CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

VISION 2030

SEPTEMBER 2020

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LIST OF ABBREVIATIONS AND ACRONYMS

3D	Three dimensional
4IR	Fourth Industrial Revolution
CE	Community Engagement
CRPM	Centre for Rapid Prototyping and Manufacturing
CUT	Central University of Technology, Free State
CUTis	Central University of Technology Innovation Services
DHET	Department of Higher Education and Training
ECSA	Engineering Council of South Africa
EMC	Emergency Medical Care
EVP	Employee Value Proposition
E-waste	Electronic Waste
FEBIT	Faculty of Engingeering, Built Environment & Information Technology
FH	Faculty of Humanities
FHES	Faculty of Health and Environmental Sciences
FMS	Faculty of Management Sciences
FS	Free State
GDPR	General Data Protection Regulation
HEQC	Higher Education Quality Committee
HR	Human Resource
IPMS	Institutional Performance Management System
IPQE	Institutional Planning and Quality Enhancement
IP	Intellectual Property
ICT	Information and Communication Technology
IT	Information Technology
M&D	Masters and Doctors
MERSETA	Manufacturing, Engineering and Related Services SETA
MIS	Management Information System
MoU	Memorandum of Understanding
NC	Northern Cape
NDP	National Development Plan 2030
NFS	Northern Free State
NSFAS	National Student Financial Aid Scheme
PDTS	Product Development Technology Station
POPI	Protection of Personal Information
PQM	Programme and Qualification Mix
RGEMS	Research Unit for Evolvable and Manumation Systems
SACE	South African Council for Educators
SATN	South African Technology Network
SRC	Student Representative Council
SETA	Sector Education and Training Authority
STEM	Science, Technology, Engineering, Mathematics
SWOT	Strengths, Weaknesses, Opportunities, Threats
T&L	Teaching and Learning
TVET	Technical and Vocational Education and Training
UFS	University of the Free State

UN	United Nations
UoT	University of Technology
WIL	Work-Integrated Learning

FOREWORD BY THE CHAIRPERSON OF COUNCIL

A University's vision statement is its guiding light. This vital document encapsulates the University's aspirations and indicates its preferred future direction. After the initial positioning, it also reminds all role-players to remain on track and to aim all actions at the intended target. Hence, the vision statement is the foundation for developing strategic plans and high-level objectives for the next ten years.

The Vice-Chancellor and Principal and his management team, who are responsible for the effective management and administration of the institution, together with all stakeholders, were the driving force behind the development of Vision 2030. To remain relevant, they embarked on a thorough consultation process with key stakeholders, including the University Council.

The University Council is the highest decision-making body of CUT and responsible for its governance. This includes a responsibility for the ongoing strategic direction and sustainability. The sustainability of a higher education institution can no longer be understood only in terms of finances. It is related to the inter-connectedness of the institution with society and nature.

Council welcomes the new vision of CUT, which locates the University firmly within the context of Africa and commits it to being an active force for change, "shaping the future through innovation".

Mr CM Phehlukwayo
Chairperson of Council

September 2020

MESSAGE FROM THE VICE-CHANCELLOR & PRINCIPAL

In his book *The Rise and Fall of Strategic Planning*, Henry Mintzberg observes that the Canadian armed forces engaged in strategic planning when they had no war to fight, and threw away their plans when they did (Mintzberg 1994:114-115).

With the onset of the coronavirus, Covid-19, from December 2019, practically the entire world faced a similar experience. No-one was properly prepared for the speed with which the deadly virus spread around the world. Governments scrambled to respond to the threat, imposing various levels of lockdown on their populations and effectively bringing the world economy to a standstill.

There were some voices crying in the wilderness before the Covid-19 outbreak, warning of the unpreparedness of health services to cope with such a pandemic. Among these was Microsoft founder Bill Gates who pleaded in a Ted Talks presentation in March 2015, following the Ebola epidemic of 2014, for governments to spend more to prepare themselves for such a pandemic (Gates 2015). But no-one was paying much attention.

In the Higher Education sphere, did any university's strategic plan envisage the outbreak of such a pandemic? Was it included in any university's strategic risk register? This suggests that we should be modest about what we expect from strategic planning. It is not a magic wand. There is no guarantee that something will happen because it appears in a plan. But without a plan, without a vision, we will be stumbling blindly into the future. Without a destination to aim for in the next ten years, at least, we will never know if we have arrived at our planned destination. Strategy is what drives any organisation forward.

Central University of Technology, Free State (CUT) has undertaken a wide-ranging and intensive process of consultation in developing this Vision 2030 statement. The CUT Situational Analysis, which includes a review of the Strategic Plan 2016-2020, was used as a resource document to determine Vision 2030.

This vision statement will be supplemented by a Strategic Plan and a Transformation Plan for the period 2021-2025. While there are certainly linkages between strategic planning and transformation, it was agreed to have a separate Transformation Plan supporting the strategic vision and strategic goals, and to monitor specific interventions to enhance institutional transformation.

Vision 2030 is the cornerstone of CUT's strategic planning for the period 2021 to 2030. It provides a clearly stated and widely accepted vision and strategic goals for the next decade, around which all parts of the University can rally. This is its value, and the value of the University's strategic planning. It provides a direction to which everyone can align their efforts in the years ahead, whatever extraneous and unexpected challenges might arise.

Prof. Henk de Jager
Vice-Chancellor & Principal

September 2020

1. INTRODUCTION

The mandate of a University of Technology in South Africa is essentially to create skillful and responsible citizens.

The National Development Plan 2030 (NDP) notes that Higher Education is “the major driver of information and knowledge systems that contribute to economic development”. But it is “also important for good citizenship and for enriching and diversifying people’s lives” (NPC 2012:317).

The White Paper for Post-School Education and Training states that all universities are expected to have a clearly defined mandate within the system; to offer high-quality undergraduate education; to engage in “some level and type of research”; to address the imperatives of equity and social justice; and to interface with TVET and other vocational colleges, SETAs, employers, labour and other stakeholders (DHET 2013:30).

The purpose of a University was articulated at a CUT planning Lekgotla in March 2020 (De Jager: 2020):

- Creating new generations of intellectuals.
- Addressing inequality through social mobility.
- Producing new knowledge about humanity and the universe.
- Applying knowledge and solving problems.
- Seeing the city or community as a site of engagement and bringing research and innovation to bear on improving the quality of life in the city, region, province, country.
- Building competitive local and national economies.
- Shaping and contributing to nation-building projects.
- Addressing deep socio-economic inequalities.
- Addressing the national social justice agenda through research and teaching.

The following table reflects on the main distinctions between a University of Technology and a traditional, or classical University:

UNIVERSITY OF TECHNOLOGY	CLASSICAL UNIVERSITY
Research informed.	Research driven.
Curriculum developed around the graduate profiles defined by industry and professions.	Curriculum developed around the academic constructs of the discipline.
Focus on strategic research, applied research into professional practice.	Focus on pure or “blue skies” research.
Multi-level entry and exit points for students.	Focus predominantly on degree and postgraduate level study.
Concerned primarily with the development of vocational and professional education.	Concerned to some extent with higher education as an end in itself.
Technological capabilities as important as cognitive skills.	Cognitive skills more important than technological capabilities.

Brook, D. 2000:29.

The following points in relation to CUT's mandate as a University of Technology were noted at the March 2020 Lekgotla (De Jager:2020):

- Technology (STEM) and workplace-focused programmes.
- Compulsory work-integrated learning (WIL).
- Career-focused education.
- Entrepreneurial focus.
- Applied research.
- Innovation eco-system for economic and social development.
- Sustainability in engagement with business, industry, government.
- National and international impact and recognition.

The University's 2030 vision statement was agreed upon at the Lekgotla, which involved all stakeholders. The statement and associated themes are reflected in the next two sections. The final section provides an account of the main engagements of University stakeholders in the development of Vision 2030.

It should be noted that these engagements took place before the outbreak of the Covid-19, coronavirus pandemic in Wuhan, China, in December 2019, or before it became clear that South Africa and the rest of the world would be affected by the pandemic.

The outbreak of Covid-19 in South Africa and the subsequent lockdown disrupted all universities and schools in the country, as well as effectively shutting down the economy. CUT introduced online learning for its students from 20 April 2020 in order to resume the academic programme while the lockdown was still in effect.

While this was unforeseen and unprecedented in the history of CUT, it is consistent with a strategic direction that the University had already decided upon for the period 2021-2030 of introducing online and flexible technology-infused programmes. The virus has, in this regard, prematurely forced the future on the University.

2. VISION STATEMENT 2030

2.1 VISION STATEMENT

"*By 2030, Central University of Technology, Free State will be a leading African University of Technology, shaping the future through innovation.*"

This is the aspirational statement for the CUT of the future that was agreed upon at a broad Extended Management and Stakeholder Lekgotla on 3 March 2020.

The notion of CUT as *a leading African University of Technology* should be seen against the background of the University's aspiration to be socially relevant and to have a positive impact on the socio-economic conditions of the community it serves.

To be a leading *African* UoT is to recognise the location of the University geographically but also, more importantly, to recognise its location within the matrix of social and economic challenges that the continent faces. It talks to indigenous knowledge, a de-colonised curriculum, and distinctively African values such as ubuntu.

The future orientation of the vision statement – *by 2030* – requires the University to project itself 10 years into the future, in an uncertain and rapidly changing world.

"Shaping the future through innovation" speaks to CUT's aspiration to be an active force for change, finding novel and innovative solutions to the problems that the country and the continent face.

The vision statement is underpinned by seven strategic goals arising from the stakeholder engagements and by the University's mission statement, values, motto, and graduate attributes.

2.2 STRATEGIC GOALS

- To create a harmonious community conducive to teaching and learning.
- To produce work-ready, entrepreneurial and holistic graduates.
- To develop a strong culture of research and innovation.
- To attract, develop and retain staff as the University's most important asset.
- To build strategic partnerships that contribute to the achievement of the University's goals.
- To ensure institutional sustainability, expand streams of income, and enhance the CUT brand.
- To promote good governance, human rights and social justice.

