

SOCIAL RESPONSIVENESS REPORT 2003¹

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PREAMBLE

The White Paper on Higher Education and the Higher Education Act of 1997 make it clear that "social responsiveness" is one of the key objectives of publicly funded higher education in South Africa. While social responsiveness sits alongside teaching and research as priorities for universities, these categories are not mutually exclusive. Thus much research will be socially responsive, as will a range of academic programmes. In addition, universities such as UCT have for many years supported a range of "outreach" activities that seek to improve the quality of life in a variety of ways.

As we seek to position UCT's work in all fields within a changing and challenging set of contexts, it is valuable to review the ways in which we meet the objective of remaining a socially responsive institution, and strengthening our relevance to regional and national priorities while not sacrificing our autonomy in teaching and research. In order to find out how this may best be done, the Institutional Planning Department and the Centre for Higher Education Development have collaborated in a comprehensive survey of approaches to social responsiveness across all Faculties. The pages that follow describe the approach followed in conducting this survey, the responses received, and their broad patterns and implications.

Following consultation around this report, the next stage will be to decide how we should present an overview of UCT's contribution to regional and national development objectives on an annual basis. This annual overview will accompany the Research Report and the Teaching and Learning Report as university-wide perspectives on our core functions.

Prof. Martin Hall
Deputy Vice Chancellor
May 2004

INTRODUCTION

This report is divided into two sections. Section A contains three chapters. The first Chapter provides a rationale for doing a report on Social Responsiveness and proposes a conceptual framework for defining social responsiveness. The second chapter provides a high-level overview and analysis of the multiple ways in which UCT staff are socially responsive. The third chapter contains a summary of some of the Research, teaching and service initiatives that UCT staff and students are involved in that address identified social, economic, cultural and political needs. Section B contains an Executive Summary of the results of the Audit on responsiveness/engagement (R/E) and a summary of each faculty's initiatives. Appendix One contains a summary table of respondents to the audit.

SECTION A

Chapter One: Rationale for Doing a Report on Social Responsiveness and Providing a Conceptual Framework

The policy commitments of the government as evidenced by the Education White Paper 3 of 1997, the National Plan for Higher Education of 2001 and the Founding document of the Higher Education Quality Committee (HEQC) of 2001 articulate the purposes of Higher Education (HE) as being to:

- Address the learning needs and aspirations of individuals through the development of their intellectual abilities and aptitudes throughout their lives
- Address the development needs of society and provide the labour market, in a knowledge-driven and knowledge-dependent society, with the ever-changing high-level competencies and expertise necessary for the growth and prosperity of a modern economy
- To contribute to the socialisation of enlightened, responsible and constructively critical citizens
- To encourage the development of a reflective capacity and a willingness to review and renew prevailing ideas, policies and practices based on a commitment to the common good
- To contribute to the creation, sharing and evaluation of knowledge
- To engage in the pursuit of academic scholarship and intellectual fields of human understanding, through research, learning and teaching

Publicly funded institutions in South Africa are accountable for addressing the multiple-goals for higher education outlined above. The goals reflect a recognition of the historical role that Higher education institutions internationally have played in contributing to nation building, growth and the development of the economy, producing new knowledge, and nurturing the development of critical and creative graduates able to play a role as critical citizens in their society.

The constant calls of government, industry and other stakeholders in South Africa for higher education institutions to enhance their responsiveness to development goals and needs in our society suggests that there may be a mismatch, or a lack of synergy, between the nature of teaching programmes and research in HEIs and the knowledge, skills and values required by major constituencies in society. The perception of a mismatch may be the result of a general lack of awareness of the multiple ways in which HEIs are engaging with societal needs. Or it may be because government and other key stakeholders believe that higher education institutions should be far more engaged than they are presently with helping to address the challenges arising from the historical legacy of apartheid.

UCT currently produces annual Research and Teaching and Learning Reports. These reports are submitted to Council as a way of accounting for the annual teaching and research activities of UCT. The Teaching and Learning report contains extremely useful data for monitoring performance in relation to a number of performance indicators. These indicators relate to participation rates, graduation rates, cohort studies, throughput rates, staff qualifications, and staff:student ratios. As such it is possible to use the data contained in these reports to assess efficiencies and the nature of UCT's contribution to the development of high-level skills in SA through the production of graduates. The Research Report contains information about current research initiatives and annual research outputs, which embrace basic and applied research.

Neither of these reports explicitly addresses the multiple ways in which UCT is being responsive to needs and challenges in our local, national, Southern African, African and global contexts which have been identified as strategic priorities by government and other key stakeholders. Describing the way in which UCT is being responsive to the public good and social and economic development is therefore difficult because we don't have comprehensive evidence of how this is being done. Nor do we have a lot of evidence of how UCT academics seek to ensure that the curriculum reflects contextual realities or the curriculum imperatives arising from UCT's mission and Guides for Action.

UCT has decided to produce an annual Social Responsiveness report in an attempt to make the multiple ways in which we are engaging with social, economic, cultural and political needs more visible to the UCT and wider community and contribute to debate and discussion internally and externally about the role of HEIs in contributing to the development of an equitable, just and humane society in South Africa and African regeneration. A report covering the multiple ways in which UCT is being socially responsive would help to deepen our understanding of the notion of social responsiveness and enable us to see how we are translating our mission of "addressing the challenges facing our society" into tangible achievements.

Profiling social responsiveness at UCT is also in line with the World Declaration on Higher Education for the Twenty-First Century: Vision and Action adopted by the World Conference on Higher Education in October 1998. The conference was convened by UNESCO. In this declaration it is proposed that, "relevance in (or responsiveness of) higher education should be assessed in terms of the fit between what society expects of institutions and what institutions do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation between the problems of the society and the world of work". (Unesco, 7, 1998)

Advocating for a stronger focus on how we strengthen a responsive engagement with our local and regional context may be seen by some as being in tension with UCT's commitment to being an outstanding, internationally recognised, research university, or as something which could undermine the autonomy of higher education institutions. However, it is suggested here that being responsive to our local context can be seen as complementing efforts to "claim a place in the international community of scholars" (UCT Mission) in that a

two-way engagement with societal needs can contribute to the construction of new knowledge that would be beneficial for other countries.

Singh and others have warned of the danger of 'responsiveness' being reduced to narrow instrumentalism, or market responsiveness, and not paying enough attention to the role of higher education in regard to policy critique, social justice and cultural development. (Singh, 2001).

This concern is echoed by Professor Shula Marks who has argued that a country like South Africa "cannot afford not to be concerned with the humanities, for it is in the humanities, more than anywhere else, that we are able to think alternatives, to ponder on where we have come from and where we are going... and where we learn to deal with and manipulate different cultural symbols, operate in diverse social settings and develop complex notions of identity and citizenship" (Ministry of Education, 2000, 4) But for her the critical question is "what humanities and for which South Africans? For, like all discourse, the humanities in South Africa came out of a specific history, a specific set of power relationships" (Ministry of Education, 2000, 5). The results of the audit confirm the view that being socially responsive requires a more conscious engagement with our social context.

A report on social responsiveness that covers the multiple ways in which UCT is engaging with our local, national and continental context would help to ensure that we profile all dimensions of social responsiveness.

To prepare for the report UCT decided to conduct an audit of current forms of engagement/ responsiveness within UCT. The responses to this audit helped to surface different views about the concept of social responsiveness. Several respondents questioned the necessity of producing a special report on Social Responsiveness. The arguments against producing the report were:

- Much of the information requested was contained in the Research Report.
- Some respondents, particularly in certain research units, argued that everything they did was socially responsive and that it was therefore difficult to complete the questionnaire because they would have had to provide information on everything they did.
- A focus on social responsiveness could have the effect of undermining the importance of basic research, or reinforce a problematic perception that all relevant research must have immediate impact and that research that had no immediate benefit could not be seen as relevant. As Professor Muller stated in his response to the audit, "Some of the most relevant and engaged research has only had its relevance discovered retrospectively, not at the time of doing the research. To be a world- class research-based university means recognising that contributions of academics differ largely as a result of the nature of their different disciplines. These differences should be recognised from the outset. It is misleading presenting one form of engagement (local and regional) as a superior form of engagement."
- Restricting the notion of responsiveness to social responsiveness could result in a narrow instrumentalist view of responsiveness involving responses to particular needs

identified by particular sectors of society. They feared that such an approach could undermine the broader role of the university in promoting the public good.

- It is more difficult to capture the way in which formative disciplines are being immediately socially responsive given that their focus is on laying the foundations for critical and analytical thinking which is vital for the strengthen of a democracy.

There was a strong view that the method of collecting information annually would need to be revised but there was support for the idea of doing a separate social responsiveness report.

The Senate Academic Planning Committee has proposed that the objectives for the Social Responsiveness reports are to:

- Contribute to debates within UCT and nationally about ways of conceptualising this dimension of the work of higher education institutions
- Give some form of recognition to the people involved in socially responsive initiatives given that community service is viewed as one of the three core functions of higher education in the White Paper
- Motivate staff to place more emphasis on thinking about the role of a public institution in contributing to the developmental challenges facing the country and the regeneration of the African continent, through the core processes of teaching and research
- 'debunk' the notion that social responsiveness happens outside of the curriculum or only through service learning
- Make socially responsive work at UCT more visible and to reflect on these contributions in the same way that we reflect on research and student outputs

As a research-led university the Social Responsiveness Report and the Research Report are bound to overlap with each other. The social responsiveness reports will seek to profile the range of different kinds of research outputs which may not be measured in traditional ways but which reflect scholarly engagement with societal needs. It is an outward looking document addressing the interaction of the institution with the external environment.

Proposed Conceptual framework

One of the difficulties in producing a report on social responsiveness is that there is no clear national definition of responsiveness and social responsiveness. Hence a conceptual framework was developed drawing on UCT's Mission and the strategic Guides for Action.

An essential aspect of UCT's mission is to produce graduates who are capable of critical and creative thinking but who can contribute to economic needs, meet diverse social needs, build a vibrant civil society and consolidate democracy. UCT's mission stresses the importance of producing critical and analytical thinkers, and articulating with the problems of society and the high-skills needs of the economy, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection.

This mission illustrates how UCT as an autonomous institution cannot be, and should not be, a simple instrument of the state or government. UCT must retain the right to determine its teaching and research programmes and produce critical commentary on public policy. However, as a public institution we need to demonstrate how we are supporting the transformation goals of higher education articulated in the White Paper. UCT's mission commits us to do this by affirming a commitment to playing an "active developmental role in our cultural, economic, political, scientific and social environment".

In addition to extracting key implications from UCT's mission for defining "social responsiveness", UCT's "Guide for Action No 4" articulates the strategic goal of strengthening "UCT's local, national and continental roles and to ensure its credibility as a niched global player". The Guide for Action proposes that: "To be a truly credible university, UCT must be a global player. The niche in which we can most effectively achieve this involves exploiting our First World credibility, our special natural environment and our being a region characterised by the imperatives of socio-political transformation and economic development. It also involves our selectively building alliances in developed countries and in the developing world particularly in Africa. To do these things we must ensure our position as the leading university in South Africa and hence in Africa". (Guide for Action 4)

This guide contains a number of specific objectives for achieving the goals outlined above. These include:

1. Establishing a more significant relationships with civil society, industry and government at national, provincial and local levels
2. Playing a more significant role in regional and national collaboration in HE
3. Addressing the challenges facing us as an African society
4. Playing a more active developmental and supportive role in all aspects of SA society with specific emphasis on alumni, community partnerships and local priorities
5. Determining relationships, partnerships and services, and developing a supporting plan
6. Identifying opportunities for scholarly engagement with local communities as part of teaching and research

Drawing on the Guide for Action, UCT's Mission and associated strategic objectives the following conceptual framework for defining social responsiveness is proposed.

This framework encompasses contributions to social, political, economic and cultural development needs in our local, national and continental context through various forms of scholarly engagement and the provision of education and training programmes which "equip people with the capacity to address national needs and to participate in a rapidly changing and competitive global context" (MoE, 6, 1997). Given UCT's commitment "to strive to transcend the legacy of apartheid in South Africa" (UCT Mission Statement), the proposed framework includes a focus on how UCT contributes to promoting a democratic ethos, a culture of human rights and social justice in South Africa.

Almost all the respondents agreed with the proposed dimensions of social responsiveness outlined in the above conceptual framework except that some respondents felt that there needed to be a stronger emphasis on sustainable development in unpacking social and economic development.

Chapter Two: - High-Level Overview and Analysis of Socially Responsive Activities within UCT (2003)

This chapter provides examples of the range of socially responsive activities that were described in the responses to the audit on responsiveness and engagement or contained in UCT's Programme and Qualification Mix (PQM). A more detailed summary of the activities and the needs addressed, is provided in Chapter Three. These activities are analysed using the concept of social responsiveness outlined in the introductory chapter.

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The audit instrument was sent out both electronically and in hard copy. It was sent to all HoDs and Heads of Research Units - 148 in all. Some HoDs completed a questionnaire for the department as a whole and others completed the questionnaires as individuals. The questionnaire was also sent out more informally to networks and individual contacts on campus. Some departments requested additional copies for their staff. This amounted to an additional 108 copies. In total 256 copies of the instrument were sent out by CHED across campus. There were 81 responses to the audit on responsiveness/engagement amounting to a 32% return rate on the forms sent out by CHED. One focus group discussion took place in the Law Faculty.

The audit tool attempted to capture the manner in which staff were responding to social, economic, cultural and political needs through their research, their conceptualisation of curriculum, choice of pedagogy and the student profiles in their programmes. The response rate compares favourably with return rates in other qualitative research studies at UCT e.g. the Institutional Climate survey. However, given that there were very few responses from several faculties the responses do not constitute a truly representative sample of all socially responsive activities across the university. The summary of UCT's activities contained in Chapter Three of the report should be viewed as a baseline document which will be amended and expanded annually. Summaries of the faculty responses are contained below.

Faculty of Law

As a Career-oriented faculty, the primary mode of responsiveness is through the provision of undergraduate and post-graduate programmes. The Dean of Law, in the law faculty focus group articulated the view that "the notion of engagement is routine for the Law Faculty. It is not seen as separate from their core activities. There is (therefore) a very dynamic interplay between Research, Social Responsiveness and their Curriculum". The role of the Law Faculty's Academic Planning Committee is described as being to: oversee the way in which programmes are structured in terms of relevance, and to respond to changes in the external and internal environment. In addition the brief of the Research Committee has been expanded to include a focus on Social Responsiveness. One of the respondents in the Law faculty described their approach to social responsiveness as follows. "They have constructed themselves around being academic activists with the focus on social development as opposed to liberation in the pre-apartheid days. There is a strong social dimension to what they do... and they also want to put something back into the community." Social responsiveness is factored into the promotion and rewards in the faculty. The approach of the Law Faculty is exemplified in the following activities.

