

DISTINGUISHING



UCT

UCT's Strategic Planning Framework



*UCT of tomorrow taking shape today*



Every five years, the University of Cape Town develops a strategic plan to help guide the university's growth and shape its future. The plan is developed in consultation with staff and student bodies, and is informed by an evaluation of the university's performance on the previous term's strategic goals.



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# UCT's 2016-2020 vision, mission and statement of values

As approved by UCT Council on 10 December 2016



## Vision of the University of Cape Town

UCT is an inclusive and engaged research-intensive African university that inspires creativity through outstanding achievements in learning, discovery and citizenship; enhancing the lives of its students and staff, advancing a more equitable and sustainable social order and influencing the global higher education landscape.

## Mission of the University of Cape Town

UCT is committed to engaging with the key issues of our natural and social worlds through outstanding teaching, research and scholarship. We seek to advance the status and distinctiveness of scholarship in Africa through building strategic partnerships across the continent, the global south and the rest of the world.

UCT provides a vibrant and supportive intellectual environment that attracts and connects people from all over the world.

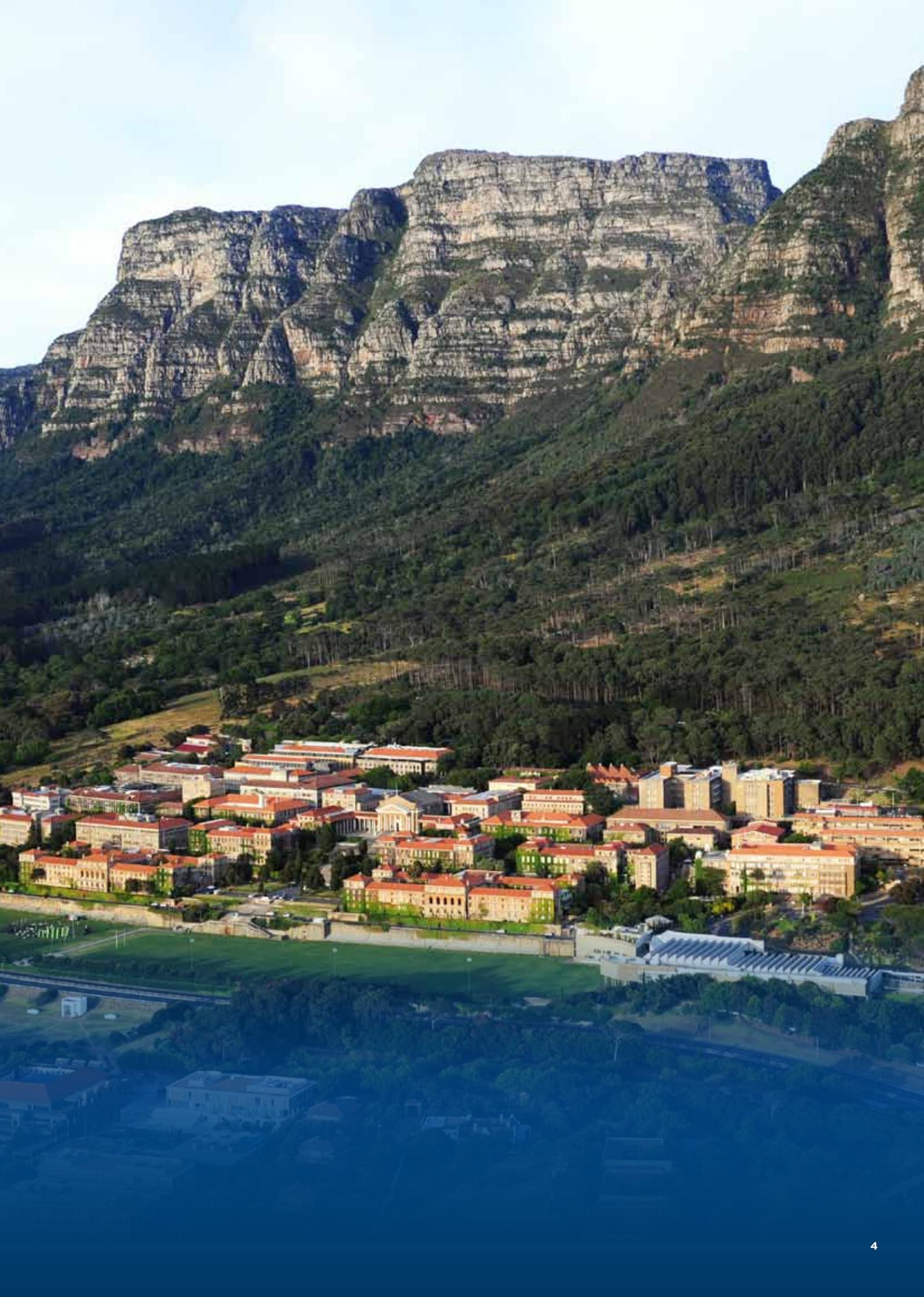
We aim to produce graduates and future leaders who are influential locally and globally. Our qualifications are locally applicable and internationally acclaimed, underpinned by values of engaged citizenship and social justice. Our scholarship and research have a positive impact on our society and our environment.

