recruitment and appointment of Executive and

- Senior Management;
- renewal of contracts of Executives and Senior Managers;
- insourcing proposal;
- self-evaluation tool for individual Councillors; and
- Terms of Reference of the HRC.

**The Audit, Risk and ICT Governance Committee recommended the following key matters to Council for approval:**

- membership of ARIC;
- PricewaterhouseCoopers (PwC) close-out report on Internal Audit Strategic and Operational Plan 2019;
- Internal Audit Strategic and Operational Plan 2020;
- updated records management policy;
- revised PwC close-out report on Internal Audit Strategic and Operational Plan 2019;
- revised consolidated Delegations Register;
- revised Institutional Risk Register 2020;
- updated Central University of Technology, Free State (CUT) Regulatory Universe;
- Internal Audit Policy and Procedure Manual;
- appointment of outsourced internal audit firm;
- revised Compliance Management Framework;
- revised Compliance Management Operating Procedure;
- insurance policy;
- business continuity management policy; and
- crisis management procedure.

### Council dealt with the following matters during special meetings:

- Provision of protection services for the CUT Bloemfontein and Welkom Campuses;
- standing surety: acquisition of Toyota Building;
- utilising another organ of state's framework agreements for CUT's six mega-infrastructure projects;
- external auditors' report;
- 2019 annual financial statements;
- going concern assessment;
- 2019 Annual Report;
- acquisition of Toyota Building;
- renewal of contract of employment: Prof. DP Ngidi: DVC: Teaching and Learning;
- report from Human Resources Committee: recommendation for appointment of an Institutional Registrar;
- Winkler matter;
- CUT's response to media inquiry allegations of corruption and mismanagement at CUT;
- Communication Strategy;
- update on the appointment of Institutional Registrar;
- election of Chairperson and Deputy Chairperson; and
- extended allowances for the period 1 December 2020 to 31 January 2021.

The following section summarises the activities of Council's standing committees during 2020.

## 3.2 STANDING COMMITTEES OF COUNCIL

Section 29(1) of the Higher Education Act (Act No. 101 of 1997), as amended, provides for the establishment of standing committees of Council to perform any of Council's functions. The undermentioned committees were approved by Council to execute the above authority. Standing committees of Council performed their functions according to their 2017/18-approved terms of reference.

### 3.2.1 The Planning, Finance and Resources Committee of Council

The Planning, Finance and Resources Committee (PFRC) attends to finance-, planning- and resource-related matters. Amongst others, the committee is responsible for the following:

- Recommending CUT's annual operating and capital budgets to Council for approval.
- Monitoring performance in relation to approved operating and capital budgets.
- Assuring the financial health of the institution as a going concern.
- Ensuring that the university's accounting information systems are appropriate.
- Reviewing CUT's cash requirements and cash resources, including debt, revolving credit facilities, and other instruments or facilities, and reporting to Council on concerns arising.
- Considering CUT's financial investments of



accumulated reserves twice per annum, and meeting with CUT's investment advisors once per annum.

- Analysing medium- and long-term strategic plans in respect of financial and resource governance, for recommendation to Council for final approval, and considering progress reports on their implementation.
- Participating in the financial year-end process in liaison with the Audit, Risk and ICT Governance Committee.
- Attending to other delegated functions, such as extensions to the salary budget; loans and overdraft agreements; the creation of foundations/trusts and other legal entities; the construction of permanent buildings or other immovable infrastructure developments; and the purchasing and long-term lease of immovable property.

*Matters dealt with by the Planning, Finance and Resources Committee during 2020 include the following:*

- revised budget policy;
- progress report and executive summary on the implementation of the 2019 Annual Performance Plan (APP), for the period 1 January 2019 to 31 December 2019;
- banking policy;
- new positions for 2020;
- enrolment and efficiency targets for 2020–2025;
- progress report on the review of Vision 2020 and

the setting of Vision 2030;

- revised credit card policy (matter dealt with via Council round-robin process in March 2020);
- honoraria for external Board members of CUT Innovation Services (CUTIS)
- quarterly report of CUTIS (Pty) Ltd;
- 2019 instruction/research staff workload overview/report on the time and money spent on the core business of CUT;
- Management's report on financial performance for the period 1 January 2019 to 31 December 2019;
- report on Broad-based Black Economic Empowerment (BBBEE) procurement for the period 1 January 2019 to 31 December 2019;
- investment and cash-flow report as on 31 December 2019;
- student financial support (1 January to 31 December 2019);
- internal and external audit findings/ageing progress report – high-rated findings – Finance;
- tenders to the value of R10 million;
- tender: supply of hyperconverged infrastructure solutions or three-tier traditional storage;
- adjusted Headline Budget for 2020;
- 2020 Sustainability Framework Implementation Plan;
- 2019 Annual Transformation Report;
- CUT student accommodation;
- update report on the appointment of the insurance company;



- Research, Innovation and Engagement Division's activities and structure.
- Central University of Technology, Free State (CUT)'s insourcing proposal (security);
- proposal to resolve bad student debt;
- 2019 Annual Transformation Report;
- CUT Innovation Services (CUTIS) (Pty) Ltd's report for the first quarter of 2020;
- progress report on the implementation of the 2020 Annual Performance Plan (APP) for the period 1 January 2020 to 31 March 2020;
- Management's report on financial performance for the period 1 January 2020 to 31 March 2020;
- Business Continuity Financial Plan;
- policy on third-stream income;
- presentation by Glacier regarding investments;
- tenders to the value of R10 million;
- reporting line of the Chief Financial Officer (CFO);
- 2019 instruction/research staff workload overview;
- follow-up on prior-year audit findings – Quarter 1;
- report on Broad-based Black Economic Empowerment (BBBEE) procurement for the period 1 January 2019 to 31 December 2019;
- investment and cash-flow report as on 31 December 2019;
- student financial support (1 January to 31 December 2019);
- report on small, medium and micro enterprise (SMME) procurement: January to March 2020;
- Tender Evaluation Report;
- T02-2020: Provisioning of a new three-axis milling machine and a new five-axis milling machine;
- T03-2020: Provisioning of a horizontal spindle surface grinding machine, computer numerical control (CNC) tube bender and CNC laser tube cutter;
- T05-2020: Appointment of a suitable and qualified contractor for the refurbishment and renovation of the CUT Hotel School building and roof;
- T09-2020: Construction of sport fields at the Welkom Campus;
- situational analysis, including a review of the Strategic Plan 2016–2020;
- draft Vision 2030 (Version 2) and Strategic Plan 2021–2025 (Draft 1);
- proposed implementation of the Sol Plaatje University (SPU) framework agreements;
- impact of the lockdown on internal audit activities;
- report on Management's actions to support and capacitate the internal audit function;
- size and shape monitor – first term 2020; and applications, admissions and registration monitoring;
- CUT situational analysis, Vision 2030, and Strategic Plan 2021–2025;
- CUTIS (Pty) Ltd's 2020 second-quarter report;
- progress report on the implementation of the 2020 APP for the period 1 January 2020 to 30 June 2020;

- Management's report on financial performance for the period 1 January 2020 to 30 June 2020;
- proposed change of university's name;
- report on the Preliminary Headline Budget for 2021 to 2023;
- COVID-19 Adjusted Budget for 2020;
- updated policy and procedure on the use of official vehicles;
- revised supply chain management policy and procedures;
- organisational structure at Executive levels: Vision 2030 aligned;
- Risk Management Framework for the management of insourced Protection Services staff;
- follow-up on prior-year audit findings – Quarter 2;
- investment and cash-flow report as on 30 June 2020;
- report on Broad-based Black Economic Empowerment (BBBEE) procurement for the period 1 January 2020 to 30 June 2020;
- student financial support (1 January to 30 June 2020);
- report on small, medium and micro enterprise (SMME) procurement: January to June 2020;
- COVID-19 Responsiveness Grant Report;
- revision of the Terms of Reference of the PFRC;
- nomination of external Councillor to serve on the PFRC;
- appointment of Chairperson of PFRC;
- procurement of library heating, ventilation and air-conditioning upgrades.
- Strategic Plan 2021–2025;
- 2021 Annual Performance Plan;
- Progress report on the implementation of the 2020 APP for the period 1 January 2020 to 30 September 2020;
- Mid-term report;
- CUTIS (Pty) Ltd's 2020 third-quarter report;
- investment and cash-flow report as on 30 September 2020;
- report on Broad-based Black Economic Empowerment (BBBEE) procurement for the period 1 January 2020 to 30 September 2020;
- student financial support (1 January to 30 September 2020);
- report on small, medium and micro enterprise (SMME) procurement: January to September 2020;
- Business Continuity Financial Plan;
- Sustainability Framework Implementation Plan 2020;
- revision of the Terms of Reference of the PFRC;
- STEM target;
- quarterly progress report on infrastructure projects;
- miscellaneous progress reports:
- status update on the establishment of an internal Legal Unit;
- update on the recruitment of the Chief Financial Officer;
- update and progress on outstanding forensic report matters – Silverrocket and Mbali matters;





### 3.2.2 The Audit, Risk and ICT Governance Committee of Council

#### The Audit, Risk and ICT Governance Committee of Council (ARIC):

- assists Council in fulfilling its system and operational oversight responsibilities;
- reviews the annual financial reporting process, the system of internal control and financial risk management, the internal and external audit process, broader strategic risk management, and CUT's process for monitoring compliance with laws and regulations;
- reviews any legal matters with a potentially significant impact on the university's financial statements, as well as the Annual Report as a whole, prior to the release thereof;
- assists Council in determining the level of risk tolerance, ensuring that there are processes in place to enable full, timely risk disclosure to stakeholders; and
- regarding its ICT governance role, assumes responsibility by setting the direction for how the university should approach and address ICT, and by overseeing the management of ICT.

#### Matters dealt with by the Audit, Risk and ICT Governance Committee during 2020 include the following:

- membership of ARIC;
- close-out report on Internal Audit Strategic and Operational Plan 2019;
- Internal Audit Strategic and Operational Plan

2020;

- updated records management policy;
- SNG-GT's External Audit Plan for the year ended 31 December 2019;
- follow-up on high- and medium-risk internal and external audit findings;
- external audit engagement letters for the year ended 2019;
- status of litigation and claims;
- institutional risk mitigation report for the fourth term of 2019;
- Management's report on financial performance for the year 1 January 2019 to 31 December 2019;
- investment and cash-flow report as on 31 December 2019;
- CUT Regulatory Universe – updated;
- report on whistle-blowing investigations;
- Emerging Risks and Incident Register;
- Institutional Risk Register 2020;
- revised PricewaterhouseCoopers (PwC) close-out report on the Internal Audit Strategic and Operational Plan 2019;
- updated Central University of Technology, Free State (CUT) Regulatory Universe;
- revised Consolidated Delegations Register;
- revised Institutional Risk Register 2020;
- External and Internal Audit Evaluation Report 2019;
- report relating to findings and recurring findings in the reports to Management arising from the audit of the financial information for the years that ended on 31 December 2017 and 31 December 2018;



- revised External Audit Plan for the year that ended on 31 December 2019 (SNG);
- progress report on the Internal Audit Operational Plan 2020 – first term (PwC);
- follow-up internal and external audit findings – top-12 high-risk impact findings;
- impact of the lockdown on internal audit activities;
- institutional risk mitigation report for the first term of 2020;
- Management's report on financial performance for the period 1 January 2020 to 31 March 2020;
- investment and cash-flow report as on 31 March 2020;
- report on whistle-blowing investigations;
- Emerging Risks and Incident Register;
- Risk Management and Strategic Projects: Annual Report 2019;
- reasons for variances in missing-middle allocations;
- Ethics Hotline: Annual Report 2019.
- External Audit Evaluation Report: 2019;
- Internal Audit Evaluation Report: 2019;
- External auditors (SNG-GT);
- progress report on the Internal Audit Operational Plan 2020 for the second term (PricewaterhouseCoopers (PwC));
- follow-up internal and external audit findings;
- Baloyi matter;
- status of litigation and claims;
- Institutional Risk Mitigation Report: 2020 Second Term;
- Management's report on financial performance for the period 1 January 2020 to 30 June 2020;
- investment and cash-flow report as on 30 June 2020;
- Emerging Risks and Incident Register: 2020 Second Term;
- Enterprise Risk Management (ERM) maturity assessment: 2020;
- Terms of Reference of ARIC;
- nomination of external Councillor on ARIC;
- Steinhoff (old Toyota) Building: risk analysis on the ownership matter;
- internal audit policy and procedure manual;
- appointment of outsourced internal audit firm;
- revised Compliance Management Framework;
- revised Compliance Management Operating Procedure;
- insurance policy;
- business continuity management policy;
- business continuity management plan;
- crisis management procedure;
- Management's action plans to address external audit findings of the year ended 2019;
- resubmission of status of prior years' findings – Quarter 2;
- progress report on the Internal Audit Operational Plan: 2020 Quarter 3;
- Internal Audit Charter;
- Purchase of Steinhoff (old Toyota) Building;
- Management's report on financial performance for the year 1 January 2020 to 30 September 2020;
- investment and cash flow report as on 30 September 2020;

- Emerging Risks and Incident Register: 2020 Third Term;
- Status of litigation and claims;
- Safety, Health and Environment (SHE) policy;
- Bridgeport matter;
- membership of ARIC;
- CUTIS (Pty) Ltd's financial soundness;
- IT Investment Business Case Development Framework;
- governance at CUT;
- amended Public Audit Act – insurance cover on behalf of Council members;
- institutional risk mitigation report: 2020 third quarter; and
- Integrated Tertiary Software (ITS) upgrade report.

**TABLE 22:** Councillors' attendance of Audit, Risk and ICT Governance Committee meetings in 2020

| <b>EXTERNAL COUNCIL MEMBERS</b>  | 2020-02-27 | 2020-05-28 (Zoom) | 2020-06-08: joint PFRC and ARIC (Zoom) | 2020-07-15 (in-committee meeting between Chairperson of Council and ARIC) (Zoom) | 2020-07-17: special joint PFRC and ARIC (Zoom) | 2020-07-24 (special) (Zoom) | 2020-07-30: joint PFRC and ARIC (Zoom) | 2020-08-27 (Zoom) | 2020-10-05 (special) (Zoom) | 2020-11-10 (Zoom) | 2020-11-25 (special) (Zoom) |
|--|------------|-------------------|--|--|--|-----------------------------|--|-------------------|-----------------------------|-------------------|-----------------------------|
| Cllr N Mokose  | N/A        | N/A               | N/A                                    | Chairperson  | N/A  | N/A                         | N/A                                    | N/A               | N/A                         | N/A               | N/A                         |
| Cllr L Sebola<br>(Acting Chairperson of ARIC from 6 Sept. 2019 to 03 Sept. 2020) | ✓          | ✓                 | ✓                                      | ✓  | ✓  | ✓                           | ✓                                      | ✓                 | ✓                           | ✓                 | *                           |
| Cllr XP Khumalo<br>(Chairperson)   | ✓          | ✓                 | ✓                                      | ✓  | ✓  | ✓                           | ✓                                      | ✓                 | ✓                           | ✓                 | ✓                           |
| Cllr I Osman   | ✓          | ✓                 | ✓                                      | ✓  | ✓  | ✓                           | ✓                                      | ✓                 | ✓                           | ≠                 | ≠                           |
| Cllr MNW Mosuwe  | ✓          | ✓                 | ✓                                      | ✓  | ✓  | ✓                           | *                                      | ✓                 | *                           | ≠                 | ≠                           |

|   |     |     |     |     |     |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Cllr LT Monyamane   | #   | #   | #   | #   | #   | #   | #   | #   | #   | *   | ✓   |
| <b>INTERNAL COUNCIL MEMBERS</b>   |     |     |     |     |     |     |     |     |     |     |     |
| Cllr Prof. HJ de Jager<br>■ Vice-Chancellor and Principal<br>■ Under precautionary suspension from Nov. 2020 to Mar. 2021 | ✓   | ✓   | ✓   | N/A | *   | ✓   | ✓   | ✓   | ✓   | N/A | N/A |
| Cllr Prof. DP Ngidi<br>■ Acting Vice-Chancellor and Principal from Nov. 2020 to Mar. 2021                                 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | ✓   | ✓   |
| Cllr Dr GW Paul<br>■ DVC: Resources and Operations<br>■ Under precautionary suspension from Nov. 2020 to Mar. 2021        | ✓   | ✓   | ✓   | N/A | ✓   | *   | ✓   | ✓   | ✓   | N/A | N/A |
| Prof. S Makola<br>■ Acting DVC: Resources and Operations from Nov. 2020 to Mar. 2021                                      | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | ✓   | ✓   |

### 3.2.3 The Human Resources Committee of Council

The Human Resources (HR) Committee of Council recommends appropriate strategic directions and priorities in human resources governance to the CUT Council, e.g. performance management, conditions of service and employee relations. The committee, which has fully delegated power to approve new positions on the permanent staff establishment of the institution, was chaired by Cllr Van Gensen in 2020 (until October 2020), and by Cllr N Dolopi from November 2020, when Cllr Van Gensen resigned as Council member. Six ordinary

quarterly meetings and two round-robin meetings on various human resources-related matters were held during the year.

**In 2020, the Human Resources Committee attended to matters such as the following:**

- move to CUT pension fund, and transfer of pension fund;
- amendment of self-evaluation tool for individual Council members;
- Annual Workplan 2020: HR Committee;
- revised procedure on travelling and accommodation costs and claims;

- report on the nature of Management appointments/permanent appointment of Research Professors;
- policy and procedure on harassment, sexual harassment and gender-based violence (GBV) for students and employees;
- new positions for 2020;
- recruitment of an Institutional Registrar;
- relaxation of medical aid benefit for employees at Peromnes levels 16 to 18, and leave equalisation proposal;
- status of litigation and claims/report on grievance, disciplinary and Commission for Conciliation, Mediation and Arbitration (CCMA) cases;
- internal/external HR-related audit findings;
- transformation progress report: second semester 2019;
- campus climate;
- utilisation of part-time lecturers versus full-time lecturers;
- security as an essential service;
- performance management of Executive Managers, and proposal on 360-degree evaluation of Executive Managers;
- CUT's insourcing proposal;
- Human Resources Committee's Terms of Reference;
- restructuring of Resources and Operations Division;
- splitting of Fees and Financial Aid Unit;
- report on independent study into issues affecting women at the workplace;
- salary increases 2021;
- renewal of appointment contract of Prof. DP Ngidi, DVC: Teaching and Learning;
- revised organisational structure at Executive Management levels: Vision 2030 aligned;
- repurposing of positions to capacitate the internal audit function;
- Baloyi matter;
- repositioning of the Welkom Campus;
- repurposing of positions;
- membership of the Human Resources Committee of Council;
- 2020 leave cycle, and the effect of the national lockdown; and
- quarterly reports on absenteeism, Joint Bargaining Forum, implementation of the Employment Equity Plan 2019–2023, union membership, Labour Relations Forum, renewal, filling and/or extension of employment contracts for Executive and Senior Managers.



**TABLE 23:** Councillors' attendance of HR Committee meetings in 2020

| <b>EXTERNAL COUNCIL MEMBERS</b>  | 2020-02-26 | 2020-05-26 | 2020-08-25 | 2020-09-10 | 2020-10-02 | 2020-11-19                  |
|--|------------|------------|------------|------------|------------|-----------------------------|
| Cllr Dr GA van Gensen<br>(Chairperson)   | ✓          | ✓          | *          | ✓          | ✓          | #                           |
| Cllr N Dolopi<br>(Deputy Chairperson)  | ✓          | ✓          | ✓          | ✓          | ✓          | ✓                           |
| Cllr N Nxesi   | ✓          | ✓          | ✓          | ✓          | ✓          | #                           |
| Cllr MNW Mosuwe  | ✓          | *          | ✓          | ✓          | ✓          | #                           |
| Cllr S Hlongwane   | #          | #          | #          | #          | #          | ✓                           |
| Cllr C Chabana   | #          | #          | #          | #          | #          | ✓                           |
| <b>INTERNAL COUNCIL MEMBERS</b>  |            |            |            |            |            |                             |
| Cllr Prof. HJ de Jager<br>Vice-Chancellor and Principal (until<br>October 2020)            | ✓          | ✓          | ✓          | ✓          | ✓          | Precautionary<br>suspension |
| Cllr Prof. D P Ngidi (as Acting Vice-<br>Chancellor and Principal – from<br>November 2020) | N/A        | N/A        | N/A        | N/A        | N/A        | ✓                           |

### 3.2.4 The Remuneration Committee of Council

The Remuneration Committee of Council:

- deals with remuneration-related matters specifically mandated to them by Council;
- ensures that remuneration arrangements support the strategic objectives of CUT;
- enables the recruitment, motivation and retention of Executive Managers, whilst ensuring compliance with the requirements of regulatory and governance bodies, satisfying the expectations of stakeholders, and remaining consistent with the expectations of employees;
- advises Council on any matters related to the remuneration or reward of Executive or Senior Management; and
- reviews, and recommends to Council, broad policy relating to honoraria paid to Councillors.

The committee will seek to collect comparable data on Executive Managers' salaries and conditions of service from other institutions, for purposes of executing its responsibilities.

*Matters dealt with by the Remuneration Committee during 2020 include the following:*

- wage negotiations – P4 to P18;
- P1 to P3 salary increases;
- salary increases;
- revised Terms of Reference of the Remuneration Committee;
- mandate for possible review of 2021 and 2022 general increase for Peromnes levels P4–P18;
- lockdown data allowances for external Council members;
- remuneration offer to newly appointed Institutional Registrar; and
- Offer to DVC: Resources and Operations by Vaal University of Technology (VUT).

**TABLE 24:** Councillors' attendance of Remuneration Committee meetings in 2020

| <b>EXTERNAL COUNCIL MEMBERS</b>  | 2020-03-05 | 2020-06-04 (Zoom) | 2020-09-03 (Zoom) | 2020-10-21 Special (Zoom) |
|--|------------|-------------------|-------------------|---------------------------|
| Cllr Dr GA van Gensen<br>(Chairperson)   | *          | ✓                 | ✓                 | ✓                         |
| Cllr N Mokose  | ✓          | ✓                 | ✓                 | ✓                         |
| Cllr L Sebola  | ✓          | ✓                 | *                 | ≠                         |
| Cllr VM Mojuto   | ✓          | ✓                 | ✓                 | ✓                         |
| Cllr XP Khumalo  | #          | #                 | #                 | ✓                         |
| <b>INTERNAL COUNCIL MEMBERS</b>  |            |                   |                   |                           |
| Cllr Prof. HJ de Jager<br>■ Vice-Chancellor and Principal<br>■ Under precautionary suspension from Nov.2020 to Mar. 2021 | *          | ✓                 | ✓                 | ✓                         |
| Cllr Prof. DP Ngidi<br>■ Acting Vice-Chancellor and Principal from Nov. 2020 to Mar. 2021                                | #          | #                 | #                 | #                         |

### 3.2.5 The Executive Committee (Exco) of Council

Exco of Council addresses urgent matters between Council meetings, as well as matters referred to it by Council or its standing committees. Whilst

Council is responsible for setting principles, policies and parameters, Exco of Council is responsible for overseeing the strategic implementation thereof. It is also the Nominations Committee of Council, and advises Council on governance affairs.

Exco of Council is delegated to approve tenders in excess of R5 million for various services and products, and matters of interpretation of Council policies and disputes within the university that could be detrimental to the effective functioning of the institution. The committee also serves as the Ethics Committee of Council.

*Matters dealt with by Exco of Council during 2020 include the following:*

- resignation of Mr GM Cindi;
- term of office of Ms N Mokose;
- 2020 tuition and residence fee increases;
- Vice-Chancellor and Principal's visit to Sweden and Portugal;
- security tender matter;
- filling of vacancies in the Finance and Education portfolios;
- Chairperson of PFRC;
- Council appraisal;
- declaration of business interest;
- Mr M Rantso's full disclosure of his involvement in the Siemens murder case;
- tender: supply of hyperconverged infrastructure solutions or three-tier traditional storage;
- tenders to a maximum of R10 million;
- honoraria of external CUT Innovation Services (CUTIS) (Pty) Ltd Board members;
- composition of CUTIS (Pty) Ltd;
- Terms of Reference of Exco of Council;
- update on security tender;
- Terms of Reference of the Alumni Association;
- composition of Central University of Technology, Free State (CUT) Innovation Services (CUTIS) (Pty) Ltd;
- Tender Committee weaknesses;
- T02-2020: Provisioning of a new three-axis milling machine and a new five-axis milling machine;
- T03-2020: Provisioning of a horizontal spindle surface grinding machine, computer numerical control (CNC) tube bender and CNC laser tube cutter;
- T05-2020: Appointment of a suitable and qualified contractor for the refurbishment and renovation of the CUT Hotel School building and roof;
- T09-2020: Construction of sport fields at the Welkom Campus;
- membership of Council;
- forensic reports: Mbali and Silverrocket matters;
- Education portfolio on Council;
- membership of Cllr Nxesi;
- membership of the PFRC, and appointment of Chairperson of the PFRC;
- membership of ARIC, and appointment of Chairperson of ARIC;
- term of office of Mr I Osman and Ms N Mosuwe;
- Governance Indicators Scorecard for Councils of South African Public Higher Education Institutions;
- T09-2019: Construction of sport fields at the Welkom Campus;
- Council's self-appraisal;



- appointment of IoDSA as service provider to conduct the Council appraisal;
- T07/2020: Procurement of a library heating ventilation and air conditioning (HVAC-chillers) upgrade; and extension of student data offering;
- filling of vacancies on HRC;
- access to CUT systems by suspended Vice-Chancellor and Principal and DVC: Resources and Operations;
- media statements/investigations;
- Terms of Reference of Exco of Council;
- filling of vacancy on ARIC;
- filling of vacancies on Senate;
- concern raised by Councillors regarding Council meeting of 18 September 2020;
- replacement of Councillors following resignations received;
- update on ongoing investigations;
- recruitment/appointment of Institutional Registrar;
- potential meeting with Minister of Higher Education, Science and Technology following media statement of 11 November 2020;
- proposed agenda items for Council Workshop of 27 November 2020; and
- Resignation of Acting Vice-Chancellor and Principal.

**TABLE 25:** Councillors' attendance of Exco of Council meetings in 2020

| <b>EXTERNAL COUNCIL MEMBERS</b>  | 2020-01-24 (special) | 2020-03-05 | 2020-06-04 (Zoom) | 2020-09-03 (Zoom) | 2020-11-09 (special) (Zoom) | 2020-11-12 (special) (Zoom) | 2020-12-03 (special) (Zoom) | 2020-12-04 (special) (Zoom) | 2020-12-15 (special) (Zoom) |
|----------------------------------|----------------------|------------|-------------------|-------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| CLlr B Phehlukwayo (Chairperson) | *                    | ✓          | ✓                 | ✓                 | ≠                           | ≠                           | ≠                           | ≠                           | ≠                           |
| CLlr NMMM Mokose (Chairperson)   | #                    | #          | #                 | #                 | ✓                           | ✓                           | ✓                           | ✓                           | ✓                           |

|  |     |     |     |     |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Cllr Dr GA van Gensen  | *   | *   | ✓   | ✓   | ≠   | ≠   | ≠   | ≠   | ≠   |
| Cllr N Dolopi  | #   | #   | #   | #   | #   | #   | *   | *   | ✓   |
| Cllr VM Mojuto   | *   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓   |
| Cllr XP Khumalo  | #   | #   | #   | #   | ✓   | ✓   | ✓   | ✓   | *   |
| Cllr L Sebola  | *   | ✓   | ✓   | *   | ≠   | ≠   | ✓   | ✓   | ✓   |
| <b>INTERNAL COUNCIL MEMBERS</b>  |     |     |     |     |     |     |     |     |     |
| Cllr Prof. HJ de Jager<br>■ Vice-Chancellor and Principal<br>■ Under precautionary suspension from<br>Nov. 2020 to Mar. 2021 | ✓   | ✓   | ✓   | ✓   | N/A | N/A | N/A | N/A | N/A |
| Cllr Prof. DP Ngidi<br>■ Acting Vice-Chancellor and Principal<br>from Nov. 2020 to Mar. 2021                                 | N/A | N/A | N/A | N/A | ✓   | ✓   | *   | ✓   | ✓   |

In accordance with its statutory obligation to govern the institution, including the management structures necessary to implement governance policy, Council recognises the CUT Management Committee (Mancom), as established by the Vice-Chancellor and Principal. Amongst other things, the Vice-Chancellor and Principal's report (Chapter 6 of this report) focuses on the composition and functions of Mancom.

## CLLR M RANTSO CHAIRPERSON OF COUNCIL



# SECTION 4

SENATE'S REPORT

## 4.1 EXECUTIVE SUMMARY

In alignment with our Vision 2020, Senate, as a statutory body, made an important contribution to the strategic positioning and the academic project of CUT in 2020.

Contributions by the various standing committees of Senate, namely the Executive Committee of Senate (Senex); the four Faculty Boards; the University Academic Appointments and Promotions Committee (UAAPC); the University Academic Planning and Quality Committee (UAPQC); the University Engagement Committee (UEC); the University Research and Innovation Committee (URIC); the University Internationalisation Committee (UIC); and the University Teaching and Learning Committee (UTLC), were discussed at the four regular Senate meetings and two round-robin meetings held during the year, and specific recommendations were made to Council and other relevant committees.

Senate provided strong academic leadership by means of strategic inputs on matters pertaining to teaching, learning, research, innovation and community engagement, and through close scrutiny of academic processes and the implementation thereof.

Matters that received attention in Senate meetings included the recommendation of a number of policies, procedures, terms of reference and other strategic matters for approval by Council; the conferral of

honorary doctorates; the approval of various new academic programmes; the appointment of Exceptional Professors; a number of academic promotions; and the discussion of a number of teaching, research and community engagement activities related to the academic project.

Senate recommended the following matters to Council for approval in 2020:

- report on the nature of Management appointments;
- admission policy and procedure 2021;
- the conferral of an Honorary Doctorate in Business Administration upon Prof. Itumeleng Mosala;
- the awarding of the Chancellor's Excellence Award to Dr PHI Magee;
- the conferral of an Honorary Doctorate in Mechanical Engineering upon Mr Cornelius Johannes Hansen;
- the conferral of an Honorary Doctorate in Education upon Mr JZM Samba;
- enrolment and efficiency targets for 2020 to 2025;
- policy on intellectual property;
- policy on third-stream income;
- certification policy and procedure for 2020 to 2022;
- Vision 2030 document; and
- proposal around the name change of the university.



## 4.2 CHANGES IN THE ACADEMIC STRUCTURE

No changes were made to the academic structure in 2020.