2.3 MISSION STATEMENT

In aspiring to fulfil its vision the reimagined CUT, as a university of technology:

- Delivers high-quality, appropriate Science, Technology, Engineering and Mathematics (STEM) academic programmes, as well as those in Management Sciences, Education and Humanities, supported by applied research;
- Engages with the community for mutually beneficial development;
- Promotes access with success in attracting potentially successful students, and supporting them to become employable and job-creating graduates;
- Attracts and retains high-quality students and expert staff, and supports their development and well-being; and
- Forges strategic partnerships that are mutually beneficial.

2.4 CORE VALUES

The core values of the University are:

- Ubuntu
- Integrity
- Diversity
- Innovation
- Excellence

An argument was made in consulations on Vision 2030 for the inclusion of ubuntu as a core value. It has replaced Customer Service in the earlier set of values (CUT 2010a:9), as it is seen as a broader concept containing within it the notion of customer service. The impact of the coronavirus, Covid-19, has made clear the timeliness of the inclusion of ubuntu, with its reminder of our inter-dependence and the importance of caring for one another.

The University's understanding of the core values is set out in **Appendix 1**.

2.5 MOTTO

The motto of CUT is *Thinking beyond*.

2.6 SYMBOL

The institutional symbol of CUT is an amalgam of modernity and tradition.

- The molecule system symbolises technology, innovation, the future and beyond.
- The molecule system has the freedom to choose its own path, create new paradigms, anticipate the future, and challenge the status quo. It expresses the energy of creation.
- The shield is our sense of stability, credibility and sustainability. It represents our strength as one.
- Red is the colour of courage, the energy with which we grasp every task or challenge. It signifies the region where we were born.

2.7 GRADUATE ATTRIBUTES

CUT has identified 10 graduates attributes that it strives to inculcate in its graduates. Realising the attributes requires the alignment of activities in teaching and learning, curriculum renewal, assessment tasks and outcomes, as well as extra-curricular and sporting activities.

The attributes are:

- Sustainable development
- Community engagement
- Entrepreneurship
- Innovation and problem solving
- Technological literacy
- Numeracy
- Communication
- Technical and conceptual competence
- Teamwork
- Citizenship and global leadership
  (CUT 2010a:10)

A summary of what is expected of graduates under each attribute is set out in **Appendix 2**. A proposal to expand the outcomes of the attribute *Citizenship and Global Leadership* was approved by Senate at its meeting of 31 August 2020, to include opposition to issues of racism, gender-based violence, and the abuse of women and children.

The University is in the process of developing graduate attributes specifically for Masters and Doctoral students.

2.8 CONCLUSION

The theme that the Vice-Chancellor and Principal shared during his inaugural address on 30 June 2017, which was embraced by the CUT Community, was *Reimagining CUT as a Transformative, Transformational, Entrepreneurial and Engaged University and "Model" UoT in Africa, impacting on the Socio-Economic Development of the Central Region of South Africa and beyond.* All the aspects within this theme have been integrated into Vision 2030, the mission and strategic goals and the 2021-2025 Strategic Plan and Transformation Plan.

As a University of Technology with the aspiration to become a leading UoT in Africa, CUT will need to engage with key continental planning initiatives, such as the African Union's Agenda 2063 (AU 2015), and South African plans such as the National Development Plan 2030 (NPC 2012) and the White Paper on Science, Technology and Innovation (DST 2019).

Vision 2030 articulates CUT's journey for the next ten years, underpinned by the Mission and Strategic Plan 2021-2025. Our values underpin the organisational culture needed for the University to achieve the strategy. Derived from these will be an Institutional Operating Plan to guide the implementation of the strategy at all levels within the University and ensure that the graduate attributes are met. The strategic goals are linked to a Financial Macro Plan, focussing on the resources needed to deliver the strategy, including, *inter alia*, competencies, technology and infrastructure. All these activities will be supported by the CUT 2021-2025 Transformation Plan. The CUT Strategic Roadmap 2021-2030 will provide an all-encompassing organisational roadmap for execution to achieve Vision 2030 and the strategic goals, and enhance institutional effectiveness and efficiency.

In the following section, the emergence from the University's engagement process of high-level strategic themes for the period 2021-2030 is outlined.

3. STRATEGIC THEMES

3.1 DOMINANT THEMES

In deliberating on the most appropriate vision statement for 2030, members of the University community have also applied their minds to the high-level themes that can best guide CUT over the next ten years and enable it to realise its vision. The CUT Situational Analysis, which includes a review of the Strategic Plan 2016-2020, was used as a resource.

A SWOT analysis was conducted in the November 2019 Extended Management and Stakeholder Lekgotla, to identify the strengths and weakness of the University and the opportunities and threats that it faces. The four Faculties and the Welkom Campus identified strategic goals and key responses to changing circumstances. (A fuller account of the deliberations and consultations is provided in Section 5.)

From these engagements, two overriding themes for the decade ahead emerged: the location of CUT and technological change.

CUT is located in a province and region of South Africa which share the major challenges of the country and the continent: unemployment, poverty, and inequality. From this follow two distinct imperatives that may appear contradictory, but are rather complementary. The University must educate as many young people as possible to be job-ready, while at the same time training them to be self-employed entrepreneurs who can create jobs for others. It must also provide for the re-training and up-skilling of others who are already in employment.

Research into the socio-economic problems of the Free State and central region can make a valuable contribution to development. The Welkom campus provides an example: as mining declines, research programmes are needed that look at the sustainability of the mining region, including environmental aspects and economic opportunities which result from mine dumps and tunnels. Innovation will be key, as new solutions are sought for new and persistent problems.

CUT's location links it to the 2030 development goals of the National Development Plan, the African Union's Agenda 2063 goals, and the UN's sustainable development goals for 2030. Concerns about climate change and the need for cleaner sources of energy are reflected in the University's concern for eco-friendly campuses.

As a South African UoT, transformation remains a challenge for CUT. It must continue to pursue its own transformation agenda, while contributing to the transformation of the broader society. As an African UoT, it needs to promote internationalisation with a primary focus on Africa, while remaining open to partnerships further afield that can help the University to realise its goals and have a positive impact locally.

Technological change is the second dominant theme.

The Fourth Industrial Revolutionn (4IR) portends wide-ranging and fundamental changes, the exact nature of which no-one can confidently predict. It is commonly accepted that developments in artificial intelligence will have profound effects, making many current jobs obsolete. CUT needs to consider the implications of 4IR both for the education it will provide in 2030 and the way in which it will be providing it.

The University's programme and qualification mix (PQM) – the formal qualifications offered – must be scrutinised for relevance. The pace of change calls for agility in developing and introducing

new qualifications. The students of the future are likely to demand more flexibility in terms of the entry and exit points of qualifications.

CUT is one of few South African universities, in addition to Unisa, that were planning to introduce online qualifications and enrol significant numbers of distance education students in the period 2021 to 2025, before the outbreak of the Covid-19 pandemic. CUT plans to enrol 100 distance students in 2021, rising to 1,935 (8,4% of total enrolment) by 2025.

This has major implications for the University, both in terms of quality and resources. The throughput (or successful graduation) rates of students studying by distance mode of tuition are very disappointing. The DHET refers to “a stark difference” beween the throughputs of contact and distance students. Whereas 62,8% of South African contact students who enrolled for a three-year diploma in 2008 completed successfully after 10 years, only 19,7% of distance students graduated in the same time (DHET 2019:30). How will CUT ensure that its distance students fare better, matching the results of the contact education, on-campus, students?

Advances in technology make online and blended learning possible, but it requires significant investment in terms of computer hardware and personnel. It also requires the development of a new pedagogy – new ways of thinking about the delivery of education and training – by academic staff. Training and adequate support will be required, to derive maximum benefit from the University’s eThuto electronic learning management system.

With the challenges of the new technology come new opportunities. One Faculty is planning the simultaneous offering of lectures in different venues, whether on one campus or both campuses. Another wants to take the classroom to industry, via technology, in responding to industry needs for short courses.

The pass rate and throughput rate of CUT students can be improved by new teaching methods informed by a digital-savvy pedagogy. Advances in data mining and predictive analytics make it possible for the University to develop early-warning systems to identify students who may be struggling and to provide them with timely and targeted support.

In responding to these themes of location and technological change, CUT will need to keep in mind its relation to other Universities of Technology, both within South Africa and more broadly in Africa. It’s aspiration is to be *a leading African UoT*. As such, the quality of its responsiveness to socio-economic challenges, the delivery of its programmes, and the success of its students should all be of a quality that other UoTs will seek to emulate.

3.2 OTHER KEY THEMES

From the input of stakeholders in Vision 2030 consultations, the following key themes associated with Vision 2030 emerged, grouped into broad categories. (Earlier categories of The Student Experience, Offering Structure, Staff, and Campuses have been amended to better group the themes.)

CATEGORY	THEMES
The Student Experience	Create a harmonious community based upon ubuntu.
	Provide a conducive teaching and learning environment.
	Develop clean, efficient, eco-friendly and smart campuses.
	Remain connected to students in a borderless world.
	Respond to changing technology, in what is taught and how it is taught.
	Develop digital capability and expand E-learning.
	Empower students to succeed in the shortest possible time.
	Embrace diversity.
Teaching and Learning	Social responsiveness is key. Offerings must be relevant and up to date.
	Transform the curriculum to respond to the challenges of Africa and the central region.
	Promote independent thinking and problem solving.
	Produce innovative entrepreneurial graduates.
	CUT's value proposition includes WIL and entrepreneurship.
	Develop the graduate attributes required.
	Develop more flexible offerings.
	Develop on-line capacity.
Research and Innovation	Develop scholarship and a strong research culture.
	Expand the University's pockets of excellence.
	Establish and enhance innovation ecosystems, including technological and social innovations that can lead to commercialisation.
Staff	Develop and retain staff as the University's most important asset.
	Provide continuous training and retraining for staff.
	Use properly resourced IT to promote operational efficiency.
	Maintain the commitment to transformation.
	Promote staff wellness.
Partnerships	Build strategic and inclusive partnerships with industry and government.
	Build the relationship with alumni.
	Pursue comprehensive internationalisation for impact.
Sustainability	Promote the CUT brand.
	Resource the Welkom campus appropriately.
	Increase third-stream income for sustainability.
	Offer more need-driven short courses.