We will actively advance the pace of transformation within our university and beyond, nurturing an inclusive institutional culture which embraces diversity.



May UCT be a light in the global higher education landscape – inspiring and nurturing new graduates, scholars and future leaders. May it enhance the lives of both students and staff, and play a central role in advancing a more equitable and sustainable social order.

Mrs Graça Machel  
Chancellor



## A statement of values for the University of Cape Town and its members

As a public university in Africa, we fully embrace our African identity. We are committed to utilising our resources to widen educational and social opportunities, enhancing the quality of life of individuals and communities, building an equitable social order based on respect for human rights, and advancing the public good through knowledge generation, teaching and active engagement with key challenges facing our society – South African, continental and global.

The university is a community of scholars, teachers, students and staff. A community implies the adherence by its members to certain shared values. This statement of values provides a framework that proactively guides our actions. The statement also serves as the foundation for a range of university policies. As a community, the university commits itself, and expects all its members to commit to upholding these values in institutional and personal relationships, and in all aspects of university life.

### We commit ourselves to:

#### Academic values

- excellence in research, teaching and innovation
- ensuring that research informs all our activities, including teaching, learning and service to the community
- acknowledging the importance of all types of research from basic to applied and creative
- advancing and disseminating knowledge that addresses the key challenges facing society - South African, continental and global
- protecting curiosity-driven research
- nurturing and valuing creativity in the arts, including the performing and creative arts
- ensuring a high quality and holistic student experience
- fostering a culture of learning and development which is reflective and supportive of students, scholars, teachers and professional, administrative support and service (PASS) staff
- intellectual honesty, rigour in debate, openness to alternative ideas and respect for other views, ways of being, beliefs and opinions
- promoting the academic interrogation of boundaries, knowledge traditions and power relations
- promoting academic freedom, including the creation of spaces for the contestation of ideas
- advancing knowledge about the African continent and academics on the continent as international thought leaders
- enabling access for academically eligible students regardless of their financial circumstances.

My hope and vision for UCT is that it inspires creativity in the country and the continent; that it is known as an inclusive and engaged African university with a research-intensive focus, celebrated for its achievements in learning, discovery and citizenship.

**Mr Sipho Pityana**  
Chair of Council: 2016–2020





### **Institutional culture**

- inclusiveness, embodying respect for cultural, religious, linguistic, political and other differences, and acknowledgement of the value of diversity in society
- fairness, consistency and integrity in both academic and other work, and in all personal and institutional relationships
- building on the best of UCT's legacy, while interrogating the historical values and assumptions that inform our institutional culture and the academic project
- refraining from speech or conduct that demeans or humiliates people
- recognising the value of the role played by the professional, administrative support and service staff in supporting the academic project and the quality of the student experience
- advancing the principle of collegiality, open governance and being fully accountable for our actions, decisions and the stewardship of the university's resources and mission.

### **Environment, health and safety, institutional resources**

- the protection and responsible use of the university's assets and resources, including access to its repositories of knowledge and the stewardship of intellectual property
- the protection and conservation of the environment and natural resources
- the promotion of the health, well-being and personal safety of all members of the community.

Everyone has a role to play in shaping what UCT is today, and what it is becoming for tomorrow. My hope is that, together, we can create a vibrant and supportive intellectual environment that attracts and connects people from all over the world, that produces not just graduates but future leaders, and that advances the pace of transformation within the university and beyond.

