

## Naming of Inter- and/or Intra-faculty Teaching or Research Groups



UNIVERSITY

OF

CAPE

# Naming of Inter- and/or Intra-Faculty Teaching or Research Groups

TOWN

Approved by Senate and Council via PC6/99 15 June 1999.

SENATE agreed that there was a need to provide a rationale for the use of terms for teaching, research entities within the University, and therefore adopted the guidelines for a structure of a hierarchy of terms as set out in the report below.

Senate approved the following:

1. The names for all new groupings conform to the descriptions set out in the report;
2. Deans, in the spirit of creating uniformity across the University, will strongly encourage existing groups whose names are not appropriate in terms of the structure set out in the report, to change their names in order to conform. Deans will report to GPC those groups whose names are not appropriate but which do not intend changing;
3. The titles as set out in the report be adapted for the leader of the groups.

## REPORT ON THE NAMING OF INTER AND/OR INTRA FACULTY TEACHING OR RESEARCH GROUPS

### Introduction

The basic structures of the organisation of academic units are faculties and departments. Departments are structured on disciplines (e.g. History) or on programmes (e.g. Mechanical Engineering), and faculties are groupings of cognate departments of appropriate size. Other descriptive terms adopted for teaching and research entities within the University must be approved, either through GPC (for teaching and teaching support groupings) or the University Research Committee (for research groupings). Apart from teaching departments, the descriptive terms used include schools, divisions, institutes, centres, units, programmes, groups, and projects. The use of these descriptive terms has not been structured, and there has been no consistent basis for their choice.

### A Hierarchy of Terms

The question of whether these inconsistencies should be permitted to continue has been raised. The alternative is to establish a hierarchy of terms, so that the descriptors indicate to some extent the scale, scope and quality of the work associated with the group. The following is a potential set of characteristics for a hierarchical structure.

<b>Schools:</b>	The term school should be associated with teaching and scholarship groupings (as opposed to research alone) and should be used to describe an operation of sub-faculty scale (rather than being used as a synonym for a department).  Title of Group leader: <b>Director</b>
<b>Divisions:</b>	The term division is currently used only in the clinical areas of the Faculty of Health Sciences, and groups the service functions of these departments into larger cognate organisation units. It is not suggested

	that wider use be made of this term.
<b>Institutes:</b>	<p>The term institute could be associated with either teaching and scholarship groupings, or with research groupings. An institute would imply a large-scale operation, certainly cross-disciplinary and covering a number of departmental specialisations, in which people come together to work synergistically on a wide range of associated problems.</p> <p>Title of Group leader: <b>Director</b></p>
<b>Centres:</b>	<p>The term centre could be associated with either teaching and scholarship groupings or with research groupings. The main characteristic of a centre should be that of bringing together common threads of a discipline or area of scholarship which exist in distinct departments. Staff and students would gather to explore ways in which a core competency is applied in different fields, or ways in which different core competencies can contribute to the same problem.</p>
<b>Units:</b>	<p>The term unit could be associated with teaching and scholarship groupings, teaching support groups, or research groups. The major characteristic of a unit would be that it is an established, coherent activity that merits independent recognition. In the case of a research unit, the research record should be excellent and sustained, and at least two permanent staff members should be carrying out the majority of their work within the unit.</p> <p>Title of Group leader: <b>Director</b></p>
<b>Programmes:</b>	<p>The term programme is widely used, and should continue to be used, in the university to describe a coherent set of academic courses leading to a qualification at undergraduate or postgraduate level. There is one exception, the Academic Development Programme, which can be described as a coherent set of offerings and interventions across a number of programmes.</p> <p>Title of Group leader: <b>Convenor</b></p>
<b>Groups:</b>	<p>The term group should be largely associated with research groupings, and should indicate either an informal interaction or an emerging collaboration between staff members.</p> <p>Title of Group leader: <b>Leader</b></p>
<b>Projects:</b>	<p>The term project should apply to activities (particularly those which bring people together across conventional departmental boundaries) which have finite life. When a clearly defined programme of work is completed, the project falls away.</p> <p>Title of Group leader: <b>Leader</b></p>

This hierarchy is one largely of scale, rather than of quality. However, quality should not be ignored, and should be a necessary condition at all levels. A research grouping which meets the

activity requirements, for example, of a unit but in which the work is not considered by peers to be of international standard should not be accorded the title of unit.