



Central University of
Technology, Free State



2012

ANNUAL REPORT



Vision

In 2010, the Council of CUT approved the following Vision 2020:

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.

Mission statement

In aspiring to fulfil its vision, CUT:

- Delivers high-quality appropriate Science, Engineering and Technology (SET) academic programmes supported by applied research;
- Engages with the community for mutually beneficial development;
- Promotes access with success in attracting potentially successful students and supports them to become employable graduates;
- Attracts and retains expert staff and supports their development and wellbeing; and
- Forges strategic partnerships.

Core values

 Customer service

 Integrity

 Diversity

 Innovation

 Excellence

values

CUT Annual Report

2012

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CUT Leadership Charter

Excellent, quality and inspirational leadership is the cornerstone of any successful organisation. This value-based leadership charter sets out areas in which managers should lead by example and demonstrate appropriate behaviour to the rest of CUT community. At all times, it is expected of all managers to live by institutional and progressive societal values and exhibit the expected behaviours when discharging their duties.

I shall:

- provide vision and direction;
- manage the unit or division I am responsible for;
- develop my unit or division;
- manage performance of my subordinates;
- develop people and subordinates;
- develop students;
- engage with internal and external communities;
- communicate regularly and effectively.

This leadership charter should be read and practiced in conjunction with CUT's motto, vision and mission and its core values as reflected below.

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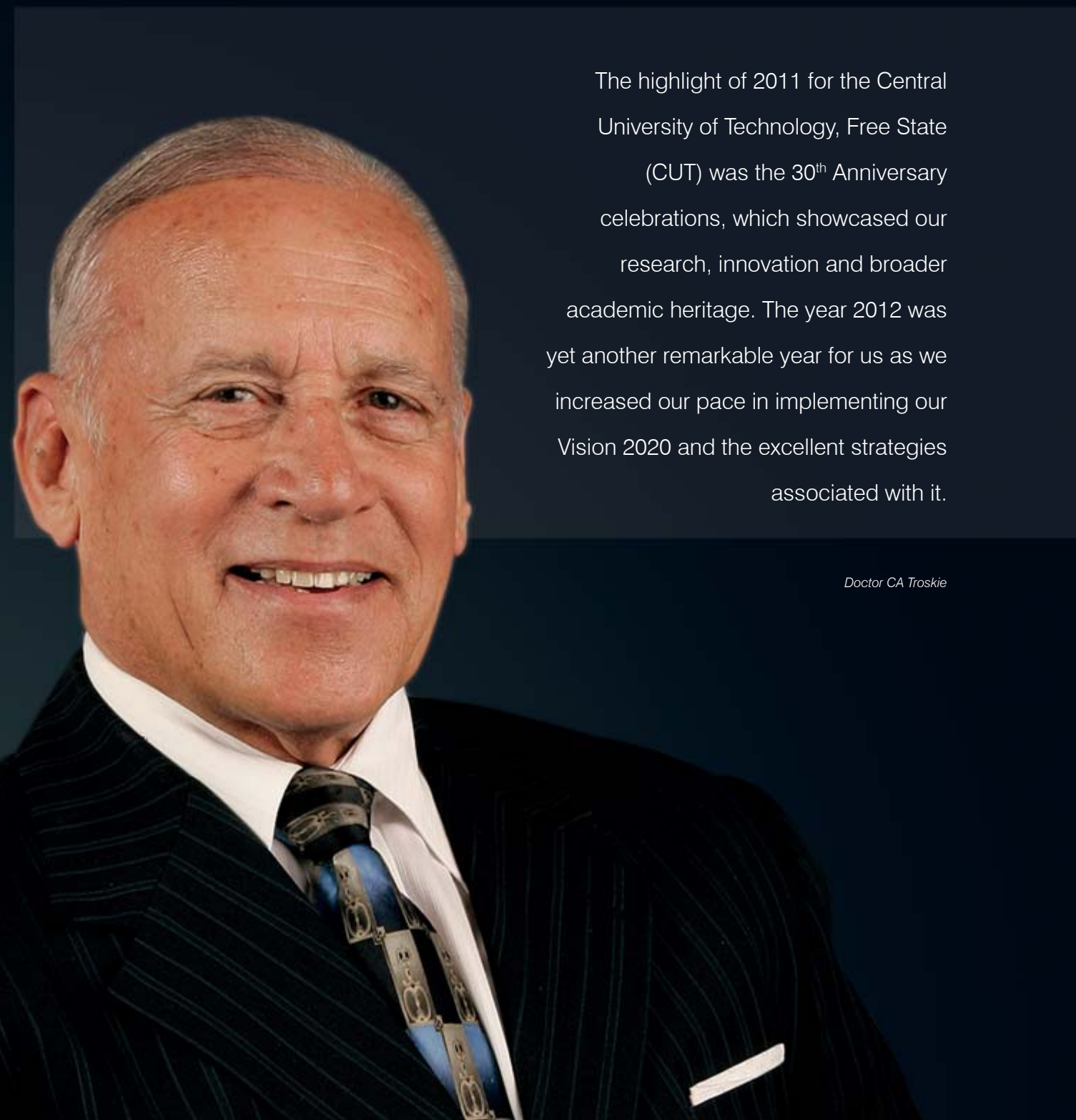
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The highlight of 2011 for the Central University of Technology, Free State (CUT) was the 30th Anniversary celebrations, which showcased our research, innovation and broader academic heritage. The year 2012 was yet another remarkable year for us as we increased our pace in implementing our Vision 2020 and the excellent strategies associated with it.

Doctor CA Troskie



MANAGEMENT

Message from the Chancellor

The Vice-Chancellor and Principal engaged in a series of internally and externally focused Vision 2020 road shows and hosted a very successful Vision 2020 partnership event. The purpose of these engagements was to ensure that all stakeholders are conversant with our vision, and are clear about what their role in achieving it is.

Buttressed by our vision, CUT has established itself as a leading academic institution in terms of curriculum transformation and innovation as the Strategic Transformation of Educational Programmes and Structures (STEPS) process yielded its new approved programmes in 2012. Our dedication to addressing socio-economic and sustainable development in the central region of South Africa is unwavering. We are witnessing, in a

remarkably short time, great movement in the strategic direction of the university around our special focus as a university of technology on science, engineering and technology, but without abandoning education and the humanities. We have made great strides in improving our curricula in education and in design and visual arts, for example.

In 2012, we also completed most of our building projects that, in total, represent a capital infrastructure investment of about R250 million. There is thus a considerable increase in our state-of-the-art facilities.

Our students and parents must stay in comfort in the knowledge that the CUT university environment is peaceful and stable for study and broader educational purposes.

I have had a close relationship with CUT prior to my appointment as Chancellor in 2010. As a result of the core values that the university holds dearly, that is, customer service, integrity, diversity, innovation and excellence, I intend to continue my association with pride as an ambassador for the institution. I look forward to yet another year of excellence and academic success. ●

Dr Boet Troskie
Chancellor



It gives me great pleasure to give an overview of CUT's performance during the course of 2012 which records the achievements of the university against our mission. During the year under review, Council was able to provide an important governance oversight role amidst adversities which confronted the university. Through the support of staff and students, the university succeeded in attaining most of its planned activities.

Dr. Sylvan Seane



MANAGEMENT

Message from the Chairperson of Council

In reviewing the current academic year, there is continual improvement in the manner in which the university has delivered on its mandate. The strategic leadership of Council played a significant role in ensuring that management discharges its duties and responsibilities effectively. It achieved a number of successes which certainly had an impact on the university and higher education sector as a whole. For the purpose of this report, I will reflect on the most significant development of 2012 which was a matter of differences between Council and the Ministry of Higher Education and Training.

In August, the CUT community and its partners were relieved that Bloemfontein High Court had put to rest the protracted battle with the Department of Higher Education and Training. Council took a step further by resuscitating its February 2012 decision to institute a 'commission of enquiry led by an experienced advocate

to bring closure to all allegations levelled against management. As we put 2012 behind us we will focus on our attention and efforts on the core business of teaching and learning, of research and community upliftment, as we have been doing despite enormous challenges posed by the 2012 court case.

With the support of staff and students, we will continue to ensure that the University is held in high esteem in South Africa as well as internationally through research, innovation and quality graduate output. We shall continue to embrace our Vision 2020 in this regard.

The Minister of Higher Education and Training is still an important stakeholder in Higher Education and CUT regards him as such and we hope that this judgment will enhance the relationship between the Central University of Technology, Free State and the Department of Higher Education and Training.

On behalf of Council, let me take this opportunity to reiterate our gratitude to all our partners, stakeholders, students and staff members who believed in us and supported us throughout the course of the year. To our government, business and industry, your commitment to our partnership is greatly appreciated. We look forward to 2013 which will bring with it new challenges, opportunities and new hope for the future. ●

Dr. Sylvan Seane
Chairperson of CUT Council



It may sound incredible to say that the year 2012 was a good year for CUT. Indeed, it was. Below, I reflect on a few highlights, as it would not be possible for me to mention all of the achievements for the year. With each passing year, CUT is slowly, but steadily, moving towards achieving Vision 2020. Of course, that vision can only be achieved with the cooperation of all of people, be it within or outside CUT.

Professor TZ Mthembu



MANAGEMENT

Message from the Vice-Chancellor and Principal

Since the Strategic Transformation of Educational Programmes and Structures (STEPS) process was launched in February 2010, CUT has made considerable strides. In 2012, nine new, innovative, demand-driven and user-oriented academic programmes were approved by the Department of Higher Education and Training. They will be introduced in 2014 and 2015. These programmes range from a theme-based BEd that focuses on the ultimate outcomes in practice; to a Design and Studio Art programme that systematically consolidates a number of previously disparate programmes in this field; to a Community Development Work programme that is a direct response to the burgeoning community services and skills to facilitate delivery thereof; to Science, Engineering and Technology (SET)-oriented programmes like health management, renewable energy technologies, hydrology and water management, and agricultural extension and management.

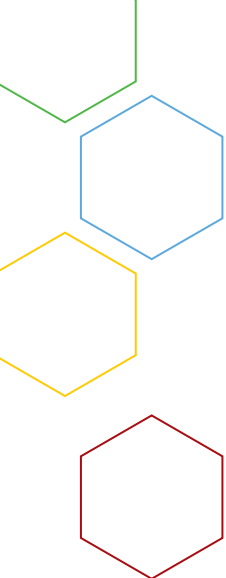
As a spin-off from the STEPS process, CUT now has a new lean, flat and efficient academic structure, consisting of only deans and heads of departments, as opposed to the previous cumbersome structure that had four layers.

On the issue of international partnerships, in 2012 CUT laid the foundation for Internationalisation at the University, in preparation for hosting the 17th Annual International Education Association of South Africa (IEASA) 2013 Conference, and the launching of the Internationalisation Strategy.

I am pleased to announce that CUT's finances are sound. Even though student numbers did not grow substantially, through careful enrolment planning, CUT have been able to increase the revenue by 98% since 2007. The restructuring process that began in 2007 resulted in considerable savings. CUT have

been able to reduce a salary budget that was about 75% of the total income to a maximum of 62% of the total of government grant and tuition fees. The expenditure ratio of academic versus support staff improved from 49:51 in favour of support staff to 59:41 for 2012 in favour of the Academe. In addition, CUT have embedded a number of financial management parameters: Operating expenses are capped at 25%; capital expenditure is kept at a minimum of 6% to provide for institutional growth and innovation; a multi-year rolling strategic development fund is kept at a minimum of 20% from year to year to help fund strategic projects from Vision 2020. These parameters have allowed us more resources to be allocated to the core function, that is, the institutions academic project. It is worth mentioning that CUT has received unqualified audits every year for the past 10 years, which means that CUT have not only met the requirements of the Higher Education Act, but also of International Financial Reporting Standards. By all accounts, CUT's financial management systems are robust and should be instructive to many other universities.

As a modern university, it is imperative that the student environment and our infrastructure remain state-of-the-art and conducive to higher education. The improvement of our infrastructure is high on our list of priorities at CUT. In 2009, six building projects commenced, and of those, two were completed in 2011, while construction of the remaining four was completed in 2012. All of these cost in the region of R250 million; thanks to the Department and Council for the financial support. I am delighted to share with you that for the period 2012-2015, an additional R313 million will be invested in academic infrastructure. CUT are most excited about the residences that will be erected, both in Bloemfontein and Welkom, as they will



provide an ideal study environment for a larger segment of the student population.

In an attempt to address equity and excellence, CUT established the Higher Education Leadership Skills Academy (HELSKA). HELSKA has three legs, that is, Leaders in Education and Development (LEAD), Stars of Academe and Research (SoAR) and a General Programme. SoAR is our internal grow-your-own-timber strategy that has been designed to bring on board the next generation of highly qualified academics and research staff. The four Master's students who completed their studies in 2012 are to be absorbed by the academic division in 2013, while two Master's and three PhD students scheduled to complete their studies in 2013 will be brought on board in 2014. From a very low base, employment equity improved in 2012, as more people from the designated groups were hired, thereby narrowing the gap between black and white employees, for example.

wide, although no titanium products are being manufactured from raw titanium locally. The National Research Foundation awarded CUT (CRPM research niche area) a Research Chair for Medical Product Development through additive manufacturing. This field of research and innovation is also part of the Medical Research Council's national medical device platform.

Having presented all of the above, it should now be clear why, as Justice Daffue of the Bloemfontein High Court found in CUT's favour on 13 August 2012, there had been no reason for the Minister to intervene, attempt to micro-manage CUT or, as the Americans would say, to fix that which ain't broken!

In closing, I wish to reaffirm CUT's commitment to providing superior education, which is destined to enhance the socio-economic landscape of the Central region of South Africa and beyond. ●

As a university of technology, naturally our focus is on SET. Since the supply of such students is limited, owing to poor high school pass rates in those subject areas, CUT have taken a keen interest in assisting high school learners in the region, who are enrolled for SET subjects, so as to improve their performance. Our Schools Advancement Academy (SAA) is the over-arching body that coordinates projects that have been designed to equip educators to deliver better education and for learners to perform better. High school learners from one of the projects (Saturday School) that reside under SAA, achieved a 100% pass rate in the National Senior Certificate examination in 2012.

As a SET-focused university it is prudent that I make mention of our Centre for Rapid Prototyping and Manufacturing (CRPM), one of our technology-focused centres that is truly a success story. The Centre, which focuses on laser sintering and modern prototyping, was enhanced with the launching of the new CRPM facilities in September 2012. Additive manufacturing is a strategic field, since South Africa is the second largest supplier of raw titanium world-

Prof. Thandwa Mthembu
Vice-Chancellor and Principal



Strategic Direction for CUT

Strategic set 1 | Building a Strong Foundation

(internal values, relations and organisational design and transformation)

This strategic set originates from the basic concept that CUT relies on how it builds a strong foundation through broad transformation, entrenching appropriate values, an academically oriented ethos and how it redesigns its systems and structures to align with its vision. There are five objectives under this strategic set:

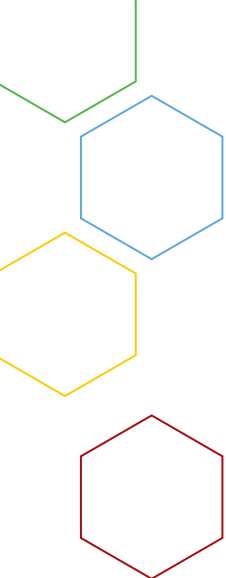
1. Improving “fitness for purpose” through institutional reorganisation and redesign
2. Equity and excellence, growth and redress, and development
3. Creation of a culture conducive to excellence, deliberation and innovation
4. Emancipating relations between academics and students and amongst different University community groupings
5. Transformation: Priority operational projects to improve fitness for purpose

Strategic set 2 | The Academic Project

The year 2012 was an exceptional one for the academic portfolio in terms of aligning the academic project with Vision 2020, with a strong focus on producing quality social and technological innovations in socio-economic developments, primarily in the central region of South Africa. Beyond just having the best of foundations, a university’s success depends on the quality of the programmes offered and the innovations produced; their relevance to the users in government, business and industry and the rest of society; and the quality of its staff and its facilities.

There are six objectives under this strategic set, as indicated below:

1. Instituting a learner-centred approach to teaching and learning
2. Enhancing Science, Engineering and Technology, but with a human consciousness
3. Ensuring the supply of quality Science, Engineering and Technology (SET) enrolments
4. Introducing vocational pedagogy as a research niche or area of scholarship
5. Creating a critical mass in research and teaching
6. Enhancing technology-oriented research and innovation



Strategic set 3 | Partnerships, Institutional Advancement

Once the Strategic Transformation of Educational Programmes and Structures (STEPS) process has been finalised and implemented, CUT shall need all sorts of external support to ensure that the graduates and innovations CUT produces are aligned with industrial and developmental goals. This will improve the management effectiveness of the academic project in attaining and sustaining socio-economic impact and outcomes through increased, highly focused intellectual production and delivery. CUT has to build focused and purposeful strategic partnerships in order to achieve its Vision 2020.

1. Improving partnerships: The choice of business and industry as primary partners for broader societal development
2. Strategic partnerships with business, industry and government to contribute towards sustainable socio-economic development
3. Internationalisation Strategy
4. Engagement, strategic partnerships and advancement (making these part of a University of Technology (UoT) core business)

Achievements in 2012

Strategic set 1 | Building a Strong Foundation

Performance Indicator(s)

Logical, coherent and productive administrative management system; organisational efficiency in costs and operations; support staff structure in place; full complement of support staff at executive and middle management level; greater investment in academe.

Achievements

- CUT continues to tighten the debt-collection measures and are also in the process of phasing out the post-retirement medical aid liability as a major financial burden for CUT.
- With regard to salaries, the academic-to-support-staff ratio was 59:41 in 2012 – an improvement from 57:43 in favour of academics.

Performance Indicator(s)

Designing and implementing an equity and excellence project to grow the number of staff from designated groups and fast-track their development trajectory; earmarking funds for staff development and programmes; stabilising student equity in terms of access and success.

Achievements

- CUT spent a considerable amount of effort on ensuring that the people participate productively by contributing their “crazy ideas” towards achieving Vision 2020. Amongst the people-related achievements in 2012 was policy development towards attracting and retaining talent. Two executive orders were in place in 2012 to guide talent management, including the attraction and retention of scarce skills, and these are being further refined into longer-term policy and procedures for the University, to be implemented in 2013 to achieve the desired outcomes and impact.
- A number of exciting strategies and programmes aimed at empowering CUT community were put in place in 2012, including programmes addressing the twin challenge of equity and excellence under the Higher Education and Leadership Skills Academy (HELSKA) umbrella, namely the Stars of Academe and Research (SoAR) for young aspiring academics who are being nurtured, and Leaders in Education and Development (LEAD) for the staff and other Free State leaders. The SoAR programme is the in-house grow-your-own-timber strategy that has brought a stream of highly

qualified talent into the academic and research corps. Four Master’s students who completed their studies in 2012 are to be absorbed by the Academic Division in 2013, while two Master’s and three PhD students scheduled to complete their studies in 2013 will be brought on board in 2014. R1.3 million was earmarked for general staff development projects in the strategic budget – a further demonstration of the commitment to the institutions most important asset, the people.