Law Faculty

- The establishment of various research units such as the Institute of Criminology, the Centre for Socio-legal Research, the Institute for Development and Labour Law, and the Law, Race and Gender Research Unit. The areas being researched include: Sentencing and punishment, domestic violence, gender transformation in the police force, crime prevention, maintenance grants, child justice, and family courts. The choice of research areas is informed by a commitment to public interest
- Engagement with the legislative process through assisting with drafting, or providing comments on, new legislation in South Africa and other parts of Africa e.g. the Domestic Violence Act, delegated legislation. The faculty is also involved in monitoring the oversight of the executive by the legislature and contributing to history of African law
- Broadening access through certificate level and short courses for: Public Accounts Committees, Human Resource Managers, State legal advisors, Magistrates, Help Desk workers, etc.
- Involvement in Statutory Structures/Commissions etc e.g. Jali Commission of Inquiry into Correctional Services, Chair of the Law Commission on Maintenance
- Involvement in local community structures e.g. Community Safety Forums
- Contributions to the development of policy nationally and internationally through the LLM programme and other forms of engagement e.g. the National Crime Prevention Strategy, shipping law, the White Paper on Policing, and work with the United Nations on police reform
- Partnerships with other African countries e.g. Chairing the SADC Employment Commission, assisting with drafting labour legislation, running a P & G Diploma on Conciliation and Arbitration with Namibia and Lesotho
- Community service through the provision of a Legal Aid Clinic. The law faculty has approved the principle of 60 hours of community service for LLB graduates and will soon determine the exact terms and conditions under which this will be implemented

Faculty of Commerce (including the Graduate School of Business)

As a Career-oriented faculty, the primary mode of responsiveness is through the provision of undergraduate and post-graduate programmes. Some of these programmes are in areas where there are critical skills shortages such as Financial Services or in areas related to job creation and broadening the ownership base of the economy. The various kinds of management programmes address a critical need in the economy for high-level management skills. There are also a number of significant research activities, which provide valuable information on the skills requirements of specific economic sectors, employment and labour market trends and the impact of HIV/AIDS on the society at large.

Faculty of Commerce including the Graduate School of Business

- Broadening the ownership base of the economy through the promotion of entrepreneurship and research on black economic empowerment. The Centre for Innovation and Entrepreneurship in the GSB conducts comparative international research on small and medium enterprises and provides other forms of support and training to small businesses
- Conducting research into the labour market, employment trends, and trade policy and possible implications for HRD to enhance the competitiveness and growth of the economy and to improve the functioning of the labour market through units like the DPRU and SALDRU; research under the auspices of the Centre for Social Science Research (CSSR) into social and economic issues such as HIV/AIDS
- Curriculum content revised continually in response to partnership with professional bodies and the SA business community
- Service Learning through the organisation of projects which are part of the formal curriculum but involve community service e.g. the 4th year Management Studies students do projects designed to strengthen SMMEs through the provision of expertise in designing and implementing business plans
- Providing customised courses and various kinds of post-graduate activities for targeted groups of professionals to improve their skills base. Examples include course for various kinds of public officials in financial accounting and cost management in partnership with the Department of Justice; and courses for Public Accounts Committees
- Facilitating access into the accounting profession via post-graduate diplomas
- Partnerships with other African countries e.g. involvement in a collaborative PhD programme in Economics with SADC countries, courses for SADC trade negotiators
- Facilitating opportunities for students to acquire work experience through offering an internship programme

Faculty of Engineering and the Built Environment (EBE)

As a Career-oriented faculty, EBE also offers a variety of undergraduate and post-graduate programmes, which provide high-level skills for the economy. Many of these programmes are aimed at producing graduates in areas where there are critical skills shortages. They also equip graduates to work in economic sectors which have been targeted as growth areas for the economy such as oil and gas and renewable energy, advanced materials, and metals and manufacturing. Other programmes are critical to infrastructure development.

Engineering and the Built Environment

- Energy research: Energy and related socio-economic data collection for fuel and energy usage (with special emphasis on the poor); energy efficiencies; Clean development mechanisms; transport efficiencies (energy aspects); emission reduction strategies; clean fuel distribution and supply to households; energy efficiency strategies
- Biomedical engineering: Standby power supplies for rural clinics, libraries, schools; universal design (with regard to the disabled); low cost light sources (solar power, battery power)
- Electrical Engineering: Transportation noise; impact assessments of road traffic
- Construction Economics and Management: Waste management; indigenous construction materials
- Civil Engineering: Municipal infrastructure (upgrading and asset management); transportation planning and land use modeling; sewage treatment; river pollution control; non-motorised transportation and traffic calming; intelligent transport systems; public transport; non destructive testing of structures; GIS applications in urban management
- Chemical engineering: Environmental engineering, focusing on waste management issues (materials flow assessments, hazardous waste, waste reduction at source); decentralized sewage treatment and biogas generation
- Architecture and planning: Management of heritage resources; metropolitan spatial planning, planning of local areas and projects, upgrading of informal settlements and low income housing; public transport issues
- New programmes to address critical skills shortages: Restructuring Industrial and Urban Systems for Sustainable Development; Project Management; Transport Studies; MPhil in Applied Sciences to enable BSc graduates to enter engineering and hence to facilitate greater access to engineering
- Establishment of dedicated research centres such as the Energy Research Centre and the Centre for Project Management
- Negotiating an agreement with the Unicity of Cape Town relating to support for infrastructure development and planning

Faculty of Health sciences

The responses from the Health Sciences Faculty highlighted some of the difficulties in defining "socially responsive" activities. Much of the research being done in this faculty is basic or fundamental and is aimed at the production of new knowledge. The benefits of much of this research may not be known until some point in the future and hence may not be seen as immediately socially responsive. However, the results of the research could potentially yield significant improvements in the quality of people's lives. This highlights the danger of limiting notions of social responsive to responses to immediate needs. Examples of this include research on cervical cancer, contraception, the development of novel medicines from SA medicinal plants and Radiation Medicine.

There are numerous examples in the Health Sciences Faculty of Research initiatives, or the establishment of Research Centres, constituting direct responses to social development needs. For example the Health and Human Rights Unit, the Women's Health Research Unit and the Occupational and Environmental Health Units have all articulated the view that there is an inextricable link between social responsiveness and their core business. Indeed they argue, that responding to these needs is the very reason for their existence. For example, Leslie London from the Health and Human Rights Unit stated that it was difficult to complete the questionnaire because "everything they do is about community engagement", and Dr D Cooper from the Women's Health Research Unit stated that a commitment to social responsiveness "informs the criteria they use for selection of any of their research projects".

Health Sciences Faculty

- Restructuring the curriculum. The new MBChB curriculum has been designed to make the participants and eventual graduates more socially responsive with a wider view of the community, the relationship between social circumstances and health and the roles of health care professionals in society.
- Research and training related directly to notions of the public good e.g. the development of a Patient Rights' Charter
- Research and training related to improving conditions for workers and poor communities. For example, research on substance exposure and the effects of chemical hazards amongst farm workers
- The introduction of new programmes to address changing needs and equity challenges e.g. modules on different aspects of women's' health, the PG Diploma in Family Medicine and Palliative Care, the PG Diploma in Occupational and Environmental Health, the introduction of a module on Public Health and Human Rights which is taught in an inter-disciplinary manner and also aims to involve post graduate students in research on equity related issues, a diploma in Palliative Medicine, and special study modules on alcohol abuse and chemical hazard comprehensibility,
- Research related to improving health care and the quality of people's lives e.g. research on ovarian diseases, vaccines, reproductive health, cervical health, gender and HIV, and the effects of pesticides
- Service learning e.g. fourth year MBChB students do projects on the relationships between human rights and equity, community health projects, occupational health students do projects in health promoting schools,
- Outreach projects e.g. the Khayelitsha Cervical Cancer Screening Project
- Policy engagement e.g. on women' health, violence and mental health, health economics, and health care planning; and advocacy and lobbying related to alcohol abuse
- Collaborative agreements with other African countries e.g. training of radiographers and medical physicists a Post Graduate training in psychiatry for doctors in other African countries via WHO bursaries and various mental health initiatives in the region

Faculty of Humanities

As a formative faculty it is not possible or desirable to analyse the work of the faculty in the same way as we have analysed the socially responsive activities in the career oriented faculties above. The major form of social responsiveness of the Humanities faculty involves the development of critical, analytical and creative thinking skills, which are essential for social reconstruction, critical citizenship and a strong democracy. Formative education also underpins subsequent specialised or career-oriented education and training.

Some examples of the multiple ways in which respondents in the Faculty of Humanities are contributing to social reconstruction and critical citizenship are contained below.

Humanities

- Research related to national identity: taking peer review research and translating and transforming this into books about African literature and culture which are appropriate for use in schools; recording oral histories of victims of apartheid; research on the issue of identity, and work on celebrity and media consumption in a developing society
- Introduction of major changes to the curriculum, including new programmes in response to social or equity needs E.g. the Historical Studies Department has introduced a 12-week third year course on 'Memory, Identity and History', an Honours course on 'Oral History: Method, Practise and Theory and a course in Gender and History; the M Phil in HIV/AIDS, the M Phil in Disability Studies; the incorporation of economic empowerment courses at Honours and Masters level Social Work students to equip students with the knowledge and skills on SMME functioning; the adaptation of the Social work curriculum to reflect a developmental orientation to social work; restructuring parts of the Drama curriculum to integrate South African (especially local) contemporary theatre production and strengthening the module on community theatre
- Policy Engagement e.g. Advice to the Department of Arts and Culture on a UNESCO Cultural Diversity Policy Instrument, courses on media policy, research and evaluation projects for the Department of Education and the Council for Higher Education; and advice on employment conditions of domestic workers
- e.g. the M Phil in Disability Studies which is offered in collaboration with the representatives of the SA disability sector targets disability activists and development workers; the Adult Education diploma and certificate courses enable practitioners who have work experience in adult education but don't meet formal educational requirements to get access to higher education through RPL; a partnership between CHED and the Clothing, Textiles, Footwear and Leatherwear (CTFL) SETA in which CHED trains cohorts of their educators and trainers over the next 2-3 years with funding from the Skills Fund; and the M Phil in Public Policy admits public sector employees.
- Representation on committees e.g. the management committee of the Cape Medical Museum and chair of the Council of the VRS; Social development agencies nationally, provincially and internationally,
- Community Development. Examples include: the UCT Child Guidance Clinic which trains clinical psychologists and is involved with multiple sites of engagement with communities underserved by mental health facilities and supporting a project involving 50 remedial students placed in a set of schools without access to learner support services; the Clanwilliam Arts project which aims at returning the heritage of the Clanwilliam area to the community; and the Schools Development unit which provides training for teachers/educators, develops maths and science teacher educator materials and provides support for school-based interventions
- Cultural development: Opera development programmes, drama and performance projects linked to community development through mentoring of community drama groups; documenting, describing and theorising processes of community-based arts education and performance projects
- Collaboration with other African countries: Project on strengthening Gender Studies for Social Transformation brings teachers and researchers based in African universities together in a series of training, research and publishing activities. A journal "Feminist Africa" is produced; The Continental Associates project in which Associates come to UCT from across the continent.

Faculty of Science

As a formative faculty it is not possible or desirable to analyse the work of the faculty in the same way as we have analysed the socially responsive activities in the career oriented faculties above. Much of the research in the Science faculty is basic research. It can therefore be argued that the predominant way in which the faculty is socially responsive is through contributions to the public good as a result of the generation of new knowledge. The formative education provided in the undergraduate degrees underpins further specialised or career-oriented training. Some examples of socially responsive engagement are contained below.

Faculty of Science

- Policy engagement related to: sustainable development, recommended levels of pollutants in wetlands, writing policies on various aspects of disaster mitigation, the construction of large dams and the implementation of environmental flows; participation in working groups convened by the United Nations Environment Programmes on integrated assessment methodologies and process planning; providing advice to the Caspian Development Advisory Panel on the economic, social and environmental impacts of the pipeline project in Azerbaijan, Georgia and Turkey
- Research related to a wide range of environmental issues and flows, healthy ecosystems, water chemistry of wetland, and 18th and 19th century Tswana towns of Pilanesburg/Rustenburg area
- Partnerships: Department of Water Affairs, the Unicity, the SA Red Cross, the UNDP, the dams and development forum, the Water Research Commission; reviews of development projects all over the third world, the World Bank, Department of Environmental Affairs and Tourism, local governments along the West Coast, the Western Cape Wetlands Forum, Department of Education in North West, and the Department of Land Affairs
- Introduction of new programmes: the introduction of the MPhil in Disaster Risk Science which is the first of its kind in Africa;
- Changes to the curriculum: introduction of courses in the Honours and Masters programme on international donor safeguard policies as mechanisms for ensuring sound development
- Broadening access to intellectual expertise: provision of short courses on disasters and development for disaster management and development practitioners; courses for government, professionals, academics, students, ngos and communities in the area of integrated environmental management; training volunteers for the Two Oceans Aquarium in freshwater ecology; development of teacher based materials around archaeology of pre-colonial Western Tswana towns, and consultant on Scientific terminology for Oxford Dictionary
- Involvement in Commissions/Committees: Congo Caves Scientific Advisory Committee, Water Research Commission, Board of Scientific Education Project
- Collaboration with other African countries: The African Environmental Outlook report based on collaboration between the United Nations Environment Programme and African Ministerial Conference on the Environment.

Analysis of the faculties' social responsive activities

The conceptual framework outlined in Chapter One has been used in analysing the nature of the faculties' socially responsive activities.