From these themes, the following seven strategic goals for the University for the period 2021-2030 were distilled:

- To create a harmonious community conducive to teaching and learning.
- To produce work-ready, entrepreneurial and holistic graduates.
- To develop a strong culture of research and innovation.
- To attract, develop and retain staff as the University's most important asset.
- To build strategic partnerships that contribute to the achievement of the University's goals.
- To ensure institutional sustainability, expand streams of income, and enhance the CUT brand.
- To promote good governance, human rights and social justice.

These strategic goals and the summary statement of CUT's Vision 2030, provide the broad direction that the University commits to for the next decade. The University's Strategic Plan 2021-2025, an Institutional Operating Plan, and a Transformation Plan will set more detailed objectives and measurable targets to be met along the way.

In the following section, the implications for the future University of the Covid-19 pandemic and the Fourth Industrial Revolution are considered.

4. THE UNIVERSITY OF THE FUTURE

4.1 BACKGROUND

In a resource document for the planning process, *Central University of Technology: Situational Analysis*, the University considered the global trends likely to affect higher education in the coming years.

These include, among others, budget pressures as a result of declining public funding; an ageing world; rapid urbanisation; a skills mismatch between the demands of industry and the higher education provided; increasing automation and the need for continuous re-skilling of the labour force (Choudaha and Van Rest, 2018:30).

Within the South African context, a massive expansion of online and flexible learning was foreseen. Work-integrated learning (WIL) was expected to become more important than ever, including specialised workplace placement aligned with 4IR technologies.

4.2 THE IMPACT OF 4IR AND COVID-19

The likely impact of the Fourth Industrial Revolution is reflected in some of the strategic themes that emerged in the University's planning Lekgotlas. For example, colleagues identified a need to remain connected to students in a borderless world; to respond to changing technology, in what is taught and how it is taught; and to develop digital capability and expand e-learning.

However, both Lekgotlas took place before the Covid-19 virus had emerged in South Africa. The first case of Covid-19 infection was confirmed on 5 March, just two days after the University's second Lekgotla.

As already noted (page 2 above), the pandemic and the lockdown that was implemented to curb its spread forced CUT to accelerate its plans for the introduction of online and flexible technology-infused programmes. The technology-based shift in its teaching model brings together the major themes identified in the previous section – the location of CUT and technological change – and responds to Covid-19 and 4IR.

Pandemics have in the past shaped politics, crushed revolutions, and entrenched racial discrimination, visibly shaping the history of mankind. The Black Death of the mid-1350s, for instance, was responsible for the death of one-third of the world's population. Smallpox developed in Europe and enabled Europeans to develop immunity, but when they travelled to the New World (America and Mexico) they infected the indigenous people, which led to over 50 million deaths.

Although Covid-19 has not yet played out completely, it has already shaped the way people live and how they relate to one another. It has also shone light on the existing inequalities among humans across the world and disrupted economies and health care. CUT should play an active role in mitigating the ramifications of the COVID-19 pandemic by, for instance, using technology to address human inequalities, climate change, the economy, and health care.

The emerging technologies have brought into focus the need to assess what skills humans will require to navigate in this new scenario. Changes brought about by disrupting technologies have happened before and these are commonly referred to as the first, second and third industrial revolutions, each of which was characterised by a dominant technology in the form of steam, electricity and computing respectively.

Unlike the first three industrial revolutions, the current revolution is characterised by a confluence of cyber, physical and biological technologies that are faster, and have a wider scope. Each of these revolutions has had major ramifications, reshaping the world and its outlook. Africa has

come late, as a passive recipient of each revolutionary phase, and the continent has failed to benefit from the industrial and productive progress made globally. It should ensure that it is an active participant in this revolution and that it is able and ready to leverage the associated opportunities.

A recent article, *Quo vadis SA universities in a post-Covid-19 future?*, notes that the "all-consuming topic in higher education at present" is the question of what the future looks like for universities after Covid-19 (De Villiers 2020).

Pressure on all of the universities' income streams will require them to become "leaner, more resourceful, less complacent and less wasteful". "They will have to generate more funds of their own and put their assets to better use".

"The greater use of information and communications technology (ICT) in learning and teaching, in turn, is set to both broaden and deepen education, not only through fully online learning, but also blended and hybrid modes, which combine the best of both worlds".

The demand for higher education will continue to rise, as a university qualification is still regarded as "a pathway to success, a way out of poverty, and a means of securing a better life for individuals and their families".

The article notes that Africa, is the continent with the youngest population. Two thirds of world population growth in the next 30 years is expected to occur in Africa. Consequently, the demand for education will be enormous, but it will be impossible to meet the need through the traditional brick-and-mortar universities.

Online learning holds out the promise of broadening access to universities and providing a more affordable alternative to face-to-face teaching, provided problems of internet connectivity can be overcome. "The digital divide continues to exclude many people and was one of the challenges South African universities had to grapple with as we pivoted online at the start of the Covid-19 crisis" (De Villiers 2020).

The situation that universities in South Africa now face looks something like this:

- A shrinking economy, with massive job losses
- Increased demand for higher education
- A reduction in government funding
- Less ability to pay, on the part of students or their parents
- On-line programmes as a way of expanding access, at reduced cost to students
- Blended learning programmes, partly online and partly face-to-face
- Access problems experienced by students from poor and rural backgrounds

The immediate challenge for CUT is to embrace the opportunities provided by technology through a process of digital transformation. This includes a range of initiatives, including the training and retraining of staff to make optimum use of the e-learning platform eThuto, the resolution of problems relating to student access to eThuto, and the automation wherever possible of manual administrative processes.

The University's new statement of vision locates CUT firmly in the African context. Embracing the opportunities provided by existing and emerging technology will not only assist the University in furture-proofing its academic programmes against subsequent pandemics, but can help it to reach out to a wider cohort of potential students in Africa. The technology can also assist CUT to offer more online short courses, increasing third-stream income and contributing to the sustainability of the University.

The authors of an article, *Universities of Technology in a post-Covid-19 South Africa*, observe that the pandemic “rapidly and robustly forced upon universities a new norm of technology-mediated learning, nudging the 4IR narrative that has dominated agendas in recent years”. The change demanded the “reskilling of lecturers and instructors in modes of online teaching, assessment and mentorship”.

The question of where graduating students will find jobs has been exacerbated for the class of 2020 as a result of the shrinking economy. Universities of Technology, under guidance of the South African Technology Network (SATN), have been launching “short learning programmes into entrepreneurship and business development to enable students to enter the job market equipped with skills to start their own businesses”.

The authors say that UoTs will require “agility, resilience, national solidarity and unity in partnership” going forward. They remain positive that South Africa and Africa will emerge “stronger and more unified than ever before, with an involved, agile and responsive higher education sector” (Lues et al 2020).

In the next section, an account is provided of the process followed in the development of CUT’s Vision 2030.

5. THE DEVELOPMENT OF VISION 2030

5.1 BACKGROUND

For a young University, CUT has a long and well-established tradition of strategic planning. The developmental direction of the University has been guided for the past decade by its Vision 2020, which states:

> "By 2020, 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" (CUT 2010a:9)

The University has come to recognise that, as a public higher education institution, it has a critical role to play in advancing the socio-economic growth and development of the central region. Its contribution to regional and national development should be measured "in terms of outcomes and impacts rather than input- and process-based interventions" (CUT 2010b:6-7).

In order to realise the broadly stated aspirations of its Vision statement, CUT developed shorter-term Strategic Plans containing specific and measurable objectives intended to move the University in the desired direction. The most recent of these is the Strategic Plan 2016-2020.

"Our challenge," wrote the Vice-Chancellor at the time, "is to create a university of technology that is fit for purpose and delivers caring, competent and productive graduates that contribute to job creation in our city and our region. This strategic plan is a central element in the on-going process of change and improvement" (CUT 2010a:5).

At the University's planning Lekgotla of 14-15 November 2019, senior management reported on the success to date of CUT in meeting the specific objectives of the plan.

Although CUT's Vision 2020 and its associated Strategic Plan 2016-2020 are due to "expire" at the end of 2020, the University has not waited for the Vision and Strategic Plan to run their course before thinking ahead to the next 10 years.

It has been engaged in a process of "reimagining CUT" since the appointment of the Vice-Chancellor, Professor Henk de Jager, in 2017. The theme of the Vice-Chancellor's inaugural address was:

> *"Reimagining CUT as a Transformative, Transformational, Entrepreneurial and Engaged University and Model UoT in Africa, impacting on the Socio-Economic Development of the Central Region of South Africa and beyond*."

The theme was approved at a Management Lekgotla in September 2017 as a special project for the period 2018-2022 (CUT 2019a:2).

The project should be seen within the context of Vision 2020 and the Strategic Plan, as well as the University's Transformation Plan (CUT 2016).

The CUT Transformation Plan 2016-2020 was developed against the backdrop of the 2004 institutional audit by the Higher Education Quality Committee (HEQC) and the 2009 Soudien transformation review of all South African universities (CUT 2016:2). It represents an adjusted version of a pre-existing transformation agenda (CUT 2016:32).

The plan affirms the commitment of CUT to the national transformation agenda, taking into account significant developments in South African higher education, "including the need to redress past inequalities, to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities" (CUT 2019a:1).

The University also developed a position paper on transformation, *Addressing the Twin Challenges of Equity and Excellence in Appointments*, and a *Leadership Charter*. The latter document outlines the University's commitment to leadership and sets out "the institutional core values and the ways in which students and staff are to be developed, managed and monitored" (CUT 2016:3).

CUT sees transformation as project-based, with projects that support the University's Vision 2020 commitments (CUT 2016:6). The priority transformation projects identified in the plan are:

- Student and staff equity and redress
- Diversity and inclusivity, discrimination and racism
- Institutional climate and culture
- Language policy matters
- Curriculum transformation
- Programme and qualification mix
- Teaching and learning
- Student learning support
- Staff development and support
- Research and development
- Community engagement
  (CUT 2016:6)

The Transformation Plan includes a transformation planning framework that identifies performance indicators for the projects and sets measurable targets for some of them, for the period 2016-2020. Proposed strategies to be followed are included in most cases (CUT 2016:34-43).