- Equity improved, more African individuals were hired, which narrowed the gap between the number of Black and White employees. However, the problem of an inadequate number of Black staff members at senior and professional academic levels persists; there was no improvement in the number of professional academics. More foreign nationals were also hired. *The ratio of Black to White students was 85:15 in 2011, increasing to 90:10 in 2012. The pass rate for Black students was 74% compared to 77% for White students in 2011, whereas in 2012 the pass rate for Black students was 77% compared to a 79% pass rate for White students, thus indicating a narrowing of the gap in this regard.*

Performance Indicator(s)

Planned institutional engagements and debates; regular communication about strategic and institutional culture issues; planned engagements at executive and senior management levels.

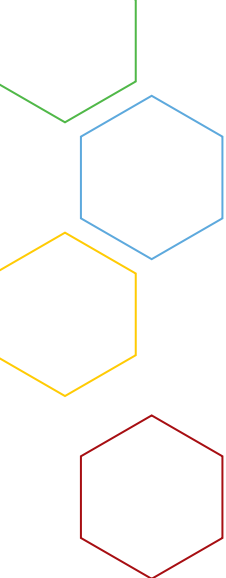
Achievements

- CUT’s most notable engagements were with partners through the public lecture series. Six public lectures were held in 2012, thus stimulating and promoting intellectual discourse amongst partners, students and academics. Significantly, they were intended to demystify public perception that universities are aloof and distant. For the first time, a public lecture took place at the Welkom campus.
- Eighteen Vice-Chancellor’s communiqués on broad topics of institutional ethos and developments were published during

the year, along with two issues of the University’s publication, *Gratia*, and two issues of *Mirror*, the internal newsletter.

- Four knowledge-sharing sessions, in which executives and senior managers participated, were held. Furthermore, five Mancom planning workshops were held in 2012 and provided a platform for the discussion of strategic issues related to CUT, as well as the monitoring and evaluation of institutional priorities and the implementation thereof.





Performance Indicator(s)

University's expectations for behaviour, especially on the part of lecturers, encompassed in the Leadership Charter; implementation of the Charter through workshops with staff and messages in communiqués; Management of tensions with unions to ensure the continual development of students.

Achievements

- The Vice-Chancellor facilitated an SRC workshop on Student Governance, Leadership and Management on 9 February 2012.
- The SRC endeavoured to bridge the gap between the SRC and the University at large and supporting the Leadership Charter by hosting an induction programme.
- The Vice-Chancellor's Vision 2020 road show was extended to staff members and CUT's partners.
- More work is still required in terms of improving relations between lecturers and students. Nevertheless, it is worth noting that CUT has not witnessed a student or staff strike in several years.
- The findings from the 2012 Quality Assurance Survey and the First-year Student Survey administered to 600 first-year students were extremely positive.
- CUT currently has good relations with unions – evident in the limited number of disputes by unions against the University. The 2012 negotiations with the unions on salaries and recognition agreements were highly successful and were concluded by the end of the year.

Performance Indicator(s)

A well-developed and agreed-upon broad framework for transformation of all elements of CUT's core business; the idea of transformation to transcend issues of race, gender and appointments, but to also focus on the quality of the core business, outputs and outcomes working towards the accomplishment of Vision 2020 and relevant strategic plans.

Achievements

- The successful implementation of the STEPS process is an integral component of transformation at CUT. Nine new programmes were submitted to the DHET for approval in the first quarter of 2012, and all nine were cleared for implementation in 2014.
- In addition, STEPS has provided CUT with a new, lean and flat academic structure consisting of a two-layer system of deans and heads of department – as opposed to the previous cumbersome scheme comprising four layers, namely the deans, heads of department, directors of schools and programme heads. The new system was approved and the implementation thereof commenced in November 2012.
- Other curriculum matters included the development of a core curriculum aimed at preparing CUT students to adequately cope with their academic subjects upon entry to the University and to the world of work.
- Learning materials for the four core curriculum modules were developed and piloted on both the Bloemfontein and Welkom Campuses, along with the numeracy module on the Bloemfontein campus in September 2012 (68 students) and on the Welkom campus in October 2012 (53 students).

Strategic set 2 | The Academic Project

Performance Indicator(s)

CUT believes that the focus of the learning process should be on the student rather than the lecturer. This means that teaching methodologies must focus on the real needs of the student.

Consolidated use of distributed and e-learning material; provision of training and exposure to the relevant techniques; improved student support facilities.

Achievements

- Hand-held gadgets known as “clickers” were introduced, particularly for use in testing large classrooms. A total of 73 lecturers were trained in the use of this new technology, and clickers were used in 38 classrooms during the year. The system allows students to give feedback anonymously and promptly, and also computes and presents class results graphically and immediately.
- In addition, a SMART classroom – the first of its kind in a South African university – was conceptualised and constructed as a means of allowing lecturers and students to actively engage with one another using the latest educational technologies.
- A complete student database was imported into eThuto (Blackboard), and students were activated for its use. A total of 707 courses were actively accessed – an increase from 38% to 57%.
- Lecture rooms were equipped with the most appropriate audiovisual aids, and as such all lecture rooms on the Bloemfontein and Welkom campuses have been equipped with data projectors. More than 166 video conferences were supported in 2012, while Blackboard training was provided to 314 lecturers in groups and 261 lecturers individually.

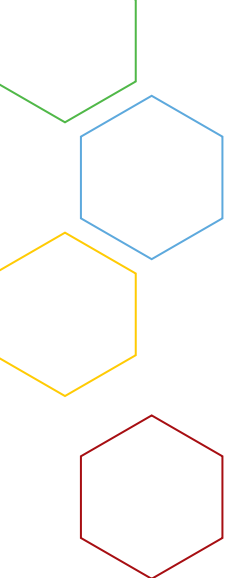
Performance Indicator(s)

Ensuring a clear preference for SET, then Business, Commerce and Management and the Humanities, in that order (in line with the Minister’s headline enrolment target for CUT of 50% SET, 28% BCM, 14% Other Humanities and 8% Education, with 5% postgraduate enrolment); development of four research niche areas in SET; establishment of a Faculty of Humanities to house Education and other humanities-related fields.

Achievements

- In 2012, CUT’s enrolment headcount stood at 12 716 students, of which 5 582 students were enrolled in SET.
- This translates to 44% of the total student headcount in the priority area of SET.
- The postgraduate student enrolment headcount improved from 6% in 2011 to 6.4% in 2012. Nevertheless, CUT is determined to improve on the low number of postgraduate enrolments, and the implementation of SoAR, and the provision made for this programme in the strategic budget, should make a significant difference.





Performance Indicator(s)

Increase in the number of SET-qualifying school leavers in the Free State (through a partnership with the Free State DoE) and feeder schools; funds set aside to support Free State learners who excel in Mathematics and Science.

Achievements

- CUT, in conjunction with the Free State Provincial Government (FSPG) has projects that aim to increase the supply of SET-qualifying Grade 12 learners.
- Through CUT's Schools Advancement Academy (CUT-SAA), learners of the region are supported to improve their success rate, while educators are equipped to deliver on learners' educational needs and expectations, and a general contribution is made towards improving SET and Mathematics performance.
- The Saturday School, Winter School and Spring School projects, all under the auspices of the newly established CUT-SAA, target the learners directly, whereas the Educator Mentorship Development Programme (EMDP), focuses on developing educators' skills. Saturday School Grade 12 learners achieved a 100% pass rate in the National Senior Certificate (NSC) examination. Project was funded by Mutual and Federal and the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA) in 2012. Five of the learners managed to obtain an average aggregate of 80% and higher in the final examination, while two learners were amongst the top 50 achievers in the province and were honoured at the Premier's Well Done Function held at CUT.
- It is noteworthy that 50.46% of the Saturday School learners qualified to enrol for certain Bachelor's degrees, while 38.53% qualified for a National Diploma and 11.01% for a Higher Certificate in 2012. Over the years, more than 120 Saturday School learners have enrolled for Engineering- and Science-related fields of study at CUT, while numerous others have enrolled for courses in Medicine, Law, Engineering and Science at other institutions around the country. It is evident that the project is certainly serving its intended purpose and has had many positive outcomes benefitting not only the Free State and the central region, but also the entire country.
- CUT's EMDP, which is financed by the Telkom Foundation, made great inroads, as most of the participating teachers showed a total turnaround in their commitment towards their work and their learners. Telkom Foundation's sponsorship made it possible for us to acquire 26 laptops, 12 data projectors and 12 projection screens, as well as three photocopiers for the three participating primary schools. These items, along with other teaching aids such as wall charts, books and educational toys, were handed over to the schools.
- Good progress has been made since the Feeder School Bursary Programme was initiated in 2010, with sponsorship agreements being signed with Eduloan and Standard Bank, and Standard Bank donating R2 million for the Winter School and Spring School projects.

Performance Indicator(s)

Starting a research niche area or a centre for vocational pedagogy, given the required expertise in this area within UoTs.

Achievements

- Networks and areas of collaboration were established with three Finnish universities of applied sciences, namely Haaga-Helia, Hamk and Laurea, following an educational visit to CUT from 26 - 29 May 2012. The purpose of this visit was to establish how such universities in Finland integrate knowledge, competence and skills of different occupational fields in their study programmes, and to explore common areas of collaboration such as vocational teacher training, entrepreneurship and e-learning.
- Dr Jari Laukia from Haaga-Helia University of Applied Sciences conducted a one-day workshop on the integration of knowledge and entrepreneurial skills in study programmes on 5 November 2012.
- A workshop on Standards in Universities by Prof. Michael Young of the London Knowledge Laboratory was hosted on 15 May 2012. Prof. Young not only has vast knowledge of the South African higher education system, but, as an authority on areas of knowledge production for the various professions, he has also been involved in several capacities in South African higher education and has written a great deal on vocational pedagogy internationally and in South Africa.

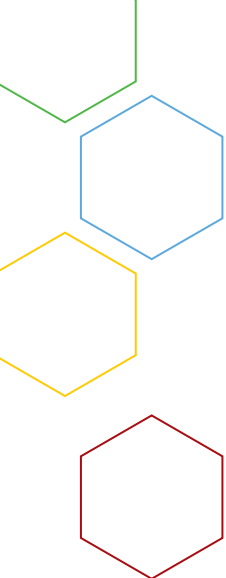
Performance Indicator(s)

Establishing a critical mass of senior professors, professors and senior lecturers in selected research and teaching areas; using restructured savings to create a strategic fund for such scientists/professors, their laboratories and postgraduate students; enhancing the current research thrusts and niche areas through partnerships and new staff.

Achievements

- During 2012 CUT appointed two senior lecturers, both in the Faculty of Engineering and Information Technology, along with six junior lecturers and six lecturers. Quite impressively, 2012 saw the number of PhD holders on CUT's teaching/research teams increase by 17% from 58 to 70, while the number of those with Master's degrees increased by 15% from 88 to 104.
- At the end of 2012, 23% of the teaching/research staff were in possession of a PhD, and 36% in possession of a Master's degree. All these efforts are meant to help to improve the quality of the education offered, and in this respect remained committed to ongoing improvement.





Performance Indicator(s)

Identifying strategies to enhance this area; recruiting senior scholars in technology-focused areas; developing modules with a technology and innovation focus; enhancing the technology focus and establishing links between academic products and business / industry.

Achievements

- In 2012 CUT earned 52 credits from accredited articles compared to 39.56 credits in 2011.
- A newly-introduced Vision 2020 Innovation Fund will enhance entrepreneurial skills amongst those students who seek to create social and technological innovations. Improving the product continued apace during 2012, with efforts to equip students with expertise and know-how to excel at their jobs in the world of work. This is precisely what STEPS was meant to do, i.e. transform the curriculum to such an extent that it is more relevant to market needs.
- The STEPS process is poised to provide the University with a competitive edge in terms of enabling us to develop and teach courses that are most relevant to the needs of the country and indeed the world.
- As part of the STEPS outcomes, CUT has made a commitment that Work-integrated Learning (WIL) and its sister variants like Service Learning will be part of every new programme introduced at the University. To this end, Senate approved the new WIL structure consisting of five WIL co-ordinators reporting directly to the Director: Co-operative Education.
- Furthermore, multidisciplinary and transdisciplinary research methodologies and practices are currently being developed, while a research structure with provision for four faculty research managers has already been approved.

Strategic set 3 | Partnerships, Institutional Advancement

Performance Indicator(s)

CUT, as a technology-oriented institution, to transfer technology to business and industry as primary partners that will give financial and other support to such developments; turning innovations and inventions into products useful to society.

Achievements

- CUT's Centre for Rapid Prototyping and Manufacturing (CRPM) and the DST-supported Product Development Technology Station (PDTs) continue to engage with business/industry. The official launch of the new CRPM facilities on 5 September 2012 represents a breakthrough of global significance in terms of sophisticated laser sintering and ultra-modern prototyping facilities.
- Two new state-of-the-art direct metal laser sintering machines, manufactured by EOS in Germany and jointly funded by CUT and CRPM, were installed in the new facilities.
- The two machines represent a R7 million strategic investment, which is vital to ensure that CUT remains at the forefront of the latest manufacturing technologies.
- The Free State IT Hub is also of significant strategic importance and is a joint collaboration effort between CUT and the FSPG. In 2012 the IT Hub was approached by multinational giants – Microsoft, Nokia, Dell and Dimension Data – with an interest in establishing a partnership. The world-class software systems being developed by the local software engineers are truly a source of great pride.

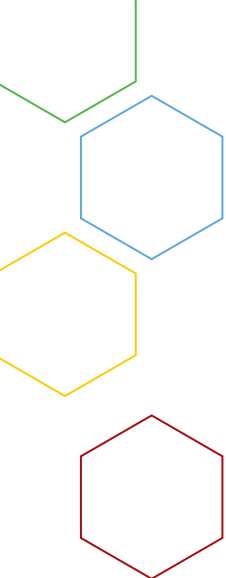
Performance Indicator(s)

Nurturing a symbiotic relationship between CUT and government and its agencies (DST and DTI/SEDA as the forerunners at national level, along with the FSPG, the various municipalities and SETAs); various programmes introduced in 2009 to support provincial and local governments; Teacher Education and School Development programmes introduced in 2009.

Achievements

- CUT has an over-arching co-operation agreement with the Free State Department of Health.
- The Faculty of Engineering and Information Technology has joint partnerships and collaborative projects in various areas, such as the IT Hub; the Contractor Development Programme in collaboration with; and the Software Development Project, in collaboration with the Johannesburg Centre for Software Engineering (JCSE) based at the University of Johannesburg. This forms part of an international co-operation agreement with the Software Engineering Institute at Carnegie Mellon University in the USA, with JCSE providing in-situ training to graduates and alumni using local and international trainers.
- The School of Government Management plays an active role in regional and national bodies, with some staff members acting as assessors etc.
- CUT partners with the European Union on the BEd Foundation Phase Project; with the University of Pretoria, University of Kwa-Zulu Natal, Tshwane University of Technology and DHET on the development of the BEd Foundation Phase Programme in Mother Tongue Instruction; with Harmony Gold in Virginia on the support of Jewellery Design and Manufacturing students; with Aalen University in Germany in support of Communication Sciences students; with the University of Lagos in Nigeria on postgraduate supervision; and with the Heidedal community on the development of a community newspaper.
- As partner in the Executive Development Programme of the Public Administration, Leadership and Management Academy, and in collaboration with various consortia of different universities, including North West University (Leader Consortium), UFS, UKZN, Durban University of Technology, Vaal University of Technology (Leader Consortium), University of Stellenbosch, Tshwane University of Technology and University of the Witwatersrand, the School of Government Management was involved in a number of facilitation sessions in 2012.
- Standard Bank, Mutual and Federal, Telkom Foundation and MERSETA partnered with CUT on CUT-SAA in 2012.
- The School for Entrepreneurship and Business Development, in partnership with Maccaulei Learning Academy, offered the BTech: Human Resources Management to middle and senior managers from commerce and industry in the Vereeniging area, with a first intake in January 2012 of 47 students and a second intake in July 2012 of 42 students.
- Prof. JFR Lues of the Faculty of Health and Environmental Sciences has been seconded to drive the Regional Innovation Strategy and to formalise the Regional Innovation Centre, working in close collaboration with the CUT Services and Enterprises Trust, the Research and Innovation Unit and external stakeholders, including DST and UFS. The Regional Innovation Forum to be launched in 2013.





Performance Indicator(s)

Establishing partnerships within the SADC region, specifically smaller countries; consolidating other partnerships within the continent and in other parts of the world; enhancing partnerships on staff development programmes (Master's and Doctoral degrees) for some of the universities within the continent; increasing research collaboration with other African institutions.

Achievements

- The president of the International Association of University Presidents and the head of the OECD/IMHE Programme on Higher Education and Regional and City Development have both agreed to participate as keynote speakers at the South Africa Technology Network Conference to be held in October 2013.
- Some of the international partners, including University of West Scotland (UWS), were invited to the International Education Association of South Africa Conference in 2013 in order to contribute to and witness the launch of CUT's internationalisation strategy scheduled to take place during the conference.
- The involvement of the Vice-Chancellor and Principal as Regional Chair: Southern Africa and member of the executive committee of the International Association of University Presidents (IAUP) is ongoing, and many new members have been recruited to this organisation.

Performance Indicator(s)

Devising strategies to diversify the support base for the institution – moral, social, financial and otherwise; focusing on engaging with various stakeholders and creating strategic partnerships; ensuring institutional advancement and better financial sustainability from such engagements; reorganising the centres and business-oriented units.

Achievements

- The National Development Plan (NDP) and Vision 2020 were at the helm of CUT's community engagement activities in 2012.



Management and Administration

Administrative structures in both the support and academic management divisions have been aligned as part of the broader three-phased institutional restructuring exercise, which produced new structures and the staff establishment currently in place. The process of addressing the broader academic structures, such as schools and programme management commenced on conclusion of the STEPS process in June 2012.

This section deals specifically with managerial/administrative aspects of the institution's operations.





MANCOM

Mancom has been established to address managerial issues within the institution in a collective and efficient manner, with executive powers besides its advisory role to the Vice-Chancellor and Principal, who also has certain defined and/or delegated executive authority. Mancom reports on and monitors all projects of the CUT Council and those of the institution as a whole. Mancom may approve operational projects in terms of the existing policies and procedures. Mancom members must ensure that the entire executive team leadership and management skills are enhanced and that the strategic vision of the institution is carried throughout CUT.

Financial Sustainability

Since restructuring savings began to emerge in 2009, CUT has established about 56 new academic positions, which has led to the salary budget ratio of academic to support staff improving from 49:51 in 2007 to 59:41 in 2012. With the majority of resources now being dedicated to academic staff, CUT has clearly made great strides in terms of shifting resources towards the core business.

The adjusted headline budget for 2012 put the salary bill at 61.56% of the total subsidy and tuition fee income. As at the end of December 2012, the actual expenditure was 61.48%.

Student debt has been challenging, while under-spending remains a challenge. The former can be attributed to the bleak economic situation and to some degree the increase in NSFAS funding. In 2012 CUT distributed R145 million in NSFAS loans. Despite the challenges, strategies have been put in place to recover debt, including internal strategies for students who are still in the system and the use of debt-collecting agencies/attorneys for students who have left CUT. In this respect, CUT has been tightening the policies and procedures on student debt collection and have developed control mechanisms for under-spending.