Contributing to social, political, economic and cultural development in our local, national and continental context

The audit responses illustrate the multiple ways in which UCT is contributing to addressing many of the political, economic, social, environmental and cultural developmental challenges and needs facing us as an African society through various forms of scholarly engagement. However, many of the responses only contained descriptions of outreach activities, which appear to occur outside the formal curriculum, and which are not overtly linked to any research initiatives. This suggests that some respondents are equating the notion of social responsiveness with "community outreach". Some respondents provided information on contract work or consultancies based on their intellectual expertise. There was much evidence of a wide variety of collaborative initiatives with national, provincial and local government; community based organisations, other higher education institutions, international agencies and to a lesser extent with other African countries. The range of needs addressed include:

- Enhancing economic growth and competitiveness in key sectors
- Broadening the base of ownership of the economy
- high-level skills development programmes in areas of need
- Sustainable development
- Infrastructure development
- Employment creation
- Local development including the provision of housing
- Strengthening Governance and administration
- Improving the delivery of Social security services
- Improving living and working conditions for workers and very poor communities
- Improving levels and quality of health care
- Promoting Gender and race equity
- Improving Justice, Crime Prevention and security
- Improving the schooling system
- Social reconstruction and citizenship

The examples provided in the summary of the faculties' activities illustrate that the University is addressing the multiple dimensions of social responsiveness. In particular there is a lot of evidence of collaborative research initiatives related to economic, social, cultural and political development. Much of this work appears to be funded by donors. An example of a collaborative initiative aimed at strengthening SMMEs is contained below.

South Africa's economy has historically been dominated by large corporations and a big public sector. Today, small and medium enterprise development is crucial in stimulating the economy and creating employment. In response to this need, the Centre for Innovation and Entrepreneurship is working with a range of township entrepreneurs, including amongst others a bakery, a car cleaning service, ceramics production and a biscuit manufacturer. To date, forty-nine entrepreneurs have been given financial support and advice. Grants have been negotiated with the provincial government, an overseas philanthropist and the Swiss South Africa Co-operation Initiative. The programme is connected with the formal curriculum via an MBA elective course.

Giving particular attention to the social challenge of improving access into higher education

The audit instrument did not address the question of equity of access for traditional learners but it did invite respondents to provide information on access for so-called "non-traditional students". This question was included because of the recognition that the provision of higher education to workers, mature learners and the disabled, aside from the equity and redress imperatives, would also play a significant role in responding to the need to upgrade skills levels of people in the workforce.

There were many examples of the provision of short courses and continuing professional development opportunities for adults, but there were only a couple of examples of how promoting access for mature learners to formal qualifications is being addressed. The audit instrument did not assess how the curriculum has been changed to take account of the knowledge and experience, which adult learners bring to bear on the learning situation. Nor did the audit tool address access issues related to traditional students.

Chapter Three contains suggestions about ways in which UCT could expand access in order to meet changing economic and social needs as well as the need for redress. This information has been included because, as Hall has argued, public institutions have a particular responsibility to promoting the public good in South Africa through promoting access to sections of the population who were excluded from accessing higher education under apartheid. "In a country such as South Africa, with an urgent need for accelerated social and economic development, for cultural resources that build the quality of life, for critical public discourse that strengthens democracy, and for the high level technical and professional skills development that will make the country more competitive in regional and international markets, overall increases in the places available to learners of all ages and backgrounds in higher education institutions, as well as increases in the diversity of these institutions themselves, will be both of individual benefit and to common advantage(public good)Publicly-funded universities must (therefore) give particular attention to access". (Hall, 2003, 5) From the point of view of social responsiveness a critical challenge remains for UCT to intensify its efforts to redress race and gender imbalances which continue to characterise some programmes

Scholarly engagement with social responsiveness

Most of the socially responsive activities described in the audit responses were directly associated with research, but there were also several examples of the inter-relationship between the curriculum and social responsiveness. The restructuring of the MBChB is a clear example of how the curriculum has been revised to ensure that it is more relevant to the health needs of the majority of people in South Africa. The new curriculum has been driven by a commitment to social responsiveness. The head of the faculty's Education Development Unit describes the new MBChB curriculum as one that is "designed to make the participants and eventual graduates more socially responsive with a wider view of the community, the relationship between social circumstances and health and the roles of health care professionals in society". Knowledge-domains are blended together in the interest of ensuring that health care addresses the needs of the majority of people in South Africa. Other examples of curriculum reform include the revision of the Social Work curriculum to reflect a developmental orientation encapsulated in the changed name of the programme viz. Social Development; the revision of the Occupation Health Programme to include a strong focus on equipping students to engage with local communities in addressing the social causes of problems, the restructuring of parts of the Drama curriculum to integrate South African (especially local) contemporary theatre and community theatre and the introduction of new courses such as one on 'Memory, identity and History' into the history course. There are several examples of how faculties have introduced new programmes in response to the changing needs in our social context. Examples of these include the introduction of the M Phil in HIV/AIDS, the PG Diploma in Transport Studies, the PG Diploma in Palliative Medicine and the MPhil in Disaster Risk Science.

For most respondents in the Law Faculty and in the Health Sciences social responsiveness seemed to be inextricably bound up with the manner in which they conceptualised their role as academics and hence their curriculum and choice of research projects. As a staff member in the Women's Health Research Unit stated, "a commitment to social responsiveness informs the criteria they use for the selection of **any** of their research projects." The Unit is also committed to influencing the development of health policies and working in a way that is empowering for the communities they work with.

WOMEN'S HEALTH RESEARCH UNIT - Cervical Health Intervention Project

In preparation for the introduction for a national public sector cervical screening programme in South Africa, the unit became involved in a study designed to develop, implement and evaluation of health system interventions for improving screening services. The study has involved collaborative research partnerships with the Women's Health Project at the University of Witwatersrand, and Engender Health (an international reproductive health research and advocacy organisation). It has also involved partnerships with the National and Provincial and Regional Departments of Health in the Western Cape, Gauteng and Limpopo.

Another example of integrating research and community service is provided by the Environmental Evaluation Unit in the Science Faculty which has published on the issue of co-management based on collaborative work with local authorities and local communities.

ENVIRONMENTAL EVALUATION UNIT (EEU)

The EEU is an independent self-funded consulting, research and training unit based at UCT. Founded in 1985, the EEU has established itself as a centre of excellence in the fields of integrated environmental management and sustainable development. During this time, the EEU has undertaken work throughout South Africa and the SADC countries, and has provided expertise to leading private and public corporations, research institutions, planning and development organisations, state departments, local authorities and communities. The EEU has integrated consulting, research, training and community outreach as core activities of its operation. Thus, it has implemented a wide diversity of projects that have contributed to academic debates at the same time as having practical implications on the ground... The EEU has been actively involved in providing capacity building and skills training to local authorities and local communities involved with Local Agenda 21 and coastal and fisheries management.

There were some significant examples of how research activities related to various aspects of social reconstruction and human rights had directly impacted on the content and structure of the curriculum in all faculties. The History department described how their curriculum was influenced by the research work of the Centre for Popular Memory and this formed the basis of several new courses introduced into the history curriculum namely the 12-week third year course on 'Memory, Identity and History' and an Honours course on 'Oral History: Method, Practise and Theory'. The response of the Health and Human Rights Division in the School of Public Health and Family Medicine described how their research work had contributed to the introduction of a module on Public Health and Human Rights and the Occupational and Environmental Health Unit described how it had introduced special study modules on alcohol abuse and the effects of chemical hazards.

Critical engagement with policy

Whilst many respondents provided evidence of engaging with policy processes, much of this engagement entailed providing expert input or advice, based on research, to inform policy work or helping to draft policies or legislation. There was comparatively less evidence of providing critical commentary on policy or legislation either to government or to various kinds of statutory bodies. A few respondents referred to a policy advocacy role that they were performing as a result of their intellectual expertise or research work. One example of a more critical form of engagement is provided by the Institute of Criminology in the Law Faculty, which set up a project designed to influence the reform of legislation.

INSTITUTE OF CRIMINOLOGY

"The institute of Criminology, established in 1977, is a research unit linked to the Department of Criminal Justice. Its aim is to initiate, coordinate and develop teaching, research and social responsiveness in the broad field of criminology within and outside of the University, and to promote public interest in, and awareness of all aspects of criminology. One of the projects initiated by the Institute was on "Rape Law Reform". The Gender Project played a pivotal role in the rape law reform process in 2002. Organising a "sexual offences working group", the Institute submitted a 250-page submission to the South African Law Commission in response to their discussion document on *Sexual Offences: Procedural Law*. The working group consisted of: The Gender Project, Institute of Criminology, UCT; The Children's Rights Project, Community Law Centre, UWC; Department of Forensics and Toxicology, UCT; Gender Project, Community Law Centre, UWC; and the Women's Legal Centre. The submission was used extensively (almost entirely) in the South African Law Commission's final report on sexual offences". (Institute of Criminology, 2002, p6)

Another example is provided by the Department of Environmental and Geographical Science

DISASTERS MITIGATION FOR SUSTAINABLE LIVELIHOODS PROGRAMME (DiMP)

The DiMP is the secretariat for a regional networking in disaster risk reduction, called 'Periperi' (partners enhancing resilience for people exposed to risks). Among Periperi's accomplishments has been the jump-starting of small-scale domestic and agricultural rainwater harvesting efforts in Mozambique, Zambia and Zimbabwe, and the linking of these efforts to similar initiatives in East Africa. DiMP's efforts in publications advocacy have resulted in four popular publications that are internationally distributed: 'Living with Drought: drought mitigation for sustainable livelihoods', 'Learning about livelihoods: insights from Southern Africa', 'Urban Vulnerability: perspectives from Southern Africa', and 'Risk, Sustainable Development and Disasters: Southern perspectives'.

Promoting a democratic ethos, social equity and critical citizenship

There were only a few examples in the audit responses of how staff were contributing to promoting critical citizenship through their teaching. This could be ascribed to the difficulty of trying to describe how this being done in an audit instrument. Or it could be argued that developing critical and analytical skills is the *raison d'être* of the formative disciplines - particularly in Humanities and that responding to the tool would have entailed describing their whole curriculum. Whilst these arguments are valid, the challenge remains for the institution to debate how lecturers critically reflect on their curriculum in a way that addresses their role as educators in a developing country trying to advance the cause of social reconstruction in South Africa and the regeneration of Africa. It may (also) be necessary as Soudien has suggested to ascertain how the majority of lecturers at UCT "balance their responsibilities to the global and the local ...if global affiliations are contained in disciplinary identities how should the imperatives of 'discipline' be brought into a meaningful conversation with those of local context?" (Soudien, 2004, 3) This would be in line with UCT's commitment to "strengthen UCT's local, national and continental roles and to ensure its credibility as a niched global player". (Guide for Action 4) Amongst other things this would involve trying to balance tensions between seemingly divergent imperatives of maintaining responsive relationships with our local context whilst building a base as a premier research university.

Some examples of notable initiatives in this area include the Centre for Popular Memory in the Faculty of Humanities, the Women's Health Research Unit and the Health and Human

Rights Division in the Faculty of Health Sciences, and the Environmental Evaluation Unit in the Faculty of Science. Examples of initiatives explicitly designed to address race and gender inequalities include the Women's health Research Unit, the African Gender Institute, the Law Race and Gender Unit, the Centre for Socio-legal Research, and the Institute for Intercultural and Diversity studies.

One staff member in the Sociology department illustrated how connections can be made in the curriculum between responsiveness to the needs of the black students from disadvantaged backgrounds at UCT and external social responsiveness. The lecturer described how many black students coming from families with mothers or fathers as domestic or factory workers do not tend to get opportunities for their cultural capital to be affirmed through the curriculum whilst the social and cultural capital of mainly white middle class students is affirmed all the time. The lecturer wanted to provide a route for people who came from working class backgrounds to be able to claim this background, assert it and get credit for it. Space was therefore provided in the formal curriculum for students to bring in the knowledge they have gained from their backgrounds into the learning environment. At the same time these students were engaging with other workers on campus in projects that would enable them to access their rights. This illustrates the potential of service learning to provide students with opportunities to acquire skills, which they can use to promote active citizenship.

SERVICE LEARNING AND CRITICAL CITIZENSHIP

Students in a second-year Industrial Sociology course are invited to replace two essays with a service learning option relating to the promotion of a democratic ethos of public service and providing support for workers seeking to access their rights. The project is ideally based on activities in which they as students already have direct knowledge or experience. The option provides an opportunity for students who may have had community or organisational experience of service to use that to their academic advantage and to the advantage of those they might offer a service.

The Centre for Popular Memory addresses particular needs with regard to social reconstruction and changes in the formal curriculum reflect this engagement.

CENTRE FOR POPULAR MEMORY

The Centre contributes to strengthening the public voices of disadvantaged people through the popularisation of their stories. The Centre conducts research through oral and visual recordings of people telling stories about themselves and their communities. For example, apartheid forced removals in the urban and rural areas of the Western Cape, and trans-national African migration from Nigeria, Rwanda and the Democratic Republic of Congo. The centre has also developed audio-visual exhibitions on historical themes in Langa and Gugulethu. Off campus partnerships have been established with the Democracy Radio Unit of Idasa and the Langa Heritage Foundation. The Centre provides courses on 'Memory, Identity and History' and 'Oral History Methods'. In addition, short courses are given to community NGOs, museums and archives.

Another example is provided by the Health and Human Rights Division in the School of Public Health and Family Medicine which is working on developing an implementation tool for the Patients' Rights Charter developed by government.

HUMAN RIGHTS AND EQUITY

As part of the work of the Network on Equity in Health in Southern Africa (EQUINET), UCT is coordinating the theme on health rights. This involves exploring the relationship between human rights and equity through three regional case studies, which have been presented to a civil society forum so as to develop an ongoing action research agenda for EQUINET. The project aims to influence policy makers in the SADC region.

All these examples illustrate how core activities have been infused by changing sets of social values in line with national social reconstruction needs and a commitment to social redress.

Engaging with the rest of Africa

All the faculties provided examples of collaborative agreements with the rest of Africa. These include:

- Chairing the SADC Employment Commission,
- Assisting with drafting labour legislation for other African countries
- Running a P G Diploma on Conciliation and Arbitration with Namibia and Lesotho
- Involvement in a collaborative PhD programme in Economics with SADC countries and offering courses for SADC trade negotiators
- Training of radiographers and medical physicists
- A Post Graduate training programme in psychiatry for doctors in other African countries via WHO bursaries and various mental health initiatives in the region
- A project on strengthening Gender Studies for Social Transformation which brings teachers and researchers based in African universities together in a series of training, research and publishing activities.
- Producing A journal "Feminist Africa".
- The Continental Associates project in which Associates come to UCT from across the continent.
- Producing texts on African literature for use in the schools
- Production of the African Environmental Outlook report based on collaboration between the United Nations Environment Programme and the African Ministerial Conference on the Environment.