## 4.3 COMPOSITION OF SENATE

**TABLE 26:** Composition of Senate

|                          |  |
|--------------------------|--|
| <b>Prof. HJ de Jager</b> | Vice-Chancellor & Principal (Chairperson) (preliminary suspended from November 2020)   |
| <b>Prof. DP Ngidi</b>    | Deputy Vice-Chancellor: Teaching and Learning (Deputy Chairperson) & Acting Vice-Chancellor & Principal (from November 2020) |
| <b>Dr GW Paul</b>        | Deputy Vice-Chancellor: Resources and Operations (preliminary suspended from November 2020)                                  |
| <b>Vacant</b>            | CUT Council Member to Senate   |
| <b>Cllr N Nxesi</b>      | CUT Council Member to Senate (until October 2020)  |
| <b>Prof. AB Ngowi</b>    | Deputy Vice-Chancellor: Research, Innovation and Engagement  |
| <b>Dr N Mrwetyana</b>    | Registrar & Secretary to Senate  |
| <b>Prof. AJ Strydom</b>  | Dean: Faculty of Management Sciences (FMS) & Acting DVC: Teaching and Learning (from November 2020)                          |
| <b>Prof. SS Mashele</b>  | Dean: Faculty of Health & Environmental Sciences (FHES)  |
| <b>Prof. N Feza</b>      | Dean: Faculty of Humanities (FHUM - until 30 June 2020)  |

|                               |  |
|-------------------------------|--|
| <b>Prof. HJ Vermaak</b>       | Dean: Faculty of Engineering, Built Environment and Information Technology (FEBIT)   |
| <b>Dr JG van der Walt</b>     | Acting Assistant Dean: Research, Innovation & Engagement (Faculty of Engineering, Built Environment & Information Technology) (from March 2020)  |
| <b>Prof. YE Woyessa</b>       | Assistant Dean: Teaching and Learning (Faculty of Engineering, Built Environment & Information Technology) & Associate Professor: Civil Engineering                                      |
| <b>Dr TJ Makhafola</b>        | Assistant Dean: Research, Innovation and Engagement (Faculty of Health & Environmental Sciences)   |
| <b>Prof. HS Friedrich-Nel</b> | Assistant Dean: Teaching & Learning (Faculty of Health & Environmental Sciences) & Associate Professor: Radiography  |
| <b>Prof. M Mhlolo</b>         | Assistant Dean: Research, Innovation and Engagement (Faculty of Humanities) & Associate Professor: Postgraduate Studies  |
| <b>Dr RW Thabane</b>          | Assistant Dean: Teaching & Learning (Faculty of Humanities)  |
| <b>Prof. C Chipunza</b>       | Assistant Dean: Research, Innovation and Engagement (Faculty of Management Sciences) & Associate Professor: HR Management  |
| <b>Prof. F van der Walt</b>   | Assistant Dean: Teaching & Learning (Faculty of Management Sciences) (from March 2020); Associate Professor: Business Management & Senate Representative on Council (from November 2019) |
| <b>Mr L Jackson</b>           | Director: Centre for Global Engagement   |
| <b>Dr NJ Malebo</b>           | Senior Director: Centre for Innovation in Learning and Teaching & Senate member on Council   |
| <b>Prof. LOK Lategan</b>      | Senior Director: Research Development & Postgraduate Studies   |

|                                   |   |
|-----------------------------------|---|
| <b>Mr I Mokhele</b>               | Senior Director: Institutional Planning & Quality Enhancement                                       |
| <b>Ms MH Maimane</b>              | Deputy Director: Curriculum and Academic Staff Development  |
| <b>Dr HS Jacobs</b>               | Deputy Director: Work-Integrated Learning & Skills Development                                      |
| <b>Dr JJC Badenhorst</b>          | Deputy Director: e-Learning & Educational Technology  |
| <b>Prof. A Szubarga</b>           | Deputy Director: Management Information Systems (MIS)   |
| <b>Prof. JFR Lues</b>             | Professor: Environmental Health   |
| <b>Dr P Tondi</b>                 | Deputy Registrar: Student Services  |
| <b>Ms N Dlamini</b>               | Deputy Registrar: Academic Administration & Senate Representative on Council (until September 2020) |
| <b>Ms V Njokweni</b>              | Acting Deputy Registrar: Academic Administration (from October 2020)                                |
| <b>Prof. S Makola</b>             | Director: Welkom Campus & Acting DVC: Resources & Operations (from November 2020)                   |
| <b>Ms K Eister</b>                | University Librarian  |
| <b>Prof. C van der Westhuizen</b> | Professor: Agriculture  |
| <b>Prof. I Yadroitsau</b>         | Professor: Medical Product Development/Additive Manufacturing                                       |
| <b>Mr M Motsoeneng</b>            | Representative: Support Services Staff  |
| <b>Dr J Nkhebenyane</b>           | Representative: Academic staff & Head of Department: Life Sciences                                  |
| <b>Mr M Ntonyane</b>              | Representative: SRC (SRC President)   |
| <b>Mr P Zangwa</b>                | Representative: SRC (President: Welkom Campus)  |

## ASSOCIATE PROFESSORS/HEADS OF DEPARTMENT

|                            |  |
|----------------------------|--|
| <b>Prof. M Truscott</b>    | Associate Professor: Mechanical Engineering & Applied Mathematics  |
| <b>Prof. PJ Fourie</b>     | Associate Professor: Agriculture & Head of Department: Agriculture   |
| <b>Prof. D Kokt</b>        | Associate Professor: Human Resource Management   |
| <b>Prof. G Alexander</b>   | Associate Professor: Postgraduate Studies  |
| <b>Prof. W du Preez</b>    | Associate Professor: Mechanical and Mechatronics Engineering   |
| <b>Prof. AH Makura</b>     | Associate Professor: Postgraduate Studies  |
| <b>Prof. AJ Swart</b>      | Associate Professor: Electrical Engineering  |
| <b>Prof. JW Badenhorst</b> | Associate Professor: Education Studies   |
| <b>Prof. P Hertzog</b>     | Associate Professor: Electrical Engineering  |
| <b>Prof. E Theron</b>      | Associate Professor: Civil Engineering   |
| <b>Prof. P Rambe</b>       | Associate Professor: Business Support Studies  |
| <b>Prof. EM Masinde</b>    | Associate Professor: Information Technology & Head of Department: Information Technology   |
| <b>Prof. K Kusakana</b>    | Associate Professor: Electrical/Electronic/Computer Engineering & Acting Head of Department: Electrical, Electronic and Computer Engineering |



## ASSOCIATE PROFESSORS/HEADS OF DEPARTMENT

|                            |  |
|----------------------------|--|
| <b>Prof. M Truscott</b>    | Associate Professor: Mechanical Engineering & Applied Mathematics  |
| <b>Prof. PJ Fourie</b>     | Associate Professor: Agriculture & Head of Department: Agriculture   |
| <b>Prof. D Kokt</b>        | Associate Professor: Human Resource Management   |
| <b>Prof. G Alexander</b>   | Associate Professor: Postgraduate Studies  |
| <b>Prof. W du Preez</b>    | Associate Professor: Mechanical and Mechatronics Engineering   |
| <b>Prof. AH Makura</b>     | Associate Professor: Postgraduate Studies  |
| <b>Prof. AJ Swart</b>      | Associate Professor: Electrical Engineering  |
| <b>Prof. JW Badenhorst</b> | Associate Professor: Education Studies   |
| <b>Prof. P Hertzog</b>     | Associate Professor: Electrical Engineering  |
| <b>Prof. E Theron</b>      | Associate Professor: Civil Engineering   |
| <b>Prof. P Rambe</b>       | Associate Professor: Business Support Studies  |
| <b>Prof. EM Masinde</b>    | Associate Professor: Information Technology & Head of Department: Information Technology   |
| <b>Prof. K Kusakana</b>    | Associate Professor: Electrical/Electronic/Computer Engineering & Acting Head of Department: Electrical, Electronic and Computer Engineering |

|                             |   |
|-----------------------------|---|
| <b>Prof. PA Phindane</b>    | Associate Professor: Language/Social Sciences Education & Head of Department: Language and Social Science Education   |
| <b>Prof. WN Setlalentoa</b> | Associate Professor: Mathematics/Science/Technology Education & Head of Department: Mathematics, Science & Technology Education & Acting Dean: Faculty of Humanities (from 1 July 2020) |
| <b>Prof. T van Niekerk</b>  | Associate Professor: Public Management & Head of Department: Government Management & Acting Dean: Faculty of Management Sciences (from November 2020)                                   |
| <b>Prof. OJ Gericke</b>     | Associate Professor: Civil Engineering  |
| <b>Prof. G Schlebusch</b>   | Head of Department: Postgraduate Studies: Education & Associate Professor: Teacher Education  |
| <b>Dr G Makanda</b>         | Head of Department: Mathematical and Physical Science   |
| <b>Dr G Jacobs</b>          | Head of Department: Mechanical and Mechatronic Engineering  |
| <b>Prof. M Naong</b>        | Associate Professor: Business Administration & Head of Department: Business Management  |
| <b>Prof. DY Dzansi</b>      | Head of Department: Business Support Studies  |
| <b>Dr J Hattingh</b>        | Acting Head of Department: Tourism & Event Management   |
| <b>Dr SVM Moeketsi</b>      | Associate Professor: Communication Sciences   |
| <b>Dr BG Fredericks</b>     | Acting Head of Department: Communication Sciences   |
| <b>Dr E Vermaak</b>         | Acting Head of Department: Health Sciences  |
| <b>Dr D Crowther</b>        | Acting Head of Department: Hotel School   |

|                       |  |
|-----------------------|--|
| <b>Dr J Palmer</b>    | Acting Head of Department: Educational & Professional Studies        |
| <b>Prof. FE Emuze</b> | Professor: Built Environment & Head of Department: Built Environment |
| <b>Prof. M Sedibe</b> | Associate Professor: Agriculture                                     |
| <b>Dr L Steenkamp</b> | Head of Department: Accounting & Auditing                            |

## DEPARTMENT MANAGERS

|                         |  |
|-------------------------|--|
| <b>Dr M Oosthuizen</b>  | Department Manager: Information Technology (Welkom)  |
| <b>Mr SS Ramphoma</b>   | Department Manager: Government Management & Business Management (Marketing)                |
| <b>Dr MA Modise</b>     | Department Manager: Language/Social Sciences Education; Educational & Professional Studies |
| <b>Dr BP Badenhorst</b> | Department Manager: Communication Sciences   |
| <b>Dr T Matlho</b>      | Department Manager: Postgraduate Studies: Education  |
| <b>Mr CH Wessels</b>    | Department Manager: Information Technology   |
| <b>Ms G Pule</b>        | Department Manager: Accounting and Internal Auditing                                       |
| <b>Mr V Adonis</b>      | Department Manager: Business Support & Business Management                                 |
| <b>Dr R Bhagwandeem</b> | Department Manager: Mathematics, Science & Technology Education                            |

## 4.4 SIGNIFICANT DEVELOPMENTS AND ACHIEVEMENTS IN TEACHING AND LEARNING, AND ACADEMIC DEVELOPMENT AND SUPPORT

### 4.4.1 Achievements

*The following achievements were celebrated in 2020:*

- ◆ A student in the Faculty of Engineering, Built Environment and IT (FEBIT) received an award at the IPET Annual National Awards as the Top BTech Electrical Engineering Graduate. The IPET award is the highest honour that an Engineering graduate at a University of Technology in South Africa can achieve at BTech level.



At the workshop, a pocketbook on construction safety for South Africa by **Prof. Fidelis Emuze**, Professor: Built Environment (middle) was launched. The book will serve as a handy reference guide

- ◆ Three staff members in the Faculty of Management Sciences (FMS) were promoted to Full Professors, whilst one in FEBIT was promoted to the rank of Associate Professor, and two staff members in the Faculty of Humanities (FHUM) were promoted to Senior Lecturer positions.
- ◆ A staff member in FEBIT became a National Research Foundation (NRF)-rated researcher in the Y-category.
- ◆ A staff member in FEBIT authored an industry book entitled Construction Safety Pocketbook for South Africa in February 2020. The pocketbook is published by Sun Media.
- ◆ The Department of Information Technology (IT) in FEBIT, in collaboration with the Centre for Global Engagement (CGE) at CUT, hosted a South Africa-Sweden University Forum (SASUF) collaboration workshop on Network Testing and Fuzzing for a Reliable and Secure Internet of Things from 3–7 February 2020.
- ◆ A staff member in FEBIT was selected from amongst 15 winners of the Africa-UK: Female Tech Founders, and was sponsored by the United Kingdom (UK)'s Department of Digital, Culture, Media and Sport, to attend the Founders Programme, as well as the UK-Africa.
- ◆ A paper by a staff member in FEBIT received the best paper award in the Serious Games, Game-Based Learning and Gamification for Engineering Education category at the EDUCON 2020 ONLINE Conference held in SEP Polytechnic of Porto, Portugal from 27 to 30



April 2020. The award was in recognition of her paper titled “Gamification in STEM programming courses: State of the art”.

- ◆ A staff member in FEBIT received an invitation to become an Associate Editor of the Journal of Energy Storage. This journal is under Scopus, and has a cite score of 4.17, with an impact factor of 3.517.
- ◆ On the 1st of October 2020, the Executive Committee of the Sustainable Development Solutions Network (SDSN) approved the Central University of Technology, Free State for membership in the network, based on the 2020 application submitted by a staff member in FEBIT.
- ◆ A staff member in FEBIT was invited as Thought Leader at the University College Dublin (UCD Institute) for Discovery's Zoom for Thought. Her talk, titled “Returning to our Roots to Combat a Crisis”, was delivered on 08 September 2020.
- A staff member in FEBIT was a guest speaker at the special webinar lecture of the Nigerian Mining and Geoscience Society (NMGS) Ilorin Chapter on 01 October 2020. He presented on “Improving Groundwater Management in Nigeria: The Role of Government, Industry and Academia”.
- A staff member in FEBIT presented at the 2020 Waternet Virtual Conference session, “Water Security and Climate Adaptation in Southern Africa: Preserving Groundwater Resources”, under the sponsorship of the UNESCO Chair on

Sustainable Water Research for Climate Adaptation in Arid Environments, at the Namibia University of Science and Technology (NUST) on 29 October 2020.

- ◆ Two staff members in FEBIT were offered prestigious fellowships by the Stellenbosch Institute for Advanced Studies (STIAS).
- ◆ A staff member in FEBIT served as the Chairperson of a Review Committee for the Centre of Alternative Energy at the Vaal University of Technology during September 2020.
- ◆ A staff member in FEBIT delivered a keynote address entitled “Lessons learned from a decade of research focusing on the performance of PV modules in South Africa” at the 12th IEEE International Conference on Computational Intelligence and Communication Networks, Nainital, India, which was held online from 25 to 26 September 2020.
- ◆ A staff member in FEBIT served as the Deputy Chairperson of a Research Output Evaluation Sub-Panel for the Department of Higher Education and Training during October 2020.
- ◆ A staff member in FEBIT was appointed as a Panel Member for the Review of Applications Submitted in the 2020 Engineering CPRR CSUR & Y-Rated Call (15 to 16 September 2020).
- ◆ The presentations of two students in FEBIT were selected as the best presentations at the ICSGCE & REPE Virtual Conference 2020, held from 9 to 11 October 2020 in Malaysia.

- ◆ Two staff members in FEBIT received a rating from the NRF (established researcher with a sustained recent record of productivity in the field).
- ◆ A staff member in FHUM was appointed as a member of the Free State Provincial Language Committee (FSPLC).
- ◆ A staff member in FHUM reviewed the curriculum of the Bachelor's and Honours programmes of the Department of Communication Sciences of the Namibia University of Technology.
- ◆ A staff member in FHUM was invited by the Faculty of Design Innovation at Limkokwing University of Creative Technology in Maseru, Lesotho to moderate student work in the third-year module Packaging Design.
- ◆ A staff member in FHUM formed part of a group exhibition "Here, I brought you a dead thing", which ran for a month (from 13 February to March) at The Henry George Gallery, Johannesburg.
- ◆ As part of International Museum Day on 20 May 2020, a staff member in FHUM hosted an online lecture on additive manufacturing, specifically 3D printing. The lecture took place in collaboration with the National Museum, Bloemfontein.
- ◆ CUT participated in a 48-hour virtual hackathon challenge to develop solutions that would address the bulk of online learning issues faced by historically disadvantaged institutions (CUT, DUT, CPUT, MUT, TUT and VUT) in South Africa caused by the COVID-19 outbreak.
- ◆ Five students in the Department of Design and Studio Art were identified to have their excellent artworks displayed during the HELTASA Conference.
- ◆ A staff member in FHUM delivered a message of appreciation at the farewell function of Prof. Eva Akkeson, Vice-Chancellor of Uppsala University, Sweden on 17 December 2020.
- ◆ Three staff members in FHUM formed part of an art experiment, entitled LOCKDOWN. This was a viral art experiment, an experiment in solidarity – of how a creative spark can also initiate a positive viral response. The Free State Art Collective embarked on this art experiment in response to the three-week lockdown instituted by the South African government to tackle the corona crisis.
- ◆ Selected work by a staff member in FHUM and a master's student was chosen to be part of an unfolding online exhibition entitled "Myopia", in collaboration with the William Humphreys Art Gallery in Kimberley, Northern Cape.
- ◆ Two staff members in FHUM, in collaboration with Prof. Mohamed Melal (Editor), M" Hamed Bougara University, Algeria, and the University of Maryland, USA published a book chapter entitled "Manufacturing Practices in TVET institutions of South Africa" in a book, Manufacturing Systems-Recent Progress and Future Directions (Nova Publishers, New York, USA).

- ◆ The Department of Accounting and Auditing received full accreditation of the professional degree Bachelor of Management Sciences in Accountancy (NQF level 8, 517 credits, contact mode), and the professional degree Bachelor of Management Sciences in Internal Auditing (NQF level 8, 505 credits, contact mode) for the SAICA Associate General Accountant (SA) [AGA(SA)] designation.
- ◆ The Department of Accounting and Auditing developed two new Extended Curriculum Programmes (ECPs) in Accountancy and Internal Auditing, respectively.
- ◆ The Hotel School developed an ECP in Hospitality Management.
- ◆ Three new qualifications (Advanced Diploma in Applied Management; Postgraduate Diploma in Project Management; and Postgraduate Diploma in Entrepreneurial Management) are now offered by the Department of Business Support Studies.
- ◆ The MPhil in Management Sciences, with its specialisations, is now active on the ITS.
- ◆ Eight staff members in the Department of Accounting and Auditing successfully completed their Sage Certification Assessments.
- ◆ A staff member in FMS was awarded a certificate for service as a teacher, and promoting global knowledge, skills and understanding through the Global Business course.
- ◆ A staff member in FMS successfully completed the DIES/CREST Online Training Course for Supervisors of Doctoral Candidates at African Universities with the University of Stellenbosch.
- ◆ The Department of Business Management in FMS graduated a total of 78 candidates as part of the memorandum of agreement with the Maccauvlei Learning Academy.
- ◆ Bursaries to the value of R69 000 were awarded to three deserving and needy Hospitality Management students for the 2020 academic year. They each received R23 000 from Tsogo Sun.
- ◆ CATHSSETA awarded bursaries to six students in FMS. Each bursary is worth R80 000, bringing the total to R480 000 for the 2020 academic year.
- ◆ A staff member in FMS was appointed to the Board of the Institute of Business Advisors of Southern Africa (IBASA) as Chairperson of the Education Committee.
- ◆ A staff member in FMS was appointed as member of the Program Advisory Committee of The Independent Institute of Education (The IIE) for a new academic programme, Diploma in Tourism Management.
- ◆ A staff member in FMS was appointed as member of the Editorial Board for the Journal of Public Administration and Development Alternatives.



- ◆ A staff member in FMS is the Free State Representative: National Drowning Prevention Alliance.
- ◆ A staff member in FMS is a member of the Free State District Committee of the South African Institute of Chartered Accountants (SAICA).
- ◆ A staff member in FMS is a member of the extended Executive Committee of the Southern African Accounting Association (SAAA) – Subject Representative: Financial Accounting.
- ◆ A staff member in FMS is registered as a full member of the Information Systems Audit and Control Association (ISACA) (CISA).
- ◆ A staff member in FMS is an affiliated member of the National Association of Managing Agents (NAMA).
- ◆ A staff member in FMS was appointed by the Editorial Board of WIT Transactions on Ecology and the Environment as Chair of one disaster risk management session to be hosted in 2021.
- ◆ A staff member in FMS serves on the Risk Management Committee of the Mangaung Metropolitan Municipality (MMM).
- ◆ A staff member in FMS is a member of the Audit Committee of the Matjhabeng Local Municipality.
- ◆ A staff member in FMS is the Free State Advisor: Safer City Concept (Planning Committee member for the City of Bloemfontein).





- ◆ A staff member in FHES, who has a Y-rating from the NRF, was successfully selected as a participant in the first phase of the Future Professors Programme (FPP), which is a highly competitive initiative undertaken by the DHET, geared towards preparing promising and productive early career academics to become a cohort of South African Professors, selected from 26 public South African universities.



Future Professor, **Dr Tshepiso J Makhafola** Assistant Dean: Research, Innovation and Engagement in the Faculty of Health and Environmental Sciences, has been appointed to contribute in the Future Professors Programme.

- ◆ The Advanced Diploma in Therapeutic Services was accredited by both CHE and SAQA. The first intake will be in 2021.
- ◆ On the 27th of November 2020, the FHES hosted the 5th Collaboration Symposium on campus. This was a successful event, and it was attended by delegates from various universities in South Africa
- ◆ The Central University of Technology, Free State's beer brewing team, CUTbrU, won the best IPA category, and were also awarded as the Best Beer on Show, making them the overall winners of the Brewing and Tasting Intervarsity, which is co-hosted by SAB and CUT, through CAFSaB, in association with UFS.
- ◆ During the early days of the COVID-19 pandemic, a team of staff and students in FHES manufactured hand sanitisers, of which an exceptional donation of 160 bottles was made to the Free State Department of Health. This was followed by an extensive awareness campaign through SABC News, CUT FM, Lesedi FM, and Courant and Express newspapers on, amongst others, the best personal hygiene and safety precautions that must be practiced in general, and during funerals.
- ◆ CAFSaB has assisted CUTIS with information on Madagascar-related bioactive plant extracts against SARS-Cov-19.
- ◆ A HOCL sanitiser project was launched in collaboration with CUTIS.

- ◆ Approval was secured from the SATN Board for a student's feeding scheme, which was presented to the SATN to assist our students.
- ◆ In response to current challenges in the agricultural sector, the Department of Agriculture developed a "Machinery Cost Calculator", an Excel-based software application to calculate the cultivation costs per hectare for different tractor and implement combinations of different sizes and ages. It was made available to agricultural students and the agricultural industry, and can be accessed at [www.smartfarmer.co.za](http://www.smartfarmer.co.za).
- ◆ A staff member from Work-integrated Learning (WIL) and Skills Development acted as the National Facilitator of a WIL Webinar on the impact of COVID-19 on WIL for the World of Work Strategy Group of Universities South Africa.
- ◆ A staff member from WIL and Skills Development represented USAf at a meeting with the DHET and CHE to approve guidelines for universities to follow regarding WIL and related methodologies in the context of the COVID-19 pandemic and national lockdown. These guidelines were endorsed by the Minister of Higher Education, Science and Technology, for implementation in the higher education system.
- ◆ A staff member from WIL and Skills Development

was selected to serve on the Executive Committee of the South African Board of People Practices (SABPP) in 2020.

- ◆ A staff member from WIL and Skills Development was selected to represent CUT in establishing the South African Chapter of the Higher Education Reform Experts Network (HERE-SA).

#### 4.4.2 Regional, national and international cooperation (academic partnerships)

The following partnerships were forged by faculties and the Unit for WIL and Skills Development in 2020:

- ◆ Two staff members in FEBIT are at the forefront to promote the Women in Engineering initiative, motivating female students to further their studies in engineering-related fields of study, and to provide them with the much-needed guidance and support to succeed.
- ◆ During the first semester of 2020, FEBIT submitted joint EU grant applications (such as Intra Africa Mobility Grant and Erasmus+ Programme) with Makerere University (Uganda); Ardhi University (Tanzania); Lund University (Sweden); TU Dublin (Ireland); Federal University of Technology, Minna (Nigeria); and the University of Uyo (Nigeria).
- ◆ FEBIT is actively involved in the exchange of students to two German universities (Aalen and Ulm).

- ◆ A staff member in FEBIT is collaborating with the Nanyang Technological University (NTU), Singapore on the development of a quasi-isothermal compressor, for application in compressed air and liquid air energy storage systems.
- ◆ A staff member in FMS is part of the CUT Steering Committee and Working Group for the iKudu Project.
- ◆ A staff member in FMS completed the COIL Project with Prof. Bashiri from Coventry University, UK.
- ◆ A staff member in FMS has been appointed as a Board member of Agritourism SA.
- ◆ A staff member in FMS acted as Project Consultant for social development projects rolled out by the National Department of Tourism. Projects include WC – Hospitality Youth Training (Cluster 2) and SANBI – Tourism

Monitors Programme.

- ◆ Prof. Gideon Maas from Coventry University was the guest speaker at the virtual 2020 Annual Prestige Research Webinar of FMS.
- ◆ Prince Michael of Liechtenstein was the guest speaker during the Annual Herman Mashaba Lecture on Entrepreneurship hosted by FMS.
- ◆ Several collaboration agreements with government departments, other universities and commodity organisations (Bayer, Afgri, Omnia, Barenbrug and Pioneer du Pont) are in place in FHES, and promotes the effective training of CUT Agriculture students.
- ◆ The Unit for WIL and Skills Development facilitated a partnership between CUT and the University West in Sweden. Two staff members of CUT enrolled for a PhD in WIL at University West as part of this agreement.

Prince Michael of Liechtenstein





The Centre for Global Engagement (CGE) recorded the following achievements related to regional, national and international cooperation (academic partnerships) in 2020:



**Prof. Henk de Jager**, CUT Vice-Chancellor and Principal, and **Prof. Martin Hellström**, UW Vice-Chancellor, shake hands after formalising their agreement.

- ◆ University of Twente, the Netherlands – a project with PDTs – one student: November 2019 to February 2020.
- ◆ Hanze University of Applied Science, The Netherlands – Radiography interns – six students.
- ◆ Ulm University of Applied Science, Germany – one student – Renewable Energy.
- ◆ Harz University of Applied Science, Germany – one student – Tourism Management.

However, through the challenges brought about by the COVID-19 pandemic, all students were repatriated to their home countries on 9 and 17 April 2020, in accordance with COVID-19 protocols, and in collaboration with the Free State Disaster Management Command Council.

The two German students, one in FEBIT and the other in FMS, were full-time semester students, who continued with their studies online whilst in their home countries. They ultimately completed the semester and obtained their credits.

The other seven students from the Netherlands – six students from the Radiography Department, and one from Twente University – were all at CUT, linked to internships at a hospital and the PDTs. The Twente student managed to finish his internship by the end of February 2020, and left before the lockdown, whilst the other six students were recalled by the University Hanze leadership, therefore cancelling their mobility.

## INTERNATIONAL STUDENT/STAFF MOBILITY

*The following nine inbound students were hosted by CUT during the first quarter of 2020:*





Regional, national and international cooperation (academic partnerships) delegates

They managed to leave South Africa in April 2020. There were no inbound students at CUT during the second semester of 2020, due to hard lockdown level 4.

In terms of outbound student mobility, it can be reported that the CGE facilitated the following study abroad opportunities for nine students at our partner universities, for the first semester of 2020, which resulted in a total saving to the CUT budget of R578 533,30:

- ◆ four students to Ulm University of Applied Sciences, Germany;
- ◆ three students to Uppsala, Sweden; and
- ◆ two students to USA, through Community College.

Three students at Ulm University of Applied Sciences, Germany received partial funding from a Baden Wurttemberg scholarship and an International Cultural Exchange Program scholarship [ICEP]. One student also received a paying work placement at an IT company

in Germany, with further funding for a full semester from Baden Württemberg. This is the first student to find employment in Germany during a semester abroad, and the CGE is very proud of this achievement. It demonstrates that CUT offers quality programmes, and that CUT students can compete for these global internships as well.

The students could not return to South Africa at the end of July 2020, due to an extended semester at the host institution in Germany (Ulm) until the end of August 2020.

Furthermore, the four students who were at Ulm University of Applied Sciences, Germany, were repatriated successfully from Germany to South Africa, following all COVID-19 protocols, in collaboration with the SA COVID-19 Command Council, airports, flights, SA Department of Home Affairs, and SA Department of Health. The students arrived safely from Germany on the 26th of August 2020, with negative COVID-19 results, and were later reunited with their families.

The three students hosted by Uppsala University, Sweden received the Erasmus International Credit Mobility (ICM) funding. The International Credit Mobility opportunity with UU in Sweden is worth R92 680,24 each, resulting in a total saving of R278 040,72.

The students were initially supposed to return to CUT in June 2020. However, this could not happen due to

the lack of commercial airlines to South Africa during lockdown level 4 at the time. Repatriating students from Sweden proved extremely difficult. This resulted in students receiving other ICM funding to be able to stay on until the end of January 2021. This ICM could only take effect from the end of August 2020, when the semester started.

All CUT students who were abroad during 2020 have been repatriated safely to SA, with the last group of three who were in Uppsala, Sweden arriving on 19 December 2020. These students came back ahead of the official end of their ICM contract, which was due to end on 17 January 2021.

A decision had to be made to bring them back home ahead of the official end of their ICM contracts due to the hard lockdown in most European countries, and rising numbers of COVID-19 cases in these countries, including Sweden.

These students had already been affected by the travel ban of the alert level 4 restrictions in June, when their initial ICM contracts came to an end. They received 2nd ICM contracts from August 2020 to January 2021.

An urgent application of force majeure was submitted to Swedish Higher Education for students to come back early, without financial implication in terms of the ICM to students nor CUT. The force majeure was approved.

Through the American Consulate in Johannesburg, two of CUT's students were selected for the Community College Initiative Program (CCIP) in USA, as follows: the students finished their programme in the USA in June 2020, and were able to be repatriate successfully to South Africa. They were hosted by the following colleges for ten months, on all-inclusive scholarships:

- ◆ Tourism Management student – Du Page Community College; and
- ◆ Information Technology student – North Virginia Community College (NOVA).

There was, however, one CUT student who was supposed to participate in a study-abroad programme at Ravensburg, Germany on 25 March 2020, but the student could not leave South Africa due to the COVID-19 travel ban. The student had also received

a Baden Württemberg scholarship to stay in Duale University Ravensburg, Germany for three months. In order for CUT's students to be aware that there are opportunities to travel and study abroad, CUT holds several information sessions for students, including two major Study-Abroad Fairs, where education agencies and embassies, as well global universities, are invited to present their scholarship opportunities to both staff and students to study in the universities and countries.

### IMPLEMENTATION OF THE IOP – INTERNATIONALISATION STATISTICS FOR INTERNATIONAL STUDENTS, AND MOBILITIES FOR BOTH STAFF AND STUDENTS

The implementation of the IOP and internationalisation mobility for both students and staff was severely hampered by the COVID-19 pandemic.