5.2 RECENT INITIATIVES

In November 2019, a broadly representative Lekgotla was held over two days on the theme "Review of Vision 2020 and Setting of Vision 2030". As part of the discussions, groups were asked to consider what the key characteristics would be of a model UoT in Africa in 2030. Participants contributed the following:

- CUT wants to be a UoT that focuses on the challenges of Africa.
- It should be a smart University, responsive to global trends and societal and industry needs.
- As a UoT, it will be involved in science and technology. Its curriculum must be practical in relation to technology.
- It will provide interactive, quality, relevant, value-based education.
- Its research should be responsive to the community, region, country, and Africa; e.g. in farming and mining.
- CUT's students in 2030 will have been raised by millennials. Artificial intelligence will be part of their daily lives.
- They will be part of a new economic system, with new problems.
- A model UoT will be responsive to the needs of such students, who will not be confined by physical space. They should be able to design their own qualifications.
- CUT should develop the skills and attributes that employers want, but also develop entrepreneurs.
- CUT should position itself with niche academic programmes, e.g. 3D Printing, Optical Dispensing.

- The student experience should be enhanced through an entrepreneurial, problem-based approach.
- CUT should create centres for innovative development that are technologically driven. Innovation should lead to entrepreneurship.
- CUT must develop smart campuses, within smart cities. The University's processes and systems should work perfectly.
- It must admit and look after its students and empower them to succeed in the shortest possible time.
  (CUT 2019b:24-25)

In a SWOT analysis at the Lekgotla, a large number of strengths, weaknesses, opportunities, and threats were noted. When the contributions from the various discussion groups were consolidated and sorted, they fell into the following main categories:

STRENGTHS	WEAKNESSES
Location Partnerships Academic Programmes Pockets of Excellence Students Staff Structures and Systems Other Stakeholders Fees	Location Dependence Academic Programmes CUT Brand Students Staff Structures and Systems
OPPORTUNITIES	**THREATS**
Location Academic Programmes Research and Innovation Extra Mural Staff Partnerships Finance	Location Academic Programmes Students Staff Systems and Structures

The full list of the SWOT analysis suggestions, unedited, can be found in the report on the Lekgotla (CUT 2019b). The full list, consolidated, sorted and edited to remove duplications, is included here as **Appendix 3**.

It is not unusual for the same categories to appear on both the positive and negative side of a SWOT matrix. The location of CUT, for example, can have both positive and negative implications for the future. It is a strength of CUT that it is the only UoT in the region, but its location may also be a weakness in terms of attracting high calibre staff. It is an opportunity for CUT that it has space to expand in Welkom, but the perceived second-class status of the Welkom campus can be a threat.

The University's market-focused and demand driven programmes, including work-integrated learning (WIL), are considered a strength; but some non-responsive programmes and a shortage of short courses are seen as a weakness. Changes in the job market and the need to provide

entrepreneurship education are opportunities; but a slow response to market demands and a lack of readiness for 4IR pose a threat.

CUT's staff members are considered a strength of the University, as reflected in its strategic goal to "attract, develop and retain staff as the University's most important asset". Among the Universities of Technology, CUT has the highest proportion of permanent academic staff members with a doctorate as their highest qualification. Staff in general are considered well qualified, knowledgeable and competent.

At the same time, an over-reliance on part-time lecturers is seen as a weakness and a threat to the University. Other weaknesses raised by Lekgotla discussion groups include attitudinal issues, ineffecitve talent management, and a lack of career advancement for support staff.

As part of the planning process, CUT's Department of Institutional Planning and Quality Enhancement (IPQE) sent a request in October 2019 to the Deans of the four Faculties and the Campus Director at Welkom campus, asking them to address the following in relation to Vision 2030:

- Three strategic goals or targets for the Faculty.
- The strategic response of the Faculty to the changing environment and technology.
- Direction on how the Faculty will function in future.

The five submissions are provided in **Appendix 4**, but an attempt is made in the following paragraphs to extract their main themes.

> The submissions show a common concern with responding appropriately to changing technology, both in what is taught and how its is taught. New laboratories are required for effective teaching and new pedagogies should be developed for new modes of delivery. Information technology should also be used more effectively in managing the University. The IT function should be appropriately resourced.
>
> The relevance of the curriculum to the region served by CUT is important. Each Faculty has plans for the introduction of new qualifications, responding to new needs. The Welkom campus is developing a niche area in Teacher Education, while the Faculty of Management Sciences (FMS) plans to offer more programmes in Welkom.
>
> A new campus management model for Welkom should be developed, with a view to enhancing the academic offerings on the campus. A separate resource allocation model for Welkom should be considered. A senior research-focused academic leader, preferably in STEM, is proposed to increase research output in Welkom.
>
> Strong relationships with industry should be maintained or established. Needs-driven short courses should be developed to empower people. The classroom can be taken to industry by offering learning programmes in on-line or blended learning mode.
>
> Independent thinking and problem solving should be developed in students to promote creativity and innovation.
>
> Entrepreneurship should be promoted. The Centre for Entrepreneurship and Enterprise Studies can be developed into a centre of excellence in entrepreneurship that will "position CUT as the entrepreneurial hub of higher learning in central South Africa", in the words of FMS.
>
> The development of a strong research culture is proposed, with more staff being involved in research that is relevant to the needs of industry and society. CUT should lead in applied research for social gain and more masters and doctoral programmes should be offered in

areas that contribute to social transformation. University centres should not just publish, but earn commercial returns from the research.

Efforts should be made to make up the deficiencies in basic education, to better equip students to succeed at University.

CUT staff should be recognized and developed as the University's most important asset, promoting quality and the attainment of higher qualifications.

The international footprint of the University should be expanded, with a view to impact rather than the number of MoUs.

There should be a total commitment to transformation, on all levels.

Efficiency should be enhanced, by sharing services and taking advantage of economies of scale.

A task team which the University established, the Vision 2030 Strategic Planning Working Group, met in January 2020 and discussed the positioning of CUT for 2030 around four organizing themes: the campus (or campuses), the student experience, the University's programme offerings, and staff. It noted the following:

- **Campuses:**
  They should be clean and ecologically friendly. Complaints about a lack of cleanliness in teaching venues, residences, and bathrooms are a common feature of student satisfaction surveys.

- **Student Experience**
  This will be all about remaining connected in a borderless world. Changes to pedagogy and teaching methods will be required. An "explosion" in e-learning is expected.
  CUT will need to be connected with its students, but also with other Universities, industry, and society. The University needs to improve its linkages with its alumni.

- **Programme Offerings**
  Here social responsiveness will be key. CUT's offerings must be relevant and kept up to date. The long lead-time in introducing new formal qualifications was noted as a challenge.
  CUT should be bold enough to say, "We will lead in certain areas." Possibilities here include innovation and additive manufacturing.
  The University's value proposition includes its commitment to WIL and entrepreneurship. Information technology (IT) was another important aspect. Potential entrepreneurs, whether in small businesses or agriculture, would need to be able to use the latest technology, including social media.
  CUT should teach to its graduate attributes, to produce graduates with the ability to keep learning.
  Postgraduate studies should promote innovation, although the University's offerings will remain predominantly undergraduate.
  Through teacher training, the University can contribute to an increase in future in the number of matric students who pass Maths, Physical Science, and English.
  The Welkom campus would like to see the addition of at least one health-related qualification to its programme offerings.

- **Staff**
  Given the rapid changes in technology, the University of the future will require the continuous training and retraining of staff.
  Postgraduate offerings will help to attract and retain academic staff.
  Operational efficiency is essential, for which IT is a strategic enabler, but it needs to be properly resourced.
  Communication will be critical to how the University conducts its business in future. The University's current presence on social media is limited.

A consultative meeting was held with Service Workers on each of the Bloemfontein and Welkom campuses during February 2020. A number of suggestions regarding CUT in 2030 were made, relating *inter alia* to the relief of poverty among students, the upkeep of the campuses, staff wellness and development, and the culture of students and staff on campus. A full list of proposals from each meeting is provided in **Appendix 5**.

In a communique to staff at the end of January 2020, the Vice-Chancellor urged that everyone should take the opportunity to have his or her voice heard, with regard to Vision 2030 and the Strategic Plan 2021-2025.

He reiterated the 10 focus areas of the University's project to reimagine CUT:

1. Reimagining CUT as a transformative and transformational University.
2. Academic excellence promoting entrepreneurial education.
3. Pockets of world-class research programmes.
4. 'Model', vibrant innovation ecosystem in Africa.
5. Engagement and partnerships nationally and internationally (including alumni).
6. A sustainable and well-equipped University (smart green campuses and digital transformation).
7. Institutional culture of caring and safety towards holistic development (Human Project Stage 2).
8. Effective and efficient administration and governance.
9. Financial sustainability (running the University as a business).
10. Image of CUT as a University: branding, marketing and communication.
    (CUT 2020b:1-2)

The table on the following pages attempts to summarise the themes arising from the above engagements. In some cases, similar themes appear on the same row; but this is not consistent. Some themes may be considered more operational than strategic.

CATEGORY	SUGGESTED STRATEGIC THEMES				
	Reimagining CUT	**Lekgotla: Model UoT in Africa in 2030**	**Input: Faculties & Welkom Campus**	**Vision 2030 Working Group**	**Input from Service Workers**
The Student Experience	CUT as a transformative and transformational University.	CUT will provide interactive, quality, relevant, value-based education.	Independent thinking and problem-solving should be developed in students to promote creativity and innovation.	This will be all about remaining connected in a borderless world.	Support should be given to poor students who cannot afford accommodation or food.
	Institutional culture of caring and safety towards holistic development.	CUT's students in 2030 will have been raised by millennials. Artificial intelligence will be part of their daily lives.	CUT will need to respond to changing technology, both in what is taught and how it is taught.	Changes to pedagogy and teaching methods will be required. An "explosion" in e-learning is expected.	
	Image of CUT as a University: branding, marketing and communication.	The students will be part of a new economic system, with new problems.	Entrerpreneurship should be promoted. Develop CUT as the entrepreneurial hub in central SA.	CUT will need to be connected with its students, but also with other Universities, industry, and society.	
		CUT should develop the skills and attributes that employers want, but also develop entrepreneurs.	The international footprint of CUT should be expanded, with a view to impact.	The University needs to improve its linkages with its alumni.	
		The student experience should be enhanced through an entrepreneurial, problem-based approach.		Postgraduate studies should promote innovation	
		CUT must admit and look after its students and empower them to succeed in the shortest possible time.		Through teacher training, the University can contribute to an increase in future in the number of matric students who pass Maths, Physical Science, and English.	