Differences across the institution

There appear to be some significant differences across the institution, which largely reflect the location of the various staff members within the university and more particularly whether the lecturers are located in a career-oriented faculty or a faculty primarily involved in providing formative or disciplinary education. There was more evidence of staff located in career-oriented faculties determining their research and the structure and content of their curriculum by drawing heavily on information about their social context or on meeting changing needs of employers who operate outside of academic disciplines. The importance of the institutional location of staff in understanding responsiveness within UCT is corroborated by a recent report on UCT's Curriculum, which

states that many academics look primarily, or even exclusively, to their knowledge fields such as intellectual developments and new Research directions in the field to determine "currency" of their courses whereas other academics are deriving relevance from outside the boundaries of the discipline. (Symes, 2004)

Notwithstanding the importance of disciplinary roots in explaining differences, the Curriculum Report noted that "whilst all faculties acknowledge that diversity and changing social values - which reflect in transforming intellectual approaches to such issues as race, gender, class, language, culture, nationality and physical ability - need to be taken account of in the curriculum, both in terms of the substantive content of curriculum, and the manner in which knowledge is transferred, the picture of curriculum relevance in terms of diversity and changing social values is patchy at best." The report states that participants in the faculty focus group discussions recognised that much additional effort in this area was needed". (Symes, 2004, p59)

Conclusion

This chapter of the report has highlighted the fact that there are many varied socially responsive activities, which are addressing diverse problems and demands of the local, national, Southern African and African contexts. However, given the limited number of responses to the audit and the problems with the design of the audit instrument, there are undoubtedly many activities which are not mentioned in this chapter or in the summary of UCT's activities in Chapter Three. In addition the design of the audit tool did not enable us to develop an accurate picture of how UCT's educational programmes contribute to critical discourse about social reconstruction, cultural tolerance, and a humane, just, non-racist and non-sexist social order. It will be necessary to examine how to collect and capture more comprehensive information in future reports. The responses to the audit suggest that there may be a need to investigate the role of the state in regard to the sponsorship of socially responsive research given the apparent reliance on external funding for much of the research described in the report. It would also be necessary to interrogate what kinds of mechanisms the institution could put in place in order to enhance social responsiveness in UCT albeit in a manner that recognises that a uniform approach across the institution would be inappropriate.

The Senate Academic Planning Committee has suggested a number of other things to explore in the future based on their engagement with the report. These include the need to:

- debate notions of "graduateness" across the institution
- discuss the role of values that underpin social responsiveness
- explore how to strengthen career development in the curriculum,
- explore ways of strengthening service learning as part of a developmental approach to the curriculum
- debate social responsiveness in relation to the main curriculum and not just about service learning
- explore ways of recognising staff who excel in regard to social responsiveness

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Chapter Three: Summary of National and Provincial Development Objectives, Current UCT Activities, Possible Implications for UCT and Linkages

The summary below provides an outline of national and provincial strategic objectives and needs, a summary of UCT's current activities in relation to these needs, suggestions about possible new or expanded areas of activity ways for UCT, and a summary of linkages with other external bodies.

Documents analysed to extract national and provincial growth and development priorities and needs

- Ikapa Elihlumayo Growing the Cape (Provincial Trade and Industry Lekgotla 16 August 2003)
- National Critical Scarce Skills within the context of the HRD Strategy in South Africa - (report of an inter-departmental workshop)
- Framework Agreement on Growth and Development in Western Cape (November 2003)
- Towards 10-years of Freedom: Progress in the First Decade - Challenges of the Second Decade (produced by the Presidents Office at the end of 2003)
- NEPAD Action Plans extracted from the NEPAD web-site
- Western Cape - Provincial Government Socio-Economic Review 2003: Western Cape Provincial Treasury
- Proposals for an Expanded Public Works Programme - (Unpublished report of 1 July 2003)
- A Framework for developing a human resource and skills development strategy in the Western Cape: A Final Report (Department of Economic Development, 2003)
- Unofficial report on "The Labour Market and Institutions of Human Resource Development" produced by Paul Lundall of the Development Policy Research Unit at UCT in 2003

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
Economic challenges				
(1) support focused sector strategies in key growth and employment industries	Tourism	Environmental Evaluation Unit's research, consultancies and training programmes, P G Diploma in Tourism Management, PG Diploma in Museum and Heritage Studies , courses run by units in Biology and Zoology	Customised courses on heritage studies and tourism(block release, part-time courses) redress race imbalances	
	Wine	proposed GSB programme in Management with specialisation in Wine Industry		
	Film	Centre for Film and Media; Film, Media and Visual Studies	open access to adults learners in film industry through flexible learning opportunities e.g. 3rd term, block releases , part-time programmes to redress race imbalances and promote skills development	Provincial government, labour, ngos involved in film and media, Film and Publications Board
	ICT - especially in technical design and development; manufacture/program; technical installation; technical maintenance/repair; marketing and selling;	High Tech Computing Centre, IS and IT programmes at various levels	Expand numbers, redress race imbalances, expand continuing professional development through part-time programmes, support DTI internships	Cape Gateway, Cape Online Portal, Cape Access, e-governance, SOCPEN, DTI
		More assistance is needed for small firms and disadvantaged groups	Interrogate the implications for curriculum and mentorship, service learning of Management and ICT students in supporting SMMEs, and role of Open Learning Centre in offering on-line customised courses.	
		More training is needed for Call Centres and foreign business process outsourcing centres	customised courses	Cape Gateway, Cape Online Portal, Cape Access, e-governance, SOCPEN

Summary

Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	Oil and gas and renewable energy	Chemical Engineering and Geology programmes, Energy Research Centre	short customised courses for people at Saldanha, Mossel Bay; integration of focus on renewable resources into academic programmes; research into growth potential	Saldanha, Mossel Bay
	Clothing and Textiles and leather	Research on establishing cooperatives with retrenched workers, research on export opportunities and desired technology changes, training of skills facilitators, research into export potential	short, customised courses for workers on establishment and management of cooperatives, short customised courses for managers on export and trade opportunities and new technology; research on growth potential, customised courses for managers and designers	Sociology Labour market research unit, Dave Kaplan, Janice McMillan and Open Learning Centre, and Cape Technikon, SACTWU, Textile SETA
	Advanced Materials	Promotion of Biotechnology, thrust on Materials and Manufacturing, Centre for Materials Engineering	clustering of industry and HE in relation to innovation hubs, possible new Masters in Industrial Design, or pilot customised modules using summer term	Department of Economic Development, proposed Innovation Centre, other HEIs, Open Learning Centre
	Agriculture	Work related to pesticides, substance abuse, chemical hazards, research on genetically modified foods		Women on Farms, SANPAD, Harvard, Agricultural Research Council, CSIR, MRC, National Botanical Institute, ILO, WHO
	Fishing and mariculture	Centre for Marine Studies, Environmental Evaluation Units work with Fishing Communities around co-management of resources, research done by Dept of Zoology, courses and research on environmental economics	research on growth potential, short courses on co-management of resources for sustainable development	Dept of Environmental Affairs & Tourism
	Metals and Engineering	Mechanical Engineering	research on growth potential, customised courses for managers and designers	

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	Cultural Industries	Heritage Studies, Preservation of historical documents, policy engagement related to cultural heritage and diversity, Centre for Popular memory, work on Land Claims	research on growth potential linked to tourism, role of Open Learning Centre in course provisions for particular markets, short courses for tourists on popular history	Provincial and local tourism organisations, Museums, UWC, Robben Island, Langa Heritage, Atlantis, Land Claims Commission, inter-regional collaboration, UNESCO
	Housing	Research by EEU and Centre for Materials Engineering on developing insulation materials for low cost housing; low cost housing research, establishment of UPRU.	Research on innovative materials which meet sustainability criteria	Stellenbosch University, City of Cape Town, National Housing Department
(2) Speed up restructuring of all industries		Advice to the DTI on the Motor Industry Development Programme		
(3) Broaden the ownership base of the economy and narrow the income gap between the richest 25% and poorest 25% to no more than 10 fold and build entrepreneurship Strengthen broad based empowerment programmes	promotion of black economic empowerment	Redressing race and gender imbalances in the enrolment profiles of UCT students, Research on Black Economic Empowerment, consultancy work for DTI, providing advice to business, work with alumni		DTI, Black Management Forum, Khayelitsha Business Forum, business more broadly
		Eco Action Project: Raising awareness in the broader Khayelitsha community of the benefits of greening and recycling initiatives.	Implementation of existing project - over a larger area of informal settlements in the Western Cape	Khayelitsha Business Forum, City of Cape Town, Western Cape Department of Environmental Affairs and Development Planning

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	More assistance is needed for small ICT firms and disadvantaged groups to become part of growth sectors.	GEM reports, Centre for Innovation and Entrepreneurship, support for SMMEs, Management Studies project with 4th year students to support SMMEs,	Research on changes with regard to income disparities. Interrogate the implications for curriculum and mentorship, service learning for Management and ICT students in supporting SMMEs, and the role of Open Learning Centre in offering on-line customised courses.	Research Units at UCT
	establish rapid response unit to defend current investment and jobs	Work with retrenched workers, research on legal aspects of unemployment, Labour Law, Race and Gender Research Unit, Labour Market Research Units, DPRU, work with Employment Commission, Labour Law Unit		
	redressing the graduate unemployment rate for African graduates which has increased by 62% and improve the labour market absorption rate for African graduates	UCT First Destination report, Career Development Unit	research into lower labour market absorption rates of Africans with degrees. Implications for Career Development Unit to be analysed. Don't increase African numbers in areas where cant get jobs. Ensure that more African students are enrolled, for and graduate in programmes in targets growth sectors e.g. film, ICT, Tourism, engineering, financial and business services, property studies, construction economics and construction management or areas like retail. Explore the role of RPL and the Open Learning Centre in relation to these areas. Increase the percentage of African students from the Western Cape.	

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(4) focus on targeted skills development, functioning of the labour market and improvement in education system	explore conversion programmes for BSc graduates into engineering graduates	M Phil Applied Sciences		
	research the functioning of the labour market			
	internship programmes for tertiary sector graduates	labour market research, Development Policy Research Unit, policy advice to DTI regarding Motor Industry, policy related to Labour Market	identifying sectors for piloting structured workplace internships - perhaps using e-learning to structure the learning in workplaces	Careers Education, MEG, SETAs for funding, DoL
	Logistics and supply chain management	GSB programme on Operations, Statistical Science, BSc in Construction Management and Property Studies	expanding environmental management and risk control systems courses, increase numbers of students in Property Studies, Masters in Facility Management	
	Metals and Minerals esp. in mechanical, electrical, chemical and mining plus project management vs. reports by SEIFSA and HSRC showing negative growth in demand	current engineering programmes in all areas plus new Project Mgt programme, Centre for Project Management	expand courses in Project Mgt	
	* Engineers	current engineering programmes in all areas plus new Project Mgt programme, Centre for Project Management, CREE programme which aims to attract women and blacks into engineering and graduate and integrate into the workplace, work in NSBs and SGBs		CREE, NSB06

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	* Financial professionals	Applied Fiscal Research Centre, courses on Public Financial Mgt, PG Diplomas in Accounting, Actuarial Science, B Commerce (generic and with specialisations in Accounting, Insurance and Risk Management)	offer specialisations in key areas e.g. education and health finance via block release/e-learning etc	
	* Legal professionals	courses for Magistrates, Public Prosecutors, Public Accounts Committee members. Labour Relations officials, report on judicial education, certificate courses, training of family advocates, training of probation officers, School for legal Practice, Professional Legal Education Department, course on drafting legislation	improve equity profile - target blacks in government legal departments without UG or relevant post-graduate legal qualifications	Public Service HR departments, SADC countries, Justice College, Public Services SETA, Law Commission, Department of Correctional Services
	*Allied health professionals	Allied Health programmes	Improve equity profile	
(5) Build on platform of GDS to create sustainable and growing economy		PG Diploma on Restructuring Industrial and Urban Systems for Sustainable Development. Course involves linking class work back to work places. Ongoing research in this field. Discussing agreement with the Unicity.		
(1)increasing levels of investment in priority economic sectors	enhance economic development in underdeveloped areas and support broad based black economic empowerment through promotion of SMMEs	GEM initiative and Management Studies Business Studies project EEU DIY Insulation Project	investigate ways of expanding work already happening	Department of Economic Development, Department of Housing, City of Cape Town

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(ii) fair, socially responsible environment		policy development and engagement on disaster risk management policy; ; programmes on Disaster Risk Science; Environmental Education Unit offering short courses, applied research on co-management; research on sustainable development of fishing communities; environmental and geographical science programmes; research on environmental management activities of transnational corporations	provide secure funding for the Disaster Risk programme	Fishing Communities, national, provincial and local government
(iii) build world class infrastructure	increase port, airport, transport efficiencies	developing integrated transport policy and programme on transport studies, work with local government on infrastructure, research on micro-economic instrument for prioritising infrastructure development	agreement with the unicity related to supporting infrastructure development	Unicity
(iv) promote regional development strategies	improving the climate to maintain and attract domestic foreign direct investment	Research on investment, spatial development frameworks and integrated development plans of local government; research on business models for infrastructure development especially regarding transport and roads; training SADC trade negotiators, Masters programme on Trade and regulatory frameworks, Urban planning programmes. Discussing possible agreement with the Unicity.	Research on investment, spatial development frameworks and integrated development plan of local government, research to identify and support proposed mega projects, customised courses for local government officials and councillors; trade related customised courses; recruiting more SADC students involved in trade negotiations	Department of Economic Development, Local government, Local government SETA, SAMWU, department of transport, SANRA, SADC

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(v) develop an integrated transport plan	providing effective public transport system	research on integrated transport plan and transport studies programmes	customised course for local government officials and councillors	Department of Economic Development, Local government, Local government SETA, SAMWU
		Environmental Evaluation Unit and Urban Transport Research Group - Integrated sustainable transport assessment framework	Aims to development an appropriate integrated transport framework and to improve the sustainability of urban transport planning.	National Department of Transport
(6) Ensure development of R & D Strategy in high level areas such as fuel cell technology and poverty eradication		Biotechnology initiatives	establish closer synergy with government needs	
6.1 pilot an incubator system	target at least 100 SMMEs	Research Innovation Unit	establish effective linkages with provincial strategy	NRF, Thrip, CSIR
(7) Promote employment creation	enhance economic development in underdeveloped areas and support broad based black economic empowerment through promotion of SMMEs	research on entrepreneurship and employment generation, support initiatives with SMMEs, GEM reports, Centre for Innovation and Entrepreneurship at the GSB and 4th year Management Studies project on SMMEs,	Promotion of entrepreneurship and strengthening of SMMEs, service learning involving IS and Commerce students in SMMEs, management courses for SMMEs, mentoring of black entrepreneurs in building industry to get bigger jobs involving construction economics students, monitor procurement policies at UCT	GSB unit, Business Beat, Open Learning Centre, Summer term
		Eco-Action Project (EEU) Raising Awareness in the broader Khayelitsha community of the benefits of greening and recycling initiatives.		City of Cape Town, W Cape Dept Environmental Affairs & Development Planning
		Macassar Dunes Co Management Project	Creating a development intervention which harnesses tourism and community participation to enhance the conservation value and raise environmental awareness and create local employment	City of Cape Town, W Cape Dept Environmental Affairs & Development Planning

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	provide accurate information on employment trends	Research on employment trends, consultancy for DoL, programmes on the labour market	Explore ways of disseminating information more widely and using information in UCT's planning processes	GSB, Department of labour
(I) identify types of cooperatives consistent with DTI framework		Labour Market Research Units research on cooperatives	customised short courses	SACTWU, clothing and textile SETA, NEDLAC
(iii) Expand public works programmes	* Project and contact management	Project Management programmes	expand numbers in full-time programme or in customised programmes on block release etc	Public Works Department, Cosatu, Provincial public works forum
	* Design and Mgt Skills	?Construction Economics and management programme, Facilities Management	expand numbers in full-time programme or in customised programmes on block release etc	
	* Skills associated with identification, management and execution of Expanded Public Works Programmes	?Construction Economics and management programme	expand numbers in full-time programme or in customised programmes on block release etc	
	Environmental and tourism e.g. coast care Integrate sustainability issues into development	Environmental Evaluation Unit' research, consultancies and training programmes, P G Diploma in Tourism Management, courses run by units in Biology and Zoology	Customised courses, block release, part-time courses, redress race imbalances	Public Works Department, Cosatu, Provincial public works forum
	Building for sport and recreation	PG Diploma in Sport Management and Biokinetics, Sports Science Institute	Research, Customised courses, block release, part-time courses, redress race imbalances	Public Works Department, Cosatu, Provincial public works forum
	Working for water	Water research and programmes, Freshwater Research Unit	Customised courses, block release, part-time courses, redress race imbalances	Public Works Department, Cosatu, Provincial public works forum
	Municipal infrastructure -roads, drainage, bridges and pavements	Potential agreement with local government, existing research initiatives, Civil Engineering programmes	Customised courses, block release, part-time courses, redress race imbalances	Public Works Department, Cosatu, Provincial public works forum

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	provincial roads	Potential agreement with local government, existing research initiatives, Transport Studies programme	Customised courses, block release, part-time courses, redress race imbalances	Public Works Department, Cosatu, Provincial public works forum
(iv) Job impact and monitoring	monitoring job creation, job losses, training and re-training	Research initiatives of DPRU, Labour market research unit, SALDRU, research on workers' lives	regular monitoring reports but with strong focus on training and re-training	Provincial Labour Department, Skills Forum, HSRC, NEDLAC, Cosatu
Governance and local development	building management capacity and building capacity of labour and civil society to participate in local planning processes	policy engagement and Honours and M Phil programmes on Public Policy; policy engagement; research; Masters in Democratic Governance; action research related to enabling poor and working class communities to contribute to building a democratic ethos and awareness of rights	expand access to mature learners to PG programmes in priority sector areas; obtain funding to re-introduce the Course in Development Management with an Internship component	link with COSATU, SALGA, LGSETA, local government, NGOs
		researching lived experiences of workers at UCT; service learning involving 3rd year students with domestic workers and youth forums; changes in curriculum to reflect the research; UPRU	research and customised training related to sustainable municipal infrastructure provision and maximising service delivery using technology and alternative financial options; explore placement in appropriate Ngos or local government for experiential training/service learning	
	building capacity to integrate sustainability principles into local level planning & development processes	EEU: Local Agenda 21 Training and Capacity Building Programme. Awareness raising amongst politicians, e.g. Portfolio Committee, research on mainstreaming environmental issues into Integrated Development Plans (IDPs) (Provincial growth and development strategies)	Roll out of further sustainability, training and capacity building programmes in provinces and rural municipalities	SALGA, DEAT (National), Department of Provincial and Local Government

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	support local economic and social development initiatives e.g. HIV/AIDS, alcohol abuse, alternative service delivery mechanisms	Partnerships with government related to health training, policy engagement, policy research health planning and health finance work, representatives on government commissions; Masters in Public Health, Research on Equity in Health in Southern Africa and health rights; M Phil in HIV/AIDS, AIDS Unit, IIDMM;	expand student placements in appropriate NGOs or local government for experiential training/service learning opportunities for health, and social work students;	Western Cape Health Dept, local communities, Social Welfare dept, Equinet
Governance and Administration		training for Public Accounts Committees and Public Auditor's office; reports on Parliament on legislative oversight of executive, scrutiny and drafting of legislation;		
(I) Improve service delivery by building necessary institutions		Research on restructuring urban systems, programmes and research on Disaster Management, public administration programmes at PG level; Hons/MPhil in Public Policy	Explore opportunities for expanding placements, internships, short customised courses, and consultancies; more institutional support for M Phils	Local government, UNDP
(ii) Improve capacity of local and provincial govt at key technical levels related to service delivery and financial management		research on various aspects of delivery of services, human rights and health policy work and training community health facilitators; discussing possible agreement with the Unicity	customised short courses on planning and implementation capacity in govt, research on delivery of social services	
Social challenges				

<i>Summary</i>				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(l) more efficient delivery of social grants and incorporation of grants into a system of comprehensive social security		social development and public administration programmes and research; student placements in ngos and other social development agencies; adapt curriculum to reflect a developmental orientation; Law, Race and Gender Unit's work on Maintenance, Child Justice and Information Justice; work on Domestic Violence Act; Chair Law Commission committee on Maintenance monitor the work of the Family Courts, train help desk people; project on illegitimacy; run Refugee and Immigration Clinic; monitoring the work of the Family Law Centres ; PG Diploma in Disability Studies and work with physically disabled; research into Cancer		DPSA

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(iii) improving health care		research, M Phil in HIV/AIDS including a community service dimension , Public Health Research, Primary Health and multi-disciplinary orientation of MBChB with strong community service component, Health rights research; local epidemiological research projects, research on cervical cancer, work on a Patients' Rights Charter, contraceptive research, IIDMM, vaccine research; Memory Box project involving partnerships with community organisations and people living with HIV/AIDS; CSSR research and publications on the impact and spread of AIDS; support of the Safer Schools Project	explore service learning opportunities for social development and psychology students; funding support for M Phil	Equinet, Dept of Health, Planned Parenthood Association, WHO, British Council, UN, Other Universities, WCED

Summary

Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(iv) Improving conditions for workers and poor communities		PG Dip in Occupational and Environmental Health, research projects in occupational and environmental health; Health and Human rights training and research; Patient Rights charter; 4th year students projects; research on relationship between human rights and equity; research on substance exposure and farmworker suicide (DOPSTOP project); Public health programmes; research on the development of novel medicines from SA medicinal plants; Certificate course in Labour Law; discussing possible agreement with the Unicity around Urban Planning.		All WC universities, IHRG, ILO, SANPAD, Pentech and Utrecht, Harvard, Michigan, Tanzania.
(v) improving environmental conditions in urban settlements	Building capacity to incorporate environmental dimension into planning, infrastructure and delivery process	M Phil Programme, Dept Environmental & Geographical Science, IEM Short Course (EEU) Research on methods for integrating sustainability principles into RDP		DEA&T, W Cape Dept Environmental Affairs & Development Planning, City of Cape Town, DPLG

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(vi) Promoting women's health		Women's Health Research Unit; Pregnancy Termination Studies, research and policy engagement on termination of pregnancy, cervical health, gender and HIV, modules on women's health related issues e.g. uterine fibroids and ovarian disease and infertility; training of community based researchers; intereceptive and contraceptive studies inc. new contraceptive methods which may inform policy in the future; Khayelitsha Cervical Cancer Screening Project; changed Masters in Psychology course to deal with trauma and gender based violence, community service for Child Psychology interns		Health department (nationally and provincial); Wits, UWC and Natal Universities, MRC, DFID, Oxford University, Wellcome Trust
(vii) Meeting increasing demand for housing	effective spatial planning	Urban planning programmes and research on low cost housing; discussing possible agreement with the Unicity		

Summary

Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(vi) Promoting national identity and pride and civic responsibility	promoting social responsibility	research on multicultural teaching, Diversity Unit, research on workers' lives, gender studies, Centre for popular memory which records stories and offers courses on memory, identify and history; archiving courses; policy engagement on cultural heritage and diversity policy; South Africa History Project; preservation of historical documents in West Africa, creation of inter-regional research collaboration within the Indian Ocean; development of new museum initiatives Film and Media programme students producing videos on social issues in partnership with ngos and communities; research for HSRC on aspects of media policy especially related to media and disability; Law Faculty has introduced requirement of 80 hours community service before graduating	debate and discussion about social responsibility, policy engagement and critique, expand the no of programmes with service learning components, evaluate the extent to which curricula promote values and skills congruent with active citizenship;	Sephis, Codesria, museums

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(vii) promoting respect for cultural diversity		MA in Applied Drama, work with community drama groups linking local history and cultural identity; performances of political and cultural significance; changes in curriculum to accommodate links with drama and cultural development; youth development through drama projects; drama workshops dealing with cultural exchange and celebration of diversity research and teaching about religious diversity and studies of different religious communities; cross-cultural approach to teaching literature, publication of historical documents; advice to historical museums and libraries, research and policy related to reburials.		Clanwilliam programme, Project Phakama, museums and libraries, NGOs, SAHRA, SAAA
(viii) promoting gender equity		Gender studies programmes, production of journal, networking with other organisations; African Gender Institute, policy advocacy		other universities in Africa, UWC, Associates across the continent
Justice, crime prevention and security		Institute for Criminology; policy and research work on Sentencing and Punishment, Policing, Youth Justice, and Gender Violence; Legal Aid Clinic; international policy development on sentencing and punishment; Law Race and Gender Unit, Legal Aid Clinic, Gender and Crime research, research on domestic homicide and domestic violence, research on gender transformation and the police	customised programmes for training state legal advisors, targeting black students who may be interested in legislation drafting for legal degrees	SA Law Commission, Human Rights Commission, international collaboration

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(I) accelerate programmes to prevent crime		promotion of health promoting schools, M Phil in Crime prevention, criminal justice and victim support; Programme with youth to discourage abuse, crime, etc; Run programmes for youngsters convicted of sexual offences; involved in Community Safety Forums; expert testimony; work on crime prevention initiatives; engage with State Departments on ethics of Prisons Research; work on Prison rules and standards nationally and internationally; project on police reform; Victim Surveys; Papers on Policing; Facing Up Project involving 4th year Occupational Health students working with Health Promoting Schools to reduce gangsterism and drug abuse	strengthen service learning for students in law, psychology and social development; developing regulatory framework for implementing the proposal that all law students should not graduate without having done 60 hours in Community Service; explore possibilities for similar provisions in other faculties; explore collaboration with SHAWCO	SADC; WCED health promoting schools
International relations				
(I) promote and strengthen multilateralism at regional, continental and global levels		Masters programme on Trade negotiations and short courses for trade negotiators, advice to DTI	explore role for customised courses here	DTI
(II) support NEPAD			policy engagement, consultancies, research, training	
(iii) pursue economic diplomacy to expand links to Africa and internationally and attract FDI		Economics courses	research	

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
(iv) leading the international sustainable development agenda		Programmes on sustainable development, policy engagement, short courses on sustainable development and Environmental Management run by the Environmental Evaluation Unit	research and monitoring of Johannesburg. WSSD- Johannesburg Plan of implementation outcomes	
(v) Accelerate energy security by diversifying energy supply options to integrate and develop gas and renewable energy resources				
Human Resource Development				Provincial Development Council, Dept. Economic Development
(l) Grades 1 - 9	Focus on languages and maths	Policy critique and engagement; Schools Development Unit provides training for teachers on the new curriculum, numeracy and reading; ACE Foundation Programme with teachers, Multichoice - improvement of classroom practices and content knowledge related to maths and science, school based initiatives related to physics, lifeskills, maths focusing on content and method; testing of Grade 3 and 6 learners in literacy and numeracy; publication of texts for schools on African literature; Child Guidance Clinic research and services related to children's' learning problems		Schools Development Unit, Equip Project, NBI, Multichoice

Summary				
Objectives	Development or HRD need	Current UCT activities	Possible new/expanded areas of involvement	Linkages
	revise teacher training models because too ad hoc	ACE in mathematical literacy and research into literacy development	increase support and numbers for ACE in mathematical literacy - align SDU focus with ACE enrolments	working with National and provincial departments of education, NBI, Multichoice, Cape Teaching Institute, JET, ETDP SETA, SABC Education
(iii) FET	make programmes more responsive	production of school texts on African literature; research on cross-cultural approaches to teaching literature	implement proposals from MST workshop held in Nov 2003 and review marketing and recruitment strategy to meet equity targets and address low numbers of African students coming to UCT from ex-Model C schools	link with Centre for Extended Learning (CEL)
	expand learnerships	Adult Education and management programmes; Diploma in Education with the CTFL SETA aimed at training instructors and learnerships; policy development	establishing links with more SETAs	link with CEL, CTFL SETA
(iv) promote access to further and higher education and training opportunities for adults		RPL policy being developed, AIM programme, Diploma in Adult Education, work with CTFL SETA, M Phil programmes, PG Diploma programmes, MBAs; wide range of continuing professional development programmes offered by the Law, Commerce, EBE and Health Sciences faculties	expand access to mature learners to PG programmes in priority sector areas	link with COSATU, Department of Economic Development

SECTION B

Executive Summary of Responses to the Audit

Rationale

The purpose of the audit was to survey current social responsive activities - teaching, research, community service and policy engagement - aimed at enhancing UCT's responsiveness to local and regional development priorities. Such an audit, it is hoped, will make the more applied and responsive dimensions of UCT's visible, and assist in generating baseline data from which to derive indicators of "good practice" to support and sustain a responsive and engaged university.

Methodology

The audit instrument was sent out both electronically and in hard copy. It was sent to all HoDs and Heads of Research Units - 148 copies. In addition, it was sent out more informally to networks and individual contacts on campus that IPD and CHED had established in the course of planning the audit. Some departments also requested additional hard copies for their staff. This was an additional 108 amounting to a total of 256 copies that were sent out from CHED across campus. A focus group discussion was held with the Law Faculty. 81 returns were received amounting to a 32% return rate on the questionnaires sent out by CHED.