**TABLE 27:** Implementation of IOP

|          | Full-degree seeking international Students | Outbound exchange students | Inbound exchange students | Outbound staff | Inbound staff |
|----------|--|----------------------------|---------------------------|----------------|---------------|
| Baseline | 661  | 21                         | 60                        | 58             | 28            |
| Target   | 638  | 20                         | 60                        | 40             | 30            |
| Actual   | 482  | 7                          | 9                         | 1              | 2             |



- ◆ “Baseline” is what was achieved in 2019.
- ◆ “Target” is what the target for 2020 was.
- ◆ “Actual” is what we managed to achieve in 2020.

2020 ENROLMENTS

482 international students were enrolled for 2020, against a target of 638 students.

The gradual decrease in UG international student enrolment remains a national challenge, whilst there is a growth in the PG intake. This trend is also evident at CUT. Our big feeder countries for 2020 were Lesotho (72%), Zimbabwe (8%), Ghana (7%), Botswana (3%) and Namibia (2%). CUT enrolled a total number of 495 international students during the 2020 academic

*The following table indicates the different regions:*

year, which included nine inbound exchange students from our partner universities in Europe. The Faculty of Management Sciences hosted 207 international students, followed by the Faculty of Engineering, Built Environment and Information Technology, with 185 students. 65 students enrolled in the Faculty of Health and Environmental Sciences. The Faculty of Humanities had the lowest intake, with 28 international students.

INTERNATIONAL ACADEMIC PARTNERSHIPS

CUT’s international footprint is divided into regions that directly respond to CUT’s global engagement objectives. The regions are divided in Africa, Europe, USA, Asia Pacific, South America and UK.

TABLE 28: CUT’s international partnership footprint

| AFRICA REGION |                                    |
|---------------|------------------------------------|
| Angola        | 1                                  |
| Botswana      | 4                                  |
| Ethiopia      | 2                                  |
| Ghana         | 1                                  |
| Lesotho       | 2                                  |
| Namibia       | 1                                  |
| Tanzania      | 1                                  |
| Rwanda        | 2                                  |
| Uganda        | 2                                  |
| Zimbabwe      | 1                                  |
| Total         | 17 (SADC: 8%; rest of Africa: 15%) |



## ASIA PACIFIC REGION

|             |   |
|-------------|---|
| China       | 7 |
| Dubai       | 1 |
| India       | 1 |
| Singapore   | 1 |
| South Korea | 1 |
| Thailand    | 4 |

**Total** (20%) Total 15

## NORTH AMERICA REGION

|        |   |
|--------|---|
| USA    | 7 |
| Canada | 1 |

**Total** (11%) Total 8

## SOUTH AMERICA REGION

|        |   |
|--------|---|
| Brazil | 2 |
| Mexico | 1 |

**Total** (4%) Total 3

## UNITED KINGDOM REGION

|         |   |
|---------|---|
| England | 7 |
|---------|---|

**Total** (9%) Total 7

| EUROPEAN UNION REGION |                       |
|-----------------------|-----------------------|
| Belarus               | 1                     |
| Belgium               | 4                     |
| Denmark               | 1                     |
| Finland               | 2                     |
| France                | 4                     |
| Germany               | 6                     |
| Hungary               | 1                     |
| Norway                | 1                     |
| Poland                | 0                     |
| Portugal              | 1                     |
| Romania               | 0                     |
| Sweden                | 3                     |
| The Netherlands       | 3                     |
| <b>Total</b>          | <b>(37%) Total 27</b> |
| <b>Grand Total</b>    | <b>77</b>             |

The Academic Partnership Unit also managed the following CUT externally funded projects:

### YEBO! PROJECT

The YEBO! Project is in its final year of the project life span. The project has achieved the following project objectives:

- Successfully evaluated the analysis of internationalisation of doctoral studies in the project partner universities;
- Successfully implemented four (4) trainings; Intercultural competencies;
- Competencies for internationalisation of doctoral studies;
- Internationalisation of doctoral students;
- Research communication and employability of doctoral graduates;
- Participated in three international conferences;
- Developed and launched a YEBO! portal aimed at supporting the PhD lifecycle; and
- Successful procurement and implementation of the PhD funding tool.

In March 2020, the project held its 4th training session hosted by the University of Western Cape and Cape Peninsula University of Technology. The session was focusing on capacitating the Doctoral student with skills to communicate their research, apply for funding and conference participation. CUT students and academic staff members participated in the YEBO! activities as participants and expert training.

The YEBO! project, due to the COVID-19 pandemic, successfully applied for an extension with the EACEA Erasmus+ project coordinating agency. The revised end date is July 2021. In preparation for the project finalisation, YEBO! will make use of virtual platforms to ensure project continuity.

In July 2020, CGE successfully hosted four virtual YEBO! funding tool training sessions for CUT, UP, TUT, SUN, UWC, CPUT and UCT. The aim of these training sessions was to increase visibility of the project and improve the optics of the funding tool accessibility.

Due to the global epidemic caused by the COVID-19 coronavirus, the YEBO! side conference during SASUF Innovation week was deferred to November 2020. The project participated in the SASUF GOES Digital Conference 23–27 November 2020 in preparation for the project finalisation.

**EURYDICE** – Capacity Building of Higher Education (CBHE)

Project leaders: Ulm University of Applied Science, Germany, application leaders and CUT as co-leader.

CUT as co-leading university was supposed to hold the first project partner meeting to implement the objectives for the 2020/2021 academic calendar. Due to the COVID-19 restrictions, the meeting was held virtually.

The project team has successfully procured and designed the project website, video, and branding material. The project dissemination and exploitation strategy and the project quality management strategy were approved by the project partners.

The EURYDICE Project from March 2020 to December 2020 operated virtually and the work packages were also implemented virtually. The analytics and workshops preparation work packages were concluded in November 2020. In December 2020 preparation for the training material and industry partner's agreement was initiated.

### **SOUTH AFRICA SWEDEN UNIVERSITY FORUM (SASUF)**

The SASUF project was approved for three (3) years and is in the final stages of the project life cycle. One of the objectives of the SASUF project is to strengthen South–North–South collaboration and create an enabling environment for researchers through the established networks to jointly apply for research funding.

The project impacted researchers at CUT across the NRF research categorisations. The SASUF project to date hosted, over a period of two (2) years, two (2)

satellite events and two (2) Innovation Weeks across South African institutions. CUT successfully awarded seed funding for three SASUF collaborative projects. In winding up the project a delegation of 30 participants participated in the final SASUF conference hosted by Uppsala University, Sweden in November 2020.

The SASUF project has migrated to digital implementation due to the impact of the COVID-19 global pandemic.

The SASUF Going Digital Conference successfully took place from 23 to 27 November 2020. CUT colleagues ranging from postgraduate students to research and teaching academic staff participated in the virtual conference.

### **IKUDU – CAPACITY BUILDING OF HIGHER EDUCATION (CBHE)**

Project leader: University of the Free State

CUT is participating as project partner in the IKUDU project. Six of our staff members participated in this capacity-building project.

The CUT Steering Committee successfully hosted a webinar that focused on Global Networked Learning and Cooperative Online International Learning (COIL). Eva Haug from Amsterdam University of Applied Sciences was the keynote speaker, and the event attracted 19 CUT lecturers who showed a keen interest in COIL. This webinar forms part of CILT and CGE's action plans to further enhance our internal capacity and understanding of Internationalisation of the Curriculum (IoC) and Internationalisation at home (I@H) integrating Global Networked Learning and Cooperative Online International

Learning (COIL).

CGE and CILT facilitated CUT academic staff to participate in four COIL workshops aimed at introducing academics to the fundamentals of COIL, and to prepare them to implement their joint project in their respective classes. The training was held on 9, 23 and 30 November 2020, as well as on 7 December 2020.

### **ERASMUS+ INTERNATIONAL CREDIT MOBILITY (ICM)**

CUT successfully completed and submitted three International Credit Mobility (ICM) applications for the 2020/2021 academic calendar:

University of Uppsala (UU), Sweden: Outcome: The Erasmus+ call for 2020 has been approved for 2020/2021, which means there will be both student and staff mobility between Uppsala and CUT as follows: 11 student mobilities and 13 staff mobilities.

#### **4.4.3 Strategic partnerships with business, industry and government**

In 2020, the Unit for Work-integrated Learning (WIL) and Skills Development, through agreements entered into with seven Sector Education and Training Authorities (SETAs), such as the Agriculture SETA (AgriSETA); Food and Beverage SETA (Foodbev SETA); Health and Welfare SETA (HWSETA); the Culture, Arts, Tourism, Hospitality and Sport SETA (CATHSSETA); the Transport SETA (TETA); the Media, Information and Communication Technologies SETA (MICTSETA) and the Banking SETA (BankSETA), raised approximately R30,75 million from these SETAs, assisting 681 students with placement stipends, internships and bursaries.



(see Figure 1; Table 29 and Figure 2 below).

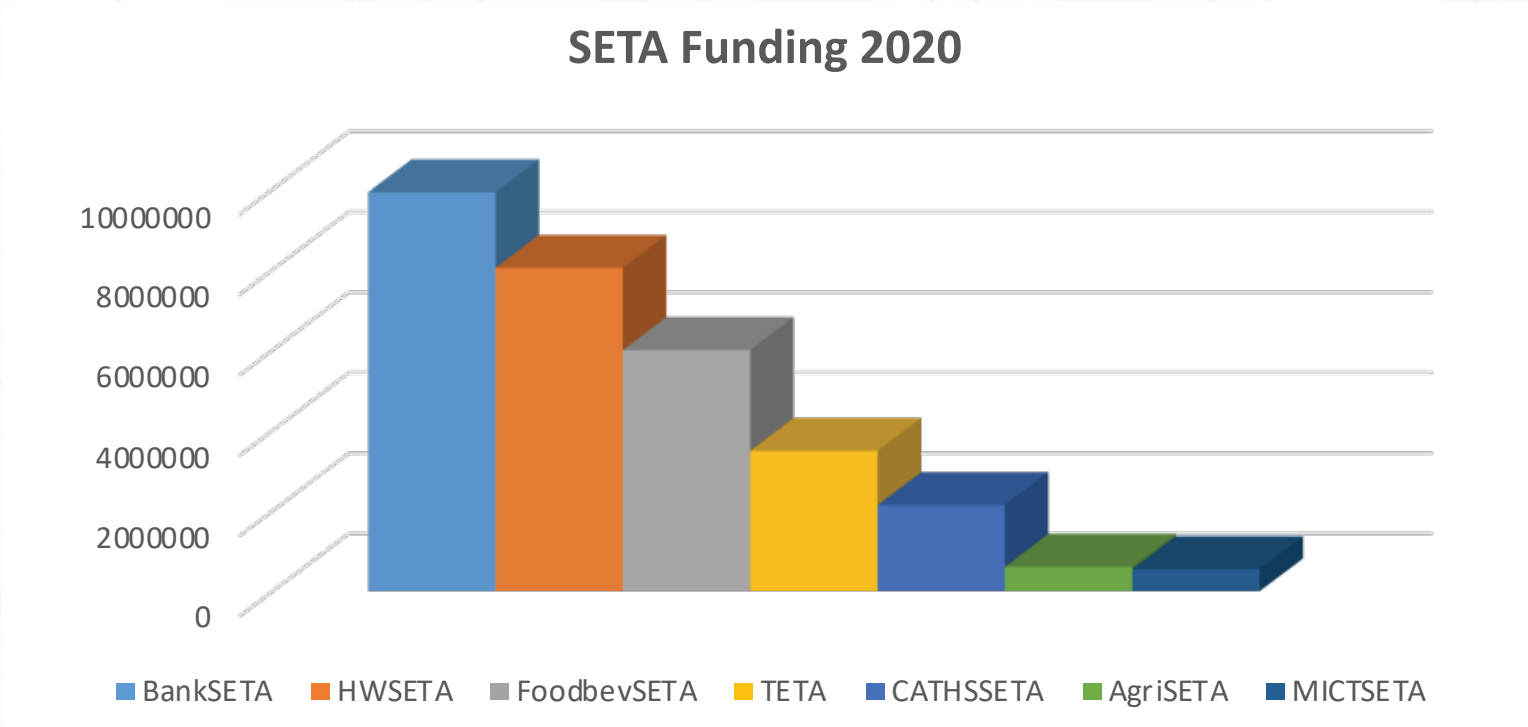


FIGURE 1: Funding received from SETAs in 2020

**TABLE 29:** Number of students benefiting from SETA funding in 2020

| SETA        | FUNDING   | NUMBER OF STUDENTS |
|-------------|-----------|--------------------|
| BankSETA    | 9 923 436 | 143                |
| HWSETA      | 8 042 125 | 312                |
| FoodbevSETA | 6 000 000 | 100                |
| TETA        | 3 492 000 | 60                 |
| CATHSSETA   | 2 141 200 | 42                 |

|              |                    |            |
|--------------|--------------------|------------|
| AgriSETA     | 605 700            | 12         |
| MICTSETA     | 547 200            | 12         |
| <b>TOTAL</b> | <b>R30 751 661</b> | <b>681</b> |

Students assisted with SETA Funding 2020

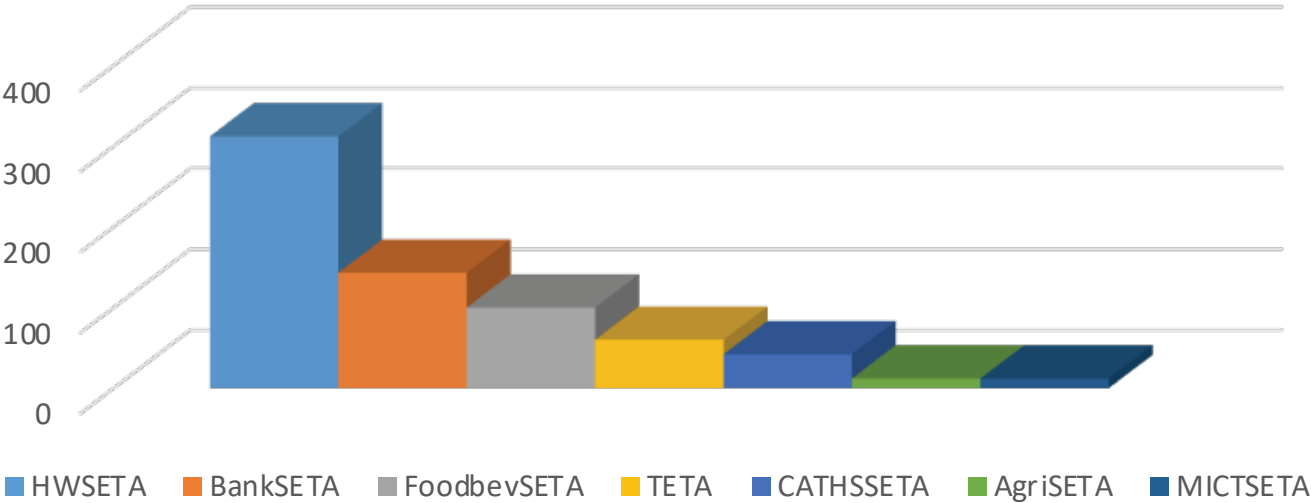


FIGURE 2: Number of students

4.4.4 Supplemental Instruction (SI)

Student academic performance is monitored by faculties throughout the year to identify at-risk modules for SI, and at-risk students who must attend SI. At-risk modules are at first-, second- and third-year levels. A total of 93 at-risk modules (67 modules for the Bloemfontein Campus and 27 modules for the Welkom Campus) were complemented with SI in 2020. SI was

facilitated for 163 modules (120 – Bloemfontein Campus and 43 – Welkom). This number included modules that we historically considered to be at-risk modules.

SI continues to be the most popular academic support programme amongst students. This is offered as a means to enhance student success and retention. All students who obtained 50% and less in academic activities that contribute towards a final mark were

referred to SI. However, all students are welcome to attend SI classes; hence, the ever-growing number of students attending, as illustrated in Table 28 below.

In February 2020, a total of 122 SI leaders – 77 at the Bloemfontein Campus and 45 at the Welkom Campus - were appointed and trained to provide SI support to students.

In addition, 76 student peer mentors were appointed for all faculties on both campuses. They started assisting first-year students during registration and orientation.

Furthermore, a dedicated computer laboratory for students with special needs in the Student Academic Support Centre was equipped with computers and the necessary software.

**TABLE 30:** Supplemental Instruction 2020

|   | No. of SI leaders/mentors | Student attendance |
|---|---------------------------|--------------------|
| Faculty of Health and Environmental Sciences                      | 8                         | 956                |
| Faculty of Management Sciences                                    | 22                        | 7 357              |
| Faculty of Humanities   | 26                        | 9 392              |
| Faculty Engineering, Built Environment and Information Technology | 21                        | 7 562              |
| Welkom Campus   | 45                        | 5 680              |

**4.4.5 Access to selected courses, and academic progress in different disciplines and study areas**

Academic advising is aimed at promoting student academic success and retention. All faculties on both campuses have academic advisors who work with teaching and learning coordinators to inform students about departmental and programme policies,

regulations and procedures. Assistance was provided on the following matters:

- ◆ NSFAS, appeals, finance, lecturer contact details, students without data, students in need of devices, students in need of COVID-19 support, students in need of counselling, students experiencing connectivity challenges, and eThuto.

◆ There were few requests by students experiencing who wished to terminate their studies. One student had suicidal thoughts. Interventions were made and students were referred to relevant sections and/or assisted, where necessary.

◆ Students' mental health is a concern, and mentors focused much of their time on this issue. Since the beginning of the national lockdown, mentors could only assist first-year students via WhatsApp.

◆ Mentees' queries to mentors or activities of mentors included the following: accessing financial statements; enrolments; online learning support; using the global protect App; words of motivation; latest university calendar; accessing eThuto and updating information.

◆ The Coordinator and a mentor from Marketing Management assisted to report the passing away of a student to university authorities.

◆ Mentors circulated the following infographics for discussion in the WhatsApp groups: study from home productivity tips; study tips for online learning and setting of smart goals/objectives.

◆ The academic advising that was offered to students during the lockdown was crucial, as students had pressing needs, for example, the need for data and/or devices. As the academic programme was implemented online, the absence of data or a device meant that a student would not be able to submit

assignments or communicate with a lecturer. The mentors and teaching and learning coordinators were instrumental in addressing these challenges. Academic advising was conducted online – by WhatsApp, e-mail and on the faculty community page. Some students communicated with the coordinator directly using e-mail.

◆ The student support e-mail address assisted students daily with enquiries related to all forms of academic advising. Mentors also assisted in this regard. No statistics per category are available due to the high volumes of e-mails received daily. Most requests included assistance for devices, data, lecturer contact details, course changes, access to eThuto, financial assistance queries, NSFAS, referrals for counselling, challenges with courses, appeals, COVID-19 relief, eThuto, assignments, etc.

#### 4.4.6 Academic support interventions

The Lexicon Project, funded through the DHET University Capacity Development Grant (UCDG), which started in 2017, and continued in 2019, was hampered by the COVID-19 pandemic in 2020. The aim of the project is to develop indigenous languages in all natural science disciplines. The following were achieved:

◆ The Civil Engineering terminologies received authentication as well as a terminology certificate, while a booklet is being finalised and will be shared with students.



◆ 1 242 terms were harvested in Biomedical Technology. Overlaps with other medical fields, such as clinical science, life science and radiography, were noted. The terms were translated into/coined in Sesotho. These were verified by the SNLB in 2019 and will be submitted to PanSALB for verification in 2020.

◆ 409 terms were harvested in BEd (Technology) Specialisation and translated into/coined in Sesotho. The process of verification of the terminologies which was planned for 2020 will be conducted virtually in 2021 due to the COVID-19 pandemic.

◆ 302 terms were harvested in Cost and Management Accounting and translated into/coined in Sesotho. The process of verification of the terminologies which was planned for 2020 will be conducted virtually in 2021 due to the COVID-19 pandemic.

#### 4.4.7 Differently abled students

**The following achievements can be reported:**

◆ Awareness for differently abled students was done with a stall at the registration venue to provide support.

◆ The SADS (Student Academic Development and Support) office coordinated concessions needed during assessments for all students that required separate concessions, such as separate venues and extra time. SADS also ensured that venues were prepared for all student assessments accordingly.

◆ A venue for a new disability centre was identified – renovations to the identified space will commence in 2021.

◆ On the Welkom Campus there are 23 differently abled students, including two first-year students. Assistive devices (laptop, recorder, and software) was handed out by the disability unit. Assistive devices (laptops) were procured for senior students on the Welkom Campus, but some devices (magnifiers) will be procured in 2021.

◆ On the Bloemfontein Campus, a total of 75 students are funded through NSFAS, and 15 students (BTech and PGDIP students) by private funders. Assistive devices for NSFAS students were distributed to 80% (60) of the students, and the remaining devices 20% (15) were procured and will be distributed once received from the suppliers.



◆ **Prof. David Ngidi**, Deputy Vice-Chancellor: Teaching and Learning, **Mr Carel Korff**, Civil Engineering Lecturer and **Dr Ntsoaki Malebo**, Senior Director: Centre for Innovation in Learning and Teaching officially launching the Lexicon Booklet.

- ◆ The strategic budget was used in 2020 to further equip the disability laboratory with specialised software and hardware. This support will be rolled out to the Welkom Campus in 2021.

#### 4.5 SIGNIFICANT DEVELOPMENTS AND ACHIEVEMENTS IN COMMUNITY ENGAGEMENT

The following achievements were recorded in 2020:

- ◆ CUT partnered with the Eskom Expo for Young Scientists in 2019; and through this partnership, primary and secondary school learners received mentorship from CUT academics. The mentors assist the learners with conceptualising science projects in response to challenges within their own communities.

A two-day workshop was conducted to expose teachers and learners to the Fourth Industrial Revolution in February 2020.

- ◆ Presentations on robotics, programming, and coding were made by CUT lecturers.

- ◆ Approximately 120 school learners and 21 teachers visited some of the CUT facilities such as the Fablab and the PDTs, to be exposed to the work being done at these facilities, and experienced how their schoolwork can be applied in real-life situations.

- ◆ Science camps were planned to take place each Saturday from March 2020, to assist learners with the conceptualisation of projects, and for them to receive

mentorship from CUT staff. However, due to the COVID-19 pandemic, these sessions were conducted virtually by the Department of Electrical Engineering and the Department of Mathematics, Science and Technology Education.

- ◆ Similarly, the annual Regional Science Fair that is usually hosted at CUT could not be held in 2020. Instead, learners submitted online «rolling assessments» in preparation for the online prize giving ceremony. The virtual ceremony was held on 15 December 2020.

- ◆ At the 2020 Africa Science Buskers Festival, a learner participating in the Science Camp was awarded a gold medal and cash prize for his scientific invention. He had previously won a gold medal in the Free State Regional Science Fair that was hosted in 2019 at CUT. The learner built a prototype of an umbrella with capabilities to convert solar energy into electrical energy.

- ◆ The STEM Academy conducted the first workshop on Robotics for school learners. The workshop was offered in October 2020 and was facilitated by the Department of Electrical, Electronic and Computer Engineering at CUT. Forty Grade 8 and Grade 9 learners from HTS Louis Botha attended the workshop. The aim of the project is to promote interest, learning and creativity in Robotics through imaginative and enjoyable experiences. It provides a stimulating learning environment for learners and improve their skills to enrich their knowledge in computer programming, electronics, and troubleshooting of electronic systems.

- ◆ An NQF 5 STEM Acceleration Programme has been developed in collaboration with the Free State Department of Education. The programme is coordinated by the Faculty of Humanities and is targeted at learners interested in pursuing STEM-related studies, but who do not meet the minimum entry requirements of the programmes. The programme will assist in creating a pipeline for STEM and contribute towards the Mathematics, Science and Engineering targets set in the National Development Plan. It will also address learners who drop Mathematics in Grade 11 because of wrong advice, and would like to elevate their level of Mathematics to pursue further studies/ careers that require Mathematics as a pre-requisite subject.
- ◆ CUT assisted the Free State Department of Education in organising a Mathematics Indaba for teachers from the Xhariep District.
- ◆ The Entrepreneurial Matriculant of the Year Competition (EMYC) was launched in partnership with Standard Bank and Media 24 in 2020. The Entrepreneurial Matriculant of the Year Competition (EMYC) is envisioned to be an annual contest hosted for Grade 12 learners in the Free State and Northern Cape provinces. The competition aims to enhance learners' entrepreneurial skills by encouraging self-learning, instil basic research skills, consider entrepreneurship as a viable career path, and to provide real-life experiences to learners in developing business plans and pitching to investors. The competition also aims to increase learners' problem-solving and decision-making abilities, to improve their interpersonal skills, teamwork, and knowledge of financial management.
- ◆ A staff member in Community Engagement presented a paper on "Community Engagement at CUT" and a paper on "Engagement Strategy in creating Social Action" at the UFS on 26 February 2020. This presentation was part of the digital storytelling.
- ◆ CHAT is a non-profit organisation that works mainly with young women on self-care; they will be collaborating with project leaders in their educational undertakings. During the COVID-19 pandemic, classes were offered through social media platforms.
- ◆ Hydroponics were installed at Nzame School. This hydroponics went through a series of testing and many prototypes were made. Agrisoc (a student association of CUT) assisted and partnered in this project.
- ◆ The Unit for Community Engagement has engaged with Rhodes University to inquire as to how Community Engagement is conducted during the COVID-19 pandemic, specifically with their schools' programmes. Valuable input was shared by Rhodes, which would be imparted to YMF as well as for the CUT earners' programmes.
- ◆ Four staff members engaged in a short learning programme at Rhodes University in the first round. In the second round, only two staff members enrolled. The results are being awaited. It is intended to send more staff members for training in 2021.
- ◆ A staff member in Community Development attended the virtual training offered by MIT JWEL.



◆ The VC Excellence Awards presentation was held via zoom on 22 July 2020. A staff member of FHES was awarded the Community Engagement award for 2020.

◆ On 13 August 2020, Central University of Technology, Free State, in partnership with First National Bank (FNB), held a webinar to find ways of leveraging 4IR technologies for local economic growth and development.

◆ At the onset of the COVID-19 lockdown, the Premier of the Free State, Honourable Sisi Ntombela and her Executive Team visited CUT to familiarise themselves with the activities that CUT is carrying as its input in combating the effects of the COVID-19 pandemic. The Premier and her delegation were shown the PPEs and sanitizers that CUT is producing, and the readiness of the institution to roll out more products for this purpose. Furthermore, CUT indicated its capability to verify the quality of the products (PPEs, facemasks, sanitizers, etc.) that are procured by the provinces to combat COVID-19 pandemic effects.

◆ The Deputy President, Honourable David Mabuza, accompanied by the Deputy Health Minister, Honourable Joe Phaahla, the Premier of Free State, Honourable Sisi Ntombela and her Executive Team visited CUT as part of the Deputy President's tour of the province to assess its readiness ahead of the expected peak of the COVID-19 outbreak.

◆ Princess Gabo Moroka and her delegation visited

CUT and were impressed with the innovation in a Smart Campus initiative. Based on CUT having the skills and technology, Princess Gabo invited a CUT delegation to Nogas Post, with the intention of creating a SMART Village. A delegation of five staff members visited Nogas Post on 17 October 2020, which is approximately ±20 kilometres away from Thaba Nchu CBD. Princess Gabo Moroka is the traditional leader of the village.

◆ For poverty alleviation, the university collaborated with FNB and the Lejweleputswa District Municipality to distribute food parcels to one of the Early Childhood Development Centres in Welkom.

◆ The Faculty of Engineering, Built Environment and Information Technology (FEBIT) offered a short learning programme in housing sector planning during March 2020.

◆ FEBIT is working with Metsimapodi Secondary School to improve Mathematics marks of Grade 8 and 9 learners.

◆ FEBIT is involved in a project (Changing faces – changing lives). The objectives of this project are to improve peoples' lives with cutting-edge technology. By making use of 3D printing technology, the Centre for Rapid Prototyping and Manufacturing (CRPM) can design and manufacture patient-specific implants, surgical guides and external prostheses.

◆ A staff member in the Faculty of Humanities (FHUM) participated and facilitated some sessions in



the SAIP Vhembe Online Teacher Training Development Workshop from 7–11 September 2020.

- ◆ A staff member in FHUM taught English Home language and English First Additional Language to Grade 12 learners.

- ◆ A staff member in FHUM visited the Bolakanang Youth Centre to engage with the children in reading activities.

- ◆ A staff member in FHUM spearheaded a community engagement service-learning project in English at Nzame Primary School. She is also conducting research and preparing a research paper from the pilot test that was conducted.

- ◆ A staff member in FHUM was interviewed by SABC TV in January 2020 on economic issues in Mangaung.

- ◆ The Faculty of Management Sciences (FMS), in partnership with Maccauvlei Learning Academy, offered the BTech: Human Resources Management programme to qualified delegates. These delegates have obtained an NQF 5 qualification from the Maccauvlei Learning Academy plus an RPL, NQF 6 assessment. The delegates are middle and senior managers from the commerce and industry in the Vereeniging area. The offering occurs via study schools, block release placement and Blackboard 9.1 online support.

- ◆ The Department of Business Management in FMS offered the BTech: Human Resources Management to officials from TVET colleges and the Free State Department of Education.

#### 4.5.1 Careers Office

Due to the implications of COVID-19 the career fairs planned for both campuses had to be cancelled. These events were substituted through the Careers Office's facilitation and participation in the virtual career fair hosted by SAGEA, in which 305 CUT students participated.

#### 4.5.2 Work-integrated Learning (WIL) and Skills Development

The following achievements were recorded in 2020:

- ◆ 8 486 students registered for WIL at CUT during 2020.

- ◆ 99,6% of CUT students who qualified for WIL were placed in the various WIL modalities used at CUT.

- ◆ In addition to SETA funding, a total of R23 million were negotiated with WIL employers as stipends for students placed for WIL.

- ◆ 83 new partnerships were established for WIL, which contributed towards having 1 632 employers on the WIL central database.

## 4.6 SIGNIFICANT DEVELOPMENTS AND ACHIEVEMENTS IN RESEARCH, TECHNOLOGY AND INNOVATION

### 4.6.1 Research and Development Plan, 2014 to 2020

In 2013, the CUT Senate and Council approved the Research and Development Plan 2014 to 2020.

This plan contains the following ten strategic research programmes:

- ▶ Undergraduate to Graduate Programme,
- ▶ Master's Programme,
- ▶ Doctoral Programme,
- ▶ Next-Generation Researchers Programme,
- ▶ Postdoctoral Fellowship Programme,
- ▶ Early Career Researchers Programme,
- ▶ Mid-Career Researchers Programme,
- ▶ Established Researchers Programme,
- ▶ Women in Research Programme and

- ▶ Rated Researchers Programme.