Dr Max Price  
Vice-Chancellor







# Distinguishing UCT

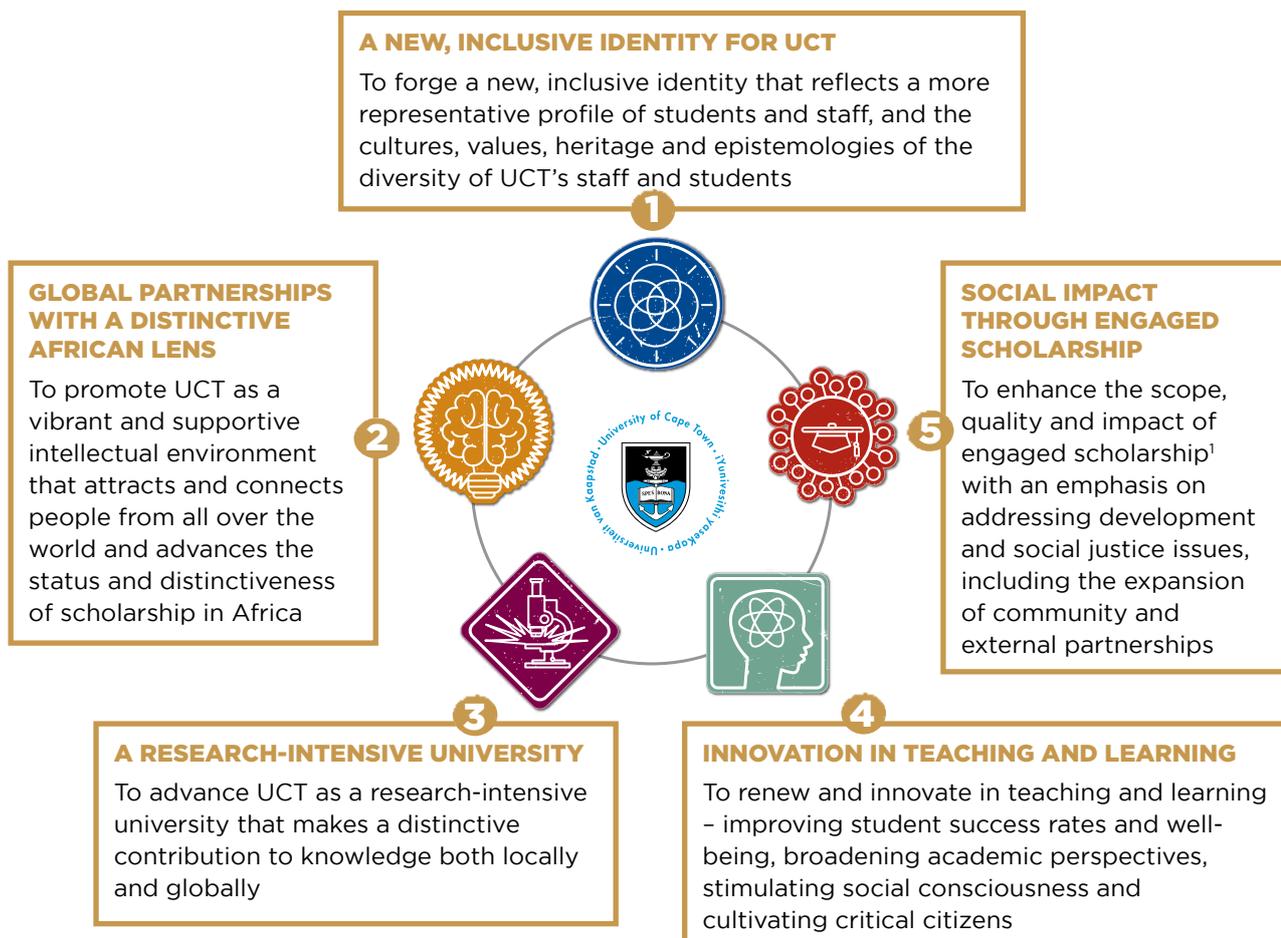
The University of Cape Town's Strategic Planning Framework 2016-2020

# The University of Cape Town's Strategic Planning Framework 2016–2020

## PREAMBLE

The 2016–2020 Strategic Planning Framework has been developed against the backdrop of widespread social action on campuses throughout the country. The focus of the social action has been the inequalities, prejudices and structural disadvantages that continue to characterise South African society and our universities. The Strategic Planning Framework is organised around five broad goals and high-level institution-wide objectives to effect improvements in the areas of research, teaching and learning, internationalisation and social responsiveness while infusing all of these with the transformation agenda. Many of the objectives are drawn from Senate-approved Teaching and Learning, and Research strategies, and the policies on internationalisation and social responsiveness.

The five goals are:



<sup>1</sup> Engaged scholarship is defined as the utilisation of an academic's scholarly and/or professional expertise with an intentional public purpose or benefit, which demonstrates engagement with external (non-academic) constituencies. It can help to generate new knowledge, promote knowledge integration, facilitate the application of knowledge, or the dissemination of knowledge.

The focus on transformation aims to build on the best of UCT's present and past, while interrogating the historical values and assumptions that inform our institutional culture and our ways of knowing, seeing and teaching. This interrogation of coloniality should lead us to addressing practices which are experienced as exclusionary by marginalised identities within UCT and imagining alternative practices which advance social justice and contribute to sustainable development. Accordingly, the plan signals UCT's commitment to understand, debate and engage with a process of decolonisation.

The Strategic Planning Framework contains a set of high-level institution-wide objectives. Detailed plans based on the institution-wide objectives, with targets, will be developed by the professional support departments and faculties in a manner that is appropriate to their unique contexts. The faculty and departmental plans will be developed in consultation with key constituencies to ensure that they are responsive to the needs of stakeholders.