The University's **financial management** system has evolved fundamentally. In 2012, R113 million in strategic funds could be set aside for the implementation of the strategic priorities emanating from Vision 2020 and its strategic plans, thus eliminating the

need to borrow funds for this purpose. Furthermore, executive managers and senior managers now control their budgets fully without undue interference from the Finance Section, as was the case in the past, thus creating greater accountability across the system. In an effort to further promote accountability among budget holders and to strengthen the linkage between planning and budgeting, a Resource Allocation Model (RAM) was developed in 2012, with full testing scheduled for 2013.

CUT has received unqualified audits every year for the past 10 years, meaning that the financial position and performance have not only met the requirements of the Higher Education Act, but have also been in accordance with the International Financial Reporting Standards.

Asset management has now been mainstreamed into the administrative function. Success can be seen in terms of **procurement management**. The Procurement Policy will be updated to incorporate the latest acts promulgated and the recommendations made by external consultants and executive management in respect of the University's procurement processes. With regard to the institution's broad-based black economic employment procurement, CUT achieved the Council-set target of 80% in 2012, and preparations had been made for the initiation of an electronic procurement process for implementation in 2013.

The measures taken to ensure financial sustainability through better financial management processes have seen great overall improvement.

Human Resources

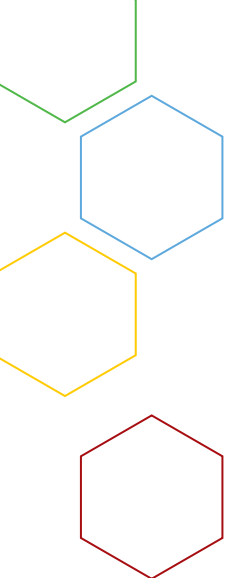
The Achilles Heel is the **Human Resources function**. A Human Resources Strategy was approved by Council in 2012, and good progress has been made in terms of the Institutional Performance Management System. A system is in place for executive management and for post levels P4 to P8, and this will be cascaded down to all levels in 2013. Talent management continues to be a major challenge, with CUT's location in Bloemfontein serving as a deterrent to attracting the country's best-skilled people.

As mentioned above, the salary budget for 2012 has been managed down to 61.56% (2011: 62.23%) of the total state grant and tuition fee income, which is within the gazetted range of 58% to 62%. The actual personnel expenses for 2012 ultimately amounted to only 62.82% (2011: 61.59%) of the total state grant and tuition fee income. For 2012, 59% of the salary budget was earmarked for academic positions versus 41% for support staff.

Much progress has been made towards the reduction of the post-retirement medical aid liability, which has been a source of consternation for many years. At the end of 2012 negotiations with in-house employees were underway.

The following table depicts the permanent staff headcount as per the HEMIS system. Some significant achievements in meeting social responsibility commitments have been made.

Permanent Staff Headcount					
Personnel Category Description	Race Description	Headcount Total	% Female	% Male	% Total
Crafts/Trades	African	5	0.0%	0.7%	0.7%
	Coloured	1	0.0%	0.1%	0.1%
	White	1	0.0%	0.1%	0.1%
Crafts/Trades Total		7	0.0%	1.0%	1.0%
Executive/Admin/Mgmt Professional	African	27	1.0%	2.8%	3.8%
	Coloured	6	0.3%	0.6%	0.9%
	Indian	2	0.0%	0.3%	0.3%
	White	20	1.3%	1.6%	2.8%
Executive/Admin/Mgmt Professional Total		55	2.6%	5.3%	7.8%
Instructional/Research Professional	African	101	3.3%	11.1%	14.4%
	Coloured	8	0.7%	0.4%	1.1%
	Indian	7	0.3%	0.7%	1.0%
	White	158	11.1%	11.4%	22.5%
Instructional/Research Professional Total		274	15.4%	23.6%	39.0%



Non-professional Administration	African	65	5.6%	3.7%	9.3%
	Coloured	23	2.7%	0.6%	3.3%
	Indian	1	0.1%	0.0%	0.1%
	White	65	8.1%	1.1%	9.3%
Non-professional Administration Total		154	16.5%	5.4%	21.9%
Service	African	97	7.8%	6.0%	13.8%
	Coloured	4	0.1%	0.4%	0.6%
	White	2	0.1%	0.1%	0.3%
Service Total		103	8.1%	6.6%	14.7%
Specialised/Support Professional	African	37	2.6%	2.7%	5.3%
	Coloured	6	0.6%	0.3%	0.9%
	Indian	2	0.1%	0.1%	0.3%
	White	28	2.7%	1.3%	4.0%
Specialised/Support Professional Total		73	6.0%	4.4%	10.4%
Technical	African	22	0.9%	2.3%	3.1%
	Coloured	1	0.0%	0.1%	0.1%
	Indian	1	0.0%	0.1%	0.1%
	White	13	0.3%	1.6%	1.9%
Technical Total		36	1.1%	4.0%	5.1%
African Total		354	21.1%	29.3%	50.4%
Coloured Total		49	4.4%	2.6%	7.0%
Indian Total		13	0.6%	1.3%	1.9%
White Total		285	23.5%	17.1%	40.6%
Grand Total		702	49.7%	50.3%	100.0%

Table 1: Permanent staff composition per HEMIS personnel category.

It should be noted that the overall female-to-male ratio of permanent staff has shifted slightly in favour of males from 49.7% in 2011 to 50.3% in 2012.

The figure below depicts the population groupings, as well as male-to-female ratios in the permanent staff component of the institution.

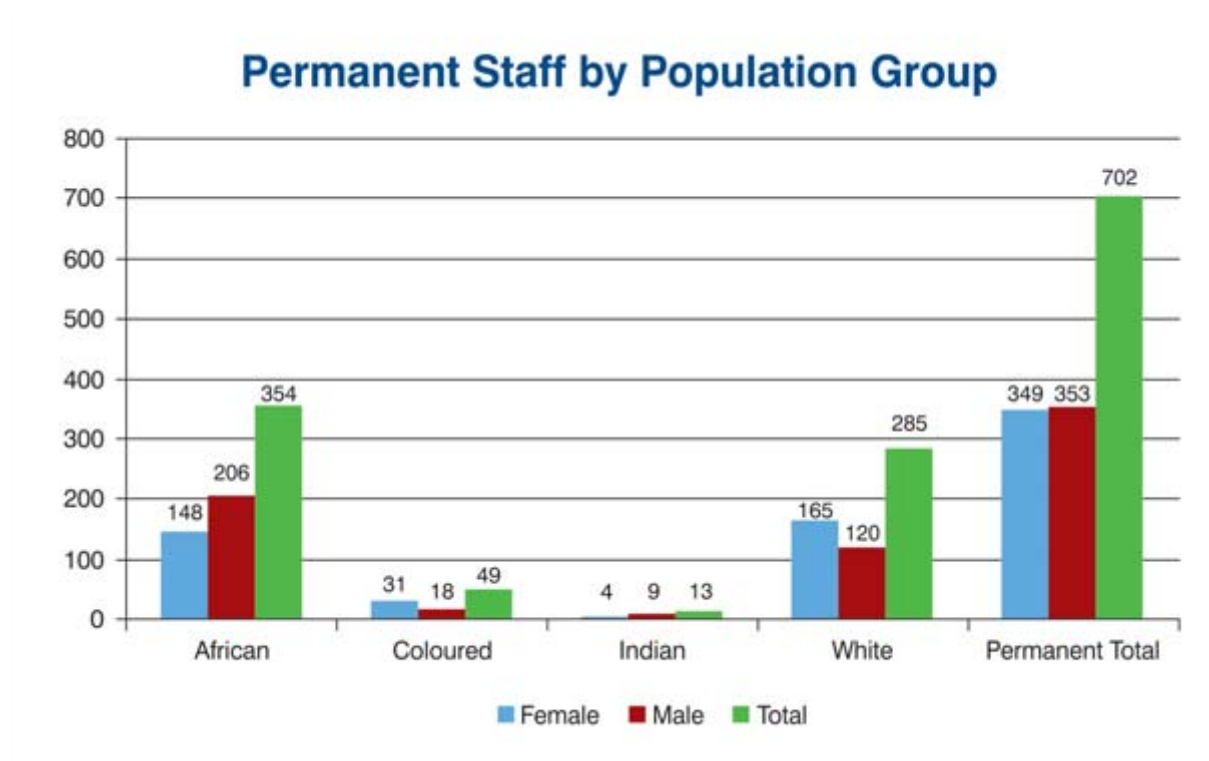


Figure 1: Permanent Staff by Population Group.

Overall, the permanent staff complement was reduced from 715 in 2011 to 702 in 2012, with the majority in the White population group.

Control Measures, Governance Reviews and Internal Audit

CUT maintains a system of internal control over financial reporting and the safeguarding of assets against unauthorised acquisition, use or disposal. Such systems are designed to provide reasonable assurance to CUT, the Audit and Risk Committee and Council regarding an operational environment that promotes the safeguarding of assets and the preparation and communication of reliable financial and other information. This includes documented organisational structures setting out the segregation of responsibilities, as well as established policies and procedures, including a code of ethics that is communicated throughout the organisation to foster a strong ethical climate and the careful selection, training and development of its people.

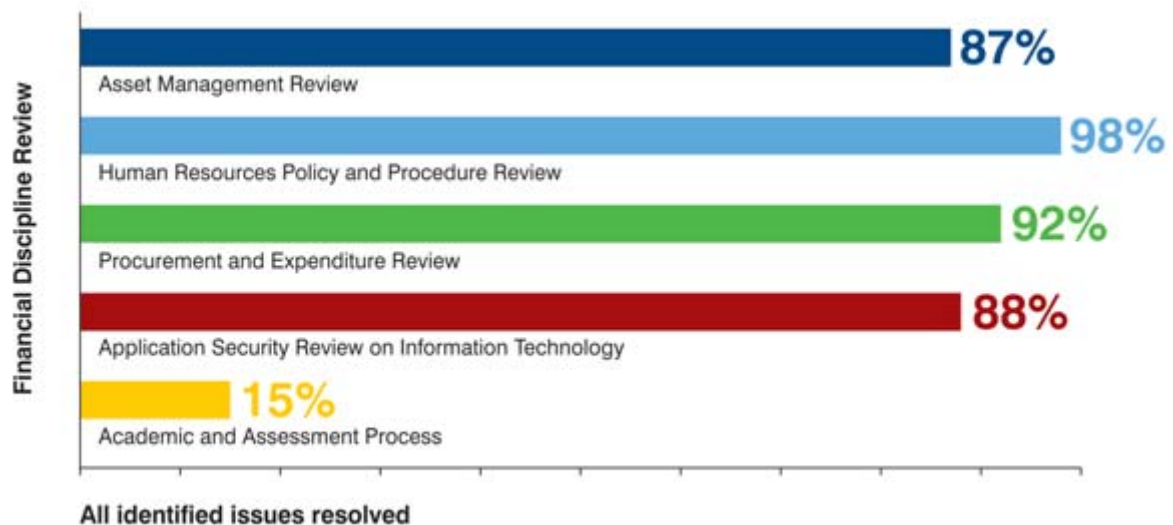
Internal Audit monitors the operation of the internal control systems in terms of an approved internal audit plan, and report's findings and recommendations to Management and the Audit and Risk Committee. Corrective actions are taken to address

control deficiencies and other opportunities for improving the systems when identified. Council, operating through its Audit and Risk Committee, oversees the financial reporting process.

Good progress can be seen in the **internal audit function**, as its performance (delivery, quality and costs) has improved tremendously since its days as an in-house function. CUT has an annual Strategic Risk Register, a three-year Rolling Risk Management Plan and several planned internal audit activities in place. Since 2008, risk management has become a major activity at both management and governance level. In 2009, for the first time in many years, the external auditors relied on work done by the internal auditors. This practice continues, proving that the internal auditing system is working well at this time. As was the case in 2011, an independent review of the outsourced internal audit was done during 2012, with good results.

Since the outsourcing of the internal audit function in 2007, the quality of the University's internal audit function has improved significantly.

Major internal audit projects that were concluded by the end of 2012, as well as those still in progress, are reflected below:

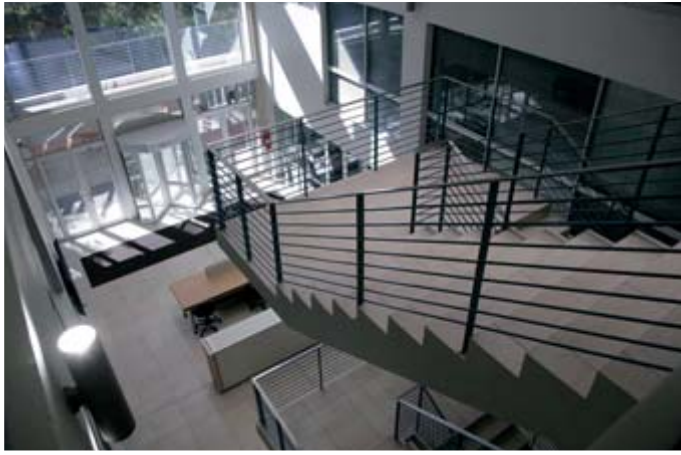


Information and Communications Technologies (ICT)

For purposes of information management, CUT has implemented the Higher Education Data Analyser (HEDA) system, which makes use of data sourced from the Higher Education Management Information System (HEMIS). The reports generated from these systems are used for planning and monitoring purposes across CUT.

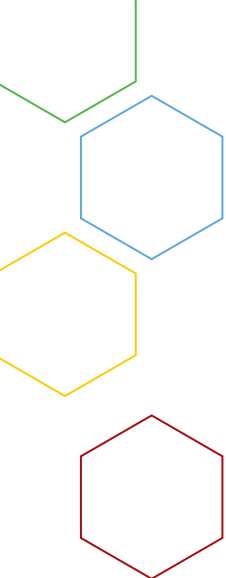
A number of projects were completed within the ICT environment, major ones include:

- Collaboration enhancement: Decommissioned the non-supported e-mail system and replaced it with a stable and supportable system.
- Improved computer access: 800 computers were installed in laboratories on the Bloemfontein campus, and 300 on the Welkom campus, for use during lectures, as well as general access to learning resources.
- ICT governance: The formulation of an ICT governance framework consolidating all ICT governance efforts in line with King III was completed and the framework was approved.
- Sustainability: As part of an ongoing sustainability drive, 10 servers were decommissioned moving to a virtual environment, thus reducing the energy requirements for technology.



Students take advantage of brand new Reading Lab facilities on CUT's Bloemfontein Campus.





Risk Management

Council has committed CUT to a process of risk management that is aligned to the principles of the King III Report and the Higher Education Act (Act 101 of 1997). Management is accountable to Council for designing, implementing and monitoring the process of risk management and integrating it into the day-to-day activities of the University. Management structures continue to be developed to focus on certain key activities within the University.

Risk monitoring includes processes such as:

- Strategic risk workshops where risks are monitored and adjusted to the unique circumstances of the University;
- Registers declaring financial interests and gifts;
- Internal audit reviews; Compliance reviews; and
- Senior management reviews on work performed in accordance with policies and procedures.

Risk Assessment: University management conducted a strategic risk assessment workshop in September 2012, which was facilitated by the external auditors of the University. Following the strategic risk workshop, an updated strategic risk register was compiled.

Academic Administration

As another element of the STEPS process, CUT has established a strategy for more effective and efficient academic management in view of better delivery of the product. In this respect, STEPS has provided CUT with a new, lean and flat academic structure consisting of a two-layer system of deans and heads of department, as opposed to the previous cumbersome scheme comprising four layers, namely the deans, heads of department, directors of schools and programme heads. The new system was approved by Senate and Council in 2012, with implementation commencing in November of that same year. Progress can be seen in respect of the online registration process. By the end of

Fraud Risk Management: Employees and others have access to a whistle-blowing facility (*Ethics Hotline*) to anonymously report unethical and risky behaviour. Any dishonesty, when detected, is taken seriously and dealt with on an ongoing basis.

Examples of Risk Categories: Management is continuously developing and enhancing its risk and control procedures to improve the mechanisms for identifying and monitoring risks. Examples of the risks faced by the University include:

- Proper handling of machinery and hand-held tools;
- Training in the use of such equipment; and
- Risks as per the Risk Assessment and Emergency Manual.
- Institutional risks such as political, social and economic risks, reputational risks, financial sustainability / stability, and marketing and quality of service / education.
- Operational risks such as fraud and theft, human resources, information technology, and business continuity planning, change management / organisational management, information integrity and reliability, and physical risk - safe use of workplace machinery and other equipment.
- Financial risks, such as financial instruments (interest-rate risk, credit risk, foreign-exchange risk, etc.), and financial stability.
- Regulatory / statutory / legal risk and finally Insurance risk.

2012, systems were in place for all first-year students to register online in 2013, except in cases of subjects outside the planned subject structure. Provision has also been made for senior students who have passed all prerequisite subjects to register online in 2013.

HEQF in 2007 compelled all higher education institutions to align their qualifications, with UoTs, (including CUT) having been particularly affected. Since 2009 UoTs have been in a state of transition re-curriculating their old Section 151 qualifications (National diplomas and BTechs) and in some cases developing completely new qualifications. The following curriculum development activities took place in 2012:

All CUT programmes were categorised into Category A, B or C according to the requirements of the CHE.

As part of the STEPS process the following nine qualifications were submitted to the DHET, and all were cleared for submission to the CHE:	In addition, the following qualifications have since been submitted to the CHE for the initial phase of the accreditation process:	The following Category B qualifications of the Faculty of Management Sciences and the School of Civil Engineering and Built Environment respectively were recurriculated and approved by Senate:
Higher Certificate in Community Development Work;	Diploma in Dental Assisting;	Diploma in Internal Auditing;
Diploma in Design and Studio Art;	BHS in Radiography;	Diploma in Public Management;
Advanced Diploma in Agricultural Extension;	Higher Certificate in Renewable Energy Technologies;	Diploma in Financial Information Systems;
Advanced Diploma in Health Management;	Diploma in Design and Studio Art; and	Diploma in Human Resources Management;
Advanced Diploma in Logistics and Transportation Management;	Higher Certificate in Community Development Work.	Diploma in Office Management and Technology;
Bachelor of Sciences in Hydrology and Water Management;		Diploma in Marketing;
Higher Certificate: Renewable Energy Technologies;		Diploma in Hospitality Management;
Diploma in Sustainable Energy Advising; BEd: SP and FET Teaching;		Diploma in Tourism Management; and
		National Certificate in Information Technology.

A core curriculum aimed at preparing CUT students to adequately cope with their academic subjects at entry into the University and for the world of work was developed as part of the STEPS process.

Regarding the Extended Curriculum, proposals for 14 programmes were developed and submitted to the DHET for approval and funding – all of which were successful.



Institutional Operational Plan 2012

CUT's Institutional Operational Plan 2011-2013 is a rolling plan that covers a period of three years. Like all rolling plans, it is revised each year to take into account changes in the environment, but within the overall objectives for the three-year period. It is guided by a number of decisions and policies approved by Council:

- (a) Year 2020: Vision of the transformation agenda;
- (b) Vision 2020 and Strategic Plan 2010 - 2015 and 2016 - 2020;
- (c) Academic Planning Statement; and
- (d) Leadership Charter.