The following additional strategic programmes and projects have been introduced in support of the Research and Development Plan 2014 to 2020:

- ▶ the CUT and UFS Joint Research Programme (optimising capacity and sharing resources),
- ▶ research centres,
- ▶ sabbatical leave programme; and
- ▶ SARChI programme (nationally funded research chairs).

### 4.6.2 Financial support

#### 4.6.2.1 University budget

The Research Development and Postgraduate Section manages a cumulative Research and Development budget of R50 635 714:

**TABLE 31:** Total Research and Development budget

| Item  | Amount            |
|---|-------------------|
| RD & PGS Institutional Grant                                | 17 000 000        |
| University Capacity Building Grant (R & D)                  | 4 842 123         |
| National Research Foundation (NRF) – see note 1             | 16 328 591        |
| New M & D scholarship grants                                | 7 000 000         |
| Support to research centres (multi-year award 2019 to 2020) | 2 500 000         |
| UCDP Nurturing Emerging Scholars Programme                  | 2 965 000         |
| <b>Total</b>  | <b>50 635 714</b> |

#### 4.6.2.2 2020 UCDP Research & Development Grant

The UCDP R & D Grant for 2020 was R4 760 000 out of a total award of R13 619 519. This represented 34,95% of the total award. Please find the following outlay below:

- Awarded: R4 760 000  
Commitments from 2019: R82 123
- Total expenditure: R3 080 194,05 (64,71% of the available budget)
- Under-expenditure was realised due to the COVID-19 lockdown, resulting in a limitation of research activities and online mode of training, and less expenditure, especially for travelling and catering associated with training.
- In the light of the above, the Department of Higher Education and Training has approved that the implementation of the UCDP can be extended until the end of the university's academic year, but no later than 31 March 2021. The Department also approved that the 2020 UCDP progress reports be submitted by 31 May 2021.

DHET through the UCDP has initiated an NESP Master's Degree Scholarship to a total value of R2 965 000. This programme is aimed at postgraduate students who are interested in following an academic career. DHET has made a total of 104 scholarships available under the programme for all universities in South Africa. For Phase 1, CUT has been awarded five (5) scholarships.

#### 4.6.2.3 National Research Foundation awards

The National Research Foundation (NRF) is the university's biggest research funding agency. The Senior Director: Research Development and Postgraduate Studies acts as Designated Authority to the NRF.

The following detailed analysis can be reported:

- Target 2020: R15 million;
- Awarded by end of 2020: R17 922 300 (as per financial statement 31 December 2020);
- Award adjusted by end of 2020: R16 328 591 (as per financial statement 31 December 2020);
- Released: R16 096 590.60 (as per financial statement 31 December 2020);
- Claimed: R14 463 056.30 (as per financial statement on 16 February 2021). Last date to claim for 2020 was 5 February 2021;
- Available: R1 633 535;
- Grant deposit: R8,6 million.

#### 4.6.2.4 Central University of Technology Postgraduate Scholarship

As a drive for the university to grow its research outputs via the completion of master's and doctoral degree students, the university opens two calls annually in support of master's and doctoral degree students. The call cycles are (a) January – December and July – June. These calls want to support students in the successful completion of their studies.

The following progress can be reported:

**TABLE 32:** Total postgraduate scholarships for January 2020 to December 2020

| Programme             | Amount (R)       | Number of awards | Total awards (R) |
|-----------------------|------------------|------------------|------------------|
| MTech/MEd – full-time | 2 523 000        | 31               | 3 310 200        |
| MTech/MEd – part-time | 787 200          | 28               | 960 110          |
| DTech/PhD – full-time | 777 920          | 9                |                  |
| DTech/PhD – part-time | 182 190          | 5                |                  |
| <b>Total</b>          | <b>4 270 310</b> | <b>73</b>        | <b>4 270 310</b> |

**TABLE 33:** Total postgraduate scholarships for July 2020 – June 2021

| Programme             | Amount (R)       | Number of awards | Total awards (R) |
|-----------------------|------------------|------------------|------------------|
| MTech/MEd – full-time | 2 454 000        | 33               | 3 008 740        |
| MTech/MEd – part-time | 554 740          | 22               | 949 320          |
| DTech/PhD – full-time | 818 190          | 10               |                  |
| DTech/PhD – part-time | 131 130          | 4                |                  |
| <b>Total</b>          | <b>3 958 060</b> | <b>69</b>        | <b>3 958 060</b> |

#### 4.6.2.5 Human capacity development

##### DST/NRF interns

The university was awarded two extension contracts and one new contract for DST/NRF interns for the period April 2020 to March 2021. The university had three interns.

##### NRF-rated researchers

The university currently has 18 rated researchers, 13 as C-rated researchers (Category: Established Researchers) and five (5) as Y-rated researchers (Category: Young Researchers).



Sabbatical leave and industry exposure policy

Sabbatical leave was awarded to four applicants for 2020/2021, consisting of three males and one female.

4.6.2.6 Postdoctoral fellows

The university had 13 postdoctoral fellows:

- Track 1 = 11 (full-time);
- Track 2 = 2 (part-time);

- Females: 6;
- Males: 7.

4.6.2.7 Research education training programmes

The RD & PGS Section offers research education training programmes in support of the university’s researchers, academic supervisors and postgraduate studies. The following thematic workshops and training events have been presented during 2020:

TABLE 34: RD & PGS workshops and training events

| Activity  | Attendees |
|---|-----------|
| Development of emerging researchers   | 19        |
| Institutional discussion on CHE standards   | 30        |
| Webinar: some key aspects related to promoting/supervising senior degree research                     | 40        |
| Webinar: modes and models of supervising/promoting senior degree research                             | 38        |
| Webinar: the doctorate by publication   | 39        |
| Webinar: research ethics and integrity challenges in academic and scientific writing                  | 75        |
| Webinar: how to apply writing strategies and skills to avoid inadvertent plagiarism in academic texts | 59        |
| Webinar: the nuances of plagiarism and teaching through metaphors on how to avoid plagiarism          | 53        |
| Webinar: science communication  | 26        |
| Webinar: institutional three-minute thesis competition  | 48        |
| Webinar: annual doctoral summer school  | 31        |
| Academic writing programme for masters’ and doctoral students   | 609       |
| Total   | 1 114     |

#### 4.6.2.8 Postgraduate students

The following enrolment for 2020 can be reported:

|                        |  |
|------------------------|--|
| Master's target        | = 405;                                 |
| Master's enrolments    | = 469/405 students as target = 115,8;  |
| Master's FT enrolments | = 51% of target;                       |
| Master's PT enrolments | = 49% of target;                       |
| Doctoral target        | = 182;                                 |
| Doctoral enrolments    | = 199/182 students as target = 109,3%; |
| Doctoral FT enrolments | = 35% of target;                       |
| Doctoral PF enrolments | = 65% of target.                       |

The graduation is calculated based on the HEMIS information. The calculation is based on July 2019–June 2020 as graduations for 2019:

|                   |                    |
|-------------------|--------------------|
| Target master's   | = 69;              |
| Graduate master's | = 59;              |
| Achievement       | = 85,5% of target. |
| Target doctoral   | = 24;              |
| Graduate doctoral | = 24;              |
| Achievement       | = 100% of target.  |

A Memorandum of Understanding between the supervisors and master's or doctoral students was approved by the University Research and Innovation Committee. Senior graduate attributes were also identified to give effect to the CHE's requirement of graduate attributes.

#### 4.6.2.9 Council on Higher Education Doctoral Standard Review

The Council on Higher Education began a project in 2017 to review doctoral qualifications. The CUT self-evaluation report for doctoral standards was submitted to the CHE on 9 April 2020. The self-review concluded that while quality assurance practices have been established by the university to ensure the minimum standard associated with doctoral qualifications, current policies, guidelines and processes as well as improvements in existing doctoral supervisory practices are required to enhance the efficiency and quality delivery of doctoral programmes.

The self-evaluation review also contained quality improvement plans and procedures that have already been implemented. Four areas have been identified for potential improvement plans, namely improving the student experience, the profile of doctoral programmes, the preparedness of doctoral supervisors, as well as resource allocation and capacity building to improve quality support.

The CHE performed a virtual review on 12–15 October 2020.

#### 4.6.2.10 Research publications

For 2019, 197,3577 credit units were submitted to the DHET in June 2020 in line with the DHET Policy on Research Outputs 2015.

The following submission can be reported:

- Total claim: 198,2847;
- Articles: 113,8063;
- Conference proceedings: 74,1344 (less 0,917 credit units, which were later withdrawn);
- Chapters in books: 6,427;
- Book: 3.

In October 2020, the university resubmitted to the DHET all the withheld 2018 research outputs to the value of 21,6015 credit units. Feedback is still awaited from the DHET.

The university submitted four industrial designs to the DHET.

#### 4.6.2.11 CUT & UFS Joint Research Programme

The call for the 6th CUT & UFS Joint Research Programme was published in June 2020. The award will be valid from 1 July 2020 to 30 June 2021. A total 16 of applications were received. Six joint research programmes are funded under this programme.

#### 4.6.2.12 Research Ethics and Integrity Committee

The following training was provided during 2020:

- A series of three webinars were hosted on some key concerns relevant to research ethics and integrity in academic and scientific writing, including plagiarism and the use of Turnitin. The webinars focused on research ethics and integrity challenges in academic and scientific writing, as well as understanding what plagiarism is and how to avoid it. Examples on how to apply writing strategies and skills to avoid inadvertent plagiarism in academic texts, were discussed.

SARIMA hosted a two-day workshop (3 hours per session) guiding delegates through the fundamental aspects of setting up and running a research ethics committee. Seven staff members participated in the workshop.

The Research Development and Postgraduate Studies Section developed a research ethics and integrity communication letter and updated the relevant information on the CUT website.

4.6.2.13 Research centres

The university has six research centres. These centres are:

The Research Development and Postgraduate Studies Section developed a research ethics and integrity communication letter and updated the relevant information on the CUT website.

TABLE 35: Approved research centres and research directors

| Research centre  | Research director        |
|--|--------------------------|
| Centre for Applied Food Sustainability and Biotechnolo-gy (CAFSaB) | Prof. JFR Lues           |
| Centre for Diversity in Higher Education Research                  | Prof. M Mhlolo (Act-ing) |
| Centre for Enterprise and Entrepreneurship Studies                 | Prof. DY Dzansi          |
| Centre for Rapid Prototyping and Manufacturing (CRPM)              | Prof. WB du Preez        |
| Centre for Sustainable Smart Cities                                | Prof. Y Woyessa          |
| Centre for Quality of Health and Living                            | Dr T Makhafola           |



#### 4.6.2.14 Approved research policies

The following policies were reviewed in 2020:

- Research Ethics and Integrity Framework;
- Policy on the Financial motivation of Researchers for Accredited Research and Innovations Output.

These policies were submitted to the URIC for discussion and recommendation to Senate for approval in 2021.

#### 4.6.2.15 Research Information Management System (RIMS)

The university, in consortia with two other UoTs and under the auspices of the South African Technology Network (SATN), procured a Converis Research and Innovation Management System.

The following progress can be reported:

- SoWs for three modules on Graduate Management, Grand Administration and IP have been signed for implementation in 2020.
- In 2020, the 2019 research outputs were captured on the Converis system.

#### 4.6.2.16 Research publications

The Research Office finalised or updated the following publications during 2020:

- Brochure for Research Development and Postgraduate Studies (published on website);
- Compendium for Postgraduate Students (published on website);
- Graduate School Newsletter (published on website);
- NRF Communication Letter (published on website);
- Postdoctoral Communication Letter (published on website);
- Research Ethics and Integrity Communication Letter (published on website);
- Writing Manual (Draft 2);
- Annual Research and Innovation Report, 2020 (published on website).

#### 4.6.2.17 Research Development and Postgraduate Plan, 2021 to 2025

The Research Office started with a new RD & PGS Plan, following the final approval of the new institutional Strategic Plan 2021 to 2025. The plan is based on international objectives of research development, namely an increase in quality and quantity of research outputs. The final plan will be submitted to Senate in 2021 for approval.

#### 4.6.3 Technology and Innovation in the Centre for Rapid Prototyping and Manufacturing (CRPM) and Product Development Technology Station (PDTs)

The Centre for Rapid Prototyping and Manufacturing (CRPM) had a satisfactory 2020, considering the economic situation in SA linked to the COVID-19 pandemic. We have noted a decrease in inquiries from industry and academia due to the lockdown, but proactively decided to develop solutions that can assist in fighting the COVID-19 pandemic. This resulted in a significant increase in enquiries for medical implants and the total medically related revenue amount to approximately R13 474 832 (total for 2018 was R1 813 753 and for 2019 was R3 886 214, respectively).

The value of the 339 projects completed at the CRPM during 2020 was R14 976 458. Approximately 11 515 parts were manufactured for the 339 industrial and research projects. A good example of industry adoption is shown in the manufacturing of titanium 3D printed spinal cages since 2019, where 3 382 units as part of a 184-product range were manufactured up to date as part of MedAdd's support to small companies. The 184-product range included a significant amount of research and development to optimise the design for AM (DfAM). Furthermore, a total of R808 888 was spent on 21 research projects compared to R1 215 896 which was spent on research projects during 2019. The Chair in Innovation and Commercialisation (CICAM) was the largest contributor to these research and commercialisation activities.



FS Health MEC, **Ms Motsheng Tsiu**; FS Premier, **Ms Sisi Ntombela**; CUT Director: CRPM, **Dr Gerrie Booysen** and Interim Provincial General Manager of Old Mutual, **Mr Silas Sebiloane**.

CUTis and CRPM jointly submitted a proposal to the DST High-End Infrastructure grant for the establishment of a Medical Device Additive Manufacturing Technology Demonstrator (MedAdd) at CUT. CUT and two other universities/entities were selected as finalists to present the proposal to an expert panel convened by DST in December 2018. The CUT proposal was chosen to be funded (DST contribution R71,7 million over two years and CUT co-funding R25 million over three years (partly in-kind through land and buildings, ISO value and financial), due to its unique combination of research and commercialisation opportunities, in addition to the very unique focus on medical products and assistive devices (as well as the historical output and collaboration record).

The MedAdd project aims to bridge the innovation chasm in the use of additive manufacturing for medical devices. The development of MedAdd will enhance the current equipment and capabilities at CUT as well as enable CUT, academic partners and local companies to demonstrate reproducibility and scale-up of innovative medical device products.

MedAdd will also be available for small companies to industrialise new products, de-risking their innovative development before fully-fledged commercialisation. In addition, MedAdd will enable students, researchers and industry staff to develop the required skills for the development of this new technology and new industry. The initial performance metrics for MedAdd will be products developed, users trained and stakeholder engagement. However, the number of companies assisted, new companies created, and jobs created and maintained will, once MedAdd and the CUT incubator are fully established, be key performance metrics.

Table 36 below shows some key activities pertaining to establishing and developing the technology demonstrator, MedAdd:



**TABLE 36:** Key activities for MedAdd project

[illegible]



The CSIR contracted CRPM/PDTS for production of both re-useable filter housings and disposable filter discs, to complement their Lung Inspiratory Flow Enabler (L.I.F.E) system approved by the National Ventilator Project (NVP) for the treatment of COVID-19 patients. This again shows timeous and strategic thinking and action of CRPM and PDTS. The CSIR placed a total of four orders with CUT to supply filter discs and filter housings to be used as part of the CSIR L.I.F.E system. This collaboration has resulted in 10 000 CPAP ventilator systems being manufactured and ~7 000 systems being distributed to various public healthcare facilities across the country. The PDTS/CRPM developed and produced 18 300 and 63 900 ambient and inline mask viral filters respectively for the CSIR L.I.F.E CPAP system as part of the National Ventilator Project.

Together the PDTS and CRPM, assisted by Free State Department of Health, recognised in the early stages of the COVID-19 pandemic that there would be a shortage of face masks. Globally there was a shortage of appropriate N95/FMP2 masks for clinicians in a high viral load environment. The FMP2 half-face respirator project was established. It is very important to note that the developed device is a higher-functioning device than a conventional N95 mask. The intended use is for health care workers in a high viral load environment. The high-quality FMP2 half-face respirator was developed, manufactured, tested and regulated, all in three (3) months, highlighting the exceptional product development capabilities in the Free State. At the beginning stages of the project, Old Mutual recognised the impact that the FMP2 mask could have on the lives

of Free State clinicians and co-funded with the Central University of Technology (CUT) the first donation of 1 000 face masks and 1 000 face shields to the Department of Health, Free State.

CUT and two Botswana collaborators, namely the Botswana Institute for Technology Research and Innovation (BITRI) and the University of Botswana (UB), were successful in securing funding from the Southern African Innovation Support Programme (SAIS). The objective is to enhance cooperation amongst innovators in Southern Africa through strengthening the national systems of innovation. The CUT/BITRI/UB consortium was successful to jointly secure €150 000 (R2 550 000) under the stronger ecosystems thematic area. The first surgery, a 14-year-old female with Ollier's Disease, affecting the right side of body, was also completed in Botswana (CRPM designed and manufactured the titanium implant), with only virtual support before surgery from CRPM, due to COVID-19 restrictions.

CUT's performance during the National Ventilator Project (NVP) call and developing COVID-19 solutions led to the university being invited by merSETA to participate in the merSETA Viro-vent Skills Innovation Challenge. Since merSETA emphasised consortium-based applications, the CRPM/PDTS application was done in collaboration with UJ, TUT, NWU and VUT. The application amounted to R30 524 963 for the Consortium, with R8 038 999 dedicated for CRPM/PDTS/CICAM. The application was successful, and contracts were signed in August 2020.

The Product Development Technology Station (PDTs) funded by Technology Innovation Agency had a challenging yet successful 2020. The PDTs completed 188 projects to the value of R6 192 593 during 2020. A total of 243 client contacts were conducted by PDTs

and validated by TIA. The PDTs registered two (2) patents and a design registration. Table 37 below shows the actual number of SME enquiries to the PDTs versus the planned number.

**TABLE 37:** SME enquiries

| 2020           | Total SME contacts | Different categories |              |       |        |                |
|----------------|--------------------|----------------------|--------------|-------|--------|----------------|
|                |                    | New SMEs             | Repeat SME's | PDI's | Female | Disabled SME's |
| Q1 2020        | 71                 | 23                   | 48           | 17    | 16     | 7              |
| Q2 2020        | 68                 | 29                   | 39           | 20    | 11     | 0              |
| Q3 2020        | 64                 | 31                   | 33           | 12    | 12     | 1              |
| Q4 2020        | 40                 | 13                   | 27           | 9     | 1      | 2              |
| FY Target      | 125                | 100                  | 25           | 70    | 30     | 15             |
| Total – actual | 243                | 96                   | 147          | 58    | 40     | 10             |

#### 4.6.4 Technology Transfer

##### 4.6.4.1 Intellectual Property (IP) outputs

In 2020, eight invention disclosures were received from which two provisional patent applications and four trademark applications were filed as summarised below:

- **Kinnear, WA.** A Filter Device, A Respirator, and A Respirator System, United Kingdom Provisional Patent Application (2006732.8);
- **Abejide, Samuel Olugbenga.** Road Condition Monitoring Device, System and Method, South African Provisional Patent Application (2020/04097);

- **Central University of Technology.** BelaVik (NAME). South African Trademark Application, classes 9 and 10 (2020/22770) (2020/22771);
- **Central University of Technology.** BelaVik (Logo). South African Trademark Application, classes 9 and 10 (2020/22768) (2020/22769);
- **Central University of Technology.** BrewSpoon. South African Trademark Application, classes 21 and 30 (2020/22772) (2020/22773); and
- **Central University of Technology.** BrewScoop. South African Trademark Application, classes 21 and 30 (2020/22777) (2020/22778).

In 2020, two South African complete patent applications were filed:

| Title of IP/ IP name                                   | IP type                        | Patent application number |
|--|--------------------------------|---------------------------|
| Anchor for ceiling strip and system including the same | SA complete patent application | 2020/07211                |
| Oscillating positive expiratory pressure device        | SA complete patent application | 2020/07248                |

4.6.4.2 Commercialisation of Intellectual Property (IP)

Rugby wheelchair

|                       |  |
|-----------------------|--|
| Inventor(s)/creators  | Jaryd McIntyre (External, PDTs client) |
| Intellectual Property | Copyright and non-registrable IP       |
| Industry sector       | Manufacturing                          |

The invention pertains to the reverse engineering of imported aluminium rugby wheelchairs done through the Product Development Technology Station. This project has high social impact but no commercial potential, so a royalty-free licensing agreement was negotiated with the inventor to enable him to secure funding from CSI type mechanisms.

Craft beer

|                       |  |
|-----------------------|--|
| Inventor(s)/creators  | Professor Ryk Lues, Dr Olga de Smidt and Dr Jasiu Lewtak         |
| Intellectual Property | Trade secrets on beer recipes; technical know-how and trademarks |
| Industry sector       | Beverage industry  |

This project consists of various beer recipes that have been developed by the CUTbrU team of the Centre for Applied Food Security and Biotechnology (CAFSaB). The team has won five awards at the Intervarsity Beer Festivals over the last years. In November 2020, the team won the best IPA category and was also awarded the best beer on show, with the result that CUT was the overall winner of the competition. In Q4, the team also received the VC's Excellence Award for Innovation with their raw ingredient to a marketable product initiative called "Malt to Moolah". Four beer names and their associated marks and logos for the four beer products were developed, namely TJEKIT (lager), KGOTSO (porter), LEKKA (cider) and PHAKISA (IPA). Trademark registrability searches for the four names were done, and all four names were filed for trademark registration. A local licensee was identified, and an IP license agreement was negotiated.

Respiratory face mask/FMP2 respirator

|                       |                                     |
|-----------------------|-------------------------------------|
| Inventor(s)/creators  | Allan Kinnear; PDTs, CRPM engineers |
| Intellectual Property | UK provisional patent application   |
| Industry sector       | Healthcare                          |

The CRPM FMP2 Half Mask is designed to help provide respiratory protection against certain airborne contaminants when used in accordance with all use instructions and limitations and applicable safety and health regulations. The front-facing double-action filter mechanism filters air going in (inhale), and air going out (exhale). This replaceable filter concept provides a long-term use mask solution at a low cost.

The TTO is now seeking a suitably qualified commercialisation partner that will be able to manufacture, market, distribute and commercialise the technology on a mass scale.

The brewing apparatus & coffee spoon and clip

|                       |                                |
|-----------------------|--------------------------------|
| Inventor(s)/creators  | Allan Kinnear & Jozua Jouberts |
| Intellectual Property | Design registration            |
| Industry sector       | Beverage industry              |



**The Spoon & Clip** is a basic coffee scoop spoon used to scoop already ground coffee, and pouring it into any system requiring freshly ground coffee. The spoon has the added benefit of acting as a coffee bag seal due to a slit in the handle. **The Brew Spoon Apparatus** is a spoon with sieves like a fine strainer designed to scoop freshly ground coffee with the bottom half. The top half is then placed on the bottom with an easy clip mechanism, allowing for a seal to be formed. This spoon filled with freshly ground coffee is then placed in hot water and brewing then starts as the water flows through the fine sieves through the coffee. This system allows for easy, quality coffee, which is attractive to the market. A start-up was identified as a potential licensee, due diligence was done, and an IP licensing agreement was prepared for consideration

#### 4.6.4.3 DST/NIPMO OTT support funding

The TTO applied for the DST/NIPMO OTT support funding. In December, a total amount of **R2 985 036** was approved for funding over a three-year period.

#### 4.6.4.4 SARIMA Expert in Residence Programme

In September 2020, the TTO applied for the Expert in Residence Programme of SARIMA. This programme aims to provide advisory expertise for accelerating technology commercialisation efforts in TTOs. In December, an award of **R240 000** was received from SARIMA.

#### 4.6.4.5 Innovation and entrepreneurship support programmes

- Entrepreneurship Awareness Programme for First-year students: orientation week



Mr Tshepo Lenkoe from Senakangwedi Secondary School showing off his invention at the 2019 Free State Regional Science Fair.

In January 2020, a first of its kind, three-day entrepreneurship workshop and mini challenges were conducted to expose first-year students to a range of entrepreneurial mindsets, concepts and the latest technology developments, including ideation of potential products and a pitching session by the teams.

• 2020 Annual Innovation Week

The invite to participate in the 2020 Innovation Challenge was extended to all CUT staff and students, and for the first time to members of the community through a collaboration with Eskom Science Expo to enable learners nationally in Grades 4–12 to participate in the challenge. This collaboration is in line with our commitment to not only serve the university, but also the community that we exist in as a university.

Prizes to develop the winning ideas/projects were awarded for two categories, namely:

- best idea/project with highest commercial potential; and
- best idea/project with highest social impact.

For the 2020 annual innovation challenge, three streams were run for high school learners, university students and university staff.

High school learners

Fifteen learners from all over SA sent in applications with a diverse set of projects and ideas. Winners in each category were announced by Free State Provincial Coordinator for ESKOM Expo for Young Scientists as per the below:

| Names                               | Category | Projecttitle                               | Prize             |
|-------------------------------------|----------|--|-------------------|
| Bea du Toit & Joanné du Plessis     | Social   | Covid cooler box                           | Co-winner, R5 000 |
| Tholakele Dlamini & Thobile Dlamini | Social   | ET & T water saver                         | Co-winner, R5 000 |
| Mia Delport & Monique Oosthuizen    | Business | Sanitizing Bathroom Door Opening Mechanism | Co-winner, R5 000 |
| Relebohile Mosea                    | Business | Agent Nanobot                              | Co-winner, R5 000 |

## CUT students challenge

Forty CUT students entered the 2020 annual Innovation Challenge ideas. On 7 October 2020, the finalists presented their ideas to a diverse panel of judges from which the below emerged as winners:

| Names   | Category | Projecttitle          | Prize               |
|---|----------|-----------------------|---------------------|
| Jansen Ngo, Blessing Ngo and Beloved Ngo            | Social   | BuddyCycle            | Winners, R25 000    |
| Tshepo Maxakato, Tseko Makhali and Thabang Mokhothu | Social   | Greenhouse technology | Runners-up, R10 000 |
| Gareth Gericke                                      | Business | Market money          | Winner, R25 000     |
| Taelo Matlala, Masego More, & Basetsana Tsubane     | Business | MzanziKonnnect        | Runners-up, R10 000 |

## CUT staff challenge

On 25 November 2020, staff members presented their ideas to a panel, and the following were the winners:

| Names         | Category | Projecttitle                                 | Prize              |
|---------------|----------|--|--------------------|
| Marisa Venter | Social   | MindMedz – An IoT medicine dispensing system | Winner, R25 000    |
| Africa Dintwe | Social   | C-mask                                       | Runner-up, R10 000 |
| Carel Plekker | Business | ACCUDOSE – No hassle just dose               | Winner, R25 000    |
| Allan Kinnear | Business | BrewPress                                    | Runner-up, R10000  |



- **EDHE Entrepreneurship Intervarsity Competition**

Approximately 51 complete applications were received for the 2020 edition of the Entrepreneurship Intervarsity Competition. The national lockdown resulted in the internal shortlisting process being made remotely, and twenty-five (25) studentpreneurs were selected from the 51 applications to take part in the internal rounds. The internal rounds were conducted during the week of 6–10 July 2020, and eight students were selected to represent CUT at the regional rounds.

During the week of 27–30 July 2020, the regional rounds took place, with CUT competing against the UFS, Sol Plaatje University, Vaal University of Technology, and North-West University. CUT scooped all the four categories against all the competing universities in the Central region, which demonstrated that the hard work and preparations paid off. The winners were as follows:

#### Category 1

**Mike Natuyamba** with his idea: **Candice Vision** – a software system that runs on your phone, tablet or PC that solves day-to-day problems of the visually impaired people by using AI technologies.

#### Category 2

**Gareth Gericke** with his business: **Hydro IT** – a water-loss, crisis-solution system using IoT.

#### Category 3

**Lefu Sello** with his business: **Vintage Academy** – a tutoring programme aimed at assisting learners from disadvantaged communities to perform exceptionally in their studies.

#### Category 4

**Thandeka Mhlafu** with her business **Pro Ocre (PTY)LTD** – which sells juice and water, branded flavours.

The final rounds (nationals) of this competition were held at Premier Hotel, OR Tambo International Airport on the 26th of November 2020. CUT had four students (one student in each category) competing with the other 24 studentpreneur finalists from 15 universities. Even though CUT did not win any of the four categories, it made a notable impact and a record of being the first university to be represented at all four categories at the national finals.



- **National Student Entrepreneurship Week**

CUT took part in the National Student Entrepreneurship Week, #2020 SEW, which took place from 2 to 4 November 2020. This is an annual event that affords universities and colleges an opportunity to showcase their studentpreneurs, as well as a platform for all students to engage constructively and learn from other studentpreneurs' experiences.

The universities and colleges were requested to compile a 30-minute clip each of their involvement in entrepreneurship support activities around their campuses. Despite the lockdown challenges, CUT still managed to create content and put it together for the annual event. The video can be viewed at:

<https://drive.google.com/file/d/1dfaqG25pZVosLUwvQnCUKLM7IFalrtbp/view?usp=sharing>

- **MIT-Africa – ACSeedE Initiative**

CUT was invited to participate in the Online Learning HACKATHON Challenge arranged by ACSeedE and MIT-Africa. The Hackathon which ran from 22 May to 3 June 2020 sought to develop solutions that address the most pressing online learning issues faced by historically disadvantaged institutions in South Africa caused by the COVID-19 outbreak.

Representing CUT in the Hackathon were 12 students (both undergraduates and postgraduates) and four staff members. The panel of judges pronounced the teams from CUT to be recognised as follows:

**Team 1: Kids Next-door**

- Won: second prize and an award for presentation;
- Stream: software platform;
- Solution: creating chalkboard app that will be used as an e-learning platform.

**Team 2: CUT Genics**

- Won: third prize and an innovation award;
- Stream: online awareness;
- Solution: virtual reality to replace online learning.

**Team 3: ARTISTIC HEALTH**

- Won: humorous award;
- Stream: online content;
- Solution: creating an application that will allow online drive access by digital file compression.

- **Entrepreneurship Development (EDP) Programme**

This programme was launched in March 2020 as a training programme consisting of eight workshops presented over 16 weeks with catch-up sessions in-between and one-on-one sessions on request. The programme was moved online, and flexibility applied as the period was extended to November 2020 to allow students to participate in other i-GYM activities, or when students' workload required a break in the programme. The workshops covered the following topics:

- feasibility and viability;
- creativity and innovation;
- environmental analysis;
- SWOT-analysis;
- management;
- finance;
- marketing;
- business plan.



## **4.7 CHANGES IN TUITION FEES AND FINANCIAL AID FOR STUDENTS**

The student fees for 2020 increased by 5,4% for tuition and 7,4% for residence fees. Government made provision by way of a grant for NSFAS-funded students and missing-middle students. The Gap Funding Grant from government provides for increases in tuition and university-managed accommodation fees.