While returns in the form of written responses to the audit were the norm, the IPD and CHED also offered to meet with departments and individuals and collect the data through interviews. This proved relatively popular and the process was very informative.

Results

Appendix One contains a summary of the returns received. In most cases, individuals responded in terms of their own work but in a few cases, departmental/unit returns were submitted e.g. African Gender Institute, Department of Mathematics, Women's Health Research Unit, Institute of Development and Labour Law, and the Centre for Social Science Research (CSSR).

Breakdown of responses

Faculty	Total
Science	9
Engineering & Built Environment	2
Humanities	31
Commerce	11
Law	2
Graduate School of Business	5
Health Science	21
TOTAL	81

Comments on the methodology and returns

All the respondents did not complete the full questionnaire. In some cases supplementary information was provided. In order to achieve a larger response rate the CHED coordinator agreed to conduct interviews with staff who indicated that they did not have time to complete the questionnaire. Several respondents submitted reports of their activities in lieu of completing the questionnaire as these contained the necessary information. These methods were regarded as acceptable as the main aim of the audit was to facilitate debate within UCT about social responsiveness and hence to encourage participation in the project and begin a process of dialogue and discussion with colleagues across campus.

The rate of success is somewhat difficult to quantify given that in some cases, questionnaires were completed by individuals, and in others, by department or unit. However, we believe that we have managed to reflect a wide range of activities across faculties that will make for useful and interesting data analysis. The audit this year is also the first time such a project has taken place on campus for a long time and so we see it as the beginning of a longer term project where updating this information becomes an annual exercise. However given that many respondents expressed misgivings about the design of the research instrument, and indeed about attempting to capture this kind of information in a questionnaire, we are exploring possible new ways of obtaining information in future years.

Organisational Structures and Barriers

This section of the audit instrument was aimed at identifying the current status of organizational and administrative structures and/or policies that would facilitate and promote Responsiveness and Engagement at the departmental, unit or faculty level. It was also aimed at identifying the capacities/opportunities, and barriers to Responsiveness and Engagement at all levels, in order to create an environment in which such activities can be supported and sustained.

1: Rewards and promotion.

There was general consensus that R/E is not formally recognized or rewarded and that it should be. Most staff recommended that the criteria for promotion or merit awards should address R/E activities. Incentives for R/E, in the form of relief from teaching responsibilities, should be provided by the faculties, departments and units. R/E work should not only be rewarded through acknowledgement of its contribution to research and teaching, but also through acknowledgement of its contribution to community development.

2: Organising Unit

There are no formal organizing units or structures in place for promoting R/E at faculty or departmental level. All research units or departments are responsible for managing their own R/E activities. Some respondents stated that this was appropriate as R/E activities are inextricably linked with their core activities. However some respondents articulated the view that the extent to which this happened was large left up to Heads of departments or individuals and that such an orientation could be strengthened if faculty or departmental structures were mandated to do this officially and if the work was monitored by the faculty and departments. Other respondents of staff felt that there wasn't a need for a central coordinating structure. The challenge for UCT is to make sure that R/E is integrated into the core activities of departments and units and that it is monitored by Faculty Committees for effectiveness and compatibility with the budget.

3: Staffing

Most staff felt that there was a need for additional funding for R/E activities. Concerns were also raised that much of this work is being done by contract staff who do not have security of tenure and opportunities for promotion. A large number of staff felt that UCT should provide administrative support for R/E.

4: Source of Funding

External and internal sources of funding are being used to support and sustain R/E activities. However, UCT should recognize that many departments aren't getting involved in socially responsive activities because they don't have the capacity or funding to do so.

5: Time-Tabling

Most of the respondents felt that the UCT timetable is too inflexible to accommodate R/E activities especially service learning. R/E activities should not be treated as an "own time affair". A service learning option should be made possible by institutionalizing double-period time allocations for standard courses. The departments and units should also make use of the vacation times and encourage students to participate during these times.

6: Central Co-ordinating Structure

Most staff feel that there is no need for a central co-ordinating structure and that R/E activities are better handled at departmental and unit level. Faculties could establish structures to facilitate coordination and monitoring and provide support where necessary.

7: Recognition of Prior Learning

Section 6: There was very strong support for developing an RPL policy as this open the doors of learning to adult learners who don't meet the formal admission requirements.

A summary of faculty responses is contained in Chapter One of Section B.

Criteria for Good Practice

This section of the questionnaire was aimed at generating criteria for "good practice" and indicators of engagement. The respondents were provided with a list of seventeen criteria and were requested to indicate which they agreed with. They were also requested to rank the five most important. The purpose of this section was to obtain information that could help inform future possible policies on R/E.

81 responses to the Responsiveness and Engagement audit were received. Out of 81 people, 53 responded to this part of the questionnaire.

The table below contains the findings of this section of the questionnaire. Column A reflects the number of respondents who agree, disagree, and those who did not respond, for each criterion. Column B reflects the number of respondents in order of priority per criterion, (e.g. 20* in column B reflects a number of respondents who listed C1 as the most important criterion for "good practice").

A = Agree, D = Disagree, U = Unanswered/no response/neutral, OOP = Order of priority

The criteria provided are listed below. Two additional criteria were proposed by one respondent.

C = Criterion

- C1 = Teaching, research, community service, policy engagement that is reflective of R/E is a form of scholarly work
- C2 = New arrangements e.g. time-tabling, teaching and research assistants, funding, to facilitate responsive, engaged teaching and learning practices
- C3 = Partnerships are central to notion of engagement
- C4 = Collaborative teaching and research practice valued and encouraged
- C5 = Emphasis on Multidisciplinary teaching and research
- C6 = Teaching and learning sites not only on campus but in learning sites off-campus, e.g. in communities, industry
- C7 = 'Good Practice' teaching and learning is based on experiential learning approaches and critical reflection
- C8 = Local and regional development issues reflected in curricula across disciplines
- C9 = Assessment practices validate forms of knowledge other than disciplinary-based knowledge
- C10 = Structured engagement with relevant stakeholders central to ensure relevance and currency of qualifications
- C11 = Promotion of voluntary service among students critical to promotion of student development and active citizenship
- C12 = Community service undertaken by students integrated into the curriculum and accredited where possible
- C13 = Policy engagement is an important part of academic work
- C14 = Seminars for staff on relevant HE policy initiatives
- C15 = RPL Policy in place to support access for new groups of non-traditional students
- C16 = Incentives for R/E integrated into criteria for promotion and Rate for the Job
- C17= UCT leadership creates opportunities and support for R/E forms of scholarship
Recognition of non-traditional modes of research output, especially, in performing arts (Additional)
New institutional culture required. People in power disconnected with world outside UCT.(Additional)

Findings

Column A

<i>Criteria for Good Practice</i>	A	D	U
C1	44	9	1
C2	34	17	2
C3	37	13	3
C4	35	15	3
C5	37	14	2
C6	40	12	1
C7	36	16	1
C8	36	16	1
C9	28	24	1
C10	30	22	1
C11	35	18	0
C12	34	18	1
C13	39	14	0
C14	22	30	1
C15	31	20	2
C16	35	17	1
C17	35	15	3
	Other? Please add.		
C18	1	0	0
C19	1	0	0

Column B = OOP

1	2	3	4	5	U
20*	4	3	1	3	20
8	5	4	3	4	29
10	9	2	3	1	28
7	7	3	5	1	30
8	8	3	4	1	29
9	5	6	6	6	21
7	5	4	4	0	31
6	7	3	1	2	34
5	5	3	1	1	38
5	5	3	1	1	38
5	8	3	1	2	35
7	7	1	0	1	37
10	4	3	3	3	30
4	4	1	1	1	42
5	4	2	0	3	39
7	7	2	1	2	34
10	6	3	1	3	30
1					51
1					

Rating of Criteria in order of importance

1. Teaching, research, community service, policy engagement that is reflective of R/E is a form of scholarly work.
2.
 - a. Partnership central to notion of engagement.
 - b. Policy engagement is an important part of academic work
 - c. UCT leadership creates opportunities and support for R/E forms of scholarship
3. Teaching and learning sites not only on campus but in learning sites off-campus, e.g. in communities, industry
4.
 - a. New arrangements e.g. time-tabling, teaching and research assistants, funding, to facilitate responsive, engaged teaching and learning practices.
 - b. Emphasis on Multidisciplinary teaching and research.
5.
 - a. Collaborative teaching and research practice valued and encouraged.
 - b. 'Good Practice' teaching and learning is based on experiential learning approaches and critical reflection.
 - c. Community service undertaken by students integrated into the curriculum and accredited where possible.
 - d. Incentives for R/E integrated into criteria for promotion and Rate for the Job.
6. Local and regional development issues reflected in curricula across disciplines

7.
 - a. Assessment practices validate forms of knowledge other than disciplinary-based knowledge
 - b. Structured engagement with relevant stakeholders central to ensure relevance and currency of qualifications
 - c. Promotion of voluntary service among students critical to promotion of student development and active citizenship
 - d. RPL Policy in place to support access for new groups of non-traditional students
8. Seminars for staff on relevant HE policy initiatives

The respondents were also given the opportunity to identify additional criteria. Only two respondents identified additional criteria. Recognition of non-traditional modes of research output was identified as the most important criterion. One respondent had a comment that new institutional culture is required at UCT. The respondent stated that people in power are disconnected from the world outside UCT.

Chapter One: Summary of Each Faculty's Social Responsive Activities

Coding of the raw data received

In the R&E audit tool as indicated, we outlined and framed our understanding of responsiveness along three dimensions. These were as follows in the questionnaire:

1A: Economic Responsiveness

1B: Social and cultural responsiveness

1C: local, regional, national and continental role

In reporting on data from their own departmental and/or project context, we asked respondents to identify the dimension of responsiveness they felt was reflected by their work. This we then used to as a label for the initiative (see Column 3 in the individual faculty tables). Where there is more than one dimension, respondents listed multiple forms. Where there is a question mark next to label, it implies that either the respondent did not identify a dimension him/herself, or where we felt, in the analysis, that perhaps there were other dimensions present that had not been identified. This last point raises the issue that there are clearly a number of different - and possibly contesting - understandings and definitions of the different dimensions of responsiveness across campus.

In the 4th column, a brief and abbreviated summary of the initiative, course or project is outlined. This was gleaned from the audit responses received and was an attempt to provide an indication of the orientation of the work, and whether there is teaching, research, community service, policy engagement or a combination of these forms of practice. The idea behind this, as well as the fact that the person/s responsible for the activities is identified, is for the purposes of networking and building awareness of these activities across campus.

Faculty of Law

* 1A: Economic responsiveness; IB: social and cultural responsiveness; 1C: South African and African role

Name of Person & Dept/Unit	Name of Project	Form of R/E *	Nature of project - teaching, research, community service, policy engagement
D. van Zyl Smit - Institute of Criminology, Dept of Criminal Justice	Sentencing & Punishment	1A, 1B, 1C	Research, with links to teaching; international collaboration and contracts; policy development work with SA Law Commission on developing a sentencing framework; also international policy development work; teaching in both Faculty of Law & Humanities; research has strong community links
R. le Roux - Institute of development & Labour Law	Certificate Course in Labour Law Conferencing, seminars	1A & 1B 1C	Teaching - offered to working adult learners in various sectors in different teaching formats to open up access Policy engagement in partnership with other universities
H. Corder and Faculty academic staff	Held a group interview with the Faculty and discussed a wide range of initiatives	1A, 1B, 1C	Teaching, research, community service & policy engagement. Work done as an individual as well as viewed as an inherent dimension to professional legal work throughout the faculty.

Faculty of Science

* 1A: Economic responsiveness; 1B: social and cultural responsiveness; 1C: South African and African role

Name of Person & Dept/Unit	Name of Project	Form of R/E *	Nature of project - teaching, research, community service, policy engagement
A. Holloway - EGS & DiMP	DiMP/MPhil Disaster Risk Science	1A/1B/1C esp. Environ. R/E	Advocacy, policy, nonformal teaching, applied research, publications & materials dev, partnerships both locally & internationally
R. Fuggle - EGS & EEU	UN enviro. Progs World Bank expert in Africa Caspian Sea Dev. Panel	Mostly 1B 1B/1C 1B	Collaboration at international level; advice on enviro. Issues & review of policies; writing materials; work is linked to teaching - brings new ideas into courses taught; partnerships with civil society; research
H. Malan - Zoology Freshwater Research Unit	Two Oceans Aquarium Volunteer training Input on docs from research projects of the Water Research Commission (WRC) Environmental Flows	1B 1B 1C	Community service - to help train volunteers in freshwater ecology; lectures given 4x year and advice on an ongoing basis Policy engagement - to guide development of research programmes; involvement in workshops; Research & policy development; worked on WRC research projects; some partnerships; input into international policy on dam construction
H. Malan - Senior Research Officer	Water research commission project	1B - environmental protection	Research, policy development; wetlands research to develop 'good practice' guidelines; partnerships with gov. depts; research is brought a little into teaching; community service - working with volunteers collecting info on wetland birds; work helps to inform wetlands policy & legislation
N. Dewar - EGS	EBE Masters in Industrial & Urban Systems Dev.	Mostly 1B, linked to 1C	R/E work underpins most of the work in EGS; links with PBL project in Denmark; teaching - integrated Environmental Management and work on new EBE Masters
J. Parkington - Archaeology	Clanwilliam Living Landscape Project - interview	1B, 1C	Research, community service and teaching in local schools - developed a partnership with different groupings in local community and outside; bring school kids into the community to learn about archaeology and social history
M. Sowman - EEU	Reviving the Olifants River Harder Fishery Co-management System	1B	Training, awareness raising, capacity building, needs assessment and impact studies; to develop structures in the community to negotiate for their fishing rights; 'co-management' concept being explored worldwide as an approach to natural resource management so linked in some ways to approaches to teaching and learning; links between scientific and anthropological research

P.E. Spargo - Physics	Research & advice	1A? 1B? 1C?	Member of number of societies/boards in broader scientific community; research - contributing towards policy development
S. Hall - Archaeology	Hands-on-History through Heritage (lottery funds)	1B	Teaching & learning/community service - dev. of teacher texts/materials on pre-colonial archaeology - grades 7-12 - in North West province; a range of partnerships e.g. NRF, UNISA, government departments; community service to teachers through the training and provision of materials
J. Webb - Maths & Applied Maths	Projects in Dept of Maths and Applied Maths	1A, 1B, 1C	Mostly community service-type activities linked to the broader maths community - individuals, teachers, schools etc; EMS-type activities and competitions

Faculty of Humanities

* 1A: Economic responsiveness; IB: social and cultural responsiveness; 1C: South African and African role

Name of Person & Dept/Unit	Name of Project	Form of R/E *	Nature of project - teaching, research, community service, policy engagement
J. Head - Sociology/GSH	HIV/AIDS in Society course/KiA-WEB	1A, 1B, 1C	Course - teaching, with a research dimension and a community service dimension; students from all over region & international; links to communities; KiA- Web - partnership - teaching, learning and research
M. Fleischman - Drama	Magnet theatre educational trust	1A (skills development in performance); 1B	Drama & performance, linked to community development through mentoring of community drama groups; Clanwilliam programme - performances about local history and culture; performances of political & cultural significance e.g. District Six Also new aspects of formal teaching e.g. 2 nd year module, new MA in Applied Drama
Y. Banning - Drama	Project Phakama - youth development through drama	1B, 1C	Teaching - changes to curriculum - more SA & community-oriented, greater awareness of need for R/E forms of curriculum Research - better understand community-oriented arts education; quite a number of projects, participatory research Community service - linked to research - about giving voice to community
I. Glenn - Film & Media studies	Media/writing/film & TV	1A & 1B linked - employment & cultural/social policy	Teaching, research, training, consulting - new teaching in film and media; interesting new possible development of role in media policy formulation; brought new students into UCT; some international collaborations
B. Cooper - Dir CAS/English dept	Materials/text development	1B?	Community service - texts for schools & communities where none existed
A. Butler - Politics	- Hons/MPhil in Public policy - Ecochain	1A & 1B 1C	Teaching - interesting links/partnerships/mode of delivery - to part-time students all working in local government & NGOs - in policy engagement Research - re: MNCs work practices in developing countries
W. Snyman - Lang & Literatures	Journalism	1B	Outside of formal work at UCT - community engagement with broader community
J. Muller - Education	Policy development & critique	1B, 1C	Research and community service - community being public sector; somelink to teaching
S. Ismail - CHED/Education	Research: community based project into teaching & learning	1A & 1B	Primarily a research project but is community-based research with spin-offs into community service and policy; also has influenced curriculum in new ways e.g. Masters course in informal learning
L. Abel, N. Davies and	- ACE teaching	1B	- Teaching/training of teacher-educators; interesting links with UWC & DoE

staff of SDU	<ul style="list-style-type: none"> - Non-accredited courses - Maths for all - Multichoice Africa - school-based initiatives 	<p>1B</p> <p>1B</p> <p>1B</p> <p>1A/1B</p>	<ul style="list-style-type: none"> - Courses on new curriculum; has a teaching & broad community service orientation into spin-offs from working with teachers in the community - Research & community service; materials development - multi-media maths & science teacher educator materials dev. Project - link with HIV/AIDS initiatives - ALL their work has strong community service orientation - community service = "development services" for them - more relevant term
B. Watermeyer GSH	MPhil in Disability Studies	1A, 1B, 1C primarily 1A but with spin-offs for 1B & 1C	Primarily a teaching project but with huge spin-offs for research, service & policy development through targeted work within a specific sector - i.e. disability
J. McMillan - CHED/Education	Diploma in Education for CTFL SETA	1A - leading to 1C with some 1B	Teaching programme in collaboration with CTFL SETA; are also research dimensions; is a registered SAQA qualification with links to training instructors and learnerships and policy development
D. Cooper - Sociology	Had an in interview with him on R/E		
J. Grossman - Sociology	<ul style="list-style-type: none"> - Soc 218 SL option - UCT Workers' support committee - domestic workers & youth forums 	<ul style="list-style-type: none"> - 1A or 1B - 1B & 1C (?) - either 1A or 1B, depends on choice 	<ul style="list-style-type: none"> - teaching but could have components of other forms of R/E - interesting, replacing 2 essays with service component; students involved in service - community service, policy engagement- researching lived experiences of workers at UCT; worker support for better conditions - community service with research, policy & teaching possibilities; part'ships with workers & youth collectives; draws on work for own teaching
C. v.d. Merwe - Lang & Literature	Narrative & trauma teaching	1B	Teaching, research, community service; interdisciplinary & responding to societal trauma; collaboration between literature and psychology
V. Everson - Lang & Literature	Teaching literature through cross-cult. approach	1B	Teaching & research - Moroccan novel - new approaches to both teaching & research; also some community service - students interviewing members of the Muslim community
J. Hambidge - Lang & Literature	Materials dev. & creative writing	1A & 1B (?)	Teaching & materials development - creative writing; collaboration with other depts; community service - public media reviews & columns
J. Stadler - Film & Media Studies	<p>Vuka Awards</p> <p>other</p>	<p>1B</p> <p>1B & 1C</p>	<p>Teaching, research & media production - students producing videos on social issues; partnerships with media companies & communities/NGOs</p> <p>Policy dev; research for HSRC & Pub. Board on issues in the media e.g. media and Disability</p>
B. Martin - AGI	Strengthening Gender Studies for Social Transformation	1B & 1C	Training, research, publication - to strengthen African teaching & research in gender studies by bringing teachers & researchers from African universities together in training/research workshops, also online training; to enhance pool of locally-grounded gender competent teachers/ researchers; a lot of partnerships in SA and continent; teaching in under- & postgrad as well as in other depts on campus e.g. medical school Research, to broaden pool of African women with research skills to lead struggle for

	Continental Associates Project	1C but underpins 1A & 1B	gender equity & social justice on continent; a range of partnerships within and outside UCT
B. Liebl -Music	Vocal Piano Accompanists	1B 1C	Teaching & research - most of it within the field of classical voice training but some interesting innovations - community service with training accompanists; African students in opera; art-song repertoire Link with US university - student bursary support
D. Chidester -Religious Studies	Religion Education Project - Institute for Comparative Religion in Southern Africa	1B 1C	Research, teaching, community service & policy linked; NEPI policy work in religion education; work in schools on materials, teacher training Through ICRSA, have established networks both regionally & internationally for theory & practice of religion education
P. Skotnes -Fine Art	Narrative through art and performance: Clanwilliam workshops and festival	1B	Research embodied through performance & art, community service - to nurture & create a more positive cultural identity in a poor community through exposure to tradition of storytelling; links with drama and archaeology, as well as outside orgs. E.g. NRF, Fairheads international Business Arts SA; making children in Clanwilliam aware of historical & cultural traditions - might open up access for them to UCT in the future
M. Shain - Hebrew & Jewish Studies	Jewish Migration & Genealogy	1B 1C	Teaching, research, community service - these are linked through this project - interesting new curriculum (inter-disciplinary) and strong links with the wider Jewish community & institutions Teaching, research, community service, policy; partnerships both locally & abroad; also at UCT - Kaplan Centre for Jewish studies & research
S. Field - Historical Studies	Centre for popular Memory Building a virtual database	1B/ 1C linked in many ways	NB to work towards 'sustainable project partnerships' at UCT in R/E work; teaching, research, c/service, policy plus digital archiving; interesting new courses proposed for 2004 through dept Historical studies; research with Africans from region into Cape Town e.g. Nigeria, DRC; wide range of partnerships with outside/community organisations - strong element of community service
P. Underwood - Centre for Information Literacy Studies	teaching professional qualifications for librarians	1B & 1C - also some 1A because of professional nature of qualifications	Teaching in information literacy field; continuing professional development; quite a lot of regional involvement with other HEIs - also through regional library consortium; staff involved in own capacity as professionals in the field
J. de Wet - Sociology	Development Sociology in Practice.	1B	Teaching & research - students interns in development organisations in the Western Cape; produce research for organisation & possibly return once graduated; supervision partnership between de Wet & host organisation

L. Louw - Social Development	<p>Field Placements for Social Work students in years 2 and 3 of the undergraduate curriculum and Masters students' internships.</p> <p>Involvement in NGOs/CBOs and provincial government through students field practice assignments or being elected to boards of such organisations.</p>	<p>1A & 1B</p> <p>1C</p>	<p>Practice teaching, research at Hons and Masters levels, community service</p> <p>1A: economic empowerment - students equipped with knowledge and skills on SMME functioning; developmental approach to social service delivery underpins all courses/integrates social and economic development</p> <p>1B: skills acquired by social work students contributes to HRD to improve lives of South Africans; diversification of degree specialisms means there are graduates in many different fields</p> <p>1B: staff in dept serve in many different organisations on the basis of their specialised skills and knowledge in the field</p> <p>research - hons and masters students' research informs the field and practice of social work - linked in partnerships with NGOs and govt depts</p> <p>teaching/curriculum - new exit level after 4 yrs - new kinds of professionals - responding to changing context within which delivery occurs</p> <p>policy reviews, consultation and formulation</p> <p>involved at national level and one staff at international level</p>
H. Phillips - Historical Studies	Publication of Historical documents	1B	Community service/outreach - advice to historical museums and libraries
M. Simons - Political Studies	Course in Development Management with Internship Programme (<i>closed on 2003 due to lack of funds</i>)	1B	Academic internship prog. Designed to provide students with understanding of context in which City of Cape Town carries out its developmental role. Students complete a 280 hours internship and are taught by specialists from the university and the City. Students submit a report to the agency with which they are placed and also write a fieldwork diary.
R. Mendelsohn - Historical Studies	HST colleagues involved in a wide variety of history-linked initiatives	1B	<p>including the South African History Project, Sephis, Codesria, the collection & preservation of historical documents in West Africa, the creation of inter-regional research collaborations within the Indian Ocean World, and the development of new museum initiatives.</p> <p>Teaching - new courses being introduced - 2003 Prof Mager on <i>Gender & History</i>; 2004 - Dr Sean Field - oral history</p>

			Colleague involved in MPhil in HIV/AIDS & Society Possibilities of providing training for teachers in African History for new school history syllabus
S. Swartz - Child Guidance Clinic	UCT Child Guidance Clinic trains clinical psychologists and is involved with multiple sites of engagement with communities underserved by mental health facilities.	1B, 1C	1B: Complex range of training, research and community engagement through a whole range of partnerships and collaborations; train Masters students and also PhD students - projects from students are often complex community-based interventions, training and assessment; have made arrange of changes to curriculum in response to needs e.g. community service 1C: students from CGC often take up posts overseas; more importantly, CGC engaging critically with northern hemisphere frames for psychology and attempting to localise them for more relevance to local contexts and conditions;
M. Rall - Centre for Extra- Mural Studies	Non-accredited courses for general public interest as well as for specific sectors e.g. Summer School and Winter School	1A, 1B, 1C	

Graduate School of Business

* 1A: Economic responsiveness; IB: social and cultural responsiveness; 1C: South African and African role

Name of Person & Dept/Unit	Name of Project	Form of R/E *	Nature of project - teaching, research, community service, policy engagement
F. Horwitz	Labour Market Policy research	1A	Research with Dept of Labour; series of studies on employment trends; survey & qualitative research; research linked to PG teaching at GSB
L. Mbabane	Black Economic Empowerment	1A, 1B (&1C?)	Policy & teaching. Research & community service - contri. To economic dev. Through work at national & prov. Levels; working with communities; advice to business on BEE strategies; teaching work with alumni & students; research - look at most effective strategies to implement BEE; PhD research & supervising students; p'ship - GSB with BMF = NB for UCT
M. Herrington/ N. Segal (Learning Cape festival case study)	Centre for Innovation & Entrepreneurship (CIE)	1A - linked to 1B?	Community service - programme for the Development and Promotion of SMME's in the Western Cape; skills development and mentoring for township entrepreneurs; links with companies & regional govt; Teaching & research - closely related to elective on MBA
A. Stewart -Smith	Director - Executive MBA	1A	Teaching and research programme - tailored to meet needs of students - diverse adult student grouping; innovative assessment practices

Faculty of EBE

* 1A: Economic responsiveness; IB: social and cultural responsiveness; 1C: South African and African role

Name of Person & Dept/Unit	Name of Project	Form of R/E *	Nature of project - teaching, research, community service, policy engagement
D. Fraser - Centre for Research in Engineering Education	CREE, Research	1A & 1B	Research to facilitate access for black and female students into engineering
	National Standards Body NSB06	1C?	Service (?) - policy development
N. Dewar (EGS)/ B. Gasson Architecture	PG Diploma in Restructuring Indus & Urban Systems for Sus Development	1A, 1B, 1C	Teaching in multidisciplinary way, with some applied research dimensions and policy development potential; bringing in working professional adult learners, so new routes of access for students; responsive elements in the curriculum by linking class work back to workplaces.

Faculty of Commerce

*1A: Economic responsiveness; IB: social and cultural responsiveness; 1C: South African and African role

Name of Person & Dept/Unit	Name of Project	Form of R/E *	Nature of project - teaching, research, community service, policy engagement
J. Hodge - Economics	- Trade & regulatory Masters - Trade negotiators support for SADC countries	1A - 1C	- Teaching, research, policy engagement; new courses in M prog. Greater emphasis on policy development through assessment tasks. Some courses offered as extension courses for adult students; dev. a number of p'ships - teaching, research, policy engagement; whole range of p'ships, including inside & outside region; no. of extension courses; ongoing changes to assessment tasks & approaches in courses
D. Ross - Economics	- SABITA Infrastructure Dev. Assess. Proj - training in international trade bargaining	- 1A & 1B 1C	Policy, community service & research - leads to development plans for constituencies; series of partnerships with municipalities Teaching, research, community service, policy engagement; training progs. for SADC trade negotiators; community service in terms of trade negotiation capacity building
J. Morgan - ASRU/CSSR	Memory Box Project	1B	Outreach/community service working with HIV+ people; support a "non-exploitative research interface"; capacity building of community members in doing outreach; students as Fellows; HIV+ support groups; train the trainer programmes; craft training; research & publications through CSSR
N. Natrass - CSSR/ Economics	Aids in Society Research Unit (ASRU) Democracy in Africa Unit (DARU) Social surveys Unit (SSU) SALDRU	1A, 1B, 1C	Complex set of activities that straddle research, service and policy engagement in various ways through 3 units identified earlier that all fall under the Centre for Social Science Research (CSSR); no direct teaching although do supervise PG students and have proposed a new Masters prog; key focus and area of expertise is social and economic development research; main focus of community service is HIV/AIDS through the Memory Box Project; a number of significant partnerships with government departments; basically, the whole CSSR is set up as a responsiveness unit in Commerce
G. Chait - Business Beat	UCT Strategy & Entrepreneurial development Project	1A & 1B	Teaching & outreach-type activities but linked to 4 th year B BusSci curriculum - service-learning; action learning as pedagogy and learning happens through reflection; also involves partnerships both on and off campus e.g. Cape Chamber of Commerce, media companies, Deloitte & Touche
L. Edwards -Economics	Economy-wide modelling network	1A - but perhaps linked to 1B?	Teaching, research & policy engagement - building capacity in economic-wide modelling for directing policy-related research- through extension courses for e.g. National Treasury, HSRC; number of partners e.g. HSRC, Treasury, School of Economics; some link between

			ext. courses and Economics Masters programme with funding for disadvantaged students
M. D. Ayogu - Economics	African Economic Research Consortium (AERC) Collaborative PhD programme in Economics	1C	Teaching & research; regional initiative taught at institutions across the region; UCT is 1 of 4 host institutions; AERC is NGO estab. 1988 devoted to advanced policy research and training - principal objective = to strengthen local capacity for conducting independent, rigorous inquiry into problems pertinent to the economies in SADC; partnerships with a range of universities in the region and overseas; programme "integrates theory, tools and African applications into academic teaching, ensuring that theory is firmly supported by empirical evidence";
A. Black - Economics	Advice to Dept of Trade & Industry re: Motor Industry Dev. Programme.	1C	Policy development through undertaking research; collaboration with Univ. of Natal and other stakeholders
A. Watson - Accounting	Excellence in Financial Reporting	1B	Research & outreach - identifying & acknowledging companies that do good financial reporting; partnership - Ernst & Young
M. Wormald - Accounting	B Com Honours in Cost Management	1A	Teaching & research; key constituency is legislative drafters - to provide analytical and research skills in area of cost management; partnership with Dept of Justice which funds it; workplace-type curriculum, linked to real situation in the workplace; course developed to meet needs of Dept of Justice; limited RPL-type opportunities provided
P. Bourne - Accounting	Professional exams in accounting profession	1A	Teaching professional programmes; in partnership with RAU; given all students are adults/professionals, is some encouragement of RPL-type access

Faculty of Health Sciences

* 1A: Economic responsiveness; IB: social and cultural responsiveness; 1C: South African and African role

Name of Person & Dept/Unit	Name of Project	Form of R/E *	Nature of project - teaching, research, community service, policy engagement
M. Jeebhay - OEHRU - School Public Health & Family Med.	- 3 research projects in occupational and enviro. Health - PG Dip in Occup. & Enviro. Health - promoting health in the region	1A & 1B 1C	Teaching - PG Diploma; research - ongoing in occupational & environmental health and this forms the basis for the OEHRU; community service - as a key dimension of research work - findings are drawn on to improve health conditions for many poor communities Teaching and research work
L. London - OEHRU - School Public Health & Family Med.	-Health & Human rights training -DOPSTOP project -Chemical Hazard Communication -Patient rights charter -Suicide & Organo-phosphate exposure -4 th year medical epi. Projects -health, environment & eco. Development -Human rights & equity	1B 1A & 1B 1B mainly but also 1A 1B 1B 1B 1C/1B 1C/1B	Teaching - staff at other HEIs, M. Pub. Health, med. Students; all work is R/E with some interesting collaborations All 4 - collab. With 3 WCape universities & NGOs; advocacy & lobbying; some nonformal teaching e.g. UWC Winter School Research & policy; partnerships - IHRG, ILO; some links with teaching Research and teaching Research - colab. With Pentech & Utrecht, funded by SANPAD - link between substance exposure and rate of farmworker suicide Teaching with the results being students' research projects Research - Harvard, Michigan & Tanzania - look at costs and impact of pesticide usage on health and the environment Research - exploring the relationship between human rights and equity
M. Thiede - Health Economics Unit, Public Health & Family Med.	Projects in public health Health care macro financing & delivery Rep on gov committees	Mostly 1B, 1A (&1C?) 1A, 1B (&1C?) 1A, 1B, 1C	Research in collaborative projects with health departments at regional level therefore has direct policy impact Research & cap. bldg of young researchers - contri to health care planning & policy through analysing trends in health care financing & expenditure; in collab with health depts Policy engagement
0 D. Cooper - Women's Health	-Termination of pregnancy	1B/1C	3 research projects, leading to policy engagement; collab project & has national and

Res unit, Primary health dept	<p>studies</p> <ul style="list-style-type: none"> -Cervical health intervention proj. - Gender & HIV res -Contraceptive research -Unit as a whole -teaching 	<p>1B/1C</p> <p>1B/1C</p> <p>1B/1C</p> <p>1B/1C</p> <p>1A/1B</p>	<p>provincial Dept of health endorsement</p> <p>research leading to dev of training interventions for community members & health care providers; p'ships with Wits & Nat & Prov health depts</p> <p>res & policy engagement; c-based res; cap bldg for emergent researchers</p> <p>health service & c-based research to improve contra choice & services</p> <p>c-service through establishing range of c-health projects; range of p'ships</p> <p>teaching = both formal and non-formal & at UWC; at various levels</p>
S. Beningfield - Radiation Medicine	<p>Radiology training</p> <p>International collaboration</p>	<p>Knowledge advancement</p> <p>1C</p>	<p>Teaching & research; new = logbook for work experience; national syllabus being revised</p> <p>Research/visits/consultancies and publications - clinical evaluation, res & dev, partnerships</p>
A. Hunter - Radiation Medicine	Largely clinical & research-based trials	1B?	Research and clinical trials across the dept; RPL really supported - should be across all Faculties
Z v.d. Spuy - Obstetrics & gynae.	<ul style="list-style-type: none"> - Interceptive & contraceptive studies - New contraceptive methods - Safe interceptive strategies - Research into genetic basis of benign gynae. disease 	<p>1B/1C?</p> <p>1C</p> <p>1C</p> <p>1C</p>	<p>Research - linked with community members & orgs e.g. PPA</p> <p>Research - in partnership with e.g. DFID, MRC,</p> <p>Research</p>
R. Galvaan - Dept Health & Rehab Sciences (OT)	FACING UP: "Opportunity through occupation"	1A & 1B	Research, & community service; OT services linked with development work with teachers; school-based OT interventions; link with variety of research projects at various levels; p'ships with a number of schools
S. Dyer - Obstetrics & Gynaecology	Psychosocial exp. of involuntary child-lessness & strategies for delivery of effective infertility care.	1B	Research & service delivery; adopting a 'social construct' model of infertility and doing research into reproductive health knowledge of men and women suffering from infertility; relevance for SA and for developing world at large - to make infertility treatment more accessible so as to improve reproductive health in our communities

M. Futter - Physiotherapy	The Western Cape project for the physically disabled	1B	Teaching, research, community service, policy development; research aims to improve quality of life of disabled people and their caregivers; partnerships both on and off campus; some interdisciplinary teaching collaboration; community service is large proportion of project - new forms of service delivery; project aims to inform policy in a number of different gov. depts all dealing with disabled in different ways
L. Denny Obstetrics & Gynaecology	Khayelitsha Cervical Cancer Screening Project Violence against Women - Rape	1B 1C	community-based research (with a link to teaching??) and community service; to assist in preventing cervical cancer; number of partnerships both locally & o/seas; teaching - new training introduced to nurses, doctors and CHWs; community service - empowering women with knowledge re: their own health care; providing safe place for women to discuss lives; Violence against women - rape; teaching, research, service and policy - integrated; developed a training programme being adapted by Nat. Gov; is being used in other regional countries; service = to provide holistic and integrated rape management at community level * comment on R/E in audit: "research in pursuit of service or for the direct benefit of those participating in the research endeavour";
I.D. Werner - Radiation Medicine	Training in Radiation Oncology	1A? (skills/ knowledge dev. in students	Teaching and research - mainly in discipline and field; collaboration with pharmaceutical companies & medical associations; involvement in undergraduate curriculum development at UCT
E. Hering - Medical Physics	IAEA expert visitor to Algeria, Nigeria and Morocco	1C	Community service - part of African regional co-operative agreement for research, dev. and training
G.J. Louw - Human Biology	Medical Education - teaching & research	1A & 1B 1C	Research - development of new curriculum at UCT and monitoring as it unrolls; Teaching - development of integrated disciplines in assessment methods, emphasis on primary health care; Community service - sending students off campus as part of medical degree; raising awareness of needs within the community; Policy - exposure to integrated and multi-disciplinary approach Exposure of staff by visiting conferences and other institutions; increased numbers of students from other Africa countries * comment in audit: "identification of under- and postgraduate students with potential to be retrained by UCT as academic, research or support staff"
P.I. Folb - Pharmacology	MRC traditional medicines research unit	1A, 1B	Research - basis of traditional medicines, also leads to training of postgraduate students and research technologists; policy and data base development; in partnership with UWC

			and other depts at UCT
T. Noakes - Human Biology	Sports Science Institute		Incomplete
A.G. Morris - Human Biology	Committees & Discussion groups on the Reburial of Archaeological Skeletons	1B - reburial issue	Research & policy engagement; Research - engagement with descendent communities re: reburial and value of scientific research on skeletons; number of partnerships through which the engagement takes place Policy - to inform/make policy re: scientific study of human remains (Community service - member of various committees & museums??)
D. Hellenberg - School of Public Health & Family Medicine	Service - Christine Revell Children's Home Initiative Policy eng. - SAMA Family Medicine Educ. Consortium (FAMEC) Rural doctors' Assoc. Mang. Of Victims of Violence & sexual abuse Steve Biko Exchange Prog.	1B	To provide free medical consultation to a children's home
		1B	Policy engagement through role as deputy chair of South African Medical Assoc - presented to portfolio committees on behalf of doctors' interests
		1A & 1B	Policy engagement; PG training in family medicine - working on curriculum changes to M Fam Med across SA; links with Belgium Interuniversity Council
		1A & 1B 1A & 1B	Raise awareness of problems of rural doctors & lobby for support Policy engagement & training of clinical practitioners; also training of prosecutors
		1C	Teaching, community service & policy - HIV/AIDS seminars and medical anthropology tuition; students from Belgium come here for field placements; also looking at developing a partnership with UNITRA and for students to do some of their modules there
B. Robertson - Psychiatry & Mental Health	Centre for the Study of Violence and Mental Health Who Collaborating Centre for Research & Training in Mental health	1B	Research into violence and mental health to inform service delivery and to enhance community capacity to deal with the issue; annual forum for researchers; partnerships with NGOs and state departments
		1C	Teaching, research and policy; collaborate with WHO mental health research initiatives in African region; hosting research meetings of WHO and writing research reviews; range of partnerships; no direct teaching but provide PG training in psychiatry for doctors in African countries via WHO bursaries; also provide attachments for regional psychiatrists; negotiating to establish WHO Centre for Mental Health Policy, Planning and Service delivery; range of partnerships; Policy - to collaborate with WHO on mental health initiatives in region

Appendix A: Summary table of all faculties

Science	EBE	Humanities	Commerce	Law	GSB	Health Sciences
A. Holloway EGS/ DIMP	D. Fraser Centre for the Study in Engineering Education	D. Chidester Religious Studies	D. Ross- Economics	R. Le Roux- Institute of Development and Labour Law	N. Segal- GSB	S. Beningfield- Radiation Medicine
R. Fuggle- EGS & EEU	B. Gasson Architecture	I. Glenn- Film and Media Studies	N. Natrass- CSSR/ Economics	D. van zyl Smit- Institute of Criminology	F. Horwitz- GSB	D. Cooper- Women's Health Research Unit
J. Parkington Archaeology (Interviewed)		Y. Banning Drama	J. Morgan- CSSR	H. Corder and academic staff – group focus interview	L. Mbabane- GSB	M. F Jeebhay- Occupational and Environmental Health research Unit
N. Dewar- EGS		B Martin African Gender Institute	M. Wormald – Accounting		A. Stewart – Smith- GSB	M.Theide- Department of public Health
H.Malan Zoology, Freshwater Research Unit		A. Butler Political Studies	J. Hodge – Economics		M. Herrington - GSB	R.Galvaan- Health and Rehabilitation Sciences
J. Webb- Maths & Applied Mathematics		B. Cooper- African Studies	P. Bourne - Accounting			AJ Hunter- Radiation Medicine
P. E Spargo- Physics		J. Muller- Education	G. Chait – Business Beat			R. Ehrlich- Public Health and Primary Health care
M. Sowman – EEU		S. Ismail- CHED/ Education	L. Edwards – Economics			ID Werner- Radiation Medicine
Science	EBE	Humanities	Commerce	Law	GSB	Health Sciences
S. Hall- Archaeology		M. Shain- Hebrew & Jewish Studies	A. Black – Economics			LA Denny- Obstetrics & gynaecology
		P. Skotnes- Fine Art	M. D Ayogu – Economics			M. Futter- physiotherapy
		M. Fleischman – Drama	A. Watson - Accounting			G. Louw-

						Human Biology
		J. Hambidge- School of languages & literatures				L. London- Public Health Department
		J. Stadler- Centre for Film and Media Studies				Z. M. van der Spuy- Obstetrics & Gynaecology
		C..v.d Merwe- School of Languages & Literature				H Rode- Paediatric Surgery
		V. Everson- School of Languages & Literature				PI Folb- Pharmacology
		S. Field- Centre for Popular Memory				B A Robertson- Psychiatry and Mental Health
Science	EBE	Humanities	Commerce	Law	GSB	Health Sciences
		L. Abel Schools Dev. Unit				E Hering- Medical Physics
		J. Grossman- Sociology				T. Noakes – Human Biology
		N. Murray- Centre for African Studies				AG Morris – Human Biology
		JWO Snyman- School of Languages & Literature				D.Hellenberg – School of Public Health & Family Medicine
		J. Head – Sociology/ GSH				T. Lorenzo - OT
		J. McMillan – CHED/ Education				

		B. Watermeyer – GSH				
		D. Cooper – Sociology (Interviewed)				
		J. de Wet – Sociology				
		R. Mendelsohn – Historical Studies				

Science	EBE	Humanities	Commerce	Law	GSB	Health Sciences
		H. Phillips – Historical Studies				
		M. Simons – Political Studies				
		S. Swartz – Child Guidance Clinic				
		L. Louw – Social Development				
		P. Underwood – Centre for Info. Lit.				
		M. Rall – Centre for Extra-Mural Studies				