Contributions from divisions on their key priorities, targets and timelines are used to revise the Operational Plan annually. This plan sets the broader priorities and focus areas for 2012, en route to accomplishing Vision 2020. Much emphasis is placed on the monitoring of progress and performance throughout the year, as this is a core part of the entire process.

The Vice-Chancellor and Principal's leadership, managerial and administrative achievements objectives include:

- Mancom Planning Workshops - CUT's new planning cycle consisting of four sessions.
 - The November workshop is the kick-off session for each year during which priorities, indicators, targets, timelines and baselines by each division are presented and adopted, and budgetary implications for the following year are also discussed.
 - The January/February workshop signals the beginning of execution, while the May workshop is the mid-term review of each year, and the September workshop is for the assessment of achievements, as well as the presentation of broader parameters of the plan and budgets for the following year.

- The Operational Plan 2012 identified key imperatives for the Vice-Chancellor and Principal that is referred to as the four Ps, which are:

- **PLANS:** Developing, refining, aligning and executing plans and strategies to achieve the vision;
- **PEOPLE:** Developing and providing space for the development of staff and students; and deeper engagement with partners and stakeholders;
- **PRODUCTS:** Implementing the STEPS outcomes and improving on the programmes and innovations; and
- **PENNIES:** Providing and allocating reasonable resources towards University operations and strategic projects; and the strategic management of such.

The year 2013 is the final year of implementation of the current Institutional Operational Plan, as a new rolling plan will be crafted for 2014-2017. The Academic Plan 2014-2020, which was approved by Council in November 2012, will be a source of information during the development of the next Institutional Operational Plan.



Council and Senate

Council

The University Council is the highest decision-making body at Central University of Technology, Free State and consists of thirty members. Sixty percent (60%) of the members are external members.

The very nature of any university's business is long-term. While there is a need for short- to medium-term development gains, these opportunities must not redefine the University's longer term goals of developing and deploying human or intellectual

capital in the interests of socio-economic development, within a very competitive global economic context. As the transformation position paper stresses, the transformation of the University is a long-term goal where its engagement with staff and students is constantly redefined. The participation of staff and students in these engagements must be supported, encouraged and stimulated. The nature of the University's transformation requires steady and determined development of its capacities – especially its human resources and infrastructure – to consistently deliver the desired outcomes.

Building on the notions of the role of a university of technology in development, CUT has Vision 2020 conceived and has begun to implement its five key principles:

- As a technological university, innovation is essential to the vision as well as social and technological innovation are central to academic, skills development and research programs.

- Measuring the result is also fundamental to the vision – CUT is not about quantity and generalities but about measurable performance, outcomes and impact subjected to systematic and robust monitoring and evaluation.

- Socio-economic and entrepreneurship is at the heart of everything the institution does – CUT's endeavours in knowledge-production and human capital development have to be relevant and aligned to the agenda of improving lives in the Free State province, the central region and South Africa as a whole. In a nutshell, the vision as an engaged university guides and grounds us into partnering with business, government and the broader society – the golden quadrilateral that binds public policy, innovation and commercialisation of scientific and technological ideas for creating greater prosperity.

- CUT's geographical location and the local and regional comparative advantage as a result of the location also matter. The location should reflect and shape CUT's agenda and priorities because the university exist primarily to address the needs of the communities in the province, region and country. Primarily, local and regional development should be the epicentre of the university's revolution.

- Finally, quality and excellence are the glue that holds everything together. CUT has to strive and thrive in providing the best services in education and training, research, innovation and entrepreneurship development.

During 2012, CUT pursued a number of institutional strategies and objectives. Council attended to and addressed a number of matters of significance for the institution, the most important of which were the following:

- The programmes that are outcomes of the Strategic Transformation of Educational Programmes and Structures (STEPS) project were approved. In addition, a new two-tier academic structure, consisting of deans and heads of department, was approved.
- The full Senate membership of the heads of department and the six department managers with effect from 1 January 2013.
- The institution's strategic commitment to sustainable development was supported.
- In January 2012, Council decided that a commission of inquiry would be appointed to follow up on the Lubbe report and to investigate the allegations contained in the anonymous letter sent to the Minister in February 2011. In March 2012, Council decided that the resolution to appoint a commission of inquiry would not be rescinded, but would be kept in abeyance until such time as the report of the independent assessor appointed by the Minister had been received. In September 2012, the Council resolution on the appointment of a commission of inquiry was reaffirmed, to be acted upon by the Exco of Council.

Approval of policies, plans, constitutions and manuals

- Communications, Marketing and Public Relations Policy
- IT Governance Framework Draft
- Institutional Operational Plan 2011-2013 (2012 Rolling Plan)
- Revised constitutions of the following standing committees of Council to align them with King III principles:
 - Executive Committee (Exco) of Council
 - Audit and Risk Committee
 - Finance Committee (previously the Planning Finance and Resources Committee or PFRC)
 - Human Resources Committee
 - Investment Committee
 - Remuneration Committee
- Revised constitution of the Institutional Forum
- Admission Policy 2013, Policy and Procedure for the Collection of Student Fees
- Strategic Commitment to Sustainable Development

- Policy on Intellectual Property
- Academic Plan 2014-2020
- Strategic Budget 2012
- Human Resources Strategic Plan and Priorities for 2012-2014; Salary Determination Model
- Self-evaluation Instrument for Council, with possible improvements to be made in 2013. This instrument was used in 2012 to measure Council's performance.

The Finance Committee (previously the Planning, Finance and Resources Committee or PFRC) of Council governs the planning, finance and resources affairs of CUT. It considers and recommends to Council the corporate strategic plans, strategic directions and priorities in human resources, finance and resource governance, as well as the annual budget. Specific issues attended to in 2012 included:

- the issue of commercial equity,
- the approval of student fees for 2013,
- research and research outputs at CUT,
- the DHET infrastructure,
- the approval of several tenders, public private partnerships, sustainable development policy issues, the revision of the constitution of the Committee.

The Audit and Risk Committee of Council assists Council in fulfilling its overview responsibilities. It reviews the annual financial reporting process, the system of internal control and management of financial risks, the audit process, and CUT's process for monitoring compliance with laws and regulations. Specific matters attended to were the top priority strategic risks of CUT:

- the collection agreement between CUT and NSFAS,
- the revision of the constitution of the Committee,
- the appointment of new internal auditors,
- the monitoring of reports on previous internal audit findings,
- the institution's financial performance,
- the collection of student debt,
- the approval of the annual financial statements 2011, compliance with King III,

The Investment Committee of Council reviews the investment performance of CUT on a quarterly basis to determine the continued feasibility of achieving the investment objectives set out in CUT's Investment Policy.

The Human Resources Committee of Council recommends to the CUT Council appropriate strategic directions and priorities in human resources governance, e.g. performance management, conditions of service and employee relations. The Committee attended to matters such as the performance management system, labour relations matters, the revision of the constitution of the Committee, the review of institutional criteria and procedures for the review and renewal of executive and senior management positions.

The Remuneration Committee of Council, which attends to remuneration issues specifically mandated by Council, such as executive performance awards for 2011 and 2012.

Challenges of Governance and Management at CUT

Based on an anonymous letter received by the Minister of Higher Education and Training in February 2011, containing a plethora of allegations, the DHET subsequently requested CUT's Council to investigate these allegations – mainly in relation to Prof. T Schultz (the then Deputy Vice-Chancellor: Institutional Planning, Partnerships and Communications) and his alleged mistreatment of staff, as well as his alleged protection by the Vice-Chancellor.

In March 2011, Council commissioned KPMG, CUT's internal auditors at the time, and subsequently Adv. J Lubbe of the Bar Council for the Free State Society of Advocates, to investigate these allegations. However, their reports proved inconclusive and not based on any *prima facie* evidence.

Unconvinced that Council had done everything in its power to investigate the matter, the Minister appointed an independent assessor, namely Prof. J Smith of Stellenbosch University, to investigate the matter further. Prof. Smith launched his investigation on 12 March 2012 and produced a report that was gazetted on 11 May 2012.

In response, and as per the Minister's request, Council prepared a 71-page rebuttal – accompanied by over 1 000 pages of

The Executive Committee (Exco) of Council deals with urgent matters and issues referred to it by Council or its standing committees. Specific matters attended included the approval of tenders, the investigation into the allegations contained in the anonymous letter to the Minister and the institution of a commission of inquiry in this regard, the approval of the constitutions of the standing committees of Council, the nomination of Councillors to serve on the standing committees of Council, the court case between Council and the Minister of Higher Education and Training, the resignation of Councillors, the review of the Registrar's contract and matters flowing from that, and other matters referred by Council for finalisation.

documentary evidence – to the assessor's findings, which was submitted to the Minister on 1 June 2012. In short, Council's rebuttal showed beyond a reasonable doubt that Prof. Smith's findings had no basis in fact or evidence.

Despite this, the Minister accepted Prof. Smith's findings, and in June 2012 he appointed Stanley Ridge, a retired professor from the University of the Western Cape, as CUT's administrator. Immediately thereafter, Council's application for a review of the Minister's decision to appoint an administrator, as well as the Minister's own application to enforce the appointment of the administrator, was lodged at the Bloemfontein High Court, where the case was heard on 19 and 20 July 2012. On 13 August 2012, the presiding High Court judge, Judge Johann Daffue, delivered his judgement in favour of CUT and its Council.

Subsequently, on 14 November 2012, the Parliamentary Portfolio Committee on Higher Education and Training engaged with CUT, at which point it intimated that the Auditor General would be approached to become involved in the matter – although to date, CUT has not been contacted by the Auditor General in this regard. In November 2012, Council appointed Adv. H de Bruin to investigate the remaining matters that had either not come before Judge Daffue or had been referred by the judge to Council for attention. Adv. de Bruin is scheduled to complete his work on 31 May 2013 and to present his report to Council on 7 June 2013.



Senate

Senate is the primary forum in CUT for the discussion and resolution of academic matters and for developing for transmission to Council policies and procedures on academic aspects and implications of any business coming before the Council.

The academic enterprise at CUT constantly strives to fulfil the institution's mission by:

- Using workplace-inspired teaching and learning strategies to deliver high-quality appropriate Science, Technology, Engineering and Mathematics (STEM), Management Sciences, and Humanities academic programmes;
- Pursuing applied research and fostering innovation and technology transfer;
- Forging strategic partnerships with various organs of society, including government, business and industry, and engaging with various communities for mutually beneficial development;
- Promoting access with success in attracting potentially successful students and supporting them to become work-ready graduates; and
- Attracting and retaining quality staff and supporting their development and wellbeing.

The following specific matters were attended too by Senate:

Approvals related to academic programmes:

Bachelor of Health Science in Clinical Science; Diploma: Accounting Technicians; Changes to the National Certificate in IT; Teach-out plans for the National Diploma and BTech in Sport Management; the following national diplomas: Fire Technology, Fashion, Clothing, Fine Art, Graphic Design, Photography, and Jewellery Design and Manufacturing; the BEd (FET); the recirculation of learning programmes for the diplomas in Public Management, Internal Auditing, Financial Information Systems,

Human Resources Management, Office Management and Technology, Marketing, Hospitality Management, and Tourism Management.

New academic management structure:

The new academic management structure, consisting of 25 academic departments led by heads of department and six departmental managers, was approved by Senate.

Academic promotions and the appointment of exceptional professors:

Senate approved the promotion of seven academic staff members and the appointment of three exceptional professors.

Academic Plan 2014-2020:

Senate approved the CUT Academic Plan 2014-2020.

Improving student throughput and pass rates – electronic recording of class attendance:

Senate approved the rollout of electronic class attendance monitoring to the faculties in view of improving class attendance and consequently student throughput and pass rates.

Welkom Campus:

Senate resolved that a new Programme Qualification Matrix (PQM) for the Welkom Campus should be developed to determine which new and feasible programmes could be offered at that campus.

Academic integrity risk profile along a student's lifecycle within a university:

Senate supported the use of risk categorisation by activity to conduct an internal sample survey to rank these risks in terms of frequency and impact on the integrity of the activity. Senate also supported the use of validated audit findings to develop and implement a short-to-medium-term turnaround plan for at least the five priority risks.

Changes in Academic Structures

The *STEPS Close-out and Recommendations Documents – Part V: The Organisational Design of New Academic Management Structures* addresses the strategic transformation of the academic management structure, as well as the corresponding roles and associated responsibilities needed to drive Vision 2020

forward in general, as well as the range of STEPS outcomes and recommendations in particular. This means that instead of having deans, directors and programme heads as part of the formal structure, CUT will have only deans and heads of department. Senate and Council approved the generic two-tier structure for faculties and the following departments to be implemented with effect from 1 January 2013:

Faculty of Engineering and Information Technology	Faculty of Health and Environmental Sciences	Faculty of Humanities	Faculty of Management Sciences
Departments approved:			
<ul style="list-style-type: none"> • Department of Civil Engineering • Department of Built Environment • Department of Electrical, Electronic and Computer Engineering • Department of Information Technology • Department of Mechanical and Mechatronic Engineering • Department of Mathematical and Physical Sciences 	<ul style="list-style-type: none"> • Department of Health Sciences • Department of Clinical Sciences • Department of Agriculture 	<ul style="list-style-type: none"> • Department of Postgraduate Studies: Education • Department of Educational and Professional Studies • Department of Design and Studio Art • Department of Communication Sciences 	<ul style="list-style-type: none"> • Department of Business Management • Department of Business Support Studies • Department of Internal Auditing and Financial Information Systems (FIS) • Department of Accounting • Department of Government Management • Department of Tourism and Events Management • Department of Hospitality Management (to be known as the Hotel School)
Department provisionally approved for 2013 only:			
<ul style="list-style-type: none"> • Department of End-User Computing 	<ul style="list-style-type: none"> • Department of Life Sciences 	<ul style="list-style-type: none"> • Department of Mathematics, Science and Technology Education • Department of Language Education • Department of Economics and Management Sciences Education 	

Strategies to address the faculties' employment equity profile

The faculties mainly employ the following two strategies to address their employment equity profile (mainly equity in academia):

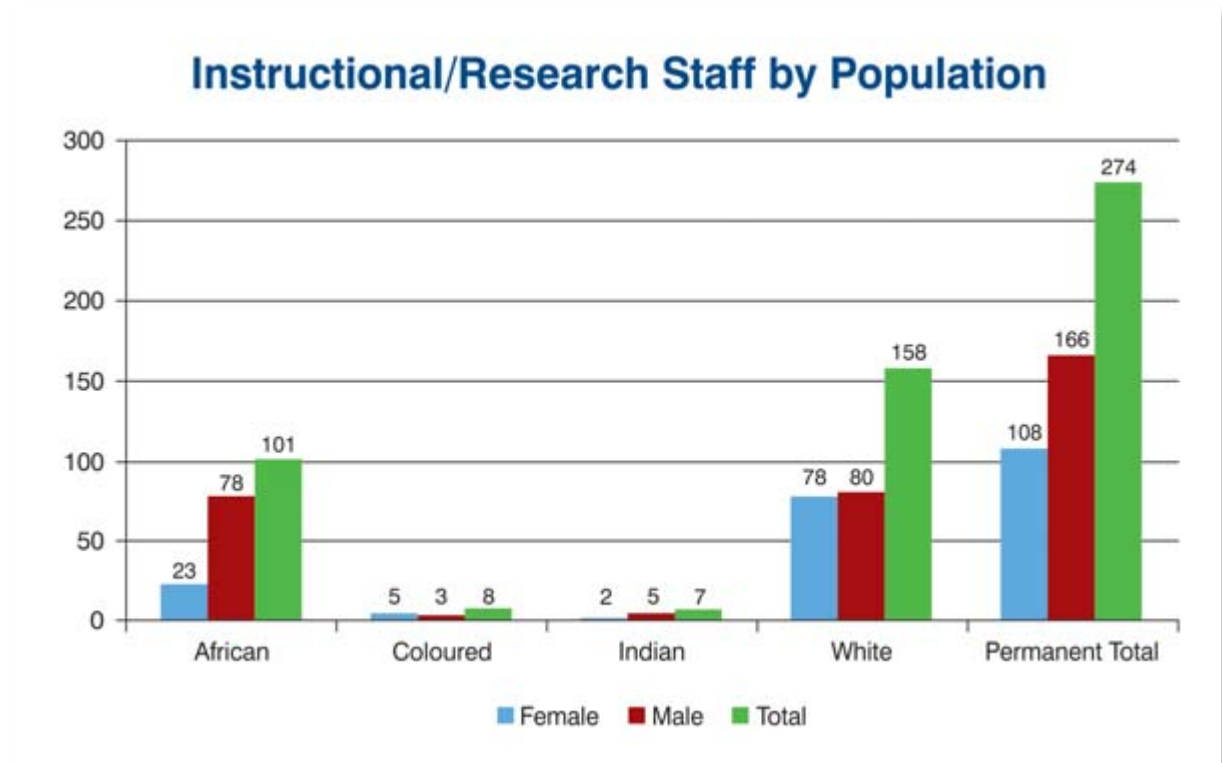
A "grow-your-own-timber" approach, whereby staff members develop their own developmental plans to facilitate their attainment of higher qualifications and to address areas lacking in skills or knowledge. The faculties support the staff in their quest to successfully follow the development plan, thus allowing them

to be promoted to lecturer/senior lecturer/associate professor or professor.

The recruitment plan for vacant posts allows for recruitment as widely as possible and, in the case of scarce skills, would also include headhunting. As part of the procedure, once suitable candidates have been selected, the equity profile of the appropriate faculty (per programme and school) is considered.

In support of the academic project, instructional/research staff stands at 39% of the total permanent staff complement – a 1% increase from 2011. The expenditure on instructional/research staff stands at about 60% of the total revenue.

Figure 2



The ratio of female instructional/research staff is 39% compared to 61% for their male counterparts, showing no change from 2011.

ACADEMIC PROJECT

CUT's annual academic planning remains focused on the realisation of the strategic thrusts of the institution. The major focus area for 2012 was a project to transform academic learning programmes to make them viable, especially in terms of uniqueness and responsiveness towards industry needs. In terms of this project, namely Strategic Transformation of Educational Programmes and Structures (STEPS), nine new learning programmes were approved by Senate at the end of 2011 (see section Senate).



Academic Partnerships

CUT remains committed to its core activities of teach and learning, research and community engagement as well as the pursuit of excellence within and across these core activities. Consequently, the university strives for continued enhancement of partnerships and co-operation agreements with government, business and industry.

A venture undertaken to co-operate with industry and to promote access with success was the linking of curricula with industry through the involvement of relevant stakeholders.

One of CUT's institutional objectives for 2012 was to pursue strategic partnerships, and a number of faculty-related events took place in this area of activity. The following highlights are some of the key partnerships, co-operation agreements and links to industry, as well as success stories for faculties:

Partnership between CUT and National Institute for Higher Education: Northern Cape (NIHE: NC)

CUT and the NIHE: NC signed a working agreement to collaborate on the implementation of the DHET policy on higher

education provision in the Northern Cape Province. Several meetings were held between NIHE: NC and CUT to facilitate the rollout of the implementation of the agreement, to discuss role clarification, and to finalise a handover of administrative functions to the NIHE: NC.

Management programmes of the Faculty of Management Sciences are presented through blended learning modes for part-time students. Minimal presence of Blackboard now available for part-time lecturers at NIHE's New Park Campus and in 2012 CUT offered programmes in the Faculty of Management Sciences to more than 200 part-time students, while 24 part-time lecturers were employed at the New Park Campus of NIHE.

The part-time student cohort of CUT at NIHE's New Park Campus in Kimberley met the expected social responsibility commitments of the University, including counselling services equivalent to those available at the main campus, as well as access to financial support (e.g. NSFAS). NIHE provides infrastructure and library services to the students and academic development and support functions are provided for students and staff.



Prof. Alfred Ngowi

Dean: Faculty of Engineering
and Information Technology

Faculty of Engineering and Information Technology

Awards

A total of R2 941 333 was made available by the National Research Foundation (NRF), Department of Science and Technology (DST), Medical Research Council (MRC) and Technology Innovation Agency (TIA) to researchers in the Faculty.

Achievements

- Eighteen (18) articles were published in accredited journals.
- Three (3) articles were published in non-subsidised journals.
- Twenty-five (25) conference papers were presented nationally / internationally.
- One (1) poster was presented nationally / internationally.

Significant highlights

- The School of Information Technology partnered with HEICTA to host an annual conference at CUT where industry and universities of technology embarked on discussions on the development of a curriculum for Information Technology.
- The Water Research Commission paid a visit to the Water and Environment Research Group of the School of Civil Engineering and Built Environment to share information on the key strategic areas of the Commission and funding possibilities.
- CUT academic formed part of three ECSA accreditation teams that evaluated the Electrical Engineering programmes at Unisa, NMMU and VUT.
- A team of four students from CUT won the 2012 Siemens Cyber Junkyard Competition aimed at for developing cutting-edge innovative engineering designs.
- The School of Information Technology finalised plans to offer the Higher Certificate in IT Support from 2013. The need for such a qualification in the Free State has already been determined and currently no institution is offering such a qualification in the region.
- The School of Information Technology also hosted an Android technical workshop in conjunction with the Vodacom Developer's Programme.
- The second seminar on Additive Manufacturing of Titanium Parts, co-hosted by CUT and the Titanium Centre of Competence (TiCoC) - the exciting new field of titanium part manufacturing – a programme in which the CRPM is closely involved.



▲ Noluntu Mpekoa, Jnr Lecturer: School of Information Technology at CUT; Joey van Vuuren, Research Group Leader Cyber Defence at CSIR; and Antoinette Lombard, ICT, Faculty of Applied & Computer Sciences at VUT. Back row: Prof. Bennett Alexander, Head: Department of Information Technology at CPUJ; Mr PK Ramdeyal, Lecturer: Department of Information & Communication Technology at MUT; Casper Wessels, Acting Director: School of Information Technology at CUT.



▲ Pictured are CUT's winning team members, Johan Niemann, MTech in Electrical Engineering; Michael Ngandu, BTech in Electrical Engineering; and two final year students in the National Diploma Computer Systems Engineering programme Japie Janse van Rensburg, and Lerato Moroane. Dr Nicolaas Luwes, Team Supervisor and Lecturer in the School of Electrical and Computer Systems Engineering accompanied the team to Milderdruff. Back: Prof. Herman Vermaak.



Prof. Linda de Jager
Dean: Faculty of Health and
Environmental Sciences

Faculty of Health and Environmental Sciences

Awards / Donations

A total of R1 242 000
(NRF grants and CUT funding)
was awarded to researchers
in the Faculty for the
2012 academic year.

Inter-faculty collaborations

The Faculty of Health and Environmental Sciences and the Faculty of Engineering and Information Technology established an interfaculty team to strengthen research on water and environment, leading to the establishment of the Centre for Water and Environment.

Staff members of the Built Environment programme participated in the Green Campus Design initiative in collaboration with the Faculty of Health and Environmental Sciences.

Achievements

- Twelve (12) articles were published in accredited journals.
- Three (3) articles were published in non-subsidised journals.
- Fifteen (15) conference papers were presented nationally / internationally.
- Five (5) posters were presented nationally / internationally.

Significant highlights

- During the year, the faculty maintained its agreements with private radiology practices in Bloemfontein and Kimberley for the training of students, by means of biannual standing committee meetings, in addition to representation of the aforementioned practices on the relevant advisory boards.
- Staff of the Biomedical Technology programme worked with private pathology laboratories (PathCare and Van Rensburg Pathologists) in Bloemfontein and Kimberley, as well as the National Health Laboratory Service (NHLS), while representatives of these bodies also participated in Advisory Board meetings.
- Staff of the Clinical Technology programme provided services to the Western Cape Government and the Free State Department of Health, while private practices (industry) and state hospital units were represented on the Clinical Technology Advisory Board.



Prof. Albert Strydom

Dean: Faculty of Management Sciences

Faculty of Management Sciences

Awards / Donations

A total of R660 680 (NRF and CUT) was awarded to researchers in the Faculty.

Protea Hotels awarded R182 000 in the form of sponsorships to the Hotel School.

CATHSSETA awarded R800 000 in the form of sponsorships to the School of Tourism, Hospitality and Sport.

Achievements

- Twenty-three (23) papers were presented at national / international conferences.
- Eighteen (18) articles were published in accredited journals.
- Three (3) chapters were contributed to published books.

Significant highlights

- Faculty academic is the external member of the IMFO Research Committee; Research fellow at UFS; Member of the Oxford Round Table; Member of the Editorial Council for *Administratio Publica*.
- Faculty members are members of the Bar Council (Advocates) and Attorney's Bar; Assessor for South Africa-Nederland Research Programme on Alternatives in Development (SANPAD).
- Lecturer is the chairperson of the Finance Committee of the Universitas Hospital Board of Management; Executive member of the community organisation, Free State Care in Action; Member of the Joint Advisory Committee of the University of the Free State.
- Academic is the chairperson of the Risk Management Committee of the Department of Cooperative Governance and Traditional Affairs and the Department of Human Settlements; Member of the Institute of Business Advisers of Southern Africa (IBA); Accredited mentor for Khula Enterprise Finance Ltd; Department of Trade and Industry; Accredited service provider for Small Enterprise Development Agency (SEDA); Department of Trade and Industry; Registered assessor for LGSETA; Deputy Chairperson of the Cluster Audit Committee for the Free State Provincial Department of Cooperative Governance and Traditional Affairs and the Department of Human Settlements.
- Faculty academic is the President and Chairperson of Association of South African Schools and Departments of Public Administration and Management (ASSADPAM); Registered assessor for LGSETA.
- Faculty Lecturer is the Vice-Chairperson of the South African Accounting Association (SAAA) for the Central Region.
- Lecturer in the faculty is a member of the Regional Committee for the Central Region of the South African Institute of Chartered Accountants (SAICA).



Prof. David Ngidi

Dean: Faculty of Humanities

Faculty of Humanities

Awards / Donations

Standard Bank donated R2 million towards the Winter School and Spring School.

Financial support to students was also provided by the Funza Lushaka Bursary and National Student Financial Aid Scheme (NSFAS).

A total of R105 000 (NRF) was awarded to researchers in the Faculty.

Achievements

- Thirty-four (34) articles were published in accredited journals.
- Twenty-nine (29) papers were presented at national / international conferences.

Significant Highlights

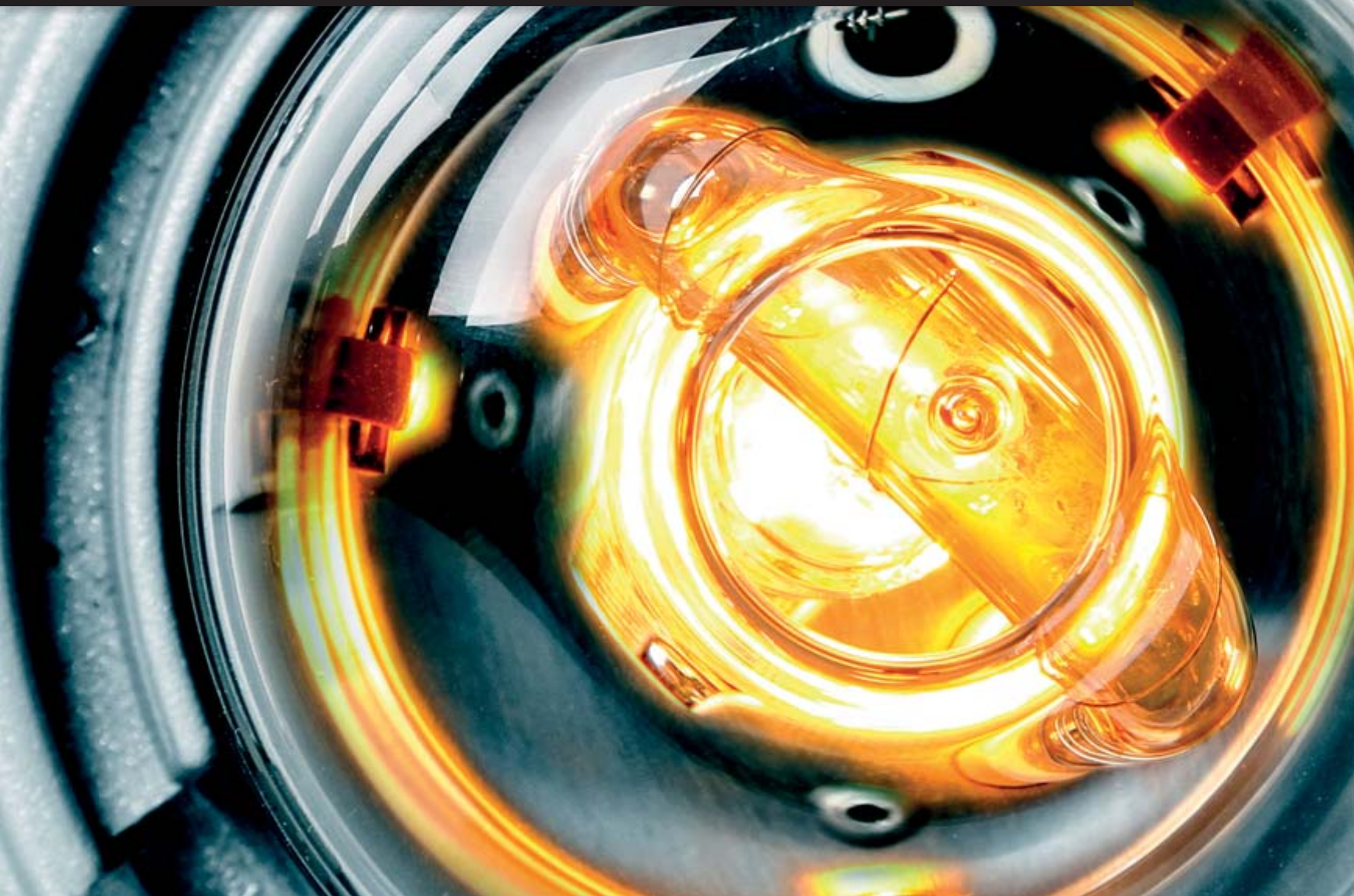
- Third-year Graphic Design students designed a brand-new corporate identity for VETOVS, as well as a logo for Pecan Global (Pty) Ltd.
- A third-year Graphic Design student was selected as a finalist in both the Sasol New Signatures Competition and the Eskom Efficient Lighting Design. He also made a presentation on CUT's Graphic Design programme at the Pretoria Art Museum.
- Two Graphic Design students were selected as finalists in the Design and Packaging categories of the IPSA Student Gold Pack Awards – a competition open to all registered tertiary education students, particularly in the three disciplines of Packaging Technology, Graphic Design, and Food Science and Technology.
- Three students taking Physics III were selected to attend the Space Science Winter School in Observatory, Cape Town.
- The School of Communication Sciences established a partnership with the Department of Education (DoE), whose employees are enrolled for an English course to improve their writing skills
- Academic in the faculty was invited by Oxford University Press to co-author a Communication Skills textbook for Engineering students, in collaboration with four other lecturers from universities in South Africa.
- Faculty researcher was invited by the Higher Education Department of Oxford University Press to contribute two chapters, namely "Organisational Communication" and "Stakeholder Communication", to a new communication textbook tentatively titled "Business Communication", to be published in 2014.
- Staff in the School of Jewellery Design and Manufacturing worked with Bunny Corporation, resulting in third-year students attending an advanced Computer-aided Design course.
- Staff in the School of Jewellery Design and Manufacturing worked with the Department of Mineral Resources, resulting

in a large contingency of government officials visiting the School on 21 June 2012, including the Chairperson of the Committee of Mineral Resources, Mr M Gona; the Free State Representative of Mineral Resources, Ms F Bikani; the Mpumalanga Representative of Mineral Resources, Mr C Gololo; and the Minister of Science and Technology, Ms N Pandor.

- Staff members in the School of Design Technology and Visual Art were involved in the Eskom Efficient Lighting

Design Competition – a Free State regional exhibition at which students from tertiary institutions, universities, colleges, design centres and schools of design in the Free State display their work.

- Staff in the School of Design Technology and Visual Art worked with the South African Heritage Research Association (SAHRA) on a three-month internship project to document historical artefacts at Pacofs, the National Museum and South African Afrikaans Literature Museum.





Academic Development and Support

Academic Development and Support focuses on preparing staff – especially novice, young and designated academics – to embrace new trends and innovations in teaching and learning (e.g. streamlining learner-centred approaches to teaching and learning). This enables the effective implementation of mixed modes of instructional delivery and learning by embedding technologies in teaching and learning.

It also allows for an improved response to socio-economic needs, international/global, national and institutional change and transformation imperatives, as well as the effective design and implementation of innovative programmes that are not only aligned to the Higher Education Qualifications Framework (HEQF), but also pursue CUT's Vision 2020. This is achieved through four centres, namely Teaching and Learning, Work-Integrated Learning, Curriculum Development, and E-Learning and Educational Technology.

Significant progress has been achieved in the various areas of Academic Development and Support (ADS), which include:

- Six workshops on the setting of question papers were presented on the Bloemfontein and Kimberley campuses.
- The Centre for Teaching and Learning hosted a workshop attended by Stars of Academe and Research (SoAR) fellows.
- A three-day workshop on Scientific Writing, co-ordinated by the Centre for Teaching and Learning, was attended by 136 academic staff members, as well as a workshop on Large Class Teaching.
- Several workshops and training opportunities were presented in view of implementing e-learning as an integrated part of learning and teaching at CUT, with the result that 57% of all courses at CUT now have an e-learning component.
- The Centre for Curriculum Development conducted the following staff workshops:
 - Programme Conceptualisation and Development;

- Module development;
- Recurriculation; and
- Programme Financial Planning.

- A total of 37 academic staff members successfully completed the modules in Assessment and Learning Facilitation at the University of the Free State during the 2012 academic year.
- A formal mentorship programme for newly appointed staff members was developed and implemented in 2012.



Academic Development and Support (ADS) presented and co-ordinated training and developmental opportunities for full- and part-time academic staff members during 2012. A total of 23 workshops were organised and hosted by ADS for 545 on various aspects of teaching and learning. The following are some of the most notable events regarding staff training and development



Prof. Mabokang Monnapula-Mapesela
Dean: Academic Development and Support

Academic Development and Support

Academic Language Proficiency Programme for First-year Students

The Academic Language Proficiency (ALP) programme has been mandatory for all students entering the institution for the first time since the beginning of 2009. The aim of the programme is to help improve the academic literacy levels of first-year students admitted to the institution every year. In 2012, a total of 3 871 students on the Bloemfontein campus, 1002 students on the Welkom campus and 82 students at the Kimberley Regional Learning Centre enrolled for the ALP.

Student input into teaching and learning practices

Conducting paper-based student evaluations of teaching and module content on a regular basis can be a cumbersome task, especially in medium- and large-sized higher education institutions. The result may be that too much time passes between the administration of questionnaires in class and the reporting of results.

A total of 56 online student evaluations were conducted and feedback reports submitted to academic staff during the reporting period. The goal of developing an online model for the evaluation of teaching and module content at CUT is founded in the immediate availability of survey data for analysis and reporting purposes, timely feedback to all role players, and more extensive qualitative responses from students to open-ended questions.

Curriculum development and alignment with HEQF requirements

As part of the STEPS process, the Centre for Curriculum Development was involved in the submission of the qualifications to the DHET for clearance.

Other curriculum matters included the development of a core curriculum aimed at preparing CUT students to adequately cope with their academic subjects at entry into the University and for the world of work.



e-Learning

The following accomplishments aimed at promoting educational technology and e-learning at CUT during 2012 deserve mention:

- **Introduction of new technology (Clickers):** These hand-held gadgets were introduced in 2012 for use in large classes in particular. 73 lecturers were trained in the use of this new technology and Clickers were used in 38 classrooms. The system allows students to give feedback promptly and maintains anonymity. It further computes and presents class results graphically and immediately.
- **Completion of an interactive classroom/SMART Class:** A SMART classroom - the first of its kind in SA Universities

was conceptualised and built for the Faculty of Management Sciences, Hotel School. This class will allow lecturers and students to actively engage with one another using latest educational technologies.

- The complete student database was imported into eThuto (Blackboard), and students were activated for its use. A total of 707 courses were actively accessed which constitutes an increase from 38 to 57%.
- Lecture rooms were equipped with the most appropriate audiovisual aids. As such, all lecture rooms on the Bloemfontein Campus and Welkom Campus have been equipped with data projectors. A total of 314 lecturers were trained in groups and 261 in individual sessions in using the Learning Management System (Blackboard)



Community Engagement

As an institution, committing to projects, the philosophy of Community Engagement, and to strategy documents being continuously reviewed making it a living, vibrant reminder that Community Engagement is the third mission at CUT. Community Engagement is executed through the two focus areas of Education and Development further divided into the following programmes: Teaching, Training, Development, Skills Development and Professional Development.

Education is vital in collaborating with partners to better the communities, and teaching and training are the techniques used. Many of the community members value the involvement of CUT in enriching its members. Training assists the students to create new knowledge, to enhance their knowledge base and to graduate with valuable graduate attributes. They develop the ability to work autonomously in the workplace and to think creatively – these are just some of the attributes developed through their engagement in Service Learning projects.

The National Development Plan (NDP) together with Vision 2020 formed the helm for the community engagement activities in 2012. The projects steadily rose from 22 in 2011 to 42 in 2012.

The projects have a developmental and educational focus. With the NDP in its second year of existence, the emphasis of the projects is on sustainability, sustainable development, entrepreneurship and food security. Community Engagement at the university is based on the roll-out of the teaching curriculum, Services Learning, Work Integrated Learning, research, technology, innovation and incubator projects. These projects are managed by academic staff members.

South African Higher Education Community Engagement Forum (SAHECEF) The University participates and collaborates on a regular basis in SAHECEF projects. SAHECEF was successful in securing a huge grant from Walmart which is intended to support the development of Community Engagement Managers at all South African universities.



Work-Integrated Learning (WIL)

The Work-Integrated Learning (WIL) and Skills Development Office play an important role in negotiating placements with employers on behalf of the students and consequently monitoring their progress in the workplace.

Significant highlights for WIL:

- Sector Education and Training Authorities (SETAs) advertise skills development initiatives, targeting students and graduates. A Memorandum of Understanding was signed with the Public Services SETA to provide WIL opportunities to CUT students.
- A contract was signed between CUT and Agri SETA to fund students for WIL.
- An estimated figure of R15 million in the form of salaries and wages, as well as free accommodation and meals, was secured from the SETAs and from students' employers in 2012.
- Relationships were established with 263 employers for WIL student placements.
- A total of 532 students were placed for WIL in 2012.
- Skills Development - 78 students received funding from various SETAs.

Careers Office

The role of the Careers Office is to equip students with the necessary skills and competencies to successfully compete in the growing and highly competitive labour market, to connect them with employers in the different sectors of the economy. Career development training sessions were presented on topics like job-search techniques, writing a covering letter, compiling a CV, preparing for an interview, work ethics and professional conduct. A total of 947 students attended the 38 career development training sessions that were presented by the Careers Officer during 2012, along with 243 individual appointments and 28 mock interviews. The Careers Office does not only target final-year students, but also focuses on first-year students, and therefore students are encouraged to commence with career development as early as their first year of study.



Ms Maritha Bosch and the Career Fair 2012 exhibition winner team from the Shoprite Group of Companies.



Research Development and Innovation

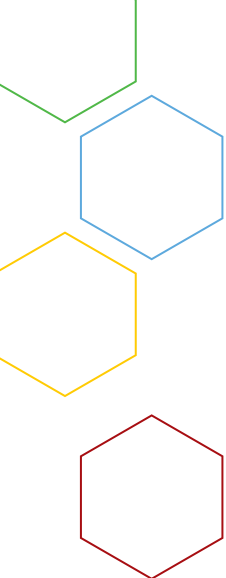
The Unit for Research and Innovation supports the vision through the creation and implementation of new knowledge. Core to new knowledge creation is the innovative nature of knowledge. Innovative knowledge simply means that knowledge is created differently from the linear fashion in which knowledge is normally created.

CUT's research and development strategy emphasises four key goals:

- The development of a sustained, relevant and responsive research culture,
- The qualitative and quantitative improvement of research outputs,
- Socio-economic development through transfer and innovation, and
- The development of strategic research and innovation partners and programmes.

Based on these four key goals, the following challenges were identified for research and innovation during the period 2011-2013:

- Translate Vision 2020 to the research and innovation activities of the university (emphasis on research, innovation, outcome, impact, socio-economic development and sustainable development);
- Integrate research, teaching and engagement;
- Grow more research participation, outputs and funding basis (on the basis of the research clusters);
- Grow university and triple helix partnerships;
- Transfer and innovation activities;
- The internationalisation of research and
- Grow the next generation of researchers.



Prof. Laetus Lategan
Dean: Research and Innovation

Research Development and Innovation

Basis for research participation and productivity

In acknowledging the research cycle and the execution of the research assignment as core university value, the following categories for research participation and productivity are identified.

- Study towards highest qualification in field of study;

- Participation in research training;

- Publication writing;

- Conference presentations;

- Postgraduate supervision;

- Research grants;

- Professional research engagement (editorial boards, review panels, assessment panels, etc) and

- Transfer and Innovation.

These categories concentrate on (i) research skills development and (ii) creating an enabling research environment. These outcomes will now be integrated into four leading principles articulated in Vision 2020. These principles are sustainable development, socio-economic development, input leading to outcomes and outcomes leading to impact. The following research clusters, programmes and foci serve as platform for the research and innovation activities.

Research clusters and programmes

The Central Research Committee identified 15 strategic Science, Engineering and Technology (SET) research programmes to facilitate research and innovation.

CLUSTER	PROGRAMMES
Industrial design, communication and development	<ul style="list-style-type: none"> New product development and design Evolvable manufacturing, automation and vision systems Sustainable Engineering Energy management Water Resource Management Information and Communication Technology
Quality of health and living	<ul style="list-style-type: none"> Applied food safety and –biotechnology Sustainable farming systems Applied health technology Environmental assessment and management Biotechnology
People and skills development	<ul style="list-style-type: none"> Socio-economic development studies Leisure management Education (sub-themes: health science education, general education, service learning, vocational pedagogy) Research education

Based on this approach, the following plan will facilitate the development of research and innovation:

Table 37: Research and Development Plan

Focus	Objective	Activity	Progress
Scholarly development through Research and Innovation Training	Scholarly engagement with the research process and research cycle	Pre Doctoral training Doctoral Training Post Doctoral training Programme on postgraduate supervision Programme on scientific writing Programme on tech transfer and innovation Annual Faculty Research Seminars Colloquiums and discussion groups	The following workshops were presented: The research Process (22 people) Research Skills (51 people) In total 11 workshops were presented and 189 staff and students attended. The SARIMA workshop was hosted for national participants. Skills for research in association with SARIMA (41 people) Thuthuka funding application (24 people) DAAD Programme (14 persons) DST and NRF Visit (16 persons) NRF Courtesy Visit (14 persons) R & D Workshop - How to Write for Publication (21 persons) The importance of research ethics and Academic integrity (11 people)
Research partnership development	Capacity growth of research projects	Multi-, inter- and trans-disciplinary research Joint ventures with national and international universities, research bodies and research councils Joint ventures with Government/business/Industry	Collaboration with SU, UCT, CPUT, UFS, TUT, NMMU. Projects on food security and safety, Machine vision, research education, medical product development. CUT partners with UFS in Medical Ethical Committee. Preliminary discussions with UFS on collaboration in Animal Ethics Committee. Collaborations with international universities, namely Aalen, Ulm and Charité (Germany), Loughborough and Wales (UK), IUPUI (USA), Kigali Institute of Science and Technology (Rwanda) on projects on food security and safety, machine vision, management, research education, medical product development.
Development of research clusters and programmes	Strengthening of research capacity	Student retention and throughput Publications Conference attendance Patents Rated researchers Research Funding	For the reporting period the following progress can be reported: 191 M and 82 D Degree Students registered. 74 articles published with a credit output value of 52 credit output units. 54 national and 41 international conference papers. Seven NRF rated researchers Academic Staff with M degrees: 102. Staff with D degrees: 70. R 5 271 400 external research funding available.

Focus	Objective	Activity	Progress
Development of technology transfer and innovation	To develop the institutional level of involvement and expertise in technology transfer and innovation	IP Act of 2008 and Technology Transfer Office training Training of staff and students in innovation cycle Identification of research outputs for possible innovation Studying sustainable technological development Supporting the community in efforts at innovation and new product development	As part of the STEPS process multi-, interdisciplinary and trans-disciplinary research methodologies and practices are currently being developed.

Benchmarks for strategic research programmes are the number of postgraduate students enrolled and graduated, postdoctoral fellows, amount of external funding awarded to the programme, number of active researchers, rated researchers, research publications (books, articles, published conference proceedings and reports) and commercial work. These programmes were integrated into three research clusters.

Research Grant Awards Fund

A valuable support system for staff and postgraduate students is CUT's system of awarding research grants. The purpose of these grants is to create a research culture, to empower staff and students to be engaged in research and to address equity in research. Ten categories of bursaries are awarded:

- Full-time postgraduate students
- Part-time postgraduate students
- Staff studying for a postgraduate qualification at CUT
- Postdoctoral fellows
- Research fellows/associates
- Project costs
- Top-up funding for external research projects
- Seed money for a research activity to be developed into a niche area
- Research assistance related to the development of an activity into a niche area
- Development of externally funded projects

The next table show the specific awarding of internal research grants:

Category	Number of people supported	Total awarded
Masters' Degree Awards	48	R1 093 342
Doctoral Degree Awards	24	R 698 950
Postdoctoral Fellows	6	R 937 000
Staff Projects	4	R 368 741
Equipment	3	R 330 990
Supplementation: Thuthuka	2	R 140 000
Supplementation: IRDP	3	R 333 333
Supplementation: NRF Researchers	1	R 20 000
Total		R 3 922 356

The table below indicates the progress made with the awarding of external research grants:

Grant Agency	Award
NRF: Thuthuka	R 166 000
NRF: IRDP	R 419 000
NRF B Tech/ Honours Innovation Block Grant (SET)	R 1 260 000
NRF B Tech/ Honours Block Grant	R 120 000
NRF Honours Scares Skills	R 1 190 000
M Tech: Block Grant	R 280 000
NRF Incentive Funding for Rated Researchers	R 220 000
SANHARP	R 136 000
NRF Post Docs	R 390 000
NRF CSUR	R 355 400
NRF Y Rated Researchers	R 150 000
NRF Free Standing Masters Scare Skills	R 60 000
NRF/SAASTA	R 69 996
NRF/Knowledge Fields Development	R 100 000
THRIP Postgraduate Bursary Programme	R 80 000
ARC	R 100 000
DAFF	R 100 000
PA and Alize Malan Trust	R 75 000
Total:	R 5 271 400

Progress and outcomes

The four faculties committed themselves to the following minimum outputs based on their capacities to address the growth in their research outputs over a three year period (*sustainability approach*). The strategies identified are directed at addressing the expected normative research output shortfall and will represent growth in the research outputs.

The following table is a summary of the performance against the set output for 2012:

Outputs	Commitment 2011	Achievements 2011	Commitment 2012	Achievements 2012	Performance
Accredited articles	42	57	50	74 articles with a credit output value of 52 credit output units	> 100% for credit output units
Papers read at South African conferences	55	51	55	54	98%
Papers read at international conferences	32	58	36	41	>100%
Post Doctoral Fellows	3	3	4	4	100%
Completed M-Degrees	27	17	33	36	>100%
Completed D-Degrees	8	3	8	6	75%
Full-time researchers	9	11	9	10	100%
Rated researchers	4	6	6	7	100%
Amount of external Funding	R 3 87m	R 7 44m	R 3 92m	R 5 271m	>100%

Other achievements to note are the registration of a patent (four proposals for new patents have been submitted to patent attorneys for possible registration), 20 technical reports submitted, 102 staff members with Masters Degrees, and 73 with Doctorates.

Library and Information Services hosted book exhibitions and book vendors representing various publishers displayed their collections ranging from printed books to DVDs. The

exhibition afforded the CUT community an opportunity to select and order materials relevant to teaching, learning and research. 65 academic staff representing different faculties participated in the selection. Over 3000 books titles and 100 DVD titles were ordered. This was by far the biggest book exhibitions ever held at CUT. Two book vendors (Van Schaik and Zakhani) also made a donation of books to the CUT library. Parallel to this event Librarians showcased LIS e-resources available to the CUT community.



Technology and Innovation

The Intellectual Property Rights from Publicly Financed Research and Development Act (Act no. 51 of 2008) and its accompanying regulations were implemented in 2010. CUT established an official Technology Transfer Office to administratively manage the implementation of the Act. The Technology and Innovation Office was tasked with this responsibility and submitted the prescribed reports to the National Intellectual Property Management Office (NIPMO).

The Technology and Innovation Unit had a very successful 2012 with many projects in support of the academic project and with a direct impact on the socio-economic development of the region and nationally.

Talloires Network - CUT is a member of the Talloires Network, an international organisation of more than 180 universities, all of which have elements of Community Engagement as a formal educational outcome.

SEDA Agricultural and Mining Tooling Incubator (SAMTI)

The SAMTI, an independent Section 21 Company, is an element of the Science and Technology Programme of the Small Enterprise Development Agency (SEDA). It is funded by the Department of Trade and Industry and is aimed at the development of an enhanced technical capacity in tool-making, with special emphasis on the agricultural and mining sector. The 2012 incubatees were trained by SAMTI in the essentials of mechanical workshop practice.

The **Centre for Rapid Prototyping and Manufacturing** completed 152 projects with a commercial value of R 782 050 (excluding VAT). The centre installed two state-of-the-art Direct Metal Laser Sintering machines purchased from EOS in Germany. This R7 million strategic investment was jointly funded by CUT and the CRPM. The machines will be used to manufacture titanium parts for the medical and aerospace industries as well as to mould manufactured parts in much harder tool steel and stainless steel. The CRPM officially launched its new facilities on 5 September 2012. The new building represents, in terms of sophisticated laser sintering and ultra-modern prototyping facilities, a breakthrough of global significance.

The Second Seminar on **Additive Manufacturing of Titanium Parts** took place on 6 September 2012. It coincided with the official launch of the CRPM premises and was co-hosted by CUT

and the Titanium Centre of Competence (TiCoC). The seminar covered the field of titanium parts manufacturing. South Africa is the second largest supplier in the world of raw titanium material. As such, titanium-related research forms a high strategic priority for the government and industry. Presently no beneficiation on raw titanium to secondary products is being done in South Africa.

Sustainable Development Project The roll-out of the Sustainable Development Project (SD) continues unabatedly with frequent interactions by the responsible individuals with different operational units of the university.

Medical Device Innovation Platform (MDIP) has been established to ease the development of commercially viable medical devices through collaborative efforts of participating universities and its students. The initiative is financed by the Medical Research Council and all projects are to be executed jointly by staff and postgraduate students of at least two participating universities. The National Research Foundation (NRF) awarded CUT (CRPM research niche area) a Research Chair for Medical Product Development through Additive Manufacturing, totalling R2.5 million. Another R2 941 333 was made available by NRF, DST, MRC and the Technology Innovation Agency to researchers in the Faculty of Engineering and Information Technology.

Product Development Technology Station's new PDTS offices, shared with CRPM in the Engineering Technology Building, have been conducive to the professional image which PDTS strives to project to industry and the regional community. A solar geyser prototype development which was funded and developed by the PDTS was awarded the Product of the Year award at the Association of Rotational Moulders of South Africa. A study visit was undertaken to the Netherlands, Germany and Belgium to learn more about alternative energy technologies and the innovation potential - especially the Biogas project which was approved as a Major Project - is set to be a major contributing factor for PDTS.

The **Fablab** is an initiative of the Department of Science and Technology (DST) with the purpose of introducing learners to the value of engineering in manufacture. Private individuals may also make use of the facilities to test and develop their own innovative ideas. The Fablab Free State is currently in its sixth year of operation since its official opening in 2006 and is primarily sponsored by the DST.

The new state-of-the-art Engineering Technology Building during the CRPM launch.





Teaching and Learning Activities

The Teaching and Learning section contains relevant statistics, referring to and containing information on the student headcounts, enrolments, and details on CUT student performance in 2012. The information presented for groups defined in terms of Higher Education Management Information Systems (HEMIS).

CUT faces several challenges with regard to student access to the institution at large and into specific courses of study. Progression in different levels of study as well as different disciplines also poses major challenges to the institution. Some of the challenges to access and consequently to throughput and success include the following:

- Under-preparedness of first-time-entering students;
- Late applications and dependency on student walk-ins;
- Students enrolling in courses that are not their first choice;
- Capping of numbers in some programmes and lack of space in others;
- High dropout rate at first-year level;
- Low levels of academic language proficiency; and
- Limited laboratory space in some faculties.

CUT embarked on various academic support programmes in order to mitigate the problems and challenges which include:

- Supplemental Instruction;
- Development of a core curriculum;
- Conceptualisation and development of a student mentorship programme for all first-year students;
- Academic Language Programme;
- Opening of the DHET Building (New Academic Support Centre);
- Student advising and tutoring;
- Implementation of a mentorship programme for new academic staff;
- Enrolment of academic staff in assessment and teaching learning facilitation modules to develop, improve and enhance their skills;
- Introduction of new technologies for use during assessment in large classrooms – clicker technology;
- Workshops for academic staff and students (more than 545 academics underwent training and development in various areas of Teaching and Learning, Assessment, Technology Education, WIL, Emotional Intelligence, Conflict Management and Academic Writing to mention a few).

Statistics

Student headcount data for 2012

Headcount		Calendar Year	
CESM Category		2011	2012
Business / Management	Headcount	3 359	3 325
	Percentage	26.6%	26.1%
Education	Headcount	2 029	1 956
	Percentage	16.1%	15.4%
Other Humanities	Headcount	1 742	1 857
	Percentage	13.8%	14.6%
Science / Engineering Technology (SET)	Headcount	5 513	5 585
	Percentage	43.6%	43.9%
Grand Total	Headcount	12 644	12 724

The student headcount in Business and Management Sciences showed a decline of 0.5% in 2012 compared to the previous year, while the headcount in Education decreased from 16.1% in 2011 to 15.4% in 2012. On the other hand, the headcount in SET and Other Humanities increased by 0.3% and 0.8% respectively in 2012. The decline in Management Sciences and the increase in SET and Humanities were in accordance with CUT strategy.

Enrolments by population group per major field of study

Headcount	Population Group											
	African			Coloured			Indian			White		
CESM Category	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Business / Management	31.5%	27.8%	27.5%	28.7%	27.0%	27.7%	23.7%	27.0%	16.9%	19.8%	17.2%	14.7%
Education	16.4%	17.8%	16.9%	10.6%	12.8%	11.6%	6.1%	10.4%	9.7%	2.9%	4.2%	3.9%
Other Humanities	12.2%	13.7%	14.2%	19.0%	18.7%	22.1%	12.9%	16.3%	12.1%	13.9%	12.5%	15.1%
Science/ Engineering Technology (SET)	39.9%	40.8%	41.4%	41.7%	41.5%	38.6%	57.2%	46.3%	61.4%	63.4%	66.1%	66.3%
Grand Total	10 592	10 723	10 902	482	489	480	38	45	44	1 471	1 387	1 298

In the SET field of study, the African, Indian and White population groups recorded an increase of 0.6%, 15.1% and 0.2% respectively.

Success/pass rates by major field of study and population group

CESM Category	African		Coloured		Indian		White	
	2011	2012	2011	2012	2011	2012	2011	2012
Business/ Management	73.4%	73.4%	80.5%	79.9%	50.2%	66.1%	82.2%	83.6%
Education	75.7%	80.1%	73.8%	81.6%	52.2%	63.4%	67.4%	71.6%
Other Humanities	76.9%	78.7%	76.2%	84.8%	78.4%	72.0%	83.4%	77.0%
Science/ Engineering Technology (SET)	75.7%	75.6%	74.7%	75.6%	75.9%	81.2%	78.9%	79.7%
Grand Total	75.4%	76.6%	76.3%	80.0%	67.2%	74.3%	79.7%	79.5%

Student performance and full-time equivalents (FTEs) across the major fields of study by gender

CESM Category		2011			2012		
		Female	Male	2011 Total	Female	Male	2012 Total
Business/ Management	Success rate	77.1%	69.8%	74.2%	75.1%	73.1%	74.3%
	FTE	1 328	894	2 222	1 288	860	2 149
Education	Success rate	76.1%	74.6%	75.4%	80.6%	79.0%	79.9%
	FTE	982	829	1 811	996	798	1 794
Other Humanities	Success rate	78.8%	75.4%	77.4%	81.9%	74.1%	78.8%
	FTE	1 080	733	1 812	1 090	707	1 797
Science/ Engineering Technology (SET)	Success rate	80.5%	73.6%	76.1%	80.1%	73.9%	76.2%
	FTE	1 459	2 460	3 919	1 479	2 526	4 004
Overall Success Rate		78.3%	73.3%	75.8%	79.3%	74.6%	77.0%
Total FTE		4 849	4 915	9 764	4 853	4 891	9 744

The University's overall success rate improved from 73.7% in 2010 to 75.8% in 2011 and again to 76.9% in 2012. In 2012, the difference in success rate between the different gender classification groups was 4.7% in favour of females, which reflects the ongoing trend of an overall difference of around 5% on average favouring females since 2010.

Undergraduate and postgraduate student enrolment and graduation rates by major field of study

CESM Category	Qualification Type	Calendar Year					
		2011			2012		
		Headcount	Graduates	Graduation Rate	Headcount	Graduates	Graduation Rate
Business / Management	Occasional	1	0	0.0%	1	0	0.0%
	Postgraduate	45	3	6.6%	53	5	9.4%
	Undergraduate	3 312	848	25.6%	3 271	901	27.5%
Business / Management Total		3 359	851	25.4%	3 325	906	27.2%
Education	Postgraduate	533	248	46.5%	590	316	53.6%
	Undergraduate	1 496	235	15.7%	1 366	322	23.6%
Education Total		2 029	483	23.8%	1 956	638	32.6%
Other Humanities	Postgraduate	37	6	16.2%	33	3	9.1%
	Undergraduate	1 705	317	18.6%	1 824	408	22.4%
Other Humanities Total		1 742	323	18.6%	1 857	411	22.2%
Science / Engineering Technology (SET)	Postgraduate	130	19	14.7%	135	22	16.3%
	Undergraduate	5 384	1 128	21.0%	5 450	1 181	21.7%
SET Total		5 513	1 147	20.8%	5 585	1 203	21.5%
Grand Total		12 644*	2 805	22.2%	12 724	3 159	24.8%

* Total includes one unclassified student

In the Business and Management field of study, the postgraduate student headcount improved slightly from 45 in 2011 to 53 in 2012, while the undergraduate headcount declined further as from 2011.

In Education and Other Humanities, there was an overall increase in the student headcount. In SET, both the undergraduate and postgraduate student headcount increased slightly, while the graduation rate remained consistent.

For the University overall, the graduation rate increased by 1.2%. This increase would have been even higher had it not been for the increase in headcount.



Size and shape

In 2011, CUT enrolled 1 201 (or 10.5%) more students than the number agreed upon with the DHET, while in 2012 the target was exceeded by 1 466 students (or 13.0%). This was due to pressure from the community for more student places, which encouraged CUT to consider increasing the enrolment, but within what the economies of scale would allow. In as far as first-time-entering students at undergraduate level are concerned, 2011 experienced a shortfall of 678 students (19.9% below target), whereas in 2012 there was a shortfall of 497 students (15.1% below target).

In 2012, the targets were exceeded in the African and Coloured population groups by 16.6% and 8.6% respectively, while in 2012 the institution fell short of the target in the Indian and White population groups by 8.3%.

Lastly, the SET proportion of the enrolment increased marginally from 2011 to 2012.





Student Financial Aid

Financial aid was awarded to students on the basis of academic performance and financial need. The various categories of financial assistance are discussed below.

Financial aid totalling R206 824 288 was awarded to students in 2012 – an amount made up by CUT funds, NSFAS grants, and externally funded bursaries and scholarships.

CUT funding: In 2012, a total of R13 117 000 in financial support was provided to students by CUT in the following categories

Loans: The same criteria as those applicable to the awarding of NSFAS loans apply to CUT-funded loans. Students who complete their studies successfully within the same academic year in which the loan was awarded also receive a 40% discount on the loan amount, awarded in the form of a bursary. R800 000 under Institutional Loans was made available to allocate to students for 2012. Academic progress was monitored on an ongoing basis in order to identify students who would eventually qualify for financial aid, thus proactively identifying those students likely to be excluded from registration on financial grounds.

Bursaries: in total, R13 177 000 was allocated for bursaries.

NSFAS loans: Criteria for these loans were based on NSFAS requirements – that is, the candidate had to be academically deserving and financially needy. The total allocation for 2012 amounted to R142 202 754.

External donors: These awards, which were based on the external donors' own criteria, amounted to a total of R51 504 534. NSFAS bursaries and loans amounted to R141 919 022 and R283 732 for disabled students.

Changes in Tuition Fees charged and Financial Aid for students

CUT reviews student fees on an annual basis. CUT strives to carefully and efficiently manage the costs of service, whilst ensuring that the quality of service is maintained.

The STEPS process initiated in 2010 will assist in phasing out loss-making programmes that are of no strategic value. The PSP Icon program provides basic management information on programme viability.

CUT calculated the expected internal inflation of teaching and related expenditure for 2011 and this worked out to 7.69%.



Institutional Advancement

Strategic Partnerships

Faculty of Engineering and Information Technology

The Faculty of Engineering and Information Technology pursued joint partnerships and collaborative projects in various areas, including (1) the IT Hub in Welkom under the auspices of the School of Information Technology; (2) the Contractor Development Programme in collaboration with the Free State Provincial Government (FSPG) under the auspices of the School of Civil Engineering and Built Environment; and (3) The Free State IT Hub in Bloemfontein, which focuses on software development, under the auspices of the School of Information Technology and in collaboration with the Johannesburg Centre

for Software Engineering (JCSE) based at the University of Johannesburg, which forms part of an international co-operation agreement with the Software Engineering Institute (SEI) at Carnegie Mellon University in the USA.

Research Chair for Medical Product Development

Following a highly competitive and robust selection process for the 2011/2012 South African Research Chairs Initiative (SARChI) Call Phase 1, the National Research Foundation (NRF) awarded CUT (CRPM research niche area) a Research Chair for Medical Product Development through Additive Manufacturing, with an amount of R2 500 000 being granted for this purpose. CUT was subsequently requested by



Medical Product Development team, Mr Gerrie Booysen, Director of CRPM, Dr Kobus van der Walt, and team leader Prof. Michele Truscott.

the NRF to submit a SARChI Phase 2 full proposal for the awarding of research chairs for evaluation and approval. The chair is located in the Faculty of Engineering and Information Technology.

The School of Electrical and Computer Systems Engineering held talks with industry partners and government regarding the possible implementation of a Sustainable/Renewable Energy course, to be included in their research activities and integrated into the new curriculum. The school also maintained strategic research collaboration with Stellenbosch University, linked to co-operation with CBI Electric as an industry partner.

The School of Information Technology, which serves as the Cisco Regional Academy and is a member of the Higher Education Information and Communication Technology Association (HEICTA), offered Cisco Certified Network Associate (CCNA) training and operated local academies in the Free State and Northern Cape provinces.

Staff members of the School of Mechanical Engineering and Applied Mathematics served on the Executive Committee of the Rapid Product Development Association of South Africa (RAPDASA) and on the membership of the regional Technology Innovation Agency (TIA).

Schools within the Faculty of Engineering and Information Technology have a good relationship with the Hochschule Ulm in Germany and strengthened relations with Mittweida, Aalen and Chemnitz universities in Germany, as well as Ecole Nationale d'Ingenieurs de Saint-Etienne in France. Staff from these universities visited the Faculty, and collaboration in research and possible staff exchange programmes were discussed.

The School of Information Technology is part of the Euro Africa Cooperation Forum on Information and Communication Technology Research and is a member of Science Technology and Innovation for Development in Africa. Some of the lecturers in the School are members of the Association for Computing Machinery.

The Water Research Commission visited the Water and Environment Research Group of the School of Civil Engineering and Built Environment at CUT to share information on the key strategic areas and funding possibilities.

Staff members of the School of Mechanical Engineering held talks with the Boeing Company in Pretoria to discuss possible collaboration projects in the aerospace sector.

The Faculty, in collaboration with partners Mutual & Federal and Interstate Bus Lines, assisted 250 Grade 11 and 12 learners to improve their performance in Mathematics, Physical Sciences, Life Sciences and English. This notable project has had many positive spinoffs over the years, with learners' results in these subjects showing significant improvement and allowing them access to university courses and programmes that would otherwise not have been possible.

The Faculty organised and acted as service provider for the Annual Provincial National Science, Engineering and Technology (SET) Week during August 2012. All four faculties participated in the event, which was attended by 1 489 learners and 68 educators.

The School of Mechanical Engineering and Applied Mathematics has collaborative agreements with SA Truck Bodies, Transnet, the Free State Department of Economic Development, Tourism and Environmental Affairs, the Technology Innovation Agency, the Free State Development Corporation, the University of Pretoria, the CSIR, the University of Johannesburg, the IDC, the National Aerospace Centre in Johannesburg, and AMTS.

Prof. W Pannert from the University of Aalen, Germany, visited the School of Mechanical Engineering and Applied Mathematics. Possible fields of collaboration between the University of Aalen and the School, particularly with regard to the School's proposed Mechatronic course, were identified.

The School of Electrical and Computer Systems Engineering has a research collaborative agreement with the University of Stellenbosch, as well as a sound relationship with the Hochschule Ulm in Germany, and is busy strengthening relations with Mittweida, Aalen and Chemnitz universities in Germany. Two students from Ulm University and one from Aalen University were hosted by the School in 2012, while a BTech student from the School attended Mittweida University for four months. The School also worked on a research project in collaboration with Stellenbosch University.

The School of Information Technology is a member of ACM, the Euro Africa Cooperation Forum on ICT Research, and Science Technology and Innovation for the Development of Africa.

Faculty of Health and Environmental Sciences

Engagement with the professional community was strengthened through the offering of a number of short courses to healthcare workers and farmers. Strategically, these short courses strengthened the Faculty's ties with the professional community and contributed to the lifelong learning experience of these professionals. The short courses include the online Multiple-choice Questionnaire for radiographers with continuing education units, Breast-imaging short course, Environmental Management Inspectorates (EMIs) for environmental health inspectors in the Free State, Northern Cape and North West Provinces, Greenhouse Management, and a short course in judging of the Simbra, Dohne Merino, Sussex and Dorping breeds for farmers and Agricultural Management students.

The Faculty of Health and Environmental Sciences and the Faculty of Engineering and Information Technology initiated collaboration towards the promotion of MIT research at CUT.

The School of Health Technology had a collaborative relationship with the UFS' Department of Cardiothoracic Surgery, and one staff member spent every Wednesday at UFS.

The School of Agriculture and Environmental Sciences has a collaborative relationship the UFS' Department of Chemistry.

The programme Emergency Medical Care initiated collaboration between the Faculty and the Northern Cape College of Emergency Care and the Free State College of Emergency Care in view of possible MOUs.

The Clinical Technology programme initiated collaboration with the UFS' Department of Cardiothoracic Surgery, the Herzzentrum Universitaet Leipzig in Germany and the University of Oslo in Norway, and seven prospective research projects were identified, involving two members of staff.

Prof. Joyce MacKinnon, associate dean and professor from the School of Health and Rehabilitation Sciences at Indiana University in the USA was a visiting professor at the Faculty of Health and Environmental Sciences.

The Faculty also participated / hosted the following events during 2012:

- Spring Clean for Change Seminar for 250 radiographers;
- Dental Conference for dental professionals, for which they earned three CPD points;
- Information session on the dangers of drug abuse, smoking and teenage pregnancy for learners at K.T. Mokgopa Secondary School, Thaba Nchu;
- Information session on HIV/Aids and STIs for inmates of Grootvlei Prison;
- Information session on personal hygiene for learners at Heide Primary School; and
- Information sessions on medical imaging, radiation protection, regional radiographic services, bone densitometry and ultrasound for learners at Brebner High School, St Bernard High School, Dr Blok Secondary School, Sand du Plessis High School and Tsoseletso Secondary School.



During a meeting on postgraduate assessment with the Deputy Vice-Chancellor: Academic is (from left) Profs. Joyce MacKinnon, Hesta Friedrich-Nel, Henk de Jager, and Prof. Linda de Jager, Dean of the Faculty of Health and Environmental Sciences.

Faculty of Humanities

The Faculty was engaged in the following strategic partnerships during 2012:

- Partnership with the Free State Department of Education and Standard Bank: Winter School and Spring School projects for Grade 12 learners;
- Partnership with Mpumalanga Department of Education: Training of BEd students in Mpumalanga;
- Partnership with the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA): Postgraduate Certificate in Education (PGCE) training to Maluti FET College lecturers in Qwaqwa;
- Partnership with European Union (EU): BEd foundation-phase project;
- Partnership with University of Pretoria (UP), University of KwaZulu-Natal (UKZN), Tshwane University of Technology (TUT) and DHET: Development of BEd foundation-phase programme in mother-tongue instruction;
- Partnership with Harmony Gold: Support of students enrolled at the School of Jewellery Design and Manufacturing in Virginia;
- Partnership with Aalen University in Germany: Support of Communication Sciences students;
- Partnership with University of Lagos in Nigeria: Postgraduate supervision;
- Partnership with Telkom Foundation: Education Mentorship and Development Programme (EMDP); and
- Partnership with United Nations Office for Disarmament Affairs (UNODA): Designing a multimedia website with the School of Design Technology and Visual Art.



Faculty of Management Sciences

Strongbow Project, the upliftment of teaching, learning and research at five Ethiopian universities

As co-ordinator, the Horn of Africa Regional Environmental Centre and Network (HoAREC) contacted the Netherlands Organization for International Cooperation in Higher Education (Nuffic) to apply for funding for the upliftment of teaching, learning and research at five Ethiopian universities. The School of Tourism, Hospitality and Sport in the Faculty of Management Sciences, was chosen as the South African partner, together with Vrije University of Amsterdam, Katholieke Universiteit of Leeuven, Jimma University, Addis Abbaba University, Hawassa University, Mizan-Tepi University and Arba Minch University. Fields of research included tourism and natural resource management.

The Strongbow Project included a successful exposure visit to South Africa during August 2012, where eight representatives from international universities visited CUT for a curriculum development exercise. This was followed up by a multi-stakeholder conference and demand-driven research workshop in Addis Ababa in September 2012, as well as a curriculum workshop presented by CUT's Dr R Haarhoff in Addis Ababa in October 2012.

As partner in the Executive Development Programme (EDP) of the Public Administration, Leadership and Management Academy (PALAMA), and in collaboration with various consortia of different universities, including the North West University (Leader Consortium), University of the Free State, University of Kwa-Zulu Natal, Durban University of Technology, Vaal University of Technology (Leader Consortium), University of Stellenbosch, Tshwane University of Technology and University of the Witwatersrand, the School of Government Management was involved in a number of facilitation sessions.

The Accounting Technicians (AAT) programme continued in 2012, training accounting technicians to work in all sectors of the economy, including accountancy practice, industry and commerce, as well as the public sector.

The Free State Department of Education (DoE) requested that CUT act as service provider to build capacity in its Human Resource Department as part of its skills development programme. As such, a total of 55 DoE employees studied under special conditions at four sites in the Free State, namely

Bloemfontein, Welkom, Sasolburg and Phuthaditjhaba. This groundbreaking project under the leadership of the School for Entrepreneurship and Business Development concluded at the end of 2012.

The School for Entrepreneurship and Business Development provided project management training to mid-level managers of Centlec (project commenced in 2010).

The School for Entrepreneurship and Business Development, in partnership with Maccauwei Learning Academy, offered the BTEch: Human Resources Management to middle and senior managers from commerce and industry in the Vereeniging area, with a first intake in January 2012 of 47 students and a second intake in July 2012 of 42 students.

The School of Government Management was contracted by the Free State Department of Cooperative Governance and Traditional Affairs (COGTA) to conduct a competency assessment survey of municipal councillors in the Free State in 2012. The Local Government Sector Education and Training Authority were also involved in this project.

The Faculty has an active partnership with Aalen University of Applied Sciences in Germany for the exchange of lecturers and/or students, with Prof. Ulrich Holzbaur of Aalen as a visiting professor in the Faculty.



The Strongbow Project - intercontinental delegation which includes members from Ethiopia and the Netherlands who joined CUT staff members during a work session on CUT Bloemfontein Campus.



Facilities and Major Capital Projects

Infrastructure and Facilities Management remains a priority, and every effort is made to ensure that additional infrastructure is built and that the existing infrastructure is well maintained.

Four construction projects funded by DHET grants in 2008-2010 (the DOE 140 projects) were completed.

Completed in 2012:

- Extension of the BHP Billiton Engineering Building, known as the Engineering Technology Building.
- Teachers' Education Complex, known as the Teacher Education Building.
- Extension to the Dirk Coetzee Building (Faculty of Health and Environmental Sciences).
- Welkom Campus Lecture Hall Complex.



Teacher Education Building



Brand new extension to the Dirk Coetzee Building.

The first round of DHET infrastructure funding (2008 to 2010) amounted to R140 million, with the expected CUT contribution at R43 million, while the second round of DHET infrastructure funding (2010 to 2012) amounted to R48.9 million, with the expected CUT contribution at R6.9 million.

For the period 2012-2015, a further R313 million is to be invested in academic infrastructural endeavours. The funding will be used to construct another four academic buildings on the two campuses, as well as two student residences – one on each campus – and to upgrade bulk infrastructure on the Welkom campus. These projects are now in the planning phase where all the user requirements have been finalised and conceptual designs completed. Project consultants were due to be appointed by end of April 2013 and CUT foresees that construction work will commence by the beginning of the third term of 2013.

- **Upgrading of ceramic workshops:** The ceramic workshops and kiln area were upgraded and modernised.
- **Conversion of old photography darkrooms into a lecture hall:** With photography entering the digital age and film development being phased out, the former darkrooms were converted into a much-needed lecture hall.
- **Energy Management and Sustainability Projects**
 - Requests for proposals (RFPs) were received from registered Eskom energy service companies (ESCOs) for the implementation of various energy-saving initiatives to be implemented in 2013, including:
 - Replacement of bulbs
 - Motion sensors in offices and lecture rooms
 - Water-saving showerheads in all residences and sporting facilities
 - Heat pumps instead of electrical geysers in residences
- **Sport** - The seating on the rugby/soccer pavilion was replaced with new, durable seating that will be usable for the next 10 to 15 years.





Special Events

CUT has witnessed many changes and tremendous achievements in serving the central region of South Africa and the country as a whole. The university's pursuit of quality education and academic excellence, have brought forth great milestones. Here follows a few of the significant events for 2012:



Official Opening

On 21 January CUT officially opened for 2012. The year was opened by Prof. Thandwa Mthembu, Vice-Chancellor and Principal who delivered a State-of-the-University Address for the first time in the history of CUT. The concept of the Address is a CUT innovation to demonstrate public accountability to the students, their families, staff, stakeholders and partners.

Students show their love for CUT.

Educator Mentorship Development Programme (EMDP) Launch

The Telkom Foundation – corporate social wing of Telkom SA Limited - has partnered with CUT and the Department of Basic Education to develop, empower and mentor educators in Science, Technology, English and Math (STEM). The Telkom Foundation has invested R 4.5 million for the running of this project in the Free State Province. The project launch took place on 7 March 2013 at CUT's Bloemfontein Campus.

Sustainable Development

The Green Beyond Campaign launched on 20 April 2012. CUT joined hands with Mangaung Metro and other municipalities in the Free State to train young people in sanitation fields and other

infrastructure. This is the institutions modest way of making a contribution towards a livable and sustainable environment in the metro and reducing the carbon footprint.

CUT and the AWICT partnership will empower women in ICT

CUT formalised a strategic partnership with the African Women in Information and Communication Technology (AWICT) on 17 May 2013 with the undersigning of a Memorandum of Understanding. AWICT is an organisation that was founded by Ms Pearl Munthali, who currently holds the position of Group Chief Information Officer at the Passenger Rail Agency of South Africa (PRASA), to empower African women in the ICT industry and supports them as they advance to become, or become, executives.

Vision 2020 Prestige Partnership launch

The vision enables CUT to become an engaged university that focuses on producing quality social and technological innovations for socio-economic development; primarily in the central region of South Africa. A live interview with Ms Sindy Mabe, who is widely known as a co-anchor of the e.tv news programme: Sunrise, was one the highlights of the evening, allowing CUT to break away from formal speeches. The event took place on 17 May 2013.

Widely known co-anchor of the e.tv news programme: Sunrise, Sindy Mabe and Prof. Thandwa Mthembu unveil CUT's Vision 2020.



Prestige lecture

Prof. Zakes Mda delivered the prestige lecture on 2 August 2012, and he also presented a number of academic writing workshops during the week he spent in Bloemfontein. The lecture was entitled, "Some observations on culture and the African malaise."

Prof. Henk de Jager, Deputy Vice-Chancellor: Academic at CUT, Prof. Mda, and Prof. Thandwa Mthembu.

Public lecture series

The lecture topics were diverse, ranging from a deliberation on constitutional law (held on Human Rights Day with Judge Navsa of the Supreme Court of Appeal), to labour law, leadership, and women in the field of information and communication technology.

CUT and Aalen University commemorates 10 years of partnership!

Central University of Technology, Free State (CUT) and Aalen University commemorated 10 years of collaboration on 17 September 2012, in the areas of staff and student exchange as well as research collaboration. Aalen University has always been a partner of strategic importance to CUT in pursuit of creating opportunities for students and staff.



University Life

The Student Services Section continued to provide quality services to students through various activities on the Bloemfontein and Welkom campuses, rendered through the operational units Governance and Student Life, Residences, Wellness Centre and Operational Sport.

Student Governance

The Student Services Section continues to provide quality service to students through various activities on both the Bloemfontein and Welkom campuses. In 2012, these services were provided through the following operational units: Governance and Student Life, Residences, Wellness Centre, and Operational Sport.

The Free State Provincial Office of the Independent Electoral Commission (IEC) facilitated the SRC by-election discourse on 13 August 2012. The IEC held a voter education session on 14 August 2012 as a momentum-building exercise for the SRC elections. The SRC elections, held on 22 August 2012 on

the Bloemfontein and Welkom campuses, marked the fourth successful SRC elections conducted by the IEC Free State.

At the Student Leadership Awards Ceremony held on 23 October 2012 in the Artec Hall, the Vice-Chancellor and Principal and the Registrar conferred certificates, medals and awards in recognition of the contributions made by student leaders during their term of office. Award categories included community engagement (based on selflessness, commitment and a caring attitude in developing the surrounding community), student leadership (based on selflessness, dedication and professionalism) and moral leadership.

Residence Life

Four men's residences and three ladies' residences provided accommodation to 759 students in a clean and safe environment that was also conducive to learning. As always, occupancy was at 100% due to the high demand for accommodation, although a list of private accommodation options was also made available to students. Ten international students were also accommodated in the International House.

Students in residences who excelled academically were awarded for their efforts. Each year the best-performing residence is announced, with Welgemoed taking the first place position in 2012.



Leadership training and development

Significant highlights in leadership training of students during the year were:

- CUT, together with the National Youth Development Agency, co-organised the Student Discourse on Education and Economic Empowerment, addressed by Prof. Siphon Seepe, on 26 April 2012 on the Bloemfontein campus.
- Two SRC members and one student (community activist) attended the Empowering NASDEV Conference from 3 to 6 May 2012 in Kempton Park.
- Four SRC members attended the South African Association of Senior Student Affairs Professionals (SAASSAP) conference from 25 to 27 October 2012 at UFS.



Health and Wellness

The Psychological and Social Work Section of the Wellness Centre rendered a wide variety of services to students, with emotional and social wellbeing at the core of this service. The Wellness Centre focuses on student support from a holistic wellness perspective, following an approach whereby the main areas of wellness (i.e. physical, social, mental, emotional and spiritual wellness) are addressed via individual support or group sessions.

Physical wellbeing forms the basis of wellness. To assist the students in managing their physical wellness, CUT is awaiting the final signing of a memorandum of understanding with the Department of Health to register the campus healthcare clinic, which allows students and employees to access a full range of primary healthcare services on campus.

Extracurricular activities

Extraordinary achievements in the area of extracurricular activities by CUT students in 2012 are:



- The Bloemfontein **CUT Campus Choir** participated in the Sedibeng Choir Competition held on 25 March 2012 in Vereeniging, where they achieved second place for female voices, third place for male voices, and first place overall. The Bloemfontein CUT Campus Choir was the only choir to be invited by the Department of Arts and Culture to share the stage with a visiting Chinese orchestra at Pacofs, Bloemfontein, on 25 March 2012.

- The **Chess Club** held a chess clinic for twenty learners from disadvantaged primary schools in Bloemfontein on 11 August 2012 on the Bloemfontein campus.



- The **Poetry Association** and **Drama Society** showcased their talents in the mainstream programme of the Grahamstown National Arts Festival from 2 to 8 July 2012, as well as at the annual Basotho Cultural Festival held on 11 August 2012 in QwaQwa.

- **Student newspaper Speculum** - Four quarterly editions of *Speculum* were published during the year, and the editorial team received interventional training in basic journalism.

- **Student radio station** - The crew of the student radio station underwent basic training in March 2012.



- **Dance** - Latin-American and ballroom dancers participated in several national and provincial competitions and performed extremely well. At the Pietermaritzburg Dance Competition held on 29 April 2012, two couples made it to the finals and CUT achieved second place overall. CUT dancers came first, second, third and fourth during the Gauteng World Trial Championships held in Soweto on 25 August 2012.



- **Debate** - At the Pan African Universities Debating Championships held from 9 to 16 December 2012 at Tshwane University of Technology, CUT achieved third position and received a trophy and gold medal.

Other student clubs, organisations and societies: A total of 65 organisations were affiliated in 2012, with Governance and Student Life presenting empowerment programmes to ensure their effective functioning.

Sport

Students had the opportunity to participate in informal activities such as beach volleyball, wall and mountain climbing, hiking, informal sport leagues and fun days. To a certain extent, the campus soccer league serves as a feeder to the first soccer team.

A successful recreational intervarsity sport and culture event, attended by students from the National Institute of Higher Education (NIHE) in Kimberley and UFS, was held on 12 May 2012 on the Bloemfontein campus. A CUT intervarsity tournament (Bloemfontein and Welkom campuses) was held for the first time since the incorporation of the Vista Welkom campus into CUT, taking place at the Welkom campus on 27 July 2012, where the Kopano Cup (floating trophy) was ultimately won by the Bloemfontein campus.

League matches and tournaments in soccer, rugby, athletics, basketball, volleyball, cricket, hockey, table tennis, tennis, karate, golf and netball were held throughout the year. Students also had the opportunity to take part in various sporting codes at SA student tournaments.



Ixias team led unto field by Captain Inus Kritzinger.

Sporting highlights in 2012:

- **Hockey** and **cricket** coaching clinics for disadvantage learners were organised by CUT's cricket and hockey clubs in collaboration with Free State Cricket and SA Hockey respectively.

- Members of the **CUT Athletics Club** took part in the Comrades and Two Oceans marathons.
- A Clinical Technology student by the name of Victor Mokoena was selected for the USSA **badminton** team that represented South Africa at the 2012 FISU World University Badminton Championships in Gwangju, Korea, from 6 to 11 November 2012.
- The **CUT soccer team** managed to reach the top of the log of the Castle League, with possible promotion to the Vodacom League.
- **Rugby team** Ixias captain, Inus Kritzinger, was named backline player of the year, for the second year running.
- **Rugby** players, Seabelo Senatla and Alec Mhlanga, both of whom played wing for the Ixias, were invited to the SARFU Sevens trials, and Senatla was eventually selected for the team. Ixias player Trevor Nyakane, the first Varsity Shield player to play Currie Cup rugby, was selected for the Cheetahs Curry Cup team in 2012 and has since gone one to play for the Super 15 Cheetahs team. Carl Wegner, Ixias lock, secured a contract with Stade de France.
- The **campus rugby league**, consisting of six teams, was established, along with a women's team that played in the city league.
- The first **cricket team** ended up second on the log in the Free State Super League, whilst the second and third teams won their respective leagues. CUT won three and lost two of their matches at the USSA tournament in Cape Town in December 2012, but fortunately did well enough to stay in the A section for the 2013 tournament. Students Rilee Rossouw, Pite van Biljon and Malutsi Sibotho played for the Chevrolet Knights in the 20/20 50-over matches and in the MTN Super Series. Students Pite van Biljon (Captain), Desmond de Koker, Remano Terblanche, Khagiso Pedi, Malutsi Sibotho and Bokgang Mosenza played for the Free State amateur side.
- Victor Mpsang, a **CUT coach**, was earmarked to become an SA selector, while Hilton Moreng was appointed as the coach of the SA women's cricket team scheduled to play in the World Cup in the West Indies in February 2013.
- **CUT Golf team** with several disadvantaged students playing, progressed from the D section to the B section at the USSA golf tournament in Parys in December 2012. Students also underwent professional coaching at the Bloemfontein Golf Club.



Financial Health of the University

During 2012, the University managed to operate within the expenditure guidelines set by Council, resulting in the accumulation of R43.387 million to be reinvested in other items of expenditure, for instance in the academic sector.

The cost of the salary bill has been a concern for several years. The restructuring of top and middle management positions initiated in 2008, and the reorganisation of lower levels completed in 2012, addressed this apprehension and had a positive impact on the salary budget, resulting in the budget proportion for salaries being reduced from 62.23% for 2011 to 61.56% for 2012 and 61.65% for 2013.

For 2012 the University was thus able to generate a surplus of R43.387 million (compared to R59.303 million for 2011), due mainly to investment returns of R41.732 million and income from contracts of R27.444 million.

Long-term investments (1) decreased by R8.488 million to R161.293 million, as fair-value adjustments are allocated to the revaluation reserve, and investments held-to-maturity of

R33.205 million (2) have been reclassified as current assets. Cash and cash equivalents (3) decreased by R56.477 million to R146.222 million for the year ending 31 December 2012. This decrease in cash is attributable to payments to contractors on the DHET infrastructure development projects from the Investec earmarked funds. The balance on this account was R76.370 million at the end of 2011 and R18.234 million at the end of 2012, giving a net payout of R58.136 million towards infrastructure projects. The total funds (4) only decreased by R35.765 million, indicating that net additional funds of R22.371 million could be accumulated during 2012.

The net asset position improved by an amount of R23.934 million; moreover, an unqualified audit report was received from the external auditors.



CUT Campus took hands during Greening Beyond Campaign (see page 71).

Consolidated Statement of Financial Position as at 31 December 2012

	Note	2012 R '000	2011 R '000
ASSETS			
Non-current assets		635 242	534 727
Property, plant and equipment	5	472 375	363 452
Investment property	6	794	794
Other non-current financial assets	7	161 293	169 781
Non-current receivables		780	700
Student loans	8	-	-
Leasehold asset	9	780	700
Current assets		215 071	243 863
Other current financial assets	7	33 205	4 005
Receivables and prepayments		35 643	37 159
Student debtors	10	17 889	19 601
Current portion of student loans	8	-	2 307
Other debtors	10	17 754	15 251
Cash and cash equivalents	11	146 222	202 699
Total assets		850 314	778 590
FUNDS AND LIABILITIES			
Funds available		531 363	507 429
Restricted use funds reserves			
Other - Education and general		203 430	134 424
Unrestricted use funds reserves - Education and general		327 933	373 005
Non-current liabilities		244 205	217 174
Interest bearing borrowings	12	1 375	1 307
Post retirement obligations	13	64 278	53 251
Deferred income	14	178 552	162 617
Current liabilities		74 745	53 986
Accounts payable and accrued liabilities	15	63 827	51 342
Leave accrual	16	314	271
Current portion of interest bearing borrowings	12	1 931	1 154
Current portion of deferred income	14	8 673	1 219
Total funds and liabilities		850 314	778 590

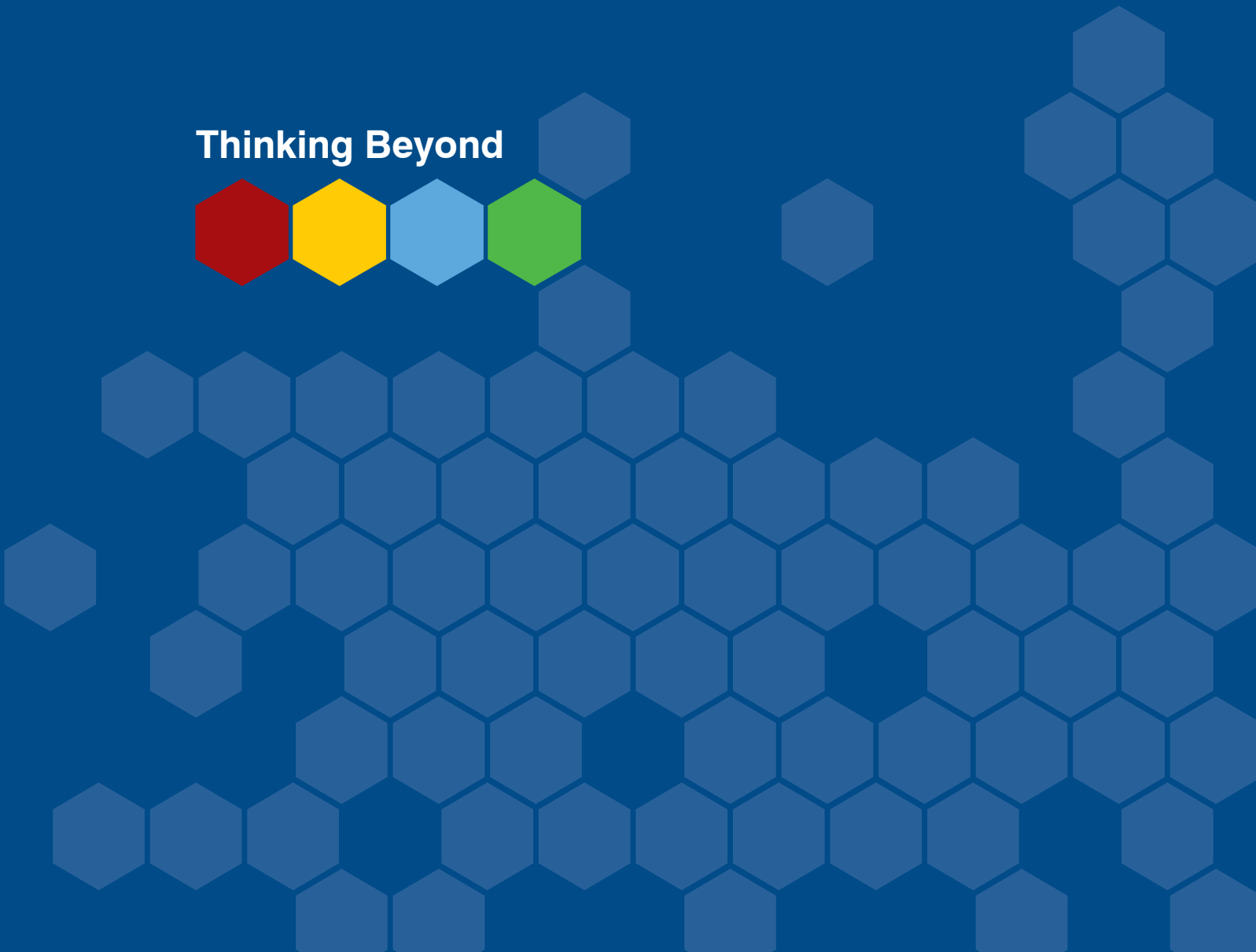
Consolidated Statement of Comprehensive Income for the year ended 31 December 2012

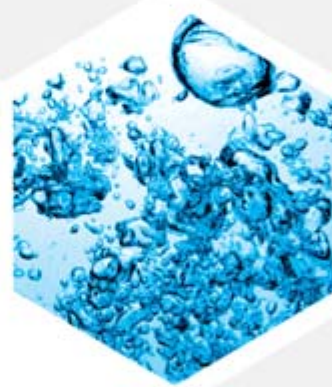
		2012				2011	
		R '000				R '000	
	Note	Council Controlled Unrestricted	Specifically Funded Activities Restricted	SUB - TOTAL	Student and staff Accommo- dation Unrestricted	TOTAL	TOTAL
TOTAL INCOME		500 059	56 985	557 044	10 325	567 369	517 791
State appropriations - subsidies and grants		281 226	22 664	303 890	-	303 890	282 879
Tuition and other fee income		170 600	2 365	172 966	10 325	183 290	179 035
Income from contracts		-	27 444	27 444	-	27 444	14 387
Sales of goods and services		8 299	-	8 299	-	8 299	1 641
Private gifts and grants		524	2 189	2 713	-	2 713	3 286
SUBTOTAL		460 649	54 663	515 312	10 325	525 636	481 229
Finance income	19	12 927	2 322	15 249	-	15 249	17 571
Gain on investments realised	20	26 483	-	26 483	-	26 483	18 991
TOTAL EXPENDITURE		470 727	41 913	512 640	11 341	523 981	458 488
		470 727	41 913	512 640	11 341	523 981	458 488
Personnel	17	286 098	15 740	301 838	4 198	306 036	284 525
Salaries		279 901	15 740	295 640	4 198	299 839	279 234
Post retirement benefits cost	13	6 197	-	6 197	-	6 197	5 291
Other current operating expenses	18	154 888	26 173	181 062	7 143	188 205	156 397
Depreciation	18	29 006	-	29 006	-	29 006	17 199
SUBTOTAL		469 992	41 913	511 905	11 341	523 247	458 120
Finance costs	21	464	-	464	-	464	313
Loss on disposal of assets		270	-	270	-	270	55
SURPLUS FOR THE YEAR		29 332	15 072	44 404	(1 017)	43 387	59 303
OTHER COMPREHENSIVE INCOME							
Actuarial (loss) / gain on post retirement obligation	13	(6 662)	-	(6 662)	-	(6 662)	6 679
Change in value of available-for-sale financial assets	7	14 020	-	14 020	-	14 020	6 241
OTHER COMPREHENSIVE INCOME FOR THE YEAR		7 358	-	7 358	-	7 358	12 920
TOTAL COMPREHENSIVE INCOME FOR THE YEAR		36 691	15 072	51 762	(1 017)	50 746	72 223

Consolidated Statement of Cash Flows for the year ended 31 December 2012

	Note	2012 R '000	2011 R '000
Operating activities			
Cash generated from operations	25	51 704	45 409
Net cash flows from operating activities		51 704	45 409
Investing activities			
Acquisition of property, plant and equipment	5	(138 433)	(103 890)
Proceeds on the disposal of assets		237	12
Non current financial assets - realisation at fair value / matured	7	50 694	40 058
Increase in other non-current financial assets	7	(50 694)	(40 000)
Interest received		8 079	13 054
Net cash flows used in investing activities		(130 118)	(90 766)
Financing activities			
Repayment of obligations		(986)	(111)
Interest paid	21	(464)	(313)
Increase in deferred income	14	23 388	24 200
Net cash flows used in financing activities		21 938	23 775
Net increase / (decrease) in cash and cash equivalents		(56 475)	(21 581)
Cash and cash equivalents at 1 January	11	202 699	224 281
Cash and cash equivalents at end of year	11	146 224	202 699

Thinking Beyond





Thinking Beyond