The university received R32 005 million from external donors. Furthermore, in 2020, the university received funding to the value of the NSFAS Bursary Agreements (NBAs) that were signed. The funds received were allocated as per Table 38 below:

**TABLE 38:** Allocation of NSFAS and pre-funders' funding for 2020

| CATEGORY                  | TOTAL<br>AMOUNT DUE<br>PER REG<br>TEMP (R) | FUNDS<br>RECEIVED (R) | NBA DUE FOR<br>SIGNATURE | AMOUNT DUE TO CUT (R) |
|---------------------------|--|-----------------------|--------------------------|-----------------------|
| DE-General                | 785 833 921                                | 782 422 707           | -                        | 3 411 214 00          |
| DE-Disability             | -  | 947 399               |                          | 947 399 00            |
| National Skills Fund      | -  | 734 470               | -                        | 734 470 40            |
| Fundza Lushaka<br>Bursary | -  | 34 360 000            | -                        | 34 360 000 00         |
| NSF General               | -  | 142 345               | -                        | 142 345 00            |
| DMV                       | -  | 95 250                | -                        | 95 250 00             |
| TRC/ REPA                 | -  | 71 652                | -                        | 71 652 00             |
| Historical Debt           | -  | 9 728 618             | -                        | 9 728 618 00          |
| W&R SETA                  | -  | 568 279               | -                        | 568 279 00            |
| <b>TOTAL</b>              | <b>785 833 921</b>                         | <b>829 070 720</b>    | <b>-</b>                 | <b>22 643 005,40</b>  |

An amount of R785,833 million was paid to CUT during 2020 for grants and bursaries administered by NSFAS.

programmes at a university, and takes pride in the aforementioned contributions and achievements of our academic and support services staff.

#### 4.8 CONCLUSION

The Senate, as the highest statutory body to which the Higher Education Act (Act No.101 of 1997) gives authority over the design, delivery, assessment and quality assurance of academic, research and engagement

**PROF. HJ DE JAGER**  
**CHAIRPERSON: SENATE**



# SECTION 5

REPORT OF THE INSTITUTIONAL FORUM (IF)



## 5.1 COMPOSITION

The Institutional Forum (IF) functions in terms of Section 31 of the Higher Education Act (Act No. 101 of 1997), and Chapter 7 of the CUT Statute 2017.

### The IF comprises:

- one member of Executive Management, appointed by the Vice-Chancellor and Principal;
- the Registrar, as Secretary;
- one external Council member;
- one Senate member;
- one academic staff member;
- one non-academic staff member;
- two members of the Executive Committee (Exco) of the Students' Representative Council (SRC);
- two members of the two recognised employee unions (one from each union);
- one member of the Alumni Association;

- one Representative: Welkom Campus Employee Group;
- one person representing the Human Resources Section, with background on transformational matters;
- one member of the Student Services Council (SAC); and
- a maximum of two additional members approved by the IF.

## 5.2 IF MEETINGS

The IF had held four ordinary meetings; two special meetings; and one electronic meeting, via a round-robin process, in 2020.

## 5.3 ATTENDANCE OF IF MEETINGS

The attendance of the IF's six meetings that were held in 2020 is provided in tabular form below.

**TABLE 39:** IF members' attendance of IF meetings in 2020

| Members   | 28 Feb. 2020 | 29 May 2020 | 29 Jul. 2020<br>(Special meeting) | 28 Aug. 2020 | 30 Sept. 2020<br>(Special meeting) | 06 Nov. 2020 |
|---|--------------|-------------|-----------------------------------|--------------|------------------------------------|--------------|
| 1. Mr TS Masoeu (Chairperson)                         | ✓            | ✓           | ✓                                 | ✓            | ✓                                  | ✓            |
| 2. Mr KE Moremi (Deputy Chairperson)                  | ✓            | -           | ✓                                 | ✓            | ✓                                  | ✓            |
| 3. Dr N Mrwetyana (Registrar)                         | ✓            | ✓           | ✓                                 | ✓            | ✓                                  | n/a          |
| 4. Dr L Jordaan (Representative: NTEU)                | ✓            | ✓           | ✓                                 | ✓            | ✓                                  | ✓            |
| 5. Dr SJ Nkhebenyane (Representative: Academic staff) | •            | ✓           | •                                 | •            | ✓                                  | ✓            |
| 6. Mr SS Leepa (Representative: Non-academic Staff)   |              | ✓           | ✓                                 | ✓            | ✓                                  | ✓            |
| 7. Ms N Dlamini (Representative: SSC)                 |              | ✓           | ✓                                 | •            | ✓                                  | ≠            |
| 8. Ms M Letsoara (representative: HR)                 | •            | •           | ✓                                 | ✓            | •                                  | •            |
| 9. Prof. DP Ngidi (Member: Mancom)                    | •            | ✓           | ✓                                 | ✓            | ✓                                  | •            |
| 10. Prof. WN Setlalloa (Representative: Senate)       | ✓            | •           | ✓                                 | •            | ▪                                  | ▪            |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 11. Cllr L Sebola<br>(External Council)                           | • | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. Mr TS Mokgatla<br>(Representative:<br>Welkom Campus<br>Staff) | • | - | ■ | ✓ | - | ✓ |
| 13. Mr M Ntonyane<br>(SRC President:<br>Bloemfontein<br>Campus)   | ✓ | - | ✓ | ✓ | ✓ | ✓ |
| 14. Mr P Zangwa<br>(SRC President:<br>Welkom Campus)              | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| Explanation of keys |                                      |
|---------------------|--------------------------------------|
| ✓                   | Present                              |
| •                   | Absent with apology                  |
| -                   | Absent without apology               |
| ζ                   | Absent due to a conflict of interest |
| ≠                   | No longer a member/resigned          |
| n/a                 | <i>Ex Officio</i>                    |

## 5.4 ADVISORY INVOLVEMENT

In alignment with its primary responsibility of advising Council, the IF had advised Council on transformation-related matters that affect the institution, including the following

### 5.4.1 Repositioning of divisions/sections/units/ functions, and Executive Management appointments

#### 5.4.1.1 Organisational structure at Executive levels: Vision 2030 aligned

CUT's organisational structure at Executive levels was revised and aligned with the university's Vision 2030. The Management Committee (Mancom), at its meeting of 04 August 2020, accepted the proposed revised Vision 2030-aligned organisational structure at Executive level, and recommended it to Council for approval, via the Human Resources Committee (HRC) and the Planning, Finance and Resources

Committee (PFRC), to the Labour Relations Forum (LRF) for further consultation, and to the IF, for them to advise Council. The LRF supported the revised Vision 2030-aligned organisational structure, whilst the IF considered and accepted the Report on the organisational structure at Executive levels: Vision 2030 aligned. The IF then advised Council to note the advice it provided to the HRC to further consider the following recommendations:

**i)** The need for the Chief Financial Officer (CFO) to report directly to the Vice-Chancellor and Principal, who would have complete control of the university's financial management and resources. The changing of the reporting line of the CFO was an urgent matter that had to be completed in line with the current process of appointing a new incumbent for this position, to ensure that such an appointee does not report to the DVC: Resources and Operations for about two months in 2020, and to the Vice-Chancellor and Principal in 2021.

**ii)** Creating the Director's position, at Peromnes level 5, within the Vice-Chancellor and Principal's Office to strengthen the administrative and management capacity thereof.

**iii)** Changing the DVC: Resources and Operations' Key Performance Areas (KPA's), as the CFO should report directly to the Vice-Chancellor and Principal.

**iv)** Changing the Research, Innovation and Engagement structure by redesignating the Deputy

Director: Research Development and Postgraduate Studies position to the Deputy Director: Postgraduate Studies position, to enhance focused support to postgraduate programmes and students. The Deputy Director: Postgraduate Studies position would remain at Peromnes level 6.

**v)** Changing the DVC: Teaching and Learning structure by changing the Deputy Director: Work-integrated Learning (WIL) and Skills Development position, at Peromnes level 6, to the Director: WIL and Industry Liaison position, at Peromnes Level 5, whose incumbent would have a dual reporting line to both the DVC: Teaching and Learning for WIL, and the DVC: Research, Innovation and Engagement for industry liaison.

**vi)** Changing the Institutional Registrar's structure by redesignating the Deputy Registrar: Student Services position to that of Dean: Student Affairs, as the Deputy Registrar: Student Services position entails a broader spectrum of student activities and affairs, and not only services to students. The Dean: Student Affairs position would remain at Peromnes level 6.

**vii)** Transferring Alumni Affairs from the Communications and Marketing Section to the Unit for Development, as this unit mostly focuses on fundraising. The Deputy Director: Alumni Affairs would report to the Director within the Vice-Chancellor and Principal's Office.



(viii) Reallocating certain operational tasks from the Vice-Chancellor and Principal to the DVC: Teaching and Learning, DVC: Resources and Operations, and DVC: Research, Innovation and Engagement, in order for him to focus more on strategic matters.

#### 5.4.1.2 Renewal of employment contract: Prof. DP Ngidi, the DVC: Teaching and Learning

Prof. DP Ngidi's five-year performance-based contract would come to an end on 30 April 2021. The IF had considered the recommendation that Prof. Ngidi's employment contract be renewed and extended further for another five years, namely from 01 May 2021 to 30 April 2026. However, the IF had not supported this recommendation, and instead advised Council to note the advice it had provided to the HRC not to renew and extend it, but to advertise the DVC: Teaching and Learning position, due to the fact that the Executive Management positions at CUT are male dominated, as all the DVC positions are currently occupied by men. The IF had also advised Council, via the HRC, to consider the following:

i) Giving female candidates, particularly women from within the university, preference for appointment, as part of addressing matters pertaining to gender transformation at CUT.

ii) Giving Prof. Ngidi preference for appointment, should a suitably qualified female candidate not be identified for the position.

iii) The report on the renewal of the employment contract of Prof. Ngidi entails more quantitative information, and lacks a qualitative narrative for unpacking his performance. The Vice-Chancellor and Principal had noted this deficiency, and committed to address it.

In alignment with the Higher Education Act and the IF's Terms of Reference, in instances where the IF advises Council, written feedback should be provided to the IF by Council. Hence, if Council does not accept the IF's advice, an explanation should be provided as to why this was not done. Considering that Council did not accept the IF's advice not to renew and extend Prof. Ngidi's fixed-term employment contract, and as this feedback process was not followed, the IF advised Council to provide a written explanation for this, in compliance with the legislative and regulatory requirements. The IF also requested Council to clarify whether its statutory responsibility is to advise Council or its subcommittees. Based on the IF's advisory role to Council, the legislative requirement that Council is obligated to respond to the IF, was reaffirmed.

## 5.4.2 Advice on other governance and transformation-related matters

### 5.4.2.1 CUT Annual Transformation Report 2019

After the Transformation Report had been widely consulted with the various stakeholders, such as the Students' Representative Council (SRC), the IF advised Council to approve the report.

### 5.4.2.2 Progress report on transformational matters at CUT

A need was identified for CUT to address challenges pertaining to transformational matters, in order to avoid a situation where CUT is placed under administration. The Minister of Higher Education, Science and Technology identified CUT as a high-risk higher education institution (HEI) that might not complete the 2020 academic year. The IF advised Council to consider the following recommendations:

- i) The role of HR should be documented in a procedure that should be approved by Mancom, in order to assist all the Chairpersons of Recruitment Committee meetings to have a better understanding of the nature of HR's support roles in such processes.
- ii) The use of accurate and updated employment equity data as a fundamental element of shortlisting candidates during the first stage of recruitment and

selection. Line Managers should be trained on how to interpret such data and use it for broader and specific recruitment and selection processes. These employment equity data should be tailored for use at Recruitment and Selection Committee meetings, and be different in structure to those used for reporting purposes to the Department of Employment and Labour.

iii) Addressing, as a matter of urgency, the problem of inviting job applicants who have a Grade 12/Matric/Senior Certificate as a minimum requirement, as this represents the lowering of academic standards, quality and excellence. For instance, Secretaries and Departmental Administrators cannot compete for vacant positions that require a degree or diploma in Office Management and Technology. Post-level requirements should be revised in alignment with the best practice for recruitment and selection in the higher education sector.

iv) Attracting, recruiting and appointing suitably qualified candidates from other designated groups for both academic, support and maintenance positions. As minority groups, such as Whites, Indians and Coloureds, are difficult to attract for certain departments, headhunting procedures and strategies should be reviewed to respond progressively towards attaining employment equity targets at institutional level and individual campus levels.

### 5.4.2.3 Progress report on security measures at CUT

The biometric security system started operating at the Bloemfontein Campus on 01 November 2019. R2 million was allocated for the implementation of Phase 2 of the Integrated Security System (ISS) at the Welkom Campus. The IF advised Council to note the following matters:

- i) A preferred service provider was identified through the normal procurement processes, and would be appointed prior to the commencement of the project on 01 June 2020.
- ii) The project implementation date could be adjusted, depending on whether the nationwide lockdown would affect the commencement of the project.
- iii) The IF Chairperson would request updates from the ISS Implementation Team regarding progress of the ISS project, in order for the forum to monitor the implementation thereof, as the IF were unable to form part of the team and be involved in operational matters. Had this principle been ignored, there could have been a risk of the thin line between managing and governing being crossed.
- iv) The IF would conduct a walk-about at the Welkom Campus by no later than the end of 2020, after

the nationwide lockdown regulations had been relaxed further, in order for the forum to observe developments pertaining to the implementation of the biometric security system.

- v) Going forward, a project schedule will be used to evaluate the work and progress of Phase 1 (i.e. Bloemfontein Campus), and monitor progress that is being made with Phase 2 (i.e. Welkom Campus) of the ISS project implementation, in order for the IF to advise Council accordingly.

### 5.4.2.4 Proposed change of university's name

A need was identified at the Council Workshop of 20 June 2020 for the university's name to be aligned with CUT's aspiration to be a leading African university of technology, by removing the words "Free State" from CUT's official name. However, the IF advised Council not to remove the words "Free State", for the following reasons:

- i) The proposed name change is not an urgent matter of concern.
- ii) Although the DVC: Resources and Operations has not yet determined the cost implications for changing CUT's official name, the expenses for effecting the proposed change could be high.
- iii) Various universities, such as the University of



Cape Town (UCT) and the University of South Africa (Unisa), can attract a high number of international students and achieve strategic objectives that are focused beyond South Africa, respectively, although the official names of these HEIs entail geographical locations.

#### 5.4.2.5 Performance Report: Implementation of the Annual Performance Plan (APP) 2020: 01 January 2020–30 September 2020

The IF supported and recommended to Council for approval the Performance Report: Implementation of the Annual Performance Plan 2020: 01 January 2020–30 September 2020. The IF also advised Council to pay attention to the following concerns relating to the performance report:

- i) The need to accommodate SADC students, particularly those from Lesotho, who are required to complete an additional programme of at least one year, despite having obtained Cambridge International A Level certificates, amongst others.
- ii) Rejecting certain first-time entering (FTEN) students' applications for admission to CUT, based on their age.
- iii) The necessity to put in place time frames as part of dealing with the lengthy recognition of prior learning (RPL) process.

#### 5.4.2.5 Draft Strategic Plan: 2021–2025

The IF accepted the Draft Strategic Plan: 2021–2025, and advised Council to approve it, in synchronicity with the other two strategic planning documents, namely the Draft Planning, Performance Monitoring and Reporting

Framework, and CUT Annual Performance Plan 2021.

#### 5.4.2.6 Review of the IF's Terms of Reference

After reviewing its Terms of Reference in 2020, the forum advised Council to note that the IF's revised Terms of Reference were recommended to Mancom for approval. The amendments to the IF's Terms of Reference entailed the following:

- i) Page 3, paragraph 3.7.1.4, "Functions": The sentence "Renewal of employment contracts for Executive Managers" should be added as point 3.7.1.4(d), in order to separate this function from the one referred to in point 3.7.1.4(c), regarding selection of candidates for Executive Management positions.
- ii) Page 3, paragraph 3.7.1.4, "Functions": Matters pertaining to harassment, sexual harassment, GBV and the LGBTQIA+ community should also form part of the IF's functions.

### 5.5 CONCLUSION

Overall, it is evident from this section of CUT's Annual Report 2020 that the CUT Council takes the IF's advice seriously, and acts on it. When particular advice is not implemented, reasons for the rejection thereof are, in most instances, communicated to the IF in Council's report to the IF.

**MR TS MASOEU**  
**CHAIRPERSON: INSTITUTIONAL FORUM**





# SECTION 6

VICE-CHANCELLOR AND PRINCIPAL'S REPORT ON  
MANAGEMENT AND ADMINISTRATION

## 6.1 INTRODUCTION

The Vice-Chancellor and Principal (VC) submitted four quarterly reports to Council during 2020, which were thoroughly discussed at the Council meetings on 20 March 2020, 19 June 2020, 18 September 2020, and 28 November 2020. These reports were aligned with CUT's Annual Report, as specified in the Higher Education Act (Act No. 101 of 1997): Regulations for Reporting by Public Higher Education Institutions (Government Gazette No. 37726, dated 9 June 2014). The section related to the Vice-Chancellor's Report on management and administration (Chapters 8 and 9 of the King IV Report) addressed the following:

- the principal managerial/administrative achievements, measured in terms of the plans, goals and objectives set for the period under review;
- managerial/administrative aspects of the operations of the institution, including new Senior Executive/administrative appointments;
- the achievements of the administrative structures and resources, regarding both staff and systems, assessed in terms of realistic expectations;
- the adequacy of staffing levels, particularly in critical areas;
- the extent to which equity targets in the workplace have been realised;
- the quality of information available to Management;
- the administrative processes;

- student services and extracurricular activities;
- relationship with the community in terms of academia and services rendered;
- changing patterns in the provision of academic courses; and
- a statement of self-assessment of the achievements of the Vice-Chancellor and Principal in attaining the objectives set for the period under review, including summary details of realised achievements.

## 6.2 PRINCIPAL MANAGERIAL/ ADMINISTRATIVE ACHIEVEMENTS IN TERMS OF THE PLANS, GOALS AND OBJECTIVES SET

### 6.2.1 Achievements in terms of the plans, goals and objectives set

The Central University of Technology, Free State (CUT) remained unwavering in its mission to monitor its performance on the implementation of the 2020 Annual Performance Plan (APP), which included the 2020 Institutional Operational Plan (IOP), which was reviewed on a quarterly basis. The 2020 APP and IOP were derived from the institution's consolidated strategic objectives and Key Performance Indicators (KPIs), as informed and shaped by CUT's Vision 2020.

Progress on the strategic objectives for the four quarters of 2020 was presented, and achievements were discussed during the Extended Management Committee (EMC) quarterly meetings of 2020.

. Moreover, the EMC recommended the progress report on the 2020 IOP to the Planning, Finance and Resources Committee (PFRC) quarterly meetings of 2020, which were recommended to the four Council meetings for approval. Progress on performance was continuously monitored and reported using the four balanced scorecard perspectives, namely:

- systems, policies and processes;
- resources – human and financial;
- supplementary resources from stakeholders and partners; and
- quality learning and growth.

A total of 12 strategic objectives and 54 targets were included in the 2020 Annual Performance Plan (APP), which have been monitored and reported on. Please refer to Section 1 of this Annual Report for detailed reporting on the 2020 Performance of CUT.

During 2020, the university has embarked on the review process of Vision 2020, the 2016–2020 Strategic Plan, and the 2016–2020 Transformation Plan. Parallel to this process is the setting of Vision 2030, the 2021–2025 Strategic Plan, and the 2021–2025 Transformation Plan; and high-level strategic indicators/targets for 2030, by using the 2020–2025 Enrolment Plan as reference. All our stakeholders were involved in these processes. The CUT Situational Analysis, including a review of Vision 2020 and the Strategic Plan 2016–2020; a draft Vision 2030, including high-level strategic indicators/targets for 2030; and a draft 2021–2025 Strategic Plan, have been developed and consulted with all stakeholders.

The Vision 2030 and 2021–2025 Strategic has been considered by Mancom, Senate, the Institutional Forum, and approved by Council.

### 6.2.2 Transformation-related aspects

The Unit for Institutional Renewal and Transformation was established in 2019 to enhance the institutionalisation of transformation and the broader focus of institutional renewal, in support to the Vice-Chancellor and Principal, by shaping the transformation agenda and institutional renewal of the university in line with national imperatives and international trends. It is pleasing to know that CUT is familiar with its own definition of transformation, and therefore needs to understand how systems, structures, policies and practices have to continually change, improve and innovate, with space to invent new ways of interacting with, and seeing the world around us.

Good progress was made to enhance CUT as a transformative and transformational university of technology, which includes initiatives and special projects like the Annual CUT Transformation Summit; LGBTIQIA+ Community Project; gender-based violence; female employees at CUT: impact of transformation programmes; independent study into matters affecting women in the workplace at CUT, in the process of being conducted by the Commission of Gender Equality; promoting multilingualism, with specific emphasis on Sesotho; workshop for Women Academics on Emotional Intelligence; the Next Generation Women in Leadership Programme (nGenWiL); Transformation Workshop for

Senior Leadership Team; Gender Transformation; and Women in DBA programme at Bath University in the United Kingdom.

Please refer to Section 11: Transformation Report of this Annual Report for a detailed reporting on transformation at CUT in 2020.

## **6.3 MANAGERIAL AND ADMINISTRATIVE ASPECTS OF THE OPERATIONS OF THE INSTITUTION, INCLUDING NEW SENIOR EXECUTIVE AND ADMINISTRATIVE APPOINTMENTS**

### **6.3.1 Office of the Vice-Chancellor and Principal**

The following developments in the office of the Vice-Chancellor and Principal for the 2020 year are relevant:

- As the Institutional Registrar, Dr N Mrwetyana, reaches the retirement age of 65 years in December 2020, the recruitment process to appoint a new Institutional Registrar, as approved by the Human Resources Committee of Council, has commenced in 2020. The Selection Committee conducted interviews on 14 July 2020, and the final report was approved by Council on 9 October 2020. Due to an investigation on the appointment of the new Registrar, Dr Mrwetyana's contract was extended with six months until the end of June 2021.
- Ms Lisa Tintelo has been appointed as

Administrative Assistant in the VC's Office.

### **6.3.2 Executive and Senior Management**

The following appointments at Executive and Senior Management levels were made during 2020, and the incumbents commenced duty on the dates as indicated below:

- Ms Razina Jacobs has been appointed as Senior Director: HR, and commenced duty on 1 October 2020.
- Ms Eister Keitumetse has been appointed as University Librarian, and commenced duty on 1 October 2020.
- The recruitment processes to fill the vacant posts of the Dean of Humanities, the Senior Director: Legal Services, and the Chief Financial Officer, have commenced during 2020.

The equity profile at Executive and Senior Management levels during 2020 was as follows:

- There are currently 29 posts at Peromnes levels (P) 1-5, of which 17 (65,4% of filled posts) are filled by males (12 BM & 5 WM); 9 (34,6%) are filled by females (8BF & 1WF); and 3 positions are vacant.
- The vacant positions of the Dean of Humanities and the Senior Director: Legal Services are also earmarked to be filled by females.
- Positions that are currently filled, but have been earmarked to be filled by females, include the Institutional Registrar (1 January 2021) and the Senior Director: Research Development and Postgraduate Studies (1 October 2021).



► We will then have 12 positions (41,4%) filled by females by 1 October 2021, compared to 17% in 2017; thus, firmly on track to achieve the 50% target by 2023.

► However, if a distinction is made between the levels (i) at senior management level, we will have 13 (54,2%) positions filled by males and 11 positions (45,8%) filled by females by 1 October 2021; (ii) compared to executive level that will remain as is with four males (80%) and only one female (20%).

It is clear from the above-mentioned that progress to address the gender equity profile at Senior Management level is firmly on track, whilst the gender equity profile at Executive Management level remains a concern.

### **6.3.3 Research, Innovation and Engagement**

Refer to Section 4, Senate's Report, for detailed reporting in this regard.

### **6.3.4 Teaching and Learning**

Refer to Section 4, Senate's Report, for detailed reporting in this regard.

### **6.3.5 Communication, marketing and branding**

#### **6.3.5.1 Branding and visual communication**

During 2020, an intensified and focused media campaign was undertaken in response to the high-

risk status of the university mentioned in national print and online publications, including City Press, Mail & Guardian, Daily Maverick and Sunday Times. This high-risk status was announced by the Minister of Higher Education and Training during a media briefing. This media campaign centred around the dissemination of a variety of positive news stories as provided by all four faculties, focusing on students' successes and resilience in the presence of the extremely adjustive demands placed on them during the more stringent lockdown period.

A multi-media campaign on OFM, Lesedi FM and Med FM reaching out to prospective students and parents to raise awareness around online applications as well as study opportunities available at CUT was followed. The CUT website and social media were also used.

The first part of the outdoor branding project was completed for both campuses. It entailed branding of the two campuses to enhance internal marketing and our brand image.

#### **6.3.5.2 Outreach programmes to schools**

We have been running with a #Futurestudents on all our social media platforms promoting CUT online applications on a weekly basis, weekly faculty promotions, NBT testing and encouraging prospective students to apply online for NSFAS.

- Exchange of information on WhatsApp groups
- with HODs sharing information with learners.
- Print media advertisement on online

applications and CUT programmes is done on an ad-hoc basis (YES Media: KZN, NW, EC and Western Cape – Koorant: Free State – Volksblad).

- A four-week radio campaign was followed, which ended on 22 October 2020, where faculties had interviews representing their programme offerings.
- A three-minute animated audio-visual (instant information that covers admission requirements and applications guide) was produced.
- A virtual Open Day was held on 11 September 2020 for our prospective students.
- The procurement of the CUT Chatbox is progressing well with the assistance of the IT Department. (This acquisition will assist with the fastest turnaround time in responding to prospective students' enquiries, which will lead to a higher retention rate of prospective students to end up registering with CUT.)

#### 6.3.5.3 Website and other social media platforms

The COVID-19 information hub continues to support the release of the latest information. Since lockdown, level 1 has seen more people return to the campuses, the need for transparency has brought to the fore sharing a summary of the cases. Updates are given for each campus via a CUT-created dashboard on active COVID-19 cases, recoveries and deaths. In the previous report, the total views of the page were 18 880, and now the views stand at 28 361 (<https://www.cut.ac.za/coronavirus>).

The social network posts are steadily growing CUT's online community numbers and engagement on the platforms. The networks have become essential communication tools during the current pandemic. Our main networks are Facebook and LinkedIn.

#### 6.3.5.4 Events and functions

The Communications and Marketing Section continued to use a media monitoring tool during 2020, allowing the distribution of clips to the CUT community via the Thutong Today (a weekly electronic internal newsletter), to enhance the university's media relations efforts, and to highlight the benefits of positive media placements to the university community. All articles were shared through placement on the university's public website, at <https://www.cut.ac.za/news>, and on CUT's LinkedIn and Facebook pages; publication in Gratia; and our external media partners, the Central Media Group, and Media24.

The following media vehicles, designed to communicate and improve our brand, were in full use during the period under review: Engineering News, Network 24, The Free Stater, Lesedi FM, Motheo FM, Med-FM, OFM, CUT-FM, Courant, Volksblad, Mail & Guardian, and Vista Newspaper.

The Print Advertising Value Equivalent (AVE) figures for the 2020 year, compared to 2019, are presented in tabulated form below. These figures pertain to media coverage in the form of broadcasting, printing, online media and social media platforms.

| YEAR | PRINT       | BROADCAST   | ONLINE      | AVERAGE TOTAL |
|------|-------------|-------------|-------------|---------------|
| 2019 | R18 679 735 | R6 362 425  | R12 235 751 | R46 522 093   |
| 2020 | R14 008 545 | R12 824 281 | R25 755 374 | R52 826 036   |

It is important to note that the extent of exposure in the media would cost the university the amount indicated if the coverage were to be paid for. The non-payment of these costs is based on the Rand value of media coverage, by extension, allowing these communications.

## 6.4 ACHIEVEMENTS OF THE ADMINISTRATIVE STRUCTURES AND RESOURCES REGARDING BOTH STAFF AND SYSTEMS

### 6.4.1 Integrated talent management and skills development

The annual institutional satisfaction survey has been redefined to target work engagement, as employee work engagement can be regarded as a more comprehensive explanation of work performance, more so than aspects such as job involvement, job satisfaction and intrinsic motivation. The 2020 institutional work engagement survey has been launched and closed on 10 August 2020, and the data were analysed.

The institutional competency framework and two procedures flowing from the integrated talent management policy have been developed. These include the Talent Competency and Capability Framework, the Career Path Planning Procedure, and the Succession Planning Procedure.

Other engagement, retention and development initiatives during 2020 included the following:

- New employee onboarding: all induction day sessions have been postponed due to the COVID-19 pandemic. To ensure support and proper onboarding of new employees, onboarding documents were sent out with every new appointment via the HR consultants. This included an onboarding toolkit for all new staff members and a guide for the hiring Line Managers, for use throughout the first twelve months of employment.
- Employee well-being: the Employee Wellness Programme (Careways) that offers counselling services on areas of emotional and psychological well-being, as well as work-related matters, was actively utilised by staff during 2020. During July and August 2020, various wellness webinars were arranged for employees.

Skills Development is one of the key offices within the institution which has indeed been hampered by the COVID-19 pandemic, as the roll-out plan for 2019/2020 could not be implemented as expected and planned. As a result of innovative thinking, the Skills Development Office was fully functional during 2020, and continued to ensure that even in these trying times the development of the university's employees was given priority.



### 6.4.2 Integrated Performance Management System (IPerMS)

The mid-term reviews phase of the IPerMS process for the 2020 performance cycle commenced in July 2020, with the review of employees' performance for the first six months of the cycle. This phase is done in preparation for the performance assessments at the beginning of 2021. Performance assessments will be configured into the new Human Resources Information System (HRIS) from the current performance cycle. Training sessions for employees on how to complete performance reviews and assessments took place in November 2020 for employees on both campuses.

### 6.4.3 Relationship with the unions

The relationship between management and both unions remained collaborative during 2020. Deliberations between the unions and management continue to have the end goal of "what will benefit CUT", in mind. A Labour Relations Forum, which is a platform on which both management and unions engage, had various meetings during 2020, and a number of matters were addressed.

Management and organised labour also worked in collaboration to ensure that all employees worked in a safe and conducive environment, by conducting regular "walk-about" to inspect the COVID-19 health and safety measures during 2020.

### 6.4.4 Facilities and infrastructure

A number of projects related to estates and infrastructure were embarked upon during 2020, although COVID-19 stalled some of the projects. Projects that continued during 2020 included the establishment of a sports field at the Welkom Campus; further engagements on the land swap of the Free State Sports Science Institute; upgrading and demolishing of the Bellevue Street Buildings; replacement of the central air-conditioning unit in the library at the Bloemfontein Campus; relocation of the International Office and the Assessment Unit; installation of disability lifts at the BHP Billiton Building Lecture Block and the Dirk Coetzee Building; laboratory equipment for the Teacher Education Building; general upgrading of the BHP Billiton Building; renewable energy project on the commissioning of a solar plant of 1 MW, at the Welkom Campus; and a new roof for the Hotel School.