Offering Structure	Academic excellence promoting entrepreneurial education.	CUT wants to be a UoT that focuses on the challenges of Africa.	The relevance of the curriculum to the regions served by CUT is important.	Here social responsiveness will be key. CUT's offerings must be relevant and kept up to date.	All Faculties should have a presence on the Welkom campus.
	'Model', vibrant innovation ecosystem in Africa.	It should be a smart University, responsive to global trends and societal and industry needs.	Each Faculty is planning to introduce new qualifications. Welkom is developing a niche in Teacher Education.	CUT should be bold enough to say, "We will lead in certain areas."	Programmes in Agriculture and Science should be introduced. The Jewellery School should be re-introduced.
	Engagement and partnerships nationally and internationally (including alumni).	As a UoT, it will be involved in science and technology. Its curriculum must be practical in relation to technology.	New laboratories are required for effective teaching.	The University's value proposition includes its commitment to WIL and entrepreneurship.	
		A model UoT will be responsive to the needs of such students, who will not be confined by physical space. They should be able to design their own qualifications.	Needs-driven short courses should be developed.	Information technology (IT) is another important aspect.	
		CUT should position itself with niche academic programmes, e.g. 3D Printing, Optical Dispensing.	The classroom can be taken to industry, via online or blended learning mode.	CUT should teach to its graduate attributes, to produce graduates with the ability to keep learning.	
			Efforts should be made to make up the deficiencies in basic education.	At least one health-related qualification should be added to Welkom's programme offerings.	
			Strong relationships with industry should be maintained or developed.		

Staff	Pockets of world-class research programmes.	CUT's research should be responsive to the community, region, country, and Africa; e.g. in farming and mining.	Staff should be involved in research that is relevant to the needs of industry and society. CUT should lead in applied research for social gain.	Given the rapid changes in technology, the University of the future will require the continuous training and retraining of staff.	All staff should be treated equally.
	Effective and efficient administration and governance.	CUT should create centres for innovative development that are technologically driven. Innovation should lead to entrepreneurship.	IT should be used more effectively in managing the University. The IT function should be appropriately resourced.	Postgraduate offerings will help to attract and retain academic staff.	Promote employee wellness.
	Financial sustainability (running the University as a business).		Efficiency should be enhanced, by sharing services and taking advantage of economies of scale.	Operational efficiency is essential. IT is a strategic enabler, but it needs to be properly resourced.	Remove obstacles to staff studying to improve their qualifications. Provide a financial incentive for Service Staff completing qualifications.
			A new campus management model for Welkom is proposed, and a separate resource allocation model.	Communication will be critical to how the University conducts its business in future.	Provide training for staff and retrain for new jobs.
			CUT staff should be recognised and developed as the University's most important asset.		Where vacancies occur, they should be filled from within the University.
			There should be a total commitment to transformation at all levels.		Communication with Service Workers should be improved.

Campuses	A sustainable and well-equipped University (smart green campuses and digital transformation).	CUT must develop smart campuses, within smart cities. The University's processes and systems should work perfectly.		The campuses should be clean and ecologically friendly.	Campuses should reflect a UoT providing quality education. They should be clean and green. Everyone has a responsibility to avoid littering.
					Solar panels should be considered to avoid load shedding.
					A multi-purpose hall should be built on the Welkom campus to accommodate graduation ceremonies.
					Staff members with young children would benefit from a creche on campus.
					Residences should be cleaned on weekends, as well as during the week.

In March 2020, a follow-up planning Lekgotla involving the Extended Management and Stakeholders was held. At this meeting consensus was reached on the wording of the Vision 2030 statement, "*By 2030, Central University of Technology, Free State will be a leading African University of Technology, shaping the future through innovation.*"

A digital Engagement Platform was created, which allowed anyone with an interest in Vision 2030 to post suggestions or comments before the finalisation of the statement. The platform can be accessed at the address:

https://cutfs.sharepoint.com/sites/vision2030/SitePages/Community%20Home.aspx

A second meeting of the Vision 2030 Strategic Planning Working Group was scheduled for 19 March 2020, but could not be held as a result of restrictions related to the coronavirus. A questionnaire was sent to members of the group, eliciting their views on aspects of the draft Vision 2030 document.

Almost 60% of the respondents supported the inclusion of *ubuntu* among the core values of the University; the retention of the University's existing Mission Statement in Vision 2030; and the retention of the University's graduate attributes. More than 80% recommended the retention of the University's motto – *Thinking beyond*.

The University Council held an online Strategic Planning Workshop on 20 June 2020, at which a number of suggestions were made that have been taken up in this document or by management. They include the provision of an explanation of the core values of the University; a proposed amendment to the graduate attributes to include issues of racism, gender-based violence and the abuse of women and children; a proposal to change the name of the University in line with the new vision; and the possibility of expanding CUT's footprint in the Free State through new sites of delivery.

A meeting of the Extended Management Committee on 31 July 2020 considered proposed amendments to the wording of two of the strategic goals and the addition of a seventh goal dealing with good governance. The committee established a task team to investigate the feasibility of establishing additional sites of delivery within the province.

Section 4 of this document, on the University of the Future, was added in response to comments made by the Planning, Finance and Resources Committee of Council at its meeting on 21 August 2020.

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APPENDICES

APPENDIX 1: EXPLICATION OF CORE VALUES

1. INTRODUCTION

Core organisational values are a set of beliefs that specify universal expectations and preferred modes of behaviour in an institution. They point the way to purposeful action and approved behaviour (Kane, 2002:1). Malphurs (2002) defines core values as simply "why we do what we do". Values are there to be lived!

2. CUT VALUES

2.1 Ubuntu

Ubuntu is a distinctively African ethic of interdependence. It is captured in the phrase "umuntu ngumuntu ngabuntu" – a person is a person through other people. The quality of ubuntu includes humanity, compassion, mutual respect, and tolerance. Within the CUT context, we purposefully aim to create and sustain an environment that encourages and supports staff and students, enabling them to reach their full potential. This will be reflected in the way that we teach, learn, research, and engage with our communities, as well as students, staff, alumni and partners. CUT will nourish the commitment to provide excellent service by maintaining strong, supportive relationships that are flexible and responsive to the institutional and student needs and to the interests of society at large.

Important questions to be asked: *Do I always place the people I serve first? Do I demonstrate that I am able to empathise with others and put myself in their shoes?*

2.2 Integrity

As a campus community, we expect all conduct to be rooted in integrity, mutual respect and civility. We value ethical behaviour in scholarly and other endeavours. Integrity in our context will include the creation of a diverse, collegial scholarly community in which individuals are valued and respected, academic freedom is exercised with intellectual rigour, and high ethical standards and an environment where critical inquiry is encouraged are upheld. As our conduct should be rooted in integrity, mutual respect and civility, one can argue that trust and stewardship are integrated in this value. At the same time, accreditation processes that establish integrity as central to educational and institutional quality will be embraced within CUT. These will be benchmarked against trends in Higher Education in South Africa and Africa, as well as internationally. Therefore, we behave in an ethical and professional manner; we conduct our activities in an accountable and transparent manner; and we ensure the integrity of our information, systems and processes.

Important questions to be asked: *Do I practice what I preach? Am I ethical and professional? Do I always uphold conduct that is informed by respect, honesty and dignity?*

2.3 Diversity

Diversity has several dimensions and these dimensions fall into two primary categories: Social diversity and intellectual diversity. Social diversity means that the composition of our students, as well as our staff, must reflect broad societal characteristics that encompass race, class, multilingualism, ethnicity, national origin, religion, freedom of conscience, gender, sexual orientation, age and ability. Included in this perspective is the fact that CUT must have no discriminatory practices that will prevent it from bringing together, into one CUT, all the mentioned varieties and differences of society. If CUT thus coexists as a microcosm of the larger society in which we live, we will be able to classify ourselves as a diverse institution.

Intellectual diversity refers to the broad range of academic programmes, the variety of delivery modes we utilise, a diversity of theoretical approaches, and a broad definition of community service. Central to this value is openness and the continuance of the technology-driven tradition of CUT. Furthermore, fairness, honesty and objectivity will prevail as CUT assesses its own policies, practices and behaviours to ensure that it makes credible the actions taken to enhance quality improvement in higher education.

Therefore, we reflect and serve diverse regional, national and global communities; we promote an open society where critical scholarship and the expression of a multiplicity of opinions and experiences are actively encouraged; we foster an environment in which diversity is appreciated, respected and celebrated; and we are committed to accessibility, inclusivity and social justice. We embrace diversity in all its forms and complexity, appreciating the richness and dynamism it brings to the academic project and broader university life. We should ensure that the institutional culture is welcoming, supportive and inclusive, not alienating. Finally, we need to be conscious of the social injustices and unfairness of the past, as we commit to restore the dignity of every human being at CUT and beyond.

Important questions to be asked: *Do I have an understanding regarding the definition of diversity in my context? Have I created an environment to support diversity?*

2.4 Innovation

We are committed to innovative approaches for achieving our vision and will create a campus environment that encourages and rewards creativity and innovation. The aim is to empower students and staff to trust their creativity and skills to change the world; to motivate them to build the courage and excitement to stretch beyond their limits in technology, finding new ways of practice and design, thereby contributing to social and technological innovation; and to approach each day with a mindset ready to achieve greater heights, change and improve, and contribute to advancements in technology and life.

Important questions to be asked: *Is this the best way/method/process/product? Have I thought about doing it differently? How creative am I? Do I always think of new ideas and approaches to doing things? Have I challenged the status quo?*

2.5 Excellence

CUT aspires to an excellence that is approached through diligent effort, both individual and collective. Pursuing excellence means being satisfied with nothing less than the highest goals it is possible to envision. We value excellence and innovation inside the classroom and out. Thus, we strive to offer outstanding academic programmes; to foster intellectual inquiry, exploration, and

discovery; to transcend traditional boundaries; to apply and perfect knowledge; to encourage creativity; to provide effective tools, technologies and facilities for learning; and to excel in research and scholarly activity, including the “scholarship of teaching and learning” – an area of research that explores how individuals teach and learn.

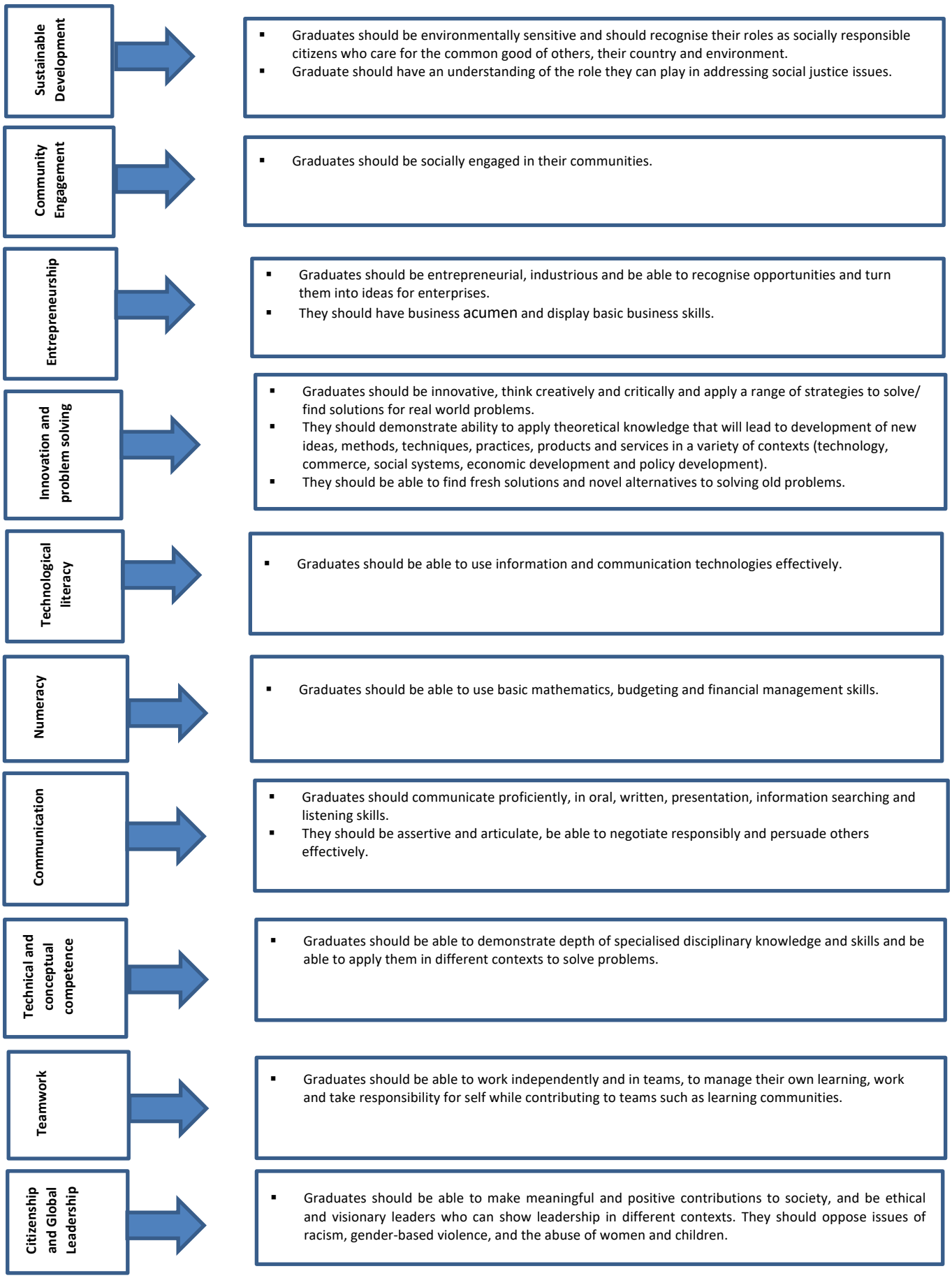
We recognise and accept the sacrifices, risks and responsibilities involved in pursuing excellence, and so we celebrate one another’s successes. We commit ourselves to this process in an ethical and moral manner. Therefore, we promote, recognise and reward excellence in our teaching, learning, research, engagement and support services; we promote, recognise and reward excellent service delivery to all our stakeholders; we provide a supportive and affirming environment that enables students and staff to reach their full potential; and we adopt innovative approaches to promote excellence in our institutional policies, structures, processes and systems.

Important questions to be asked: *Do I continuously strive to improve on previous efforts? Was this my best effort? Do I strive for excellence at all times and in all that I do?*

3. CONCLUSION

The aim is to be true to the CUT brand by living the values we stand for – “walking the talk” honestly and consistently, putting objectivity at the heart of operations, and functioning at all times guided by the highest ethical standards engrained in the culture of the University.

APPENDIX 2: OUTCOMES OF GRADUATE ATTRIBUTES



APPENDIX 3: SWOT Analysis, Lekgotla 14-15 November 2019
(Consolidated and Edited)

INTERNAL FACTORS	
STRENGTHS (+)	**WEAKNESSES (-)**
• **LOCATION** Location (only UOT in the Region) Central location – mining industry, NC – diamond activities and wild life – game farms, Lesotho Only university with campus in NFS, strategically positioned Uniqueness Land in Welkom Size of University	• **LOCATION** Location (attracting high-quality staff) Residence shortages, as well as other infrastructure Lack of facilities on the Welkom campus Lack of cohesion between Welkom and Bloemfontein campuses Non-involvement of all faculties on the Welkom campus Infrastructure limitation (accommodation for students) Physical environment and teaching and learning not conducive to inclusivity
• **PARTNERSHIPS** Relationship with Provincial Government Collaboration between Government and CUT Social networks, strategic partnerships	• **DEPENDENCE** Over-dependence on government grants High reliance on State subsidy Over relying on NSFAS Unfunded qualifications Limited resources (HR and Infrastructure)
• **ACADEMIC PROGRAMMES** Market-focused & demand-driven academic programmes (for example Hospitality Management, Engineering, Radiography, Clinical Technology, Design and Studio Art; Language Practice and Media Studies) State of the art technologies in some faculties, e.g. CRPM RGEMS, PDTS, IT, Design & Studio Art, Bio Technology, etc. WIL in all programmes Focus on STEM increases Only university offering Engineering in central region of SA Full-time postgraduate programme Graduate attributes	• **ACADEMIC PROGRAMMES** Quality of teaching Non-viable programmes tapping resources (over-capitalize on social capital over organizational capital) IP not relevant for commercialization Lack of short courses Student academic processes (attract, admit and retain) Early warning system and monitoring of student performance Poor quality of postgraduate output (e.g., theses, etc.) Offering non-viable (non-responsive) programmes Not all doctorates are participating in research at CUT
• **POCKETS OF EXCELLENCE** Pockets of excellence (T+L; R+CE, Centres; WIL) CRPM and other centres Pockets of excellence - building the reputation of CUT, academics Pockets of Excellence – Business Units – CRPM, PDTS, Hotel School, CUT Spa Repositioning of research into centres - becoming more focused around themes Leaders in 3D printing and added manufacturing	• **CUT BRAND** Weak brand presence or visibility Marketing of uniqueness and quality of programmes Poor brand positioning Insufficient branding, marketing, visibility and student recruitment strategy Duplication of programmes of UFS

eThuto presence in learning and teaching Development/ innovative projects (CRPM) Growth in international partnership linkages Capability in e-waste operational development Good community engagement projects	
• **STUDENTS** Profile of our students (e.g., less students' protests.) Collaboration and open communication between students and management SRC leadership Student centered/ support services Safety of students on Bloemfontein campus Student indabas held by Faculties (engagement) Marketing value of sport Sport (soccer, rugby, cricket)	• **STUDENTS** Student Recruitment Day Open days many a time regress into jolly ride for learners (can't limit activities to one venue only) Student access/ retention Safety and security Safety of students on Welkom campus Student diversity - local and international
• **STAFF** Competent work force with a high proportion of M + D qualifications among UoTs Well qualified and knowledgeable staff Long term, competent and experienced employees Human Capital - people with the right attitude, competencies, capabilities, values - professionalism, respect Staff (competent staff) Adequate qualified staff Good staff development plans Number of rated researchers increased over last couple of years Recruitment and retention of young & talented human capital	• **STAFF** Over relying on part-time lecturers Disengaged, non-performing and non-committed work force Gossiping and down-talking Human Capital - employees without the right attitude, competencies and capabilities Human Capital – lack of skills, incompetent and shortages of staff, low morale, temporary contracts leading to insecurities Talent management (no promotion for support staff and no effective talent management strategy to retain staff) No succession planning / career advancement for support staff Low staff morale causing a negative institutional culture and lack of trust
• **STRUCTURES AND SYSTEMS** Structures and systems (plans, policies, etc.) Good governance Accessible management team VC's leadership style (Ubuntu) Good processes and systems Financial stability Appreciate financial sustainability Medium term financial sustainability Assets and the management thereof Good and decent space to conduct day to day operations Improvement in risk management • **OTHER STAKEHOLDERS** Labour organisations that are engaging Labour stability Good relationship with Unions (Management) Stakeholder relationship - Management, SRC, Unions FS culture and our approach to issues (peaceful)	• **STRUCTURES AND SYSTEMS** Leadership gaps, succession plans and career paths Implementation, monitoring and resourcing of strategic plans No single focus and agenda. Should focus on 3-4 projects per year and throw all our resources behind them Not measuring the impact of CE projects Poor/ ineffective Quality Assurance system(s) Management of diversity w.r.t. academic project Poor management of IPMS in divisions Poor procurement system (e.g., Outsourcing, etc.) Under-resourced units Lack of proper succession planning Unavailability of management at various levels Departments working in silos Malicious compliance due to inconsistent application of policies and executive powers used to override policies (when it suits some specific people)

"Reimagining the University" as a concept to excite, rekindle ownership • **FEES** Fees (affordability) Affordability and quality of programmes Competitive tuition fees	Petty bureaucracy Overload of ineffective meetings Organisational capital - policies and procedures are used for the purpose of gate-keeping and not to enable Lack of a project approach and involvement of relevant employees in projects Promotion policy Lack of inhouse travel agency Not using Alumini effectively Inadequate operationalisation of international strategy Strategic objectives of 5 years ago still on table Institutional Quality Assurance Trying to tick as many boxes as possible with no value proposition Supply Chain Management processes Poor communication and marketing Procurement process (long, protracted) Focus on output but not productivity Inability to action opportunities Lack of decision-making powers ICT infrastructure Ineffective management information system (MIS)

EXTERNAL FACTORS	
OPPORTUNITIES (+)	**THREATS (-)**
• **LOCATION** Location Geographical location - centrally situated, only UoT in the region - FS&NC Central location – training opportunities in the mining industry, NC – diamond activities and wild life – game farms, mining, Lesotho, TVETs Research toward improving life in the Central Region Size and shape of CUT Welkom campus expansion The availability of land to expand in Welkom To grow/diversify Welkom campus Create Education as a Faculty (Welkom Campus) Move the seat of authority to Welkom (potential for growth) Relocate certain management layers to Welkom Campus Take advantage of the size of CUT Comparative advantages such as small campuses, personal contact, small classes	• **LOCATION** Geographical location - limited opportunities to connect with industry and placements Poor economic conditions Unemployment SA- socio-economic environment (political, economy, security) Political landscape We are not visible enough CUT still regarded as and called Technikon Competition in the sector - private, traditional and UoTs In competition with UFS Engineering sciences qualification offered by Private higher education institutions Regional society still thinks of us as a Technikon Perceived second class status – Welkom campus
• **ACADEMIC PROGRAMMES** Attraction of many students Marketing and communication: greater collaboration with faculties, divisions and units at CUT to promote the pockets of excellence Potential for growth as a young UoT Development of short courses Offering of online learning programmes Link to TVETs Recruitment of international students Enabling Government legislation Niche programmes (curriculum) To diversify our PQM (Programme and Qualification Mix) Entrepreneurship embedded in teaching and development projects To address public health issues programmes (e.g. EMC, Firefighting) Gender transformation programmes/initiatives Restructuring of current structure Articulation of 4IR into current centres/units Using Faculties to market internationally Reskilling of community - teachers, business owners, professionals Identification of new learning programmes Developing short learning programmes that speak to the challenges of the society Develop 'bridging' programmes to improve STEM recruitment Exchange programmes	• **ACADEMIC PROGRAMMES** Slow to respond to market demands (curriculation process; approval of qualifications; short learning programmes) Readiness for 4IR Basic education – quality of students Poor educational system - leading to poorly prepared students Number of Grade 12 leaners with Maths and Science on decrease Our identity (STEM) affected by matriculation Decrease in number of qualifying STEM students Institutional reputational risks (de-accreditation) Contribute to unemployment rates in the country Poor quality of assessment standards Throughput/ drop-out rate (student success) Recurriculation that impacts negatively on inbound students • **STUDENTS** Instability in the sector Student strikes (infrastructure limitation) Student protest such as #FeesMustFall, NSFAS Security and safety issues relating to students

Exchange rate - cost effective tuition for inbound students

- **RESEARCH AND INNOVATION**
  Responsive research
  Research Centre in mining, rehabilitation of mines
  Partnerships with mines as go-between to community
  Alignment of sustainable development goals into 6 Research Centres
  Multi, inter and trans disciplinary research
  Become the 1st UoT to offer E-waste Management programme currently being developed under SATN
  Establishment of incubation centres
  Establishment of an entrepreneurial hub

- **EXTRA MURAL**
  Must use student life and activities such as soccer, rugby, cricket, and choir
  Alumni to be involved more especially in starting chapters throughout SA and to assist with getting sponsors and funders
  Creating unique events that can market CUT such as a university par excellence, choir festival, mountain bike race, Technology Week etc.
  School adoption programme

- **STAFF**
  To enhance CUT EVP (Employee Value Proposition)
  Growing our own timber

- **PARTNERSHIPS**
  Strengthening government collaboration
  External opportunities for research funding
  Third stream income through CUTiS
  To expand the footprint of the Hotel School
  Implementation of institutional effectiveness and efficiency programme
  Diversity training
  To enhance our Smart Campus and sustainability programme

- **FINANCE**
  Increase in 3rd stream income
  Declining costs for smart devices, and lower data costs, free WiFi through provincial government initiatives
  External funding from SETAs

- **STAFF**
  Sub-standard of work provided by part-time lecturers
  Losing staff to other institutions
  Not attractive to skilled human capital
  Attraction and retention of critical skills
  Inability to attract quality senior staff
  Low staff morale
  Lack of accountability
  Poor succession plans
  Mental health (national issue)
  Insourcing expectations (non-core functions)
  Leadership cohesion

- **SYSTEMS AND STRUCTURES**
  Implementation of strategy
  Gate keeping by publishers (our size as a Institution – double dipping). Model gave rise to predatory journals, costly
  Financial Sustainability
  Over-reliance on Government funding
  Change in legislation (POPI; GDPR)
  Lack of sufficient external funding to attract top learners/top achievers
  Exchange rate
  Young UoT, benchmark, trial and error approach
  Ideologically-driven internal stakeholder network – with a different political agenda
  Unpredicted risks

- **FINANCE**
  High cost of higher education
  Current DHET funding model
  Over enrolments – Penalty
  UFS-funding, ie. MERSETA
  NSFAS:
  a. Reliance on them
  b. Inconsistency
  c. Changing processes

APPENDIX 4: Vision 2030 input from Faculties and Welkom Campus

Faculty of Engineering, the Built Environment & Information Technology

1. Identify 3 strategic goals/ targets for our Faculty/Departments

- Be the leading Faculty in the country with regards to teaching computer-aided design software.
- Develop a close relationship with industry and build a reputation for being a department that is in line with industry standards and needs.
- Have a strong research culture amongst staff where everyone is involved in research and addressing pressing issues both nationally and internationally.
- Ensuring that we are relevant and address industrial needs.
- Hence, more laboratory computers would be required to accommodate all the FEBIT departments and ECSA requirements.
- Develop a more user friendly and integrated, centralised database for all the functions within the CUT, i.e. eliminating human errors and duplication of functions.
- Improve the management of funding for research related purposes – Travel agencies and current procurement policies are inhibiting.
- Collaboration with UFS, Masters and Doctoral starting with Honours.
- Focus Area, Smart City/Farm projects.
- That the relevant technology be implemented and utilized to eliminate the possibility of students registering for clashing subjects. This is a real problem that negatively affects both students and our own statistics. I had more than 60 students not attending class due to clashing subjects.

2. Strategic response to changing environment and technology

- We need to grow our digital and computer laboratories significantly, since design work of today is greatly achieved with the aid of computing power and simulations. A platform/hub for sharing new emerging materials, technologies and techniques needs to be created for staff and students to remain updated and informed.
- Suspected lowering of school standards must be addressed by providing necessary preparatory programmes to ensure new students are better prepared and equipped for university studies.
- Appoint more IT personnel to maintain the required increase in computers as identified above. This is required, because we must stay abreast and be part of the 4IR.
- Identify quality students that will be capable of excelling in using Information Technology to solve industry needs.
- Reduce the number of late registrations that impact on success rates
- Implement a virtual classroom environment that can accommodate 400 students in one session.
- Courses in Robotics teaching.
- That we investigate technologies like streaming and recording services, and computerized and online assessment technologies beyond what it currently available through services like black board (eThuto) and the clickers. This could assist us with effectively engaging in teaching and learning activities and assessment with large groups of students, while reducing the infrastructure needs.

3. Direction for how the Faculty/Department is going to function in the future

- Greater interdisciplinary collaborations and research, whilst being on the forefront of research in our own disciplines. Staff should be continuously developed and encouraged to further their expertise and knowledge to the benefit of the CUT.
- Ensure suitably qualified staff are appointed in leadership positions within the Department/Faculty.
- Incorporation of smart technologies and subsequently train staff to ensure that all processes, and our work environment are more efficient.
- Strategic database on personnel profile (eThuto community).

Faculty of Humanities

1. Identify 3 strategic goals/ targets for our Faculty/Departments

- Lead in developing and implementing diverse instructional tools that enhance self-regulation for the benefit of problem-based learning.
- Strengthen current relationships with broadcasting and art industry, while capitalising on the SACE MoU to develop rapport with education stakeholders to improve the quality of teaching practice.
- Strengthen scholarship of teaching through continuous exploration of pedagogies and curriculum design improvements.
- Conceptualise the intertwined reliance on research for successful teaching practices and community engagement.
- Lead in applied research for social gains and transformation.
- Current research in the Humanities fields argues for independent thinking development and embracing diverse strategies of solving problems with the aim of promoting creativity and innovation. Technology is at the heart of this research as ethical issues regarding knowledge can only be understood through exploration of e-knowledge and what it is. Humanities need more technology tools for knowledge processing inclusive of analysis software for M & D students.
- Data driven decision making is crucial currently, even when one attends to students' challenges, otherwise the integrity of the institution can be questioned. On the other hand, students themselves need to be objective in their demands and development. Only clean accurate data can allow such opportunities and support efficiency.
- Commercialisation of practice is a drive towards use of resources efficiently, creating an environment where individuals strive to be assets of the institution and develop awareness of how resources should be utilised and enhanced.
- M & D programme offered to be led by ethical and sound methodological practices that aim to improve lives and influence policies should be the key towards social transformation.
- Support system that is for CUT values and excellent delivery
- Strategic planning and situational analysis should be done in order to move to the next level.
- A comprehensive understanding of strategic planning to continuous overall improvement.
- Employees at all levels involved in strategic planning and goal setting.

2. Strategic response to changing environment and technology

- Humanities' computer labs should all be equipped to accelerate digital-based instruction and learning, and develop creativity through exploration and redesigning pedagogies that will enhance metacognition in students.
- Contact instruction should be diverse and highly engaging through diverse technologies and newly designed platforms for conducive interaction.
- Aligning curriculum with current challenges and leading innovative pedagogies that will cater for different needs of students without compromising quality.
- Provide excellent technology support to the whole institution whereby softwares become developmental tools rather than penalising tools controlled by one person.
- At least two fully fledged language labs for Language Practice and Media Studies.
- Capitalising on CUT'S 4IR leading inventions to learn and explore multidisciplinary possibilities to influence and enhance understanding of the 4IR.
- Use data to inform and enhance practice in all spheres of the academic project.
- Fully functioning video/media lab to produce short films/videos/adverts.
- Cooperation, collaboration and integration of resources.

3. Direction for how the Faculty/Department is going to function in the future

- Practice will be informed by research and community engagement that challenges current practices and bring forth knowledge hidden in the diverse communities.
- Recruit quality staff and support development with the focus to diversity for enrichment of the Faculty.
- Extending smartboard engagements with students, using all digital platforms that are conducive for learning and occupy students with quality activities.
- Develop a culture of self-regulation, independent learning and metacognition amongst students.
- Improved Communication within the faculty.
- Best practices are implemented and evaluated regularly.

Faculty of Management Sciences

1. Identify three strategic goals/targets for your faculty (flagship programmes, centres, etc.)

The following areas are applicable to the Faculty of Management Sciences (FMS):

- The development of the recently established Centre for Entrepreneurship and Enterprise Studies. The aim is to establish a centre of excellence around entrepreneurship in FMS, which will position CUT as the entrepreneurial hub of higher learning in Central South Africa. The idea is to group all entrepreneurship activities in research, teaching and learning and community engagement in this Centre.
- Linked to the first bullet above, the following learning programmes, which are already approved by CHE, will be developed and offered as part of our strategic focus:
  - Advanced Diploma in Monitoring and Evaluation;
  - Master of Philosophy in Management Sciences, with specialisation options linked to all academic disciplines in the Faculty, and
  - Master of Management Sciences in Entrepreneurial Management. This will be the first Masters-programme to be offered as a taught Masters in FMS. The aim is to have this learning programme as our flagship entrepreneurship offering. Discussions are already underway to involve strategic international partners such as Alibaba Business School, Coventry University, Montpellier University and Botswana Open University in the offering of this Masters programme.
  - A PhD programme with specialisation in all faculty disciplines, which was already submitted for approval by DHET.
  - The possibility to develop a structured Masters in HR in collaboration with the South African Board of People Practitioners (SABPP).
  - The further development of one of our current flagships, namely the Hotel School. Future plans include discussions with operational entities such as the Free State Sport Science Institute and other provincial government departments to obtain land for operational facilities in order to strengthen the third stream income potential of this school. Consideration will also be given to develop a learning programme to address skills needed on a lower and operational level in the hospitality industry.
  - The offering of new Bachelor degrees in the Department of Accounting and Auditing from 2020. These bachelor degrees were developed in consultation with industry and will be marketed with the luxury of full accreditation by three professional bodies.
  - A deliberate attempt to enlarge our footprint on the Welkom campus. For starters, we plan the offering of the Diploma in Public Management in Welkom from 2021, while the HC: Retail Management is currently being developed for the same purpose.

2. Strategic responses to changing environment and technology

Issues related to the changing environment were already addressed above. In order to make full use of technology, it is planned that the following learning programmes will be offered, either in fully on-line or blended format, in future:

- Majority of advanced and post-graduate diplomas of which the ones in Entrepreneurial Management and Project Management will be the first to be developed as fully on-line ones.
- Masters of Management Sciences in Entrepreneurial Management.

3. Direction for how the faculty is going to function in future

CUT and FMS is first and foremost a contact institution. This will always be the core of our business. We want to continue to position ourselves towards the improvement of the socio-economic conditions of people living in our service area and beyond. That is why we specifically want to position ourselves around the following strategic areas:

- Excellence in entrepreneurship training and research in an attempt to train job providers in addition to job seekers.
- Promotion of focused research among both academics and postgraduate students in order to attract commissioned researchers and external funding.
- Taking the classroom to industry by offering full learning programmes in on-line/blended learning mode to learners on off-campus settings.
- Develop needs-driven short courses to empower people to use skills obtained towards a better future.
- Identify one or two huge community engagement projects with significant impact potential.
- Enlarge our international footprint – not in terms of number of MoU's, but in terms of impact.
- Manage staff in such a way that highest qualifications and quality on all levels will be the key words in FMS. In addition, it will have to take place in a way that we recognize and develop our human capital as our most important asset.
- Better integration of the Bloemfontein and Welkom campuses.
- Regular evaluation and/or development of new learning programmes according to changing needs.
- A total commitment to transformation on all levels.

Faculty of Health and Environmental Sciences

1. **Identify three strategic goals/targets for your faculty (flagship programmes, centres, etc.)**
    - Introduce: 1) Dental Therapy / Oral Hygiene
      2) Pharmacy
      3) Bsc (Chemistry etc)
      4) Forensic Science.
    - Develop critical mass in our research capacity, to ensure that we attract the best researchers and develop world-class capability in high-value niche areas.
    - Centres not just to publish but that there should be commercial returns from research (linkages between research and enterprise).

2. **Strategic responses to changing environment and technology**
    - Developments in technology-supported learning.
    - The adoption of new forms of pedagogy for greater student engagement.

3. **Direction for how the faculty is going to function in future**
    - Ensure that research is focused on identified priority opportunities for industry.
    - Respond positively to the continuing professional development needs of the wider community to develop and deliver appropriate modules and programmes in a flexible and responsive way.
    - Improve resource efficiency, by taking advantage of economies of scale and opportunities for sharing services.

Welkom Campus

1. **Identify 3 strategic goals/ targets for our campus (flagship programs , centres, focus areas)**
    - In terms of course offerings, Welkom Campus has the opportunity of growing the Teacher Education Programmes into a niche area.
    - We want to strengthen innovation through related entities, as well as by establishing partnerships with other role players.
    - Mining has since scaled down in Lejweleputswa District; thus, we need research programmes which will look at the sustainability of the mining region, which includes the environmental aspects and economic opportunities which result from mine dumps and tunnels.

2. **Strategic response to changing environment and technology**
    - The recent student protest is but one of the indicators that entities such as the financial aid office needs to be strategically positioned in order to avert future recurrence of such events.
    - The growth in student numbers has an operational effect on aspects such employee-to-student ratios, infrastructure, security, marketing, student Financial Aid, to mention a few.

3. **Direction for how the campus is going to function in the future.**
    - A separate Resource Allocation Model for the Campus should be considered.
    - A new Campus Management Model and governance and management structures for the Campus should be developed. The latter structure should enhance the academic course offerings at the Campus. This will clearly require more senior academic leadership presence at the Welkom Campus.
    - A more senior Research-focused academic leader, preferably with a STEM-background will be necessary to increase research output of the institution and strategically place Welkom Campus in Science spheres, both nationally and internationally.

APPENDIX 5: Vision 2030 input from Service Workers

Proposals made in a consultative meeting with Service Workers on the Bloemfontein campus on Monday 17 February.

The proposals included the following:

- Make use of solar panels to avoid load shedding.
- Put in ceramic tiles wherever possible as they are easier to clean.
- Consider providing transport for cleaning staff, given the frequent taxi and bus strikes.
- Students and staff are responsible for littering. Everyone has a responsibility to keep the campus clean.
- The University should consider establishing a trust fund, to which staff members can contribute, to support poor students. Students sometimes sleep in the library and have nowhere to wash.
- Staff members who are studying to upgrade their matric may be frustrated, if there are too many staff in a department wanting to study at the same time.
- Transport is provided for students, but not for staff.
- When a vacancy needs to be filled, it should be open to all staff, not only long-serving employees.
- Staff are sometimes treated unequally. For example, one entrance to the campus (gate 19) is open to academics and senior staff, but not to other staff.
- Academic staff who complete a qualification receive a monetary award; but there is no such reward for service workers who complete a certificate.
- Staff members who have young children would benefit from a creche on campus.
- There is no communal area where workers can eat lunch. Some eat in laboratories, among the chemicals.
- It appears that part-time lecturers are not as qualified to teach as their full-time counterparts.

Proposals made in a consultative meeting with Service Workers on the Welkom campus on Wednesday 19 February.

The following points were raised:

- A multi-purpose hall should be built on the Welkom campus, which could be used for graduation ceremonies.
- Staff should be retrained for new jobs. There is a need for plumbers and electricians on campus.
- All Faculties should have a presence on the campus. Programmes in Agriculture and Science should be introduced. The Jewellery School should be re-introduced.
- When staff seek entry to mainstream CUT courses, their Matric results should not be taken into account if they did Matric many years ago.
- When vacancies occurred on campus, they should be filled from within.
- A new salary structure should be considered, that would allow staff to choose among allowances and deductions.
- All employees of CUT should be treated equally, in Welkom and Bloemfontein.
- Employee wellness was important. Staff should have the opportunity to participate in sport.
- The way the campus looks should reflect a UoT providing quality education. It should be a clean and green (eco-friendly) environment.
- There should be penalites for students who litter, enforced by the Security officers.
- There should be a night-shift to clean classrooms that are in use during the day.

- Residences should be cleaned on weekends as well as during the week. Cleaning staff should work weekends on rotations, and be paid overtime for the Saturday and Sunday.
- Unisex residences should be done away with. Male residences should be controlled by a male and female by a female.
- Some staff members are helping poor students financially. The University should have something like a school feeding scheme.
- The children of parents working at CUT can study for free at CUT. This should be extended to other Universities.
- The University's communication with Service Workers should be improved. It should not be dependent on supervisors conveying messages.
- There is a Clinic on campus, but not all services are provided there.
- There should be ATMs on campus.