An appendix will contain a set of indicators aligned to the high-level objectives within which specific measures and/or targets will be set after all the plans are approved. The University Strategy Forum and Council will review progress reports annually. The members of the executive, the deans and the executive directors will set performance objectives in line with the Strategic Planning Framework. These objectives will be monitored through the Performance Management System. In this way the leadership of the university will be held accountable for the attainment of the objectives in the Strategic Planning Framework.

Responding to the transformation imperatives and ongoing efforts to advance our teaching and learning, and research agendas, coincides with the growing problem of the funding of higher education nationally, combined with new constraints on fee increases. Obviously, ensuring the financial sustainability of the university is critical for our long-term survival.

Austerity, greater efficiencies and new income generation are necessary to put the institution on course towards generating a surplus that can be used for the strategic investments required to meet the goals of the plan. The current financial plans are expected to ensure that we can invest at least R150 million over the five-year plan in new strategic programmes. In fact, though, many of the strategies contained in this plan will not require additional financial resources, but rather changes in approach, structures and practices. We also anticipate that the alignment of this plan with Department of Higher Education and Training (DHET) priorities (for research and teaching development and funding the pipeline of future black academics) will protect the ring-fenced DHET development grants that we receive.



## **GOAL 1 - A NEW, INCLUSIVE IDENTITY FOR UCT**

To forge a new, inclusive identity that reflects a more representative profile of students and staff, and the cultures, values, heritage and epistemologies of the diversity of UCT's staff and students

### **OUR HIGH-LEVEL OBJECTIVES ARE TO:**

#### **Institutional culture**

- affirm the dignity, contributions and experiences of all, with specific attention to those who have been historically marginalised in the university community
- create an affirming and inclusive teaching, learning and research environment for gender and sexual diversities
- identify and address institutional policies and practices that reproduce power relations based on historical privilege, colonialism and apartheid, and which impede transformation
- adopt a zero-tolerance approach to any form of unfair discrimination, harassment, sexual violence, and behaviour that demeans others
- reinforce a new, inclusive identity for UCT through an appropriate display of artworks, symbols, building names, and the use of indigenous South African languages
- review the composition of all institution-wide, faculty and departmental committees to ensure representation along racial and gender lines and for other marginalised identities
- review the mechanisms for enabling and empowering student participation in the governance of the university
- build capacity to implement the strategic plan, especially among the leaders of the institution in the academic and professional and support areas

#### **Students**

- have a student and graduate profile that is more diverse and representative of the population at undergraduate and postgraduate levels with greater proportions of black, socio-economically disadvantaged and disabled students
- continue to improve on educational and psychosocial support for students and adapt mainstream programmes to address the unequal schooling of those admitted, in a manner that avoids stigmatisation and labelling

#### **Staff**

- attain our institutional employment equity targets to place UCT on a clear trajectory towards a more representative profile of academic and PASS staff at all levels and of institutional leadership
- invest in growing the pipeline of black, women and disabled South African academics and managers
- attract more black, women and disabled South African postgraduate students and postdoctoral fellows to broaden the pool of potential future academics
- attract, recruit and retain African<sup>1</sup> South African academics and professional support staff
- integrate the previously outsourced workers into the UCT community
- nurture a labour relations environment that embodies fair and equitable treatment of all who work in the university

<sup>1</sup> The classification used here is aligned to the language in the Employment Equity Plan.



## **GOAL 2 - GLOBAL PARTNERSHIPS WITH A DISTINCTIVE AFRICAN LENS**

To promote UCT as a vibrant and supportive intellectual environment that attracts and connects people from all over the world and advances the status and distinctiveness of scholarship in Africa

### **OUR HIGH-LEVEL OBJECTIVES ARE TO:**

- promote international partnerships across the globe, across the African continent and in emerging economies that support the development of research, staff and student exchanges, and other strategic goals such as advocacy, access to funding, developing networks and expertise, and building reputation
- implement a significant number of shared training programmes with African universities to develop the next generation of academics for the continent
- implement international joint degrees, co-supervision of PhD candidates and PhD exchanges; and provide doctoral and postdoctoral fellows with international experience and, where funding allows, for other postgraduate and undergraduate students
- build expertise on questions of particular relevance to the African continent
- identify and publicise areas where UCT is particularly strong in studying challenges facing the continent, or in bringing an African lens to global problems; and identify where such expertise is perceived to be lacking and should be strengthened
- enhance global visibility for UCT's scholars through open scholarship and appropriate communication strategies
- promote strategic stewardship of a significant number of distinctive continental archives of photographs and film, audio recordings, manuscripts, maps, music, art and artefacts from a range of disciplines
- recruit a more geographically diverse spread of international students in full-degree, block-release and Semester Study Abroad programmes and increase their numbers





### **GOAL 3 - A RESEARCH-INTENSIVE UNIVERSITY**

To advance UCT as a research-intensive university that makes a distinctive contribution to knowledge both locally and globally

#### **OUR HIGH-LEVEL OBJECTIVES ARE TO:**

- recruit and retain scholars who are leaders in their fields and who will contribute positively to the research strategy of the university
- provide seed funding for new strategically selected collaborations that include a global south partner, and three- or four-way international partnerships, to advance the quality, impact and profile of our research, and to access global research resources
- challenge our academics to develop new thinking about the problems that should most urgently be addressed by us as an African university, and feed this thinking not only into published research and innovative products and solutions, but also into the curriculum
- build the capacity for staff across all disciplines to conduct research requiring analysis of high volumes of complex data
- enhance the environment for soft-funded research units
- provide our researcher corps with tailored 21st-century, technologically enabled research support
- accelerate the pipeline of future academics at UCT and on the continent through holistic professional development opportunities for our postgraduate cohort as well as our young appointees (soft-funded and general operating budget), with particular focus on emerging black and women scholars
- improve the completion rate and reduce the average time to completion of PhD students
- provide more opportunities for undergraduate students to undertake research during their degrees
- protect the space, funding and incentives for basic research, including blue-skies research in domains where real-world applications are not immediately apparent
- establish an environment that supports and motivates staff and students to engage in interdisciplinary collaboration, and support or establish new interdisciplinary research institutes
- provide support to researchers to attract funding from international sources
- encourage innovation, translational research and research uptake, eg through the School of Design Thinking and the Cafe Scientifique series





## **GOAL 4 - INNOVATION IN TEACHING AND LEARNING**

To renew and innovate in teaching and learning – improving student success rates and well-being, broadening academic perspectives, stimulating social consciousness and cultivating critical citizens

### **OUR HIGH-LEVEL OBJECTIVES ARE TO:**

#### **Curriculum, pedagogy and assessment**

- cater for a wide diversity of educational preparedness, particularly at entry level, in ways which do not alienate or stigmatise students
- improve the curriculum and pedagogy in courses that impede student success for black students in particular
- minimise disparities between success rates of black and white students
- incorporate scholarship from Africa and the global south into curricula
- interrogate ways in which current curricula may marginalise particular identities and perpetuate dominant cultural assumptions and philosophies of knowledge
- enable access for disabled students and mainstream disability issues in the curriculum
- expose students to ways of thinking beyond their own disciplinary specialisations
- provide opportunities for students to engage around contemporary local and global political and social issues and the continued legacy of apartheid and colonialism
- expand opportunities for developing entrepreneurial skills
- recognise and utilise the diverse linguistic, cultural and experiential resources which students bring to the classroom
- expand opportunities for, and encourage, students to acquire communicative competence in a South African indigenous language as well as opportunities for students to learn other major world languages – especially those in use in the rest of Africa

#### **Staff**

- equip staff to use critical pedagogies to interrogate their assumptions about the curriculum and their students, and to work effectively in diverse classrooms
- encourage staff to use reflective teaching practices and multiple forms of technology to enhance learning and programme delivery
- review the status of teaching in the ad hominem promotion process
- play a leading role in advancing the scholarship of teaching

#### **Learning environments**

- recognise students who participate actively and reflectively in extracurricular and student leadership activities
- promote opportunities for a balanced range of career opportunities, including the non-governmental, public and start-up sectors; facilitate internships and post-university transition to the workplace
- increase access for students to mental health services
- strengthen support provided in the residences to facilitate learning success and a holistic learning experience
- increase access to, and success in, quality education – through online delivery both on campus and off campus – to contribute to the reputation, strategic goals and sustainability of the university



## **GOAL 5 - SOCIAL IMPACT THROUGH ENGAGED SCHOLARSHIP**

To enhance the scope, quality and impact of engaged scholarship with an emphasis on addressing development and social justice issues, including the expansion of community and external partnerships

### **OUR HIGH-LEVEL OBJECTIVES ARE TO:**

- increase the number of academic staff who engage with the public sector, industry, non-governmental and community-based organisations to inform and evaluate policy strategies and enhance professional practices
- promote the establishment of long-term relationships and mechanisms for multi-stakeholder engagement to share research findings, test new insights, evidence and innovations; and engage collectively around highly complex societal problems and economic development
- enhance contributions to public-sector services or industry-provided services; and/or support the needs, aspirations and development challenges of community-based organisations (including NGOs) via innovations, systems development, technical support, service-learning or community-based education
- provide opportunities for staff and students to learn how to build reciprocal relationships with external constituencies in different social contexts and apply their learning in practical projects as part of the formal curriculum
- improve the visibility of engaged scholarship at UCT
- promote the scholarship of engagement, including evaluating the societal impact and quality of engaged scholarship
- strengthen faculty involvement in the work of the UCT Knowledge Co-op
- expand access for students to the Global Citizenship Programme and/or other outreach programmes, and increase opportunities for local and international students to engage with community-based activities
- expand the provision of continuing education courses and lectures, opportunities for public dialogue, and online courses



## ENABLING SYSTEMS, POLICIES AND PROCEDURES

To ensure that systems and resources are available to achieve the goals in the five focus areas, the following objectives are set in respect of support systems.

### Financial sustainability

Ensuring that the university operates within sound financial practices; explores and develops new revenue streams and sources of income, including donor funding; and works within, and lobbies for and with others, in the higher education sector to ensure the longer-term sustainability of the sector

- manage the net reduction of the university's budgeted costs by at least 4% by the end of 2019
- develop diversified revenue streams and funding sources
- develop new business models for future financial sustainability
- establish systems for rewarding 'opportunity spotting' at all levels
- increase the UCT Foundation endowments through the Distinguishing UCT campaign
- work with other universities to advise and lobby government and business on higher education funding and fee systems
- review UCT's investment policy regarding its endowments, with a focus on the environmental and social impact of our investments



### Physical and technological infrastructure

Using technology to support and enhance teaching and learning, and research; growing the physical infrastructure of the institution to ensure it meets the needs of its student and staff body

- increase residence capacity in line with the targets in the Integrated Planning Framework and develop funding strategies to support this – including private funding, donors and cost recovery
- develop an advanced, high-performance computing infrastructure as well as high-end information communication technology (ICT) tools, to enable the storage and analysis of big data and eResearch
- maximise the use of ICT tools to make UCT's research output and educational resources available as widely as possible
- strengthen the university's capacity to support online delivery of courses, programmes and library content, and the use of technology-enhanced teaching and learning
- achieve the goal of every student having their own laptop (requires funding for financial aid students) with implications for learning spaces, computer labs, infrastructure support and pedagogy
- expand conference centre capacity as a net revenue source
- if funding is available from the DHET, build a further academic building on middle campus
- build a home for the School of Development Policy and Practice (donor funding dependent)
- constant review and upgrade of security systems



### **Administrative systems and capabilities**

Using technology to ensure excellent administrative support for both academic and administrative work, the student experience and interaction with the university, and strengthening the use of data analytics capacity to inform planning and effect efficiencies.

- review the efficiency of administrative systems and, specifically, automate human resource and procurement systems
- implement Converis, an advanced electronic research administration system in conjunction with the newly restructured research support services (from grant-writing to application, ethics, monitoring and reporting support)
- move almost all undergraduate and postgraduate student application, registration, curriculum eligibility, housing, financial aid, payment and graduation processes online

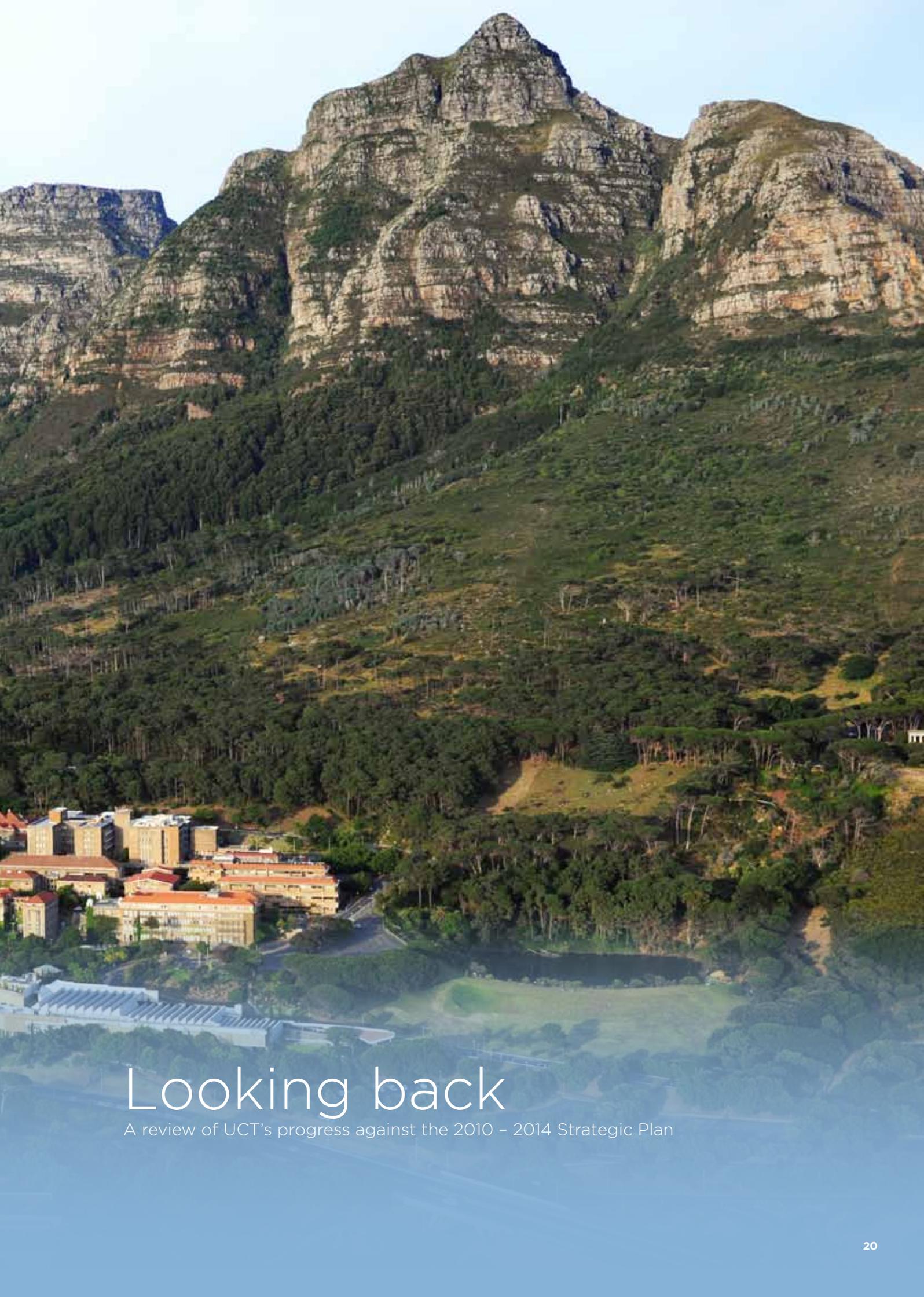
### **Transformational leadership and development of staff**