Hotel School new roof



The progress related to the six (6) DHET mega-infrastructure projects was unsatisfactory during 2020. Strategies and processes were implemented to deliver on these during 2021.

#### 6.4.5 Occupational Health and Safety (OHS)

The following progress regarding OHS can be reported for the 2020 period, for both the Bloemfontein and Welkom Campuses:

- Appropriate COVID-19 preventative measures were implemented, and will continually be reassessed and adjusted based on new information regarding the coronavirus.
- A baseline risk assessment has been conducted to determine the risks associated with all work being done in different working environments by employees.
- All buildings are continually cleaned and disinfected as part of COVID-19 preventative measures.
- The recruitment process to strengthen the OHS unit by filling the two vacant positions of OHS officers has been concluded, and the two successful candidates are both women.
- The development of an Integrated Disaster Management Plan and emergency plans has been approved and implemented.
- All health and safety protocols, which include

the protocols related to positive COVID-19 cases, were implemented and adhered to during 2020.

#### 6.4.6 IT systems and services

The following systems and services were implemented within the ICT environment during the 2020 period:

- The automated integration of ITS student application records with the records management system (ImageNow) has been completed.
- The online payment system was compiled and handed over to Finance.
- 50 desktop computers were acquired for the Welkom Campus.
- Automation of the LS 17.2 application form for the removal and transfer of CUT property was completed.
- Development and deployment of the online application form for the NSFAS laptop initiative, as well as the online application for student devices (tablets).
- Development and deployment of the online data application process for students.
- Establishment and resourcing of a Student Call Centre to provide support for data-related queries.

- Provisioning of both reverse billing and APN solutions to facilitate cost-free remote access to support remote teaching and working.
- The acquisition of 5 000 tablets for students and monthly data bundles were implemented.
- Issuing of data to students and staff since during April 2020 to aid remote learning and teaching.
- Implementation of the corporate Access Point Network (APN) to facilitate staff remote working.
- Upgrade of the ITS system from version 3.1 to version 4.1
- Establishment of the student support centre to address data connectivity issues.
- Procurement and deployment of laptops and 3G mobile devices to enable staff to work remotely and enable remote teaching.
- Rapid expansion of VPN services: before the move to remote teaching, learning and work, ICT and Computer Services provided secure VPN services to a small number of academic and support services staff. The unit recognised the need to expand these services rapidly to support up to 10 000 concurrent connections to accommodate both students and staff members.

- Implemented the automated computer booking system for computer labs within the library.

The following business processes have been automated:

- student application process;
- risk incident reporting form;
- LS 150A – total suspension of studies;
- LS 151 – student cancellation of subjects; and
- LS 150B – suspension of residence accommodation.
- The review of the IT Governance Structure was completed.
- Completed migration of user data to Office 365.
- Established ICT portfolio management process.
- Continued upgrade of the WiFi infrastructure to improve coverage and authentication services.
- Development of the web app COVID-19 screening at the gates.

The VALPAC submissions scheduled for 2020 included the 2019 Higher Education Management Information System (HEMIS) staff submission that was concluded on 19 February 2020; the 2019 HEMIS postdoctoral submission that was concluded on 24 March 2020; the 2019 HEMIS student – 2nd submission that was concluded on 20 April 2020; the 2019 HEMIS space submission, which was concluded on 25 May 2020; and the 2019 HEMIS final submission which was concluded on 25 August 2020. The DHET granted an extension for the 2019 audited HEMIS submission due to the COVID-19 pandemic, and requested that the audited submission be concluded by 31 August 2020. The 2019 CUT's HEMIS final submission was concluded on 25 August 2020. The monitoring reports, namely the Size and Shape Report and the Application and Admissions Report, were tabled at Senate and Council.

Using CELCAT online timetable software, research on staff workload and space utilisation progressed well during 2020. The expanded enrolment monitoring dashboard allowed for the monitoring of intakes at all levels, and additional benchmarking reports were introduced on PowerHEDA.

## **6.5 STUDENT SERVICES AND EXTRACURRICULAR ACTIVITIES**

### **6.5.1 Assessment and Graduations Unit**

The following activities related to assessment and graduations were recorded during 2020:

- Engagement with the SRC at both campuses was improved to ensure that all students are assisted during the COVID-19 pandemic.
- The process for identifying graduates continued.
- Examinations commenced during 2020. The assessments were not traditional sit-down examinations, as all assessments were conducted online by means of eThuto. These assessments were in the form of assignments, which were submitted on submission dates published on the institutional timetable released by the Assessment and Graduations Unit.
- Students who were unable to participate in any online academic offerings were accommodated by faculties as per plans developed by faculties.

### **6.5.2 Registration 2020**

Refer to Section 1 of this report on the details related to the 2020 registrations.



### 6.5.3 Student life: student services with maximum impact and outcomes

The following highlights of the Governance and Student Life Section are worth noting during 2020:

- As life continued under the COVID-19 pandemic, CUT FM continued to serve its listenership through the support of its strategic partnerships. Under the circumstances the partnership with Higher Health (previously known as the HEAIDS Programme) and sound relations with the Free State Department of Health were critical, and through various programme contents the radio station kept students and the Mangaung communities well informed and current pertaining to issues relevant to the coronavirus.
- Due to the restrictions of COVID-19, student life activities that are group driven remained dormant.
- The SRC as student leaders remained committed to being the voice of students as they navigated through, and did their best to cooperate and find common ground with Management in saving the 2020 academic year whilst remaining safe.
- However, due to the unprecedented emergence of COVID-19 with restrictions, there were key CUT activities that were completely affected,

which included the SRC Elections. After thorough consideration of existing and potential risk factors and enablers for operational efficacy, CUT Management adopted a principle of having an interim SRC, which resumed their duties in mid-September 2020. The majority of the SRC 2019/2020 (Bloemfontein and Welkom Campuses) accepted to serve as interim SRC members as part of the transitional arrangement, and in accordance with the SRC Terms of Reference. Other key functions would be for the body to add value on the preparatory work towards the 2020/2021 SRC online elections, as most of the universities have equally adopted the effective usage of IT-related technologies under the prevailing pandemic restrictions; and to increase the voter turnout speaking to the notion of deepening the culture of students' electoral democracy participation rate by resorting to an effortless and effective electronical voting process.

- As part of showcasing diversity and the richness of the CUT student culture, and enlightening one another about the respective cultural practices, the CUT Annual Student Diversity and Multicultural Celebration was co-hosted virtually on 30 September 2020, in collaboration with the CUT Centre for Global Engagement and the Office of Student Life at the Welkom Campus, under the theme “#United in our Diversity”.



#### 6.5.4 Sporting activities

- CUT Operational Sport continued as allowed by the national regulations during 2020, although very limited in some instances. These included the sports codes of cricket, rugby, hockey, football, netball and athletics.

#### 6.5.5 Staff and student wellness

The highlights of the Wellness Centre for the 2020 period included the following:

- Close collaboration continued with Higher Health on GBV, mental health, COVID-19 protocols and training of peer educators.
- Continuation of online COVID-19, anxiety and depression support groups.
- Online services continued with seven preloaded cellular phones that were manned by psychologists and social workers to give on-demand support, whilst a psychiatrist was also on standby for emergencies.
- Daily posts and a dedicated helpline on the Wellness APP for students (StuComm).
- A dedicated Wellness CUT e-mail address, wellness@cut.ac.za, was created for purposes of providing direct, speedy assistance to all students experiencing distress.

- 24-hour helplines were created for students on StuComm APP; Higher Health via SADAG: 0800363636 and ER24: 084124.
- Wellness continued to support needy students.
- The CUT 13th Poverty Golf Day took place on 20 November 2020.
- Training of students and security staff to act as COVID-19 marshals at entry points was done by Higher Health and the Wellness Centre.

#### 6.5.6 Student residences

The university's Residence Unit continued to provide a conducive living and learning environment for students by ensuring that residences are properly maintained and managed within the context of the notion of a home away from home. The following are some of the initiatives implemented during the 2020 period:

- Due to the COVID-19 pandemic and the national lockdown, all social activities in the residences were cancelled.
- Most of the students were back in the residences without permits since the commencement of Semester 2, 2020.
- Accreditation of external accommodation has commenced with the assistance of the university's appointed service provider, PURCO.



Members of the CUT Alumni Association with members of the Dr Ruth Mpompati Alumni Chapter.  
From left: Mr David Makhoali, Mr Mbuyiselo Frans, Ms Boitumelo Pule, Mr Solomon Khiba, Mr Luyolo Busakwe, Ms Bonisile Gwebi, Mr Nkululeko Nzabe, Mr Lebohlang Khutlang and Mr Kabelo Moremi.

### 6.5.7 Alumni Association

The newly appointed Deputy Director: Alumni and Stakeholder Relations commenced her position on 1 September 2020. Her current focus is to drive newly adapted alumni strategies to conclusion. Some of the key mandates are to deepen a lifelong relation between our alumni and the university through opportunities that promote interaction and engagement with CUT; to run alumni programmes that will encourage alumni to identify themselves with CUT, while generating and sustaining their interest and participation in the university programmes; and, most importantly, to inspire them to contribute to the development and promotion of CUT's good name and reputation. The Alumni Association launched the CUT Motheo

Alumni Chapter on 19 September 2020 where a chapter leadership was elected. The re-launch of the CUT North-West Alumni Chapter in Vryburg was done on 7 November 2020. A virtual meeting was held with DevMan in September 2020 in order to find ways of automating data harvesting during graduation ceremonies, starting with the 2021 autumn graduations. For this to be realised, DevMan, jointly with ICT and the Alumni Association, began the automation process.

## 6.6 RELATIONSHIP WITH THE COMMUNITY IN TERMS OF ACADEMIA AND SERVICES RENDERED

The university prioritised engagements with the community in 2020, which resulted in a number of exciting interventions and projects. Community engagement is integrated into the core mandate of the university, which is part of the promotion criteria for the promotion of academics. The highlights of the Community Engagement (CE) Section for the 2020 period included the following:

- Audit of the Community Engagement Section: the recommendations were submitted to the Executive Committee of Senate (Senex) for approval.
- Change Hope and Transformation (CHAT): This NPO has been rendering services, many virtually, apart from the distribution of personal items. CHAT made an application for funding from the COVID fund at CUT.



- Reabotse, a Student Charity Group at the Welkom Campus: this group of students rendered help to families and students. Help in the form of food, toiletries and sanitary towels was offered.
- Service learning: Radiography students – first year: an introduction to service learning was done with first-year Radiography students. Students were shown how to identify projects and incorporate radiography (the curriculum) in their SL.
- Assistance was also rendered with the mentoring of students,
- ENACTUS: Village FAR project: assistance in the form of mentoring was offered to ENACTUS.
- Webinars: The unit for CE attended various webinars relating to CE/employability/rural women/agriculture, etc.
- Smart city/smart village: A delegation visited Nogals Post in Thaba 'Nchu. This project/initiative is led by Princess Gabo. Princess Gabo is the Tribal Head of the village. The following partners were invited to the site visits and the meeting: Mr Dirk Hanekom, Agric ALL South Africa; Mr Barend Uys, Intercultural affairs, AfriForum; Mr Charles, Community Development Officer; and a local farmer by the name of Ben.

A Grade 12 learner participated in the STEM Academy Science Camos that ran in collaboration with the Eskom Expo, and he won a gold medal at the virtual 2020 Africa Science Buskers Festival for building a prototype of an umbrella with capabilities to convert solar energy into electrical energy. He was mentored by the CUT Centre of Sustainable Smart Cities (CSSC).



Facilitators and learners who attended the robotics workshop.

- The STEM Academy conducted a three-day Robotics workshop for 20 Grade 9 learners from HTS Louis Botha from 5–7 October 2020. The workshop was hosted in partnership with the CUT Department of Electrical Engineering. Its purpose is to pique interest, learning and creativity in Robotics through imaginative and enjoyable experiences. It provides a stimulating learning environment for learners to improve their skills in order to enrich their knowledge in computer programming, electronics, and troubleshooting of electronic systems, as well as pertaining to skills that are required for the digital era.

The Higher Education Regional Development Initiative for Central South Africa (HERDIC-SA) that was established in 2019, consisting of three universities and five TVET colleges in the Central region, continued with its activities during 2020.

## 6.7 CHANGING PATTERNS IN THE PROVISION OF ACADEMIC COURSES

Refer to Section 4: Senate's Report, for details about this aspect.

## 6.8 FINANCIAL SUSTAINABILITY OF THE UNIVERSITY: CURRENT AND FUTURE STATUS

The university's cash-flow position continued to improve

during 2020, and we continued to invest surplus funds in short-term investments to earn the maximum amount of interest. These investments include the payments from NSFAS, and the earmarked grants received from the DHET.

The expected credit losses (bad debt provision) increased by 14.6, amounting to R75 million. Bad debts to the amount of R125,3 million were written off during 2020.

The operating expenditure increased by 43%. If the impact of the following expenses is excluded, the operating expenditure decreased by 1.5% to an amount of R4,5 million:

- Movement in expected credit losses of student debt and bad debt written off (R200,2 million).
- Accommodation allowances paid to the students (R70,9 million).

The decrease in the expenditure can mostly be attributed to the impact of the COVID-19 pandemic.

The COVID-19 pandemic resulted in Management developing a CUT Business Continuity Financial Plan, and by using the plan, various cost-containment measures were identified to manage the 2020 financial year. The pandemic resulted in some additional costs, but also in savings in some areas.



The impact of the COVID-19 pandemic on CUT's future grants will only be seen with the 2022 and 2023 grants. CUT will manage the financial challenges by putting cost-saving measures in place, and by reviewing the 2021 budget during the year, to ensure the university's financial sustainability.

Refer to Section 9, "Annual Financial Statements", for more details about this aspect.

## **6.9 STATEMENT OF SELF-ASSESSMENT OF THE ACHIEVEMENTS OF THE VICE-CHANCELLOR AND PRINCIPAL IN ATTAINING THE OBJECTIVES SET FOR THE PERIOD UNDER REVIEW**

The 2020 academic year was indeed challenging for the university, and especially for Management. Keeping the university operational and ensuring that the academic activities continue under difficult circumstances resulted in various stresses and challenges.

Despite these challenges, Management and Council remained committed to enhancing the university and ensure smooth operations. Several meetings were held since the lockdown began on 27 March 2020, including various Council and Council committee meetings, and Management and Extended Management Committee meetings.

Furthermore, regular meetings and engagements were held with organised labour and the SRCs.

The following sections provide a more detailed response on our activities during the lockdown period.

### **6.9.1 Academic activities**

Although the lockdown regulations were relaxed, several challenges were still experienced in terms of academic activities. The relaxation of lockdown regulations meant that the university had to have face-to-face teaching for students who had returned to campus, whilst continuing with online education using technology-infused learning for those students who had not returned.

The main challenge related to the latter group of students was related to data. However, arrangements entered into with the mobile network operators alleviated the problem.

Consequently, online learning and main assessments have progressed. Various strategies and plans were developed by faculties in collaboration with the Unit for WIL and Skills Development to mitigate the risks posed to WIL by COVID-19. This included the innovative use of different WIL modalities and approaches to ensure that the quality of WIL is not compromised.

## 6.9.2 Campus readiness plans and infrastructure

A campus readiness plan, which meets the requirements of the various health and safety directives published by the Department of Employment and Labour on 29 April 2020 (Government Gazette No. 43257) to respond to the COVID-19 pandemic, was compiled. Furthermore, a Workplace Plan was developed, consulted with organised labour, approved by Mancom, and submitted to the Human Resources Committee (HRC) for noting. Other important strategies and protocols included the following:

- Isolation and quarantine facilities were prepared, and protocols for any staff or students who presented with COVID-19 symptoms or tested positive, were developed and publicised.
- A risk assessment for the return of employees and students, in line with the regulations for each campus/site of delivery, was prepared.
- All institutions must have a COVID-19 Response Task Team in place, in line with regulations. To ensure responsiveness to ongoing matters, the CUT Incident Management Task Team: COVID-19, involving organised labour and the SRC presidents, was established.
- Measures were put in place to prevent the issuing of fraudulent permits.
- Teaching of large classes with more than 50 people in a venue, was prohibited.
- The maximum percentage per residence identified for each lockdown level was adhered to, and all health and safety protocols were in place.
- Students and staff in residences signed a Code of Conduct to ensure that they adhered to the strict regulations in place.
- The Chief Risk Officer was appointed as Compliance Officer for COVID-19, and developed a Compliance/Risk Register to ensure that CUT meets all the regulations contained in the *Ministerial Gazette*, the Department of Employment and Labour *Government Gazette* No. 43257, and the Regulations of Higher Health.
- The university continued to ensure that strict health and safety protocols remain in place during each level of the lockdown to protect the safety and well-being of all staff, students and stakeholders, and it has factored in measures to manage possible cluster outbreaks.

The COVID-19 national lockdown resulted in several challenges and delays in operations. The following challenges and progress of Estates and Infrastructure, Occupational Health and Safety, Protection Services and ICT must be noted:

- DHET mega-infrastructure projects:  
The projects have commenced with the appointment of the various professionals involved in the design of the structures. Progress reports are submitted to Management, PFRC and Council.
- With the outbreak of the COVID-19 pandemic, access to online learning materials by staff and students from off-campus became a critical issue. Resources required for online teaching and learning are hosted both on the premises at universities, as well as in the cloud (LMSs, Teams, Office 365, etc.). Access to online resources is dependent on users having to traverse the various mobile network operator (MNO) networks. For some staff members remote working was a challenge, as they did not have laptops to work from home.

To address these challenges, the following was done:

- Zero-rating of some university websites by the mobile network operators was implemented.
- Data bundles were offered to both students and staff, and monthly to students.
- USB Wi-Fi modules were procured to enable staff to work remotely using their desktop computers.
- 5000 tablets were bought and distributed to our students.

- The university has assisted Free State Health in the creation of a dashboard for COVID-19.
- A reverse billing solution for remote connectivity at no cost to students and staff was implemented and used for the months of June and July 2020. This solution was bundled with VPN connectivity to improve application security, and to ensure that only authenticated users have access to internal resources.
- An additional 20 laptops were acquired, and these are used as loan laptops when a user's laptop/desktop is sent for repairs. These are further distributed to new employees where business units have no such machines to issue to new employees.
- From August 2020, staff connectivity has transitioned to Access Point Name (APN) provided by Vodacom.
- A Student Call Centre was established and has been in operation since July 2020 to provide remote support to students in regard to technology matters. This centre is sourced with 10 call-centre agents who are current students, and two supervisors.
- An app for COVID-19 screening at the gates was acquired and modified for CUT systems.
- An online application form has been completed and deployed to facilitate students' application for NSFAS laptops as well as procured tablets.



### 6.9.3 Research activities related to the pandemic

The Centre for Quality of Health and Living (FHES) has been actively involved in the testing of hand sanitizers for efficacy in a collaborative project with the Free State Department of Education.

The sudden impact of the COVID-19 virus has led to healthcare institutions in the Free State and nationally being unable to procure and supply the required personal protective equipment (PPE) for healthcare workers.

There is a worldwide shortage of appropriate PPE for clinicians in high-viral load environments due to the COVID-19 pandemic. In the early stages of the COVID-19 pandemic, the PDTS, CRPM and Free State Department of Health together recognised that there would be a shortage in the supply of PPE due to the global shortage, resulting in limited import options, as well as a gap in locally produced medical devices. Successful developments by CRPM and PDTS include the development, successful certification with NRCS, SAHPRA registration and mass manufacturing of the clinician respirator.

In addition, the entities successfully developed in-line and ambient filter housings, including certified and approved filters for mass-production for the CSIR's L.I.F.E NVP contract. Final outcomes of the application for funding support from the GIZ-SIPS fund is awaited, after successfully progressing through several rounds of evaluation since submission in September 2020.



Old Mutual and CUT partnered to donate 1000 face masks and 1000 face shields to the Department of Health, Free State. The CUT Clinician mask is fully developed and tested, 2000 units can be manufactured each day.

Through a collaborative effort from CRPM, PDTS, and the ICAM Chair, a successful bid was made to merSETA to participate with VUT, TUT, UJ and NWU in the merSETA Viroven Skills Challenge Programme. UJ was contracted by merSETA as project manager, with sub-contracts to the rest of the consortium. The total contract value is R30 524 963, of which R7 796 874 were assigned to CUT. First invoices to the value of R1 358 804,85 were submitted for achievements of the first deliverables. The project is planned to be completed in mid-2021.

### 6.9.4 Student services during the pandemic

Challenges faced by the Assessment and Graduations Unit, including fewer staff reporting at the office, have impacted negatively on the turnaround period for campus-based enquiries and requests.



Challenges faced by the Student Services Unit included placement in the residences, as COVID-19 protocols had to be fully observed. A certain number of students have been allowed to return to campus.

Some staff members have received Sim cards for zero-rated reversed data to perform their day-to-day duties. However, some still experienced connection problems. Furthermore, the Assessment and Graduations Unit does not have a dedicated call centre to attend to telephonic enquiries. Two officers are currently attending to all calls. Additional temporary staff members cannot be appointed, as HR has indicated that CUT has reached the allowed capacity for additional permits.

The CUT COVID-19 Relief Fund (CCRF) has thus far assisted 371 students with once-off payments of R500 or R1 000 to a total value of R292 000. Students are then further assessed, and support is provided from the Wellness Centre Poverty Programme or the Postgraduate/SRC Fund. The fund also supported the Towers of Hope to provide 100 food parcels to families in need in different communities in the surrounding areas. Masks and sanitisers were provided with the food parcels. Much-needed provisions were also provided to the Sunflower Children's Hospice. The total donations received via the CUT COVID-19 Relief Fund as at 20 August 2020 is R323 129,64. These funds were matched by the Unit for Development, allowing the distribution of R646 259,28. The donation of R100 000 from Standard Bank was used to purchase 81 tablets for students.

INT 4.1 upgrade challenges have delayed the student life

cycle processes which include application, registration, assessment and deferred marks.

The closing dates were extended to accommodate these challenges.

COVID-19 cases within the division added more delays, as staff had to quarantine.

### 6.9.5 Other challenges currently faced by the university

The following are a list of other challenges faced by the university during 2020:

- *Compliance with the Protection of Personal Information Act (POPIA):*  
Universities South Africa (USAf) has published guidelines on POPIA for public universities. *The Protection of Personal Information Act (POPIA)* Code of Conduct serves to guide activities with regard to the process of working with personal information. South African universities must comply with POPIA by 30 June 2021. A Task Team has been established to ensure CUT's readiness and full compliance by this deadline.
- *DHET mega-infrastructure projects:* A delay in mega-infrastructure projects, i.e. residences and academic buildings, has been a major challenge. These projects are finally on track for completion in 2021/2.

- ***Decrease in first-time-entering undergraduate students:*** The fact that only 3 994 first-time-entering undergraduate students were registered at CUT for the 2020 academic year, which is 88,5% of the Department of Higher Education and Training (DHET)'s target of 4 515 students (as on 8 March 2020), is a challenge.
- ***Supply chain management (SCM):*** The university has enhanced the human resources capacity in the Procurement Unit, with the appointment of the Manager: Procurement, upskilling of employees, and strengthening of systems and processes, and has submitted revised SCM policies to PFRC and Council, to enhance our supply chain management.
- ***NSFAS student fees matters:*** There are challenges within the Fees and Financial Aid (FFA) Unit related to student fees and financial aid, with specific reference to NSFAS matters. We have embarked on a review process during the second term of 2020 to strengthen our processes, systems, and capacity in the FFA Unit. A specialist was appointed to assist the university to enhance the effectiveness and efficiency of our students fee processes, which includes the reconciliation of students' accounts and fees with NSFAS.
- ***Occupational Health and Safety:*** With regard to the findings in the Internal Audit Report related to Occupational Health and Safety,

the DVC: Resources and Operations and his team are currently in the process of attending to these findings to ensure compliance with the OHS Act.

- ***HEQSF academic programmes:*** The phasing out of academic programmes parallel to the phasing in of Higher Education Qualifications Sub-framework (HEQSF) academic programmes placed tremendous pressure on our staff and resources. Additional human resources were made available to faculties for 2020.

- ***Difficulties in recruiting top academics:*** Difficulties are still experienced in recruiting senior researchers, particularly research professors, and New Generation of Academics Programme (nGap) lecturers. The academic DVCs have embarked on several initiatives to address this matter, which include the proposal to Council to convert the employment contract of research professors to permanent contracts.

- ***High staff/student ratio:*** The large student numbers affected the staff/student ratio negatively, and added tremendous pressure on our staff, resources, and the Assessment and Graduations Unit. The staff/student ratio at CUT increased from 25:1 in 2013 to 40:1 in 2020. Several new academic and academic support positions have been submitted to Council for approval.

- Despite a few operational challenges, as alluded to in this report, and the lockdown period due to COVID-19, the 2020 academic year was, under the current circumstances, successful for the university within the context of the COVID-19 pandemic. We have ensured a stable employee workforce, and staff and students continued with technology-infused multi-modal learning.

I would like to acknowledge the Chairperson of Council and the entire CUT Council for their guidance and support during this period. Thank you also to the Management Team for their hard work and dedication, and to all staff and students, including the unions, Senate, the Institutional Forum, student leaders and our alumni, for your commitment and support while we are navigating through this pandemic. Finally, a word of appreciation to the ministers of HESI, DHET, CHE, SAQUA, USAf, DSI, and all our partners for their support during 2020.

## 6.10 CONCLUSION

This global pandemic resulted in elevated levels of anxiety, uncertainty, and fear for us all. Such emotions complicate our experience of loss and grief. Hence, our sincere condolences to families, friends, fellow students, and colleagues of the students and one staff member who have passed away due to COVID-19. Our thoughts are also with those who are currently ill. May they have a speedy and full recovery.

The COVID-19 pandemic continues to wreak havoc globally and has caused a massive human crisis. This is indeed a defining moment for modern society. Never

before has the current generation been challenged to such an extent on a personal, emotional, psychological, physical, social and economic level. The impact of this crisis will be too severe, and most, if not all, facets of existence will be affected. Universities will never be the same again. Much discomfort is caused by the current situation, and Management deeply empathises with all the hardships felt.

In conclusion, this pandemic will pass, the “new normal” shall emerge, and the responsibility to ensure that we will be a stronger, unified and improved society after the pandemic, will rest on us. We require resilience, national solidarity, and unity in partnership, with coherent, coordinated and decisive responses to address the long-term effects on the economy, to the benefit of society. Now is the time to think outside the box, create new paradigms, and rethink the existence of universities in its current format, including its modes of delivery and impact in society. Let us all embrace the well-known saying, “Crisis does not build character, it reveals it.”

As an institution, we will continue to do our part in preventing the infection risk, and to combat this disease. Together, we will be able to overcome this pandemic.

I remain positive that, through this challenge, CUT as a community, and South Africa as a nation, will become stronger and more unified than ever before!

**PROF. HJ DE JAGER**  
**VICE-CHANCELLOR AND PRINCIPAL**



# SECTION 7

INTERNAL ADMINISTRATIVE/OPERATIONAL  
STRUCTURES AND CONTROLS



## 7.1 HUMAN RESOURCES

Management maintained a positive relationship with the unions, with bilateral discussions producing positive results. The salary negotiations for the following year (2020), which usually commence during the second semester of the preceding year (in 2019), could not be finalised in 2019 due to various delays, and would be addressed during the first term of 2020. The university budgeted for a three-year collective agreement based on its three-year rolling budget. Should this be approved during the finalisation of the salary negotiation process, it would represent the achievement of a critical 2019 milestone for CUT. Some matters contained in the salary agreement with the unions require further consultation. A roll-out plan is in place to address these matters.

Insourcing of the cleaning and gardening functions were completed in 2019 after approval by Council. Almost 100 former employees of service providers were appointed permanently.

The Integrated Performance Management System (IPerMS) was extended to employees at Peromnes levels 14 to 18; hence, all full-time employees are now covered by the system. The performance management approach is starting to produce results in terms of the fact that performing employees are gradually moving through the scales as a reward for their performance. Finally, the talent management policy, which was approved by Council for implementation, has been implemented in pilot areas in 2019. Talent forums were

also rolled out to the rest of the university. The process will be continued in 2020.

## 7.2 FINANCIAL MANAGEMENT

Given the current dynamics within the Higher Education sector, financial management is high on the agenda of Management. The university works hard to ensure the effective and efficient use of the limited funds at its disposal. In order to inculcate a cost-saving culture at the university, some cost-containment measures were implemented since 2018, and CUT achieved the target set for 2019. Furthermore, CUT also budgeted for a reserve growth to make provision for the uncertain future.

The importance of policies in achieving the university's objectives in terms of financial management is acknowledged. Therefore, all outdated finance-related policies are currently being revised. The investment, budget, credit card and procurement policies were revised. The latest promulgated acts, as well as inputs from all the relevant parties, were incorporated in the updated policies.

CUT is a member of the Purchasing Consortium of South Africa (PURCO). In order to ensure that the university benefits from the discounted buying power that PURCO enjoys as a consortium, as well as the associated annual rebates (share of profits), closer cooperation is forged with PURCO by means of frequent discussions. CUT also strives to use the suppliers that form part of the PURCO contract in order to increase the benefit.

The restructuring of the Finance Section was concluded during 2018, and staff from the Finance Section are being developed to ensure the streamlining of processes and to bring efficiency to the system.

The procurement team underwent a skills audit, and training plans for them were established.

Debt collection measures were implemented to improve the cash flow and reduce the outstanding debt.

### 7.3 IT FOR ADMINISTRATIVE PURPOSES: INTEGRATED TERTIARY SOFTWARE (ITS) SYSTEM

The university has an ITS System, with the ITS Integrator V3 System being used for administrative purposes. The system allows real-time access to information, including access to financial, human resources and student information. It also provides access to operational services, such as vehicle bookings, online ordering and payroll services. Although it is not an easy system to use for financial and HR reporting, it is affordable. The ITS System has a number of deficiencies. Other than the student subsystem, the remaining modules address only the basic requirements. Alternative, affordable systems for HR, facilities and space management are being investigated, with a tender for the HR subsystem being issued. A system, Archibus, which was previously implemented for service calls, is being tested for additional functionality in terms of space and facility management, including environmental safety and sustainability. During the 2019 financial year, the preventative maintenance module was implemented

and is being configured for full use of maintenance planning in the 2020 financial year.

The online student administration functionality, which was implemented in 2012, is continuously being refined in order to ensure the additional functionality and wider utilisation thereof. In 2015, the online application system was implemented, and auto-progression was tested for implementation. The online application system was further refined in 2016, with it being made available externally to the university after successful implementation on campus. Furthermore, the auto-progression system was implemented in 2016, and was refined during 2017. The contract for the addition of online payments was finalised in 2018, and online payment will be fully implemented in 2019. The online payments module is in the process of being tested on the ITS system in order to ensure a smoother deployment to production.

A system for timetabling, CELCAT, has been fully implemented in 2018. This system links with the ITS System, and allows for the integrated timetabling of all venues and offerings. The CelCat Calendar module was purchased in 2018. This module allows for students and staff to log into Celcat and view their timetable in real time. The Celcat Calendar module is in the process of being implemented.

In 2018, the ITS with CaseWare Financial Reporting software was integrated for improved financial reporting. We also integrated the ITS System with FNB for more real-time notification of student account

payments. In addition, we implemented a Short Message Service (SMS) notification system to send real-time notifications to new student applicants for the 2019 student intake.

Access to cloud-based services such as Office 365 has been made available to all students and staff. The university is currently implementing Sage Enterprise Management HR systems, which will enable automation of human resources processes such as staff on-boarding and the performance management system. This project is due for completion in July 2020.

#### **7.4 MANAGEMENT INFORMATION SYSTEM (MIS)**

For purposes of information management, CUT implemented the Higher Education Data Analyser (HEDA) System, which uses data sourced from the Higher Education Management Information System (HEMIS), for submission to the Department of Higher Education and Training (DHET). The HEDA dashboards provide a visual display of key performance indicators (KPIs) and metrics on a single, interactive screen. The Daily Monitoring Dashboard was completed and implemented during the first semester of 2018 to monitor enrolments. The dashboard has additional information that reflects applications and admissions, as well as actual enrolments and targets for first-time-entering undergraduate students. The dashboard assists all the faculties in monitoring enrolments against targets.

In addition, CUT uses Oracle Discoverer, which draws operational data from the ITS database. The reports generated from these systems are used for planning, monitoring and decision-making across the university. During the past few years, CUT also used the ordinary HEMIS subsystem on the ITS System for statutory reporting on various aspects of the university's core business, as well as other non-academic support services functions. Statistical reports and information on the institution's performance in relation to its targets are published periodically in our size-and-shape monitor and student performance monitor.

The university recognises the importance of authentic information. Regular data validation runs were performed, and corrections were implemented.

#### **7.5 INTERNAL FINANCIAL CONTROLS**

The university has an independent and objective, co-sourced Internal Audit function to provide information and assurance to stakeholders on the effectiveness of governance, risk management and internal control processes of the institution. To develop the year's audit plan, the Internal Audit function assessed the significant contexts that have a bearing on the institution's risk landscape, including the newly emerged impact of the COVID-19 pandemic, risks of non-compliance with laws and regulations, fraud risks, business processes risks and industry-related risks.



Internal Audit assists in providing reasonable assurance regarding Management's assertions that objectives are achieved for effectiveness and efficiency of operation and programmes, reliability and integrity of financial information, and compliance with laws and regulations. On a quarterly basis, the Internal Audit function assessed the internal control system, compliance with laws and regulations, and reported findings of the audit engagement to Management, ARIC, PFRC, HRC and the institution's Council, together with relevant recommendations on corrective measures to implement to address control weaknesses, and to improve the governance, risk management and control processes of the university. In accordance with the International Standards for the Professional Practice of Internal Auditing, the Chief Audit Executive (CAE) is independent and reports administratively to the Vice-Chancellor and Principal of the university, and also reports functionally to the Audit, Risk and ICT Governance Committee.

The Audit, Risk and ICT Governance Committee continually monitors the implementation of internal

control recommendations by the internal and external auditors, to ensure that such implementation takes place timeously. The committee held at least four meetings during the year under review, at which meetings the internal and external audit findings, and progress on implementing previous audit recommendations, were monitored. The committee is satisfied with the extend of assurance provided on governance, risk management and control processes of the institution.

**SIGNED BY:**



**MRS ML RALIKONYANA**  
**CHIEF AUDIT EXECUTIVE**

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**CLLR L MONYAMANE**  
**CHAIRPERSON: AUDIT, RISK AND ICT GOVERNANCE**  
**COMMITTEE OF COUNCIL**





# SECTION 8

REPORT ON EXPOSURE, ASSESSMENT AND  
MANAGEMENT OF RISK

## 8.1 ENTERPRISE RISK MANAGEMENT (ERM) STATEMENT

Governance structures increasingly rely on ERM systems and practices that have a direct focus on sustainable strategic planning and decision-making due to the environment in which CUT operates in being susceptible to radical changes. The Enterprise Risk Management Framework serves as a guiding tool, which has been the blueprint for implementing an efficient and effective risk management process and culture; and understanding, identifying, evaluating, responding to, and reporting on risk events that may prevent the university from achieving its objectives. The ERM framework informs the essential components, relevant processes, responsibilities of the key role players, and the activities that should take place.

The Risk and Compliance Advisory Committee within CUT has fulfilled its role as an advisory committee of the Management Committee with specific parameters within which to approve matters. The committee functions to address matters related to risk, compliance, ethics, control environment and assurance in the institution, and plays an advisory role to the Management Committee accordingly.

The Chief Risk Officer is a specialist advisor in all areas related to risk management. It is integral to the effectiveness of ERM that the CRO is able to identify and remedy matters on reporting, communication and execution of roles and responsibilities of the ERM role players on a timely basis. The CRO oversees and

provides reasonable assurance on whether the risk management function adds value.

## 8.2 RISK MANAGEMENT MODEL

### 8.2.1 Risk identification and assessment

The Central University of Technology governs risk in a way that supports the organisation in setting and achieving its strategic objectives, in accordance with the requirements of King IV. A strategic risk assessment session with Management and Council takes place annually, the outcome of which is an Institutional Risk Register which highlights the most significant risks and opportunities the university is exposed to, as well as mitigating measures to address the identified risks. The assessment is conducted based on CUT's strategic objectives and the events identified against each strategic objective. The events were rated in terms of the impact and likelihood of their occurrence. The process includes an analysis of the Higher Education landscape, review of findings of assurance providers and risk reports.

The Emerging Risks and Incident Register is maintained on a quarterly basis to record and monitor risk incidents, the impact or severity of the occurrences and the actions and controls implemented to prevent, detect or correct the causes and/or consequences of thereof. Operational risk registers were developed for priority support sections and units in order to identify events that may have an adverse impact on their operations and the achievement of their objectives,

with mitigating controls being devised and assigned to role players to address these.

### 8.2.2 Mitigating measures and controls

CUT Council and Management ensure that CUT's organisational units/sections enable an effective control environment, and that these support the integrity of information for internal decision-making and the university's external reports. Mitigating measures are monitored on a quarterly basis, and reports are submitted to governance committees to assess whether the controls identified are adequate and effective to mitigate the identified risks.

Risk management should never be implemented in isolation. Therefore, CUT integrates risk management into the university's overall system, which includes processes, planning, decision-making, monitoring, and reporting. Risk management is the responsibility of every individual within the university, and an effective risk management culture is promoted accordingly.

## 8.3 SIGNIFICANT RISKS AND OPPORTUNITIES

Significant risks of the university that may compromise the goals and objectives of the university were identified, as well as opportunities that the university may capitalise upon to promote the latter. The most significant risks identified were the risks with the highest combined residual impact and likelihood and these were collated.

In an ideal situation, where the current controls and risk responses are adequate and effective to address the respective risk, the residual risk rating is expected to be significantly lower than the inherent risk rating (where no controls are in place). The implementation of controls, increasing the effectiveness of the current controls and/or implementing appropriate risk responses should result in a decrease in the residual risk rating

### 8.3.1 COVID-19

The university has been adversely affected by the global crisis emanating from the outbreak of the COVID-19 pandemic, which would impact the university and the environment in which it operates. The university has facilitated the appropriate identification of threats that may adversely affect its operations and reputation as well as the health and wellness of its employees, students and stakeholders. The university initiated health and safety protocols to ensure that there is appropriate screening upon entry to campus, that individuals on campus wear masks, and that sanitising stations are available at the required areas, with social and physical distancing always encouraged. Facilities were kept well ventilated, with cleaning and disinfection conducted as and when required.

### 8.3.2 Student engagement

The CUT Council and Management engaged with students on a continuous basis to maintain adequate stakeholder relations, and implemented effective

measures to mitigate the risk of student unrest. Engagements with students play a vital role to ensure that the university addresses conflicting expectation of stakeholders and delivers on its mandate, without student unrest compromising delivery of its core mandate of teaching and learning as well as other key university functions.

### **8.3.3 Financial sustainability**

Financial sustainability remains a significant risk to the operations and academic activities of the university due to a reduction in public funding, low student debt recovery, as well as challenges with NSFAS. In order to ensure financial sustainability, the university identified measures and opportunities that could be exploited to maintain the sustainability of the university. These measures include identification of third-stream income, limiting costs, campaigns to raise funds as well as short and long-term investments. Due to the limitations imposed by the government lockdown, there was a reduction in operating expenses of the university which caused lower spending as well as a decrease in expenditure.

### **8.3.4 Reputation and stakeholder relations management**

Marketing and communication strategies were enhanced in order to improve the possibility of mitigating the reputational risks that the university is exposed to effectively and adequately, such as negative publicity due to governance and leadership issues, which would adversely affect its reputation. Effective risk governance and university leadership acting in

the best interests of the organisation are of critical importance in ensuring that the risks emanating from such developments are adequately mitigated, and that the university meets stakeholder expectations as it strives to achieve its vision, mission, strategic goals and objectives.

### **8.3.5 Litigation and compliance**

Targeted compliance training and awareness campaigns focused on key compliance requirements were facilitated with relevant stakeholders to promote a compliance culture as well as decision-making within the institution. Legal opinions and risk advice were regularly provided to decision-makers on key matters affecting the institution. The measures were implemented to serve as internal controls in order to mitigate the risk of non-compliance with regulations, laws, as well as internal policies. The university developed the regulatory universe as a tool to monitor new and updated regulations and policies applicable to the institution in order to facilitate compliance. The document is updated, monitored and maintained accordingly with the relevant regulations and supported by internal policies and procedures.

**CHIEF RISK OFFICER**  
**MR TK MOTHUDI-RASELEKA**

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**CLLR L MONYAMANE**  
**CHAIRPERSON: AUDIT, RISK AND ICT GOVERNANCE**  
**COMMITTEE OF COUNCIL**





# SECTION 9

ANNUAL FINANCIAL STATEMENTS

## 9.1 OVERVIEW OF THE BUDGETING PROCESS

The budgeting process for all Council-controlled funds commences with the appraisal of the Ministerial guidelines and CUT Council's guidelines on budget allocations. Council's guidelines provide direction in terms of the percentage of fund allocations, as indicated in the Headline Budget.

Council's guidelines are set to ensure that the annual budget is allocated in a manner that ensures the achievement of the institution's strategic and operational objectives.

An evaluation of available funding and associated streamlining is undertaken, and the funds are allocated using the Resources Allocation Model (RAM). As some areas are not yet fully aligned with the outcomes of RAM, cross-subsidisation still takes place to ensure stability, whilst strategies are formulated to eliminate such cross-subsidisation as far as possible. Stakeholders are involved in the entire process, from gathering information on the availability of funds, to planning activities. The budget is approved by all the relevant committees, and ultimately by Council.

Monitoring of the budget takes place on an ongoing basis, with results being discussed with the relevant budget holders. Any over- and/or under-expenditure is dealt with accordingly, to ensure that the achievement of objectives is not compromised. Management accounts are prepared on a quarterly basis, and the results thereof are discussed at committee levels, and submitted to Council for noting purposes.

During 2020, the budget was reviewed, and an initial 5% budget cut was processed. This amount was reprioritised as an emergency fund for the academic programme during the COVID-19 pandemic. Subsequently, a further 5% was reprioritised.

## 9.2 THE UNIVERSITY'S FINANCIAL STATUS

The institution's primary strategic goals were defined in Section 1 as:

- institutional advancement;
- teaching and learning;
- research and innovation;
- university life; and
- financial sustainability.

A brief discussion of the last goal is presented below.

### (a) Financial sustainability

This strategic goal ensures that the institution has sufficient financial resources to achieve its objectives on an annual basis, as well as in the long term. Furthermore, the institution has annually implemented cost-containment measures and budgets for a contingency fund, as well as for reserve growth, to ensure future financial sustainability.

The institution's financial performance was positive, but decreased from a net surplus of R372 million in 2019, to a net surplus of R123 million in 2020. The unrestricted funds surplus decreased from a surplus of R360 million, to a net surplus of R93 million. An analysis of the results indicated that this was as a result of an increase of 26% (R259 million) in total expenditure, from R995 million in 2019, to R1,254 billion in 2020.

The reasons for the increase in the expenditure are:

- increase in staff costs: R93 million – 17,14%;
- increase in movement of expected credit losses, and student debt written off: R106 million – 112,2%; and
- accommodation allowances paid to students: R70,9 million, funded by CUT.

Cost-containment measures were also implemented to mitigate the risks of the COVID-19 pandemic. The institution remains committed to upholding these measures.

### 9.3 FINANCIAL AID TO STUDENTS

Financial aid totalling approximately R850 million was provided to students in 2020. This amount comprised CUT funds, NSFAS grants, and externally funded bursaries and scholarships. Financial aid was awarded to students based on academic performance and financial need.

- CUT funding: In 2020, the university allocated R21,162 million of the Council-controlled funds towards student bursaries.
- NSFAS loans and bursaries: Approximately R786 million was claimed from NSFAS.
- Other donors: Additional funding to the value of approximately R32 million was received from various funders, with varying conditions. These funds were either actively sourced by CUT, or via external funders.

## 9.4 INCREASE IN STUDENT FEES

### 9.4.1 Background

CUT reviews student fees on an annual basis. Student fees contributed approximately 33% of the total income of the institution.

The university strives to manage the cost of services carefully and efficiently, whilst ensuring that the quality of service is maintained. The recommendations made to the CUT Council in respect of tuition fees and related fee increments are consulted with the Student Fees Committee (SFC). All stakeholders, including the Students' Representative Council (SRC), are represented on the SFC.

Several factors contribute to the increase in costs, such as the following:

- Higher education is expensive, and the cost of providing such education usually increases at a higher rate than that of general inflation.
- Maintenance of the physical campus and the expansion of the range of options for classrooms and research laboratories form a major part of the costs involved in providing higher education at a university of technology.
- Costs are affected by the demand for additional facilities.
- Costs are associated with addressing matters pertaining to health and safety.

#### **9.4.2 Percentage annual fee increment for the 2020 academic year**

Regarding the gap grant to cover the fee increment for missing-middle students, CUT received R25,610 million from government during 2020.

The fee increments for 2020 were 5,4% for tuition fees, and 7,4% for residence fees. The fee increment was based on the proposed fee compact received from the DHET.

From the above, it can be established that, despite the challenges facing the higher education sector, the institution has performed well financially. The monitoring of performance on a quarterly basis, as well

as the implementation of cost-containment measures, ensured that the university remained financially healthy, without compromising any of its operations.

**MS HW VAN DER BERG**  
**ACTING CHIEF FINANCIAL OFFICER**

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**CLLR DR M SEFIKA**  
**CHAIRPERSON: PLANNING, FINANCE AND**  
**RESOURCES COMMITTEE**





# SECTION 10

REPORT OF THE AUDIT, RISK AND ICT GOVERNANCE  
COMMITTEE (ARIC)

ARIC is delegated by Council to be responsible for oversight over combined assurance, risk management, ICT and compliance. The membership of the committee is constituted by suitably skilled and experienced individuals, and the committee is chaired by an independent, non-executive member of the governance body.

The committee is important in providing advice to Council and direction to Management regarding assurance and risk-related matters at the university. The Chief Risk Officer (CRO), the Chief Audit Executive and assurance service providers are afforded unrestricted access to the committee and its Chairperson.

ARIC has ensured that there is adequate oversight over the independence of external and internal auditors. It performed an annual evaluation of assurance service providers, monitored the Finance Department regarding skilled key staff and the implementation of the required accounting practices, and overseeing that the risk management function is discharging its responsibilities effectively.

## 10.1 COMPOSITION

ARIC comprises two parts, namely the Audit part, and the Risk and ICT Governance part.

The Audit part of ARIC consists of the following standing members:

- a) Four external Council members, of which one – not the Chairperson of Council – shall be the Chairperson. The Chairperson of Council may, however, attend meetings by invitation.

- b) The committee should be complemented by invited members of Executive and/or Senior Management, such as the Vice-Chancellor and Principal, the Deputy Vice-Chancellor (DVC): Resources and Operations, the Chief Audit Executive (CAE) and the Chief Financial Officer (CFO).
- c) The following parties will be in attendance: internal auditors; external auditors; and a representative from the Office of the Auditor-General of South Africa. The Risk and ICT Governance part of ARIC consists of the following standing members:
  - d) Four external Council members, of which one – not the Chairperson of Council – shall be the Chairperson. The Chairperson of Council may, however, attend meetings by invitation;
  - e) the Vice-Chancellor and Principal; and
  - f) the DVC: Resources and Operations.
  - g) The CAE will be in attendance.

Council will appoint the Chairperson and Deputy Chairperson of the Committee. The Chairperson of ARIC should be independent and knowledgeable of the status of the position; should have the requisite business, financial and leadership skills; and should not be a political office bearer.

The Registrar shall serve as Secretary of the committee.

No official who is involved in the day-to-day management of the institution, or who was involved therein at any time during the preceding financial year may be a member of the Audit part of the committee.

No prescribed officer or full-time employee of CUT, or an employee of a related enterprise, or a person who has served as such at any time during the preceding three financial years may be a member of the Audit part of the committee.

No material supplier or customer of the institution – in respect of which any reasonable and informed party would conclude that his/her integrity, impartiality or objectivity would be compromised by the relationship that exists with the institution – nor any person related to such a supplier or customer may be a member of the Audit part of the committee.

Committee members should have a collective understanding of integrated reporting, including financial reporting, internal financial controls, external and internal audit processes, corporate law, risk management, sustainability matters, ICT governance, and institutional governance.

All committee members must meet certain requirements in terms of skills, competence and experience, so as to be collectively proficient in making in-depth enquiries, and keeping abreast of key developments affecting their required skills set.

## 10.2 ROLES AND RESPONSIBILITIES

ARIC plays a vital role in governance at CUT, ensuring the university's sustainability. The responsibilities of the committee include independent oversight over the following:

- Enhancement of the control environment of the university through oversight regarding the effectiveness of the organisation's assurance functions and services, with a particular focus on combined assurance arrangements, including internal and external assurance service providers, as well as the risk and finance functions.
- The integrity of information contained in the Annual Financial Statements and other external reports issued by the organisation, and consideration of the sustainability of the institution, with reference to matters in the integrated report.
- Risk governance that adds value to the university, and the monitoring of the implementation of effective and efficient risk management processes and progress regarding the risk maturity of the university.
- The monitoring of compliance with applicable laws and adopted, non-binding rules, codes and standards in a manner that supports the university's imperatives to be an ethical and good corporate citizen.

- The committee has discharged its responsibilities regarding internal and external audits, risk management, compliance, and integrated reporting in an effective and efficient manner, in accordance with the expectations of the CUT Council, the ARIC Terms of Reference, the King IV Report, and relevant policies and regulations.

## 10.3 KEY RESOLUTIONS

The committee convened meetings as per the recommended frequency per annum, and, consistent with their functions, the committee considered and resolved on the following key matters in 2020:

### 10.3.1 Policies and guiding documents

#### • Revised Compliance Management Framework

ARIC recommended the revised compliance management framework to Council for approval. The purpose of the framework is to enable the implementation of the university's compliance policy, and to facilitate the implementation of robust practices for the effective management of compliance obligations **(RESOLUTION ARIC 10/20/07)**.

#### • Revised compliance management operating procedures

ARIC recommended the revised compliance management operating procedures to Council for Approval. The procedure articulates how the Compliance Management Policy is to be implemented,

how compliance management processes are to be carried out, and the associated accountabilities for carrying out each stage of the process **(RESOLUTION ARIC 11/20/07)**.

#### • Insurance policy

ARIC recommended the insurance policy to Council for approval. The purpose of the insurance policy is to protect the university's assets against any loss or damage as a result of the occurrence of different events that might hinder the achievement of the university's set objectives **(RESOLUTION ARIC 12/20/07)**.

#### • Business continuity management (BCM) policy

ARIC recommended the business continuity management policy to Council for approval. The purpose of the business continuity management policy is to provide support to the university in identifying its critical activities as well as the ability for building resilience within the agreed recovery times as per the business continuity imperatives **(RESOLUTION ARIC 13/20/07)**.

#### • Crisis management procedure

ARIC recommended the crisis management procedure to Council for approval. The crisis management procedure is one of components of the Business Continuity Management Plan and articulates the guidelines for crisis management processes as well as the role and responsibility that the university has in order to ensure the safety and security of those affected. Therefore, it should be read in conjunction with the BCM Plan **(RESOLUTION ARIC 15/20/07)**.



### 10.3.2 Audit and assurance services

- **Audit Planning Memorandum for the year that ended on 31 December 2020**

ARIC approved SNG Grant Thornton, the external auditors', engagement letter and Audit Plan for the year ending on 31 December 2018. The plan provided a comprehensive proposal of the CUT audit, and was intended to demonstrate the independence and quality of services to be provided by the external auditors **(RESOLUTION ARIC 2/19/01)**.

- **Close-out report on the Internal Audit Strategic and Operational Plan 2018**

ARIC approved the close-out report on the Internal Audit Strategic and Operational Plan 2018. The document reported the internal audit activities and focus areas which included the review of organisational culture, transformation and ethics, as well as the evaluation of controls related to revenue and receivables, supply chain, expenditure and contract management **(RESOLUTION ARIC 3/19/01)**.

- **Internal Audit Strategic and Operational Plan: 2019**

ARIC approved the Internal Audit Strategic and Operational Plan (1 January 2019 to 31 December 2019), which determines the priority engagements of the Internal Audit function and resources allocated to these. The engagements contribute to the improvement of risk management, control, and governance processes **(RESOLUTION ARIC 4/19/01)**.

- **External auditors' reports**

ARIC approved and recommended (i) the revised Annual Financial Statements for the year ending 31 December 2018, and (ii) the Independent Auditors' Reports, to Council for approval. The financial statements provide a clear representation of the financial position and performance of the institution. The independent auditors' reports provide for the audit opinion on whether the institution's financial statements were fairly presented in all material respects **(RESOLUTION E ARIC 1/19/02)**.

### 10.3.3 Risk governance

- **Risk Management and Strategic Projects Section's Annual Report 2019**

The purpose of this document is to report to ARIC and stakeholders the progress of the unit as well as the challenges encountered during the year and its mitigating measures to create an enabling and empowering environment for integrated, effective and efficient enterprise-wide risk management **(RESOLUTION ARIC 15/20/02)**.

- **Institutional Risk Mitigation Report for the year ending December 2019**

ARIC noted the Institutional Risk Mitigation Progress Report for the year ending 31 December 2019. The report is used to track the implementation of controls towards mitigating risks identified in 2019.

- **2020 Institutional Risk Register**

The 2020 Institutional Risk Register was revised and ARIC recommended the document to Council for approval. The COVID-19 pandemic and its risks to the university were included as a major risk and the measures to respond thereto were reported on a quarterly basis. **(RESOLUTION ARIC 14/20/02).**

- **Enterprise Risk Management Maturity Progress – Report**

ARIC noted the 2020 ERM maturity assessment. The report provided feedback regarding the independent assessment conducted of the CUT ERM Maturity and highlighted recommendations to maintain and enhance the risk maturity of the university **(RESOLUTION ARIC 12/20/04).**

- **CUT Business Continuity Management (BCM) Plan**

ARIC recommended the CUT BCM Plan to Council for approval. The BCM Plan seeks to outline the business continuity plan of the university and highlight the key elements to ensure that there are appropriate mechanisms in place to adequately address potential threats and the impact of disruptions to the normal activities of the organisation, as well as respond to and recover from the incidents **(RESOLUTION ARIC 14/20/07).**

### 10.3.4 Compliance

- **CUT Regulatory Universe**

The CUT Regulatory Universe includes all regulations that apply to the university. The document was recommended to Council for approval by ARIC.

The measures pertaining to working from home were also implemented in conjunction with the asset management policy and procedure of the university **(RESOLUTION ARIC 10/20/02).**

### 10.3.5 ICT governance

- **Strategic ICT projects**

The following strategic ICT projects were undertaken in 2020:

1. Digitising of business forms
2. Project summary

The aim of the digitisation of business forms and elimination of paper-based forms is to:

- enhance the ability and effectiveness of staff to perform their jobs;
- eliminate the need for employees to route paper from one physical location to another for work processes or approvals;
- facilitate compliance for repeatable processes;
- use less paper and reduce costs;
- improve control of documents;

On completion of this project user(s)/the business must be able to request a service or apply for a service using an electronic form. A user must also get e-mail notifications regarding the progress and the outcome of the request.

The following processes were automated under this project in 2020:

- risk incident reporting form;
- LS 150A – total suspension of studies;
- LS 151 – student cancellation of subjects;
- LS 150B – suspension of residence accommodation.

Only software licensing costs were incurred to the value of R1 459 350,00.

## 1. Upgrading of the ITS system to integrator 4.1

Project goals and objectives:

- To improve data security and reduce the risk of business continuity due to an outdated operating system and soon-to-be-unsupported application by the supplier.
  - To reduce operational costs by reducing the need to customise the system functionality to meet the continuing business needs.
- The project was successfully completed November 2020 at a total cost of R4 137 689,65.

## 2. Automation of the student application process

Project summary: a seamless, end-to-end automation of the student application process that allows students to apply at CUT without the need to come to campus.

Project deliverables:

- online application process;
- online payment system.

### 10.3.6 Finance

Annual Financial Statements

ARIC approved, and recommended the revised Annual Financial Statements for the year ending 31 December 2020 to Council for approval.

## 10.4 CONCLUSION

ARIC has executed its oversight role over assurance, risk and ICT governance in an effective and efficient manner, in accordance with its terms of reference and the principles of good corporate governance.

The committee confirmed that they were satisfied with the contents of this Annual Report and recommended it to Council for approval.

**CLLR L MONYAMANE**

**CHAIRPERSON: AUDIT, RISK AND ICT GOVERNANCE  
COMMITTEE OF COUNCIL**

**CLLR M RANTSO**

**CHAIRPERSON OF COUNCIL**



# SECTION 11

TRANSFORMATION REPORT



## EXECUTIVE SUMMARY

The Institutional Renewal and Transformation (IR&T) Report for the academic year 2020 provides an overview of successes and challenges observed and experienced thus far. The Central University of Technology, Free State (CUT) prides itself on progress with institutional transformation matters within the context of the higher education sector. Although the academic year 2020 was characterised by uncertainties like the COVID-19 pandemic, which brought serious disruptive challenges, both nationally and globally, the Unit of Institutional Renewal and Transformation made crucial progress in terms of the following strategic interventions and special projects identified for 2020:

- Strengthen the IR&T Unit in the Vice-Chancellor and Principal's Office, with the appointment of additional staff in vacancies.
- Drive the review process of the 2016–2020 Transformation Plan. Parallel to this process will be the setting of the 2021–2025 Transformation Plan and high-level strategic indicators/targets for 2030.
- In collaboration with HR, ensure the full implementation of the Next Generation Women in Leadership Programme.
- Enhance the multilingualism project at CUT, in collaboration with the Registrar and DVC: Teaching and Learning (T&L), by rolling out the online Sesotho Conversational course to the CUT community.
- Continue to promote, in collaboration with the Executives, the notion of decolonisation across the university's systems and processes, not only focusing on the curriculum.
- In collaboration with the DVC: T&L, DVC: Resources and Operations (ResOps) (staff) and Registrar (students), analyse the current support systems and processes for staff and students with disabilities, and strengthen our strategies and operations in this area.
- Enhance the process for the naming of buildings and facilities, in collaboration with the DVC: Research, Innovation and Engagement (RIE), as an important element of the transformation project and institutional culture, and ensure that all buildings are attended to.
- Promote an institutional culture where people are valued, and where all forms of unfair discrimination are uprooted, whilst promoting a culture that embraces diversity, non-racialism, non-sexism, and human dignity for all. This should include a study to be conducted in 2021 on institutional culture and low staff morale, the design of interventions, and the implementation thereof.
- In collaboration with all Executive and Senior Managers, drive and maintain employment equity (EE) targets and gender objectives.

- The unit worked tirelessly in preparations for the 3rd Annual Transformation Summit from 25–26 November 2020 to set the 2021–2025 Transformation Plan, with clear strategies and objectives, and an action plan. Unfortunately, the event was called off at the last minutes due to student protests (**rescheduled to 9–10 June 2021**).

Embark on a special project to address the needs of the lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) community at CUT.

Ensure the full implementation of the institutional effectiveness and efficiency project.

■

11.1 INTRODUCTION

This report presents various sections that provides an overview of activities and interventions undertaken through the Institutional Renewal and Transformation (IR&T) Unit in the Office of the Vice-Chancellor and Principal (VC) in the year 2020. It discusses initiatives

that are supported by the Office of the VC, specifically on CUT’s female employees who are positively

impacted through the implementation of multiple transformative and transformational programmes that the Central University of Technology, Free State (CUT) has made available to staff in general. For purposes of this report, the terms “females” and “women” are used interchangeably to represent all groups of staff that associate themselves with these gender terminologies.

11.1.1 Funding Instruments managed by Research Office: UCDP and National Research Foundation (NRF) Customised Grant for the rating of Black female researchers

- 1) The UCDP grant was approved by the DHET on the basis of criteria identified. Transformation guidelines were identified as part of grant guidelines.
- 2) For 2020, the following information serves as an example:

| CUT Women in Research Programme 2020: Qualification improvement, training and Publication support  |   |  |
|--|---|--|
| Programmes   | Amount expensed for both males and emales towards the programme | Amount expensed towards supporting Black females |
| DHET Grant recipients to improve qualifications <ul style="list-style-type: none"> <li>• Total – 27 Black females (28 grants)</li> <li>• Master’s – 13 Black females</li> <li>• Doctorates – 14 Black females</li> <li>• Staff replacement – 1 Black female</li> </ul> | R1 600 000  | R786 500,00 (49%)                                |

## **NRF:**

A customised grant has been awarded to support Black female researchers to progress to ratings. 20 Black females with doctorates were identified in 2019. Eight females participated in the call. A development plan was identified for each participant. Two females applied for rating in 2021. No outcome has been received yet.

Black instruction and research staff received awards within the following programmes: Black Academic Advancement Programme, Informatics Research Group IRG–NRF/BELSPO Joint Science and Technology Collaboration, Competitive support for unrated researchers, incentive funding for rated researchers, Indigenous Knowledge Systems, Knowledge Interchange and Collaboration, Thuthuka: Total value: Staff: 15 Value = R3 689 707.

The current workload model of the university is based on the majority of focus placed on teaching and learning, rather than other parts of academia, which include research. The infrastructure challenges add to the increase in workload, which impedes with the research activity and ability to produce more research outputs, with no resource assistance in the form of either lecturer assistants or junior lecturers to lighten the load of lecturers.

## **Alternative approach:**

The university needs to ensure that Black instruction requested by the NRF is catering for Black South Africans.

A conducive workload allocation needs to be created for staff who are engaged in their master's and doctorate degrees (reduced workload), and those who are actively involved in research outputs (whether through producing articles or supervision). An approach to the workload model should include the student and staff ratio, as it is one of the biggest challenges faced by CUT academics, and are affected by a lack of infrastructure to accommodate the numbers allocated to individual lecturers.

In addition, a support model needs to be created, with criteria that will encourage faculties supporting the publication of Black South African research in respective faculties.

A mechanism on mentorship, pairing of upcoming and experienced researchers needs to be created. This must have an accountability/consequence management tools for lack of performance from staff supported and for support system provided and include support as an element in the performance outline, Interactive Personnel Electronic Records Management (IPERM) with percentage allocation. Faculties should also ensure that all departments have a programme on second generation supervisors and create workshops and trainings that are more discipline-based to enhance research knowledge of staff both for research outputs (article writing and production) and research leadership (supervision).

Capacitation of staff to become supervisors must be done through more discipline-based workshops to create a successful programme for the second layer



(next generation) supervisors. In this, specific focus should be places on Black South African staff members to improve their research outputs. To improve their research leadership skills. This should also allow a transition process between staff being students themselves and being the producer of postgraduates.

A funding model that speaks to transformation (specifically to Black South African females and Black South Africans generally) should be allocated. With this, the university must identify Black South African academics in different faculties who are actively participating in research as part of the above funding model.

CUT should explore the possibility of getting academic staff to be digitally savvy to enable them to develop effective online programmes. This will enable them to engage students online and once fully established, will free time for staff to participate in research. This will go hand in hand with the approach of making postgraduate students a resource in teaching and learning.

The net effect of the above approach is to enable postgraduate students to understand the rigor of teaching and learning.

### **11.1.2 New Generation of Academics Programme (nGAP)**

nGAP involves the identification and recruitment of highly capable scholars as new academics, and is targeted to address and implement matters affecting

gender transformation, whilst taking equity matters into consideration, and with specific reference to the disciplinary areas of greatest need. Successful nGAP applicants are appointed in full-time permanent positions that are located within, and factored into long-term staffing plans. Government covers the full costs of the positions in the first three years, whilst the second half of the costs are equally shared between CUT and the state. After a period of six years, CUT is responsible for the total costs of the positions.

All appointments are governed by agreements that vividly reflect the expected obligations, expectations, roles and responsibilities of CUT and the appointed candidate (academic). CUT had an opportunity to enjoy and take advantage of this recurrent scheme, characterised by successive cohorts of appointees. nGAP is viewed by CUT as a powerful, influential and strategic transformative programme, which is well co-ordinated and managed by CILT; funded by the DHET; and aimed at increasing the critical mass of young academics, especially Africans and females.

Due to its transformative nature, 80% of participants must be Black men and women, of which 55% must be women. All participants must be below the age of 40 years. Phase 1 of the project commenced in 2016, and, to date, has been continuing up to Phase 4. Lecturers are empowered through workshops related to teaching and learning, as well as research. Funding that is provided enable them to attend development opportunities identified either by the DHET, the university or the individual lecturer.



Each lecturer is allocated a mentor, who is a senior academic in a similar field, and they meet regularly to discuss development needs, and how these can be met. The mentor guides the lecturer in terms of teaching and research development and advises on important opportunities from which the lecturer can benefit.

Phase 4, for the following Junior Lecturer positions, was approved in 2020:

- Built Engineering x 1;
- Civil Engineering x 1;and
- Language Education x 2.

Although the above-mentioned positions were approved in 2020, interviews were held in the first quarter (Jan–Mar 2021) and were filled accordingly. One position (isiXhoza Lecturer) is yet to be filled, because DHET had rejected HR’s initial submission amid outstanding information.

**11.1.3 University Capacity Development Grant (UCDG)**

UCDG funding made the offering of a new programme that focuses on scholarship of teaching/learning and research development possible, namely the University Capacity Development Programme (UCDP). The term of this programme is three years, which is currently being implemented until 2020. The programme funds the following projects:

- staff development and capacity building;
- student development and support; and
- new generation researcher development and research development support towards improving global citizenship and research capacities.

Although the positive benefits of the UCDG for female employees have been reported, systems and tools to monitor, evaluate and measure the extent to which they are impacted, are yet to be developed. However, the University of Pretoria’s Centre for Research Education, Science and Technology (CREST) organised a Monitoring and Evaluation Workshop, which was attended by CILT representatives, in order to ensure that universities are compliant with the Ministerial Statement on managing the UCDG. Nonetheless, these initiatives are viewed in design and purpose as transformative at CUT.

**11.2 GENDER TRANSFORMATION**

The university’s Employment Equity (EE) Plan is valid for the term January 2020 to December 2024. The following tables provide a summarised comparison, in terms of percentages, of the representation of each of the designated and non-designated groups of employees against the numerical targets for 2020 in the EE Plan, as on 30 September 2020:

**TABLE 40:** Total staff complement:

| Target vs actual              | AM   | CM   | IM   | WM   | AF   | CF   | IF   | WF   | FM   | FF   |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| 2020 numerical target (%)     | 33,5 | 2,6  | 0,4  | 8,5  | 34,8 | 3,6  | 0,4  | 10,5 | 3,7  | 2,2  |
| Actual as on Sept 2020 (%)    | 33,8 | 2,3  | 0,2  | 8,3  | 36,2 | 3,5  | 0,3  | 10,0 | 3,6  | 2,0  |
| Gap between target and actual | 0,3  | -0,3 | -0,2 | -0,2 | 1,4  | -0,1 | -0,1 | -0,5 | -0,1 | -0,2 |

**Note:** Staff from the designated group represent 86,2%, whilst staff from the non-designated group represent 13,8%.

**TABLE 40:** Support services: Executive, Senior and Middle Management level (excluding Deans):

| Peromnes level | AM        | CM       | IM       | WM       | AF        | CF       | IF       | WF       | FM       | FF       | Total per level |
|----------------|-----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|-----------------|
| P1             | 0         | 0        | 0        | 1        | 0         | 0        | 0        | 0        | 0        | 0        | 1               |
| P2             | 1         | 1        | 0        | 0        | 1         | 0        | 0        | 0        | 1        | 0        | 4               |
| P4             | 3         | 0        | 0        | 3        | 1         | 0        | 0        | 0        | 0        | 0        | 7               |
| P5             | 4         | 1        | 0        | 1        | 3         | 0        | 0        | 1        | 0        | 0        | 10              |
| P6             | 11        | 2        | 1        | 3        | 9         | 2        | 1        | 2        | 1        | 0        | 32              |
| <b>Total</b>   | <b>19</b> | <b>4</b> | <b>1</b> | <b>8</b> | <b>14</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>2</b> | <b>0</b> | <b>54</b>       |

**Note:** Staff from the designated group represent 81%, whilst staff from the non-designated group represent 19%. Females at these levels represent 37,04%.

**TABLE 41:** Faculties: Senior and Middle Management level:

| Level               | AM       | CM       | IM       | WM       | AF       | CF       | IF       | WF       | FM       | FF       | Total per level |
|---------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------------|
| Dean (P4)           | 1        | 0        | 0        | 2        | 0        | 0        | 0        | 0        | 0        | 0        | 3               |
| Assistant Dean: RIE | 1        | 0        | 0        | 1        | 0        | 0        | 0        | 0        | 2        | 0        | 4               |
| Assistant Dean: TL  | 0        | 0        | 0        | 0        | 1        | 0        | 0        | 2        | 0        | 0        | 3               |
| Head of Department  | 2        | 1        | 0        | 4        | 2        | 1        | 0        | 4        | 4        | 1        | 19              |
| <b>Total</b>        | <b>4</b> | <b>1</b> | <b>0</b> | <b>7</b> | <b>3</b> | <b>1</b> | <b>0</b> | <b>6</b> | <b>6</b> | <b>1</b> | <b>29</b>       |

**Note:** Staff from the designated group represent 51,7%, whilst staff from the non-designated group represent 48,3%.

**TABLE 42:** Explanation of designated and non-designated groups

| LEGEND                |                     |  |                   |  |
|-----------------------|---------------------|--|-------------------|--|
| Designated groups     | AF = African Female |  | AM = African Male |  |
|                       | IF = Indian Female  |  | IM = Indian Male  |  |
| Non-designated groups | FF = Foreign Female |  | FM = Foreign Male |  |
|                       |                     |  | WM = White Male   |  |

From the above, it is clear that gender distribution at all levels of Management remains a challenge. Recruitment, selection, and filling of vacant posts, including those allocated under the nGAP programme, continue. However, it was delayed during this quarter due to the nationwide lockdown and restrictions on meetings and travel.

The data in the table below, Table 2.4, show the comparison of African females at the various employment levels between the higher education sector and CUT:



**TABLE 49:** Employment Equity Statistics (HE Sector as per 2018 CEE report vs. September 2019 CUT):

| Employment equity statistics<br>Higher education sector as per the CEE report for 2018 compared to CUT as at September 2019 |           |         |          |        |        |         |          |        |        |                   |        |                  |
|---|-----------|---------|----------|--------|--------|---------|----------|--------|--------|-------------------|--------|------------------|
| Workforce Profile   |           | Males   |          |        |        | Females |          |        |        | Foreign Nationals |        | Total Percentage |
|   |           | African | Coloured | Indian | White  | African | Coloured | Indian | White  | Male              | Female |                  |
| Top & Senior Management   | HE Sector | 13,35%  | 4,20%    | 4,45%  | 30,80% | 8,00%   | 2,55%    | 3,20%  | 28,45% | 3,45%             | 1,50%  | 100,00%          |
|   | CUT       | 22,22%  | 5,56%    | 0,00%  | 33,33% | 27,78%  | 5,56%    | 0,00%  | 0,00%  | 5,56%             | 0,00%  | 100,00%          |
| Professionally qualified  | HE Sector | 14,00%  | 4,70%    | 2,50%  | 19,40% | 13,00%  | 3,70%    | 3,30%  | 31,70% | 4,90%             | 2,60%  | 100,00%          |
|   | CUT       | 23,91%  | 3,26%    | 1,09%  | 16,30% | 15,76%  | 3,26%    | 0,54%  | 21,74% | 11,96%            | 2,17%  | 100,00%          |
| Skilled & semi-skilled  | HE Sector | 19,10%  | 6,70%    | 1,30%  | 7,90%  | 31,00%  | 10,20%   | 2,30%  | 19,10% | 1,50%             | 1,00%  | 100,00%          |
|   | CUT       | 46,83%  | 2,02%    | 0,00%  | 3,31%  | 38,76%  | 2,31%    | 0,00%  | 3,03%  | 2,02%             | 1,73%  | 100,00%          |
| Unskilled labour  | HE Sector | 33,00%  | 11,30%   | 0,20%  | 1,00%  | 39,00%  | 11,90%   | 0,20%  | 1,60%  | 1,00%             | 0,60%  | 100,00%          |
|   | CUT       | 29,09%  | 0,00%    | 0,00%  | 4,09%  | 61,36%  | 2,27%    | 0,00%  | 0,91%  | 0,91%             | 1,36%  | 100,00%          |

Although CUT is progressing better than the HE sector on average, the gender distribution at most levels remains a challenge. Various strategies have been and will be implemented to address this situation. CUT will now put more emphasis on accelerating redress in the area of professionally qualified Black female employees, which appears to be a concern for Executive Management, and all the governance structures at CUT.

Programmes managed by the Unit for Transformation & Institutional Renewal will be in place to reduce the number of unskilled female employees at CUT through (in)formal initiatives for upskilling purposes

During the years 2018 and 2019, CUT made the following appointments at Executive and Senior Management level, respectively:



**TABLE 50:** Appointments and Executive and Senior Management level during 2018–2019

|             |                                    | Male (1 <sup>st</sup> term<br>of office<br>appointment) | Male (2 <sup>nd</sup><br>term of<br>office<br>extension) | Female (1 <sup>st</sup><br>term of office<br>appointment) | Female (2 <sup>nd</sup><br>term of office<br>extension) |
|-------------|------------------------------------|---|--|---|---|
| <b>2018</b> | Executive<br>Management<br>(P1–P3) | 2   |  |   | 1   |
|             | Senior<br>Management<br>(P4–P5)    | 3   | 2  | 1   | 1   |
| <b>2019</b> | Executive<br>Management<br>(P1–P3) |   |  |   |   |
|             | Senior<br>Management<br>(P4–P5)    | 1   | 1  | 1   | 1   |

CUT has recruited and appointment two more Black female employees, as indicated in the table above. This demonstrates some levels of implementing gender transformation strategies that goes a long way to ensure the enhancement of female representation at Senior and Executive Management levels.

### 11.3 WOMEN WITH DOCTORAL DEGREES AT CUT

CUT has put into place interventions that seek to accelerate and support female employees to obtain their doctoral degrees, in order for them to be prepared to qualify for academic/support positions of leadership that requires a qualification at that level.

As on December 2020, the number of permanent employees at CUT totalled 939. Of this number, a total of 143 permanent employees (15% of CUT's staff establishment) have doctoral degrees, of which 54 (38%) are female permanent employees. All in all, CUT continues to struggle to attract female employees with doctoral degrees, in particular those from designated groups.

Flowing from the release of the DHET's Ministerial Task Team Report 2020 (MTTR) on the Recruitment, Retention and Progression of Black South African Academics, the IR&T Unit created an awareness to all CUT stakeholders based on the transformative nature of the recommendations made by the MTT on South African public universities.

It is for this background and context that the VC of CUT issued out a clear directive to establish a Task Team (TT) that would advise management and governance structures on assessing progress made by CUT with special reference to the broad and specific recommendations of the MTT's report. The TT was chaired by Prof. Percy Sepeng and constituted by all stakeholders of the CUT, including the Executive Management of all divisions. The CUT TT started its work officially on 3 August 2020 and managed to share preliminary inputs with DHET on 11 September 2020:

► Universities should consider the appointment of PhD and Master's candidates to be lecturer assistance positions to enable them to earn some living wage throughout their period of study. Furthermore, a counteroffer of industries should be made to students to keep their services through a Grow Own Timber initiative. These two approaches will serve as a motivation for them to even consider studying full-time, as many face socio-economic challenges that force them to enrol part-time, with a high possibility of dropping out or going beyond the prescribed residential period. Another approach could be that PhD enrolment be only full-time and a stipend be created to uplift any socio-economic challenges faced by candidates. This could also assist with the production rate of the university. In addition, a proper succession plan from the first year to attract and inspire students to research should be done from orientation of first-year students.

► To improve research outputs of the university, a

formal structure must be set for mentorship (seasoned researchers, with a developing researcher) for the mentorship programme and proper evaluation and assessment criteria should be set for the programme to enable tracing of accountability of both mentor and student. In addition, proper supervision support must be given to upcoming supervisors to transition from being the student to being the producer. This support must include training that is discipline and field specific. Such an approach is most likely to produce a second layer of researchers, which will increase the research output of the universities.

► On average, the MTT recommendations are mostly welcomed by CUT's stakeholders. A solid input made by CUT for a broader implication on Higher Education Institutions (HEIs) is that HEIs should be obliged to submit reports with stats (transformation) on their situation.

► A policy that will ensure that HEIs have strategies in place that address the inequality and capacitation of female academics should be developed. Individualized, structured support, including a developmental plan for staff enrolled for postgraduate studies (especially junior lecturers at a UoT like ours) to assist them towards completion in an agreed period (with clear targets), should be in place. Support and guidance from a mentor should be in place to assist a young academic to navigate the higher education landscape. A workload model that will support this project should be in place particularly for junior academics.

► HEIs Transformation offices should be empowered to engage all stakeholders on the recommendations of the TT with a timeframe (maximum 3 years).

► The recommendations from the TT should be an Agenda item for Senate as a governance structure responsible for the academic project of the university. Reports on how a university has addressed recommendations in the TT report should be sent to university council for purposes of monitoring.

► Staff transformation plans that have specific time-bound targets regarding the recruitment and the progression of Black South African academics should be in place. To ensure greater numbers of South African masters and doctoral graduates, specifically African and female South African graduates in fields where participation patterns remain inequitable should be supported, DHET programmes such as NESP and the nGAP should be used as structures that will increase and enable participation of South Africa females. Universities should also be encouraged to have structured mentorship programmes for young academics.

► The focus of developing young academics should also have a teaching pillar where academic staff development support is not offered through ad hoc means such as workshops, but through structured programmes such as a Postgraduate Diploma to ensure development of young academics as teachers.

Participation in programmes such as Scholarship of teaching and learning should be encouraged to ensure scholarly teaching.

► Conditions of service for Black academics where salary disparities exist (between Black and White academics) and continue to prevail within the higher education sector should be addressed and a redress fund should be set aside to tackle all glaring gender and race salary disparities in line with its Institutional Employment Equity Plan congruent with the ideals of the Employment Equity Act (as amended).

► Institutional Transformation Policies that advance and advocate recruitment, retention and promotion of Black South African academics should be in place and in line with legislation. Positions of staff members resigning or going on pension should as far possibly be filled with Black academics. Some faculties like Engineering face big challenges to find suitable Black candidates for vacant positions (very limited pool) as other institutions experience similar challenges. The institutions that are better resourced in the end lure Black candidates to their shores, leading to a situation of job hopping.

► CUT has a good system of “Growing Our Own Home Timber” in place and provides all the means to enable staff to read towards senior qualifications, but as soon as staff obtain a qualification, they are lured to greener pastures by external organisations. The Faculty of Engineering alone lost 10 academics over the last



year; four of these were Black Academics and in line to be promoted. The Ministry should therefore assist HEIs with a progressive remuneration model that would impact on the size of subsidy received.

► The Ministry responsible for the HE Sector should assist HEIs financially to provide sabbaticals of at least one year for Black Academics reading towards a master's degree and at least two years for a Black academic reading towards a doctoral degree. South African Black Academics may be offered a higher scarce-skills allowance in the field of STEM as a way to retain them into the HE sector.

Finally, CUT TT compiled a comprehensive progress report on 21 October 2020 and it was tabled at EMC on 8 October 2020. After this submission, the VC recommended it for SENEX and an MTT Report was scheduled for Senate Meeting on Monday, 9 November 2020.

#### 11.4 NEXT GENERATION WOMEN IN LEADERSHIP PROGRAMME

The Next Generation Women in Leadership (nGenWiL) programme is a concerted effort on the part of CUT to retain and develop talent for the future. Through this programme, the university aims to develop a pool of female leaders and support them in gaining the required skills, experience, and qualifications to equally compete for senior leadership roles as they become

vacant. The Senior Talent Management Specialist, in collaboration with the Acting Senior Director: Human Resources (HR), is coordinating and implementing the nGenWiL programme.

To expedite the development of female leaders, the nGenWiL programme is aimed at accomplishing the following:

- improving candidate self-awareness, and allowing for learning through relationships;
- offering leadership workplace experience; and
- offering formal classroom training.

The first formal training identified for the group, as per the development plans, was conducted from 16–17 March 2020, and focused on “Leading with Self Care”. Topics covered during the two-day development initiative included, amongst others:

- self-awareness and self-understanding;
- resilience, and dealing with setbacks;
- developing a positive self-concept;
- emotional intelligence in leadership;
- connecting with people;
- structural openness to engage with followers and team members;
- leadership vs. management;
- directing employees;
- influencing employee behaviour; and
- mobilising and empowering employees.



As one of the VC’s strategic projects to accelerate the participation of female employees in strategic and management roles, the nGenWiL is positioned to support the leadership development of female staff across all occupation levels within CUT.

The Transformation Office, in partnership with the

Human Resource Department (Talent Management Office), has embarked on a programme that will cover the two-year development of the successful candidates, focusing on individual and collective development, with mentorship and support being provided throughout. The following 10 successful female candidates were selected:

**TABLE 01:** nGenWiL programme candidate details

| Name of nGenWiL Candidate                                | Gender | Highest Qualifications                | Current role at CUT  |
|--|--------|---------------------------------------|--|
| Edith Sempe<br>(Bloemfontein Campus)                     | AF     | MBA                                   | Deputy Director: Research Development and Postgraduate Studies |
| Laurika van Straaten<br>(Bloemfontein Campus)            | WF     | PhD                                   | Manager of Language Services                                   |
| Freda van der Walt<br>(Welkom Campus)                    | WF     | PhD                                   | Associate Professor: Business Management                       |
| Ntsoaki Malebo<br>(Bloemfontein Campus)                  | AF     | PhD                                   | Senior Director: CILT  |
| Olga Ndlovu<br>(Welkom Campus)                           | AF     | PhD                                   | Lecturer: Education/Professional Studies                       |
| Somari van Heerden                                       | WF     | BTech and BSc                         | Administrative Officer   |
| Newly selected candidates: Supervisory development track |        |                                       |  |
| Tlalane van Wyk<br>(Welkom Campus)                       | AF     | Grade 11                              | Protection Services Officer (Leader of shift staff)            |
| Gabekile Sibande<br>(Welkom Campus)                      | AF     | BA Public Administration              | Switchboard Operator   |
| Theodora Mahloko   | AF     | N6 Certificate in Business Management | Postal Officer   |

Tables 2 below provides an overview of the profile of the female employees, as well as the key milestones for the programme:

**TABLE 02:** Employment equity (EE) and campus distribution

| Total number of candidates accepted (2019/2020 intake as on 16 September 2019) | EE status |    | Division |          | Master's/doctoral qualifications | Campus       |        |
|--|-----------|----|----------|----------|----------------------------------|--------------|--------|
|  | AF        | WF | Support  | Academic |                                  | Bloemfontein | Welkom |
| 10   | 7         | 3  | 7        | 3        | 7                                | 5            | 5      |

**Implementation of Programme Objectives**

- ▶ Improving candidate self-awareness, and allowing for learning through relationship by way of mentorship:
- ▶ Mentorship activities have continued remotely as far as possible for each of the seven candidates on the senior leadership development track.
- ▶ A 360-degree feedback assessment has been conducted for each of the three new candidates on the supervisory development track. A development plan has been compiled as per outcomes of the assessment tools and includes data on aspirations and developmental needs.

- ▶ Mentors have been chosen by each of the three candidates and invitation letters have been distributed. Two of the three mentors have responded favourably thus far and the signing of mentorship agreements is in process. The feedback from the last mentor has not been received yet.

**Offering leadership workplace experience**

Irrespective of challenges to visit mentors due to the COVID-19 pandemic, mentorship sessions were combined with remote opportunities for candidates to learn from mentors while they perform their leadership tasks. This allows for a continuation of learning in terms of on-the-job leadership capabilities.

## Offering formal classroom training

A virtual workshop was conducted with the University of Uppsala team of mentors, on 23 November 2020.

### 11.5 TRANSFORMATION GOVERNANCE

All the CUT Council structures, and policies/procedures are aligned appropriately with the relevant recommendations of the King III Report. The policy and procedure for ethical governance, management and operations clearly stipulate that «CUT employees and students are expected to operate to high moral, ethical and legal standards». When correctly implemented, such principles have the potential to guard against any attempt to undermine CUT's gender transformation project, with the aim of achieving its EE targets as reflected in the Transformation Plan.

It appears that CUT has implemented clear plans to improve the capacity and performance of the Institutional Forum (IF), as a statutory body dealing with transformation-related matters, advising the CUT Council on such matters. CUT acknowledges that much work should be done regarding measuring, monitoring and evaluating governance structures' effectiveness, and their capacity to deal with gender transformation matters mainly/directly affecting female employees at CUT.

#### 11.5.1 CUT's institutional culture

CUT has policy statements in place that protect female employees on matters pertaining to gender discrimination and victimisation. What still remains

a challenge, is the effectiveness of such regulations, given that the majority of women (in particular Black females) are controlled by fear in their environments. A culture of ignorance persists pertaining to matters that affect women holistically, as some Line Managers in different environments within the university reduce these matters to nothing. There are no monitoring mechanisms in place to identify and deal with cases of breaches. Multiple initiatives and programmes, such as the Transformation Summit; diversity-related workshops; programmes to accelerate female employees' professional development, etc., do, to a certain extent, equip staff and students with the skills to develop harmonious working relationships and ways of cooperating. However, this remains a challenge.

Furthermore, the Institutional Renewal & Transformation Unit, in collaboration with the Faculty of Management Science, is leading a taskteam that is mandated to develop the broader institutional renewal and organizational culture at CUT. This renewal exercise of the organisational culture could not be done without involving all stakeholders, in particular students and employees. Following internal communication between IR&T and FMS, it was agreed that the project should be inclusive of all CUT Community representing both the Welkom and Bloemfontein Campuses, such as Student Representative Council, Residences, Protection Services, Centre for International Engagement, Academics, Human Resources, Organised Labour Movements, Governance and Student Affairs, Institutional Forum, Marketing & Communication, Alumni Affairs, and Facilities Management. Postgraduate Students, and Alumni Association were later included as well.



The work of this task team will soon kick-start its activities as we allow the newly elected student leadership to be actively involved as well.

The Institutional Renewal and Transformation Unit is in place to promote and encourage an institutional culture where all forms of unfair discrimination is uprooted whilst promoting a culture that embraces inclusivity, diversity, and equality, and which deals decisively with all matters that may be construed as anti-women, and as barriers to achieving gender transformation at CUT. In summary, the institutional culture is viewed by many as the main barrier to the transformation project at CUT.

### **11.5.2 Staff equity**

CUT continues to have difficulty attracting senior academic staff members, especially from designated groups, who can easily be appointed in strategic leadership positions at Executive level. In actual fact, female employees who are appointable in such positions are not supported by and protected from unfair treatment by their immediate Line Managers. When interpreted and implemented correctly, CUT policies and regulations have the potential to attract and retain talented and highly qualified female employees.

The policy on succession planning is conveniently implemented to empower female employees who are already in senior positions; however, it lacks a strategy to support and empower female employees from lower managerial, as well as non-managerial, levels. Nevertheless, it appears that an attempt is being made for relevant division(s) at CUT to have clear and just mechanisms to implement the policy at the levels of Middle and Senior Management, respectively.

In addition, it appears that CUT has difficulty attracting and retaining female employees from designated groups, particularly women who are differently abled. The argument that there is a limited pool of suitably qualified women from these groups, should be rejected outright. In fact, CUT should develop and put to practice mechanisms and implement measures that will address the under-representation of designated groups, as strictly required by the EE legislation. Tellingly, CUT's interventions are yet to make great strides in changing the demographic profile of a previously predominantly White Bloemfontein Campus of CUT, whilst radically implementing the transformation mechanisms for gender redress at the under-resourced Welkom Campus.

### **11.5.3 Curriculum transformation**

In line with the approved UCDG grant project proposal, the following activities have since taken place. Ms Maimane facilitated meetings with the respective Assistant Deans for Teaching and Learning, with the purpose of raising awareness about the project and soliciting support from faculties. Furthermore, while an institution-wide curriculum transformation task team could not be established through non-response from expected key stakeholders, faculties through their assistant deans supported an alternative and more operationalised approach to the coordination of the project at faculty level through faculty-based curriculum transformation task teams.

To date, a task team within the Faculty of Humanities was established. A meeting has since been scheduled where the roll-out of the project and expected deliverables will be discussed, on 27 May 2021.



The Faculty of Health Science has since identified specific areas which they have been focusing on. Such initiatives would be merged with the expected targets of the project once a task team is established.

Furthermore, Ms Maimane engaged with the Department of Design Studio Art to highlight significant curriculum transformation initiatives that have transpired in the department. These will also be discussed at the meeting on 27 May 2021. Such an approach is aimed at compiling a booklet, a page allocated to each curriculum transformation initiative per programme, where practically possible.

Lastly, Ms Maimane has initiated this project as one of the SoTL CoP project that she will be driving, working specifically with programme/module owners who have transformed their curriculum.

#### **11.5.4 Disability support**

CUT has a policy on provision for students who are differently abled. However, in the absence of any effective structure or body to raise awareness and provide educational support to people with disabilities, it is deemed to fail. Unlike the 2019 annual report, which highlighted that CUT does not have a clear plan on how to support female employees that may be affected by GBV within, and outside of the campus. In 2020, HR, in collaboration with Institutional Renewal & Transformation and Student Affairs, developed a policy on GBV and Sexual Harassment for both students and staff as part of expanding support to females that might be victims of GBV. It is therefore important for CUT's Executive Management to continue to work

smart by reviewing and implementing progressive policies such as this one, that will provide confidence to, and motivate female employees to feel appreciated and needed by the institution, and not be driven away from the institution.

Disability support and labs are available on both the Welkom and Bloemfontein Campus to offer educational support to people with disabilities. Student numbers increased from (20) 2018 to (129) 2019, to 154 (2020) for both campuses (Bloemfontein and Welkom). At the Welkom Campus we have a total of 23 differently abled students including two first-year students. One first-year student will receive an electronic wheelchair from the VC's Office (procured in 2020) and the other student will receive assistive devices (laptop, recorder, and software) from the Disability Unit. Assistive devices (laptops) were procured for senior students on the Welkom Campus, but some devices (magnifiers) will be procured in 2021. The strategic budget will be used to capacitate the Disability Lab on the Welkom Campus. At the Bloemfontein Campus a total of 75 students are funded through NSFAS and 15 students (BTech and PGDIP students) by private funders. Assistive devices for NSFAS students were distributed to 80% (60) of the students and the remaining devices 20% (15) were procured and will be distributed once received from the suppliers.

The university should embrace the principles of universal design and access, as advocated in the United Nations Convention on the Rights of Persons with Disabilities.

## 11.6 SUMMARY

Although the CUT Council has approved various initiatives to accelerate the advancement of female employees, with special focus on Black female employees, much still needs to be done in putting systems in place to monitor and evaluate the nature of impact they have on women.

It is academically heart-warming to observe the number of initiatives that strategically position female employees in a way that provides multiple opportunities for both academic and professional growth, and the intellectual space created for women to apply and compete for strategic and managerial positions at CUT.

**1.** The Executive management of CUT should put systems in place to monitor the extent to which various divisions implement all programmes that aim to fast-track the gender transformation within the institution through consequence management.

**2.** The Unit of Institutional Renewal & Transformation, in the office of the VC & Principal, should be allowed to be an independent space to drive issues that affect women and people from designated groups to reach EE targets.

**3.** Claims of subtle racism should be dealt with amicably by the CUT Management as and when they are reported. A clear mechanism should be put in place to allow employees to report any act of discrimination

or violence against women, including employees who are members of the LGBTQIA+ community at CUT.

**4.** The CUT policies that advocate gender transformation in all spheres should be reviewed and put into practice in every environment within the institution.

**5.** A quota system should be adopted by HR in their recruitment and selection processes that seeks to recruit, empower, and retrain women employees at the CUT.

**6.** A safe space should be created by the CUT for women employees to have an opportunity to willingly submit their dissatisfaction with issues that affect them directly in the workplace.

**PROF. HJ DE JAGER**  
**VICE-CHANCELLOR AND PRINCIPAL**

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**CLLR M RANTSO**  
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