This includes the development of a succession plan for leaders, the attraction of highly qualified staff, the development of leadership capacities of line managers, setting performance indicators for transformation goals, the effective evaluation of performance and of potential, and individual development.

- develop a succession plan for university leaders
- develop a plan to attract and retain highly qualified and talented professional staff
- develop leadership capabilities of current line managers and staff to promote innovation, steer changes in culture, and manage and improve staff relationships within their units
- hold leaders, including academic heads of department, accountable for achieving transformation objectives
- develop effective systems for the evaluation of performance and potential, and frameworks for career-pathing and succession management, including provisions for research and development leave and educational opportunities for PASS staff







# Looking back

A review of UCT's progress against the 2010 – 2014 Strategic Plan

## Evaluation of the 2010-2014 Strategic Plan

### **EXECUTIVE SUMMARY**

UCT's 2010–2014 strategic plan had at its heart six main goals, from which were developed 58 indicators against which to monitor progress. At the end of the five-year plan, it was important to evaluate our progress, not only to determine the impact of the plan, but also to inform the development of the next strategic plan, and to contribute to knowledge about the role of institutional plans in driving change in higher education. Positive progress was measured in terms of 1) quantitative trends, 2) shifts in how UCT implements or organises core activities, 3) transferability of lessons from strategic projects, and 4) sustainability. Of the 58 indicators used to measure progress, 38 (66%) showed positive progress was made, while nine indicators (15%) showed mixed progress.

A summary of this progress against specific indicators follows below. For the full review, as well as the 2010–2014 strategic plan, visit [www.uct.ac.za/about/intro/goals](http://www.uct.ac.za/about/intro/goals).

## Goal 1

### Internationalising UCT via an Afropolitan niche

From 2010 to 2014, UCT strengthened its international research profile. The number of delegations visiting UCT with a view to establishing partnerships dramatically increased, as did the volume and spread of collaborative relationships, the number of requests for UCT to participate in various associations and international meetings, and the numbers of international undergraduate and postgraduate students.

Several faculties made progress in relation to the Afropolitan dimension of this goal, as staff and students' investment in linkages with Africa increased. This was supported by incentives provided by the Vice-Chancellor's Strategic Fund, an increase in the number of mobility grants for staff and students, a highly successful visiting African scholars programme, and growth in research collaborations. The above is evidence of the progress in advancing UCT's position as an intellectual meeting place between Africa and the rest of the world.

#### Profile of international students

##### Positive progress

The total number of international students continued to grow between 2009 and 2014, while the proportion of international students in the overall student body remained at 18%. The university also implemented international fee waivers for master's and PhD students during this period as a way of attracting and supporting students from abroad. The total number of students from Africa beyond the Southern African Development Community (SADC) showed pleasing growth between 2009 and 2014.

#### TRENDS IN PROFILE OF INTERNATIONAL STUDENTS

	2009	2010	2011	2012	2013	2014
Total UCT students enrolled	24 012	25 014	25 508	26 050	26 330	26 355
Total UCT students (excl. Semester Study Abroad)	23 138	23 988	24 664	25 096	25 353	25 408
Total international students (excl. Semester Study Abroad)	3 464	3 600	3 771	3 929	3 776	3 760
% international students (excl. Semester Study Abroad)	14%	14%	15%	16%	14%	14%
Number of countries represented	97	101	111	112	105	102
Number of African countries represented	31	35	42	37	42	37
Total SADC students	1 987	2 001	2 053	2 439	1 955	1 971
% SADC students	8%	8%	8%	9%	7%	7%
Total non-SADC international students (excl. Semester Study Abroad)	1 478	1 604	1 364	1 470	1 821	1 789
Total non-SADC international students from Africa	567	620	648	707	739	730
Total Semester Study Abroad Students	874	1 026	844	954	977	947
Total international students incl Semester Study Abroad/non-degree seekers	4 307	4 611	4 593	4 892	4 753	4 703
% all international student registrations at UCT	18%	18%	18%	19%	18%	18%
Total international undergraduates	1 760	2 918	2 727	2 888	2 756	2 544
Total international postgraduates	1 631	1 693	1 866	2 004	1 997	2 159

## Collaborative relationships with universities abroad

### Positive progress

There were a number of positive spin-offs stemming from UCT's involvement in the Worldwide Universities Network (WUN) and the Australia Africa Universities Network (AAUN). UCT was granted nine research mobility awards through WUN and three UCT staff were appointed as lead researchers for WUN-sponsored research projects, while the university participated in six other research development fund projects led by other universities. A UCT executive delegation visited institutions in the USA and Brazil to formalise partnerships, and the university's partnerships overall spread to new regions and universities.

## International visits and leadership

### Positive progress

The annual number of visits to UCT by institutions from abroad doubled between 2009 and 2013. While the majority of these visits continued to be from universities in the global north, visits from Africa more than doubled during this period, and those from the global south (excluding Africa) tripled.

## Agreements with universities in Africa and abroad

### Positive progress

As a result of new agreements, there was an increase in the number of graduates and mobility arrangements from the rest of Africa. The period was marked by Universities Science, Humanities, Law and Engineering Partnerships in Africa (USHEPiA – a partnership of African universities, first established in 1996) shifting to a self-funding model, closer cooperation between consortium members in various fields, and an increase in postgraduate students from the rest of Africa. University-wide initiatives implemented during this period include the Africa Regional International Staff/Student Exchange (ARISE), Postgraduate Academic Mobility for African Physician Scientists (PAMAPS) mobility grants, the MasterCard Foundation Scholarship Program, and international collaboration projects with the Department of Higher Education and Training. In addition, there were numerous departmentally based partnerships. The Confucius Institute was launched, as was the annual Winter School, run jointly with the London School of Economics.

## Articles co-authored with international collaborators

### Positive progress

There was significant growth of just over 20% in the number of articles co-authored with international collaborators between 2010 and 2013 (from 2 163 to 2 625). Of note was the increase in co-authored publications with collaborators from the global south.

### 2013 ARTICLE CO-AUTHOR COLLABORATION BY COUNTRY

 South Africa - 2 537	 Norway - 95	 New Zealand - 57
 United States - 603	 China - 93	 Armenia - 54
 UK - 518	 Japan - 93	 Austria - 54
 France - 226	 India - 90	 Chile - 54
 Germany - 222	 Belgium - 75	 Slovakia - 53
 Australia - 206	 Denmark - 72	 Hungary - 52
 Netherlands - 202	 Russian Fed. - 70	 Argentina - 49
 Switzerland - 155	 Poland - 67	 Nigeria - 49
 Canada - 145	 Greece - 66	 Serbia - 45
 Spain - 141	 Czech Rep. - 61	 Israel - 43
 Italy - 140	 Mexico - 61	 Colombia - 42
 Sweden - 125	 Portugal - 58	 Taiwan - 38
 Brazil - 98	 Turkey - 58	 Slovenia - 37

## Goal 2

### Transforming UCT towards non-racialism: redress, diversity, inclusiveness and the recognition of African voices

#### Academic staff diversity

##### No progress

This goal placed particular emphasis on a more representative demographic profile in the staff and student bodies, enhanced intellectual diversity, a transcendence of the idea of race, an improved institutional climate, and an increased focus on African perspectives.

A comparison of staff surveys conducted in 2003, 2007 and 2011 indicated improved levels of job satisfaction, staff development opportunities, consultation with staff, communication and feelings of belonging – though positive shifts cannot be attributed to any particular intervention. There remained high levels of concern, however, about systems of staff rewards, mistrust of PASS staff by academics, lack of recognition for staff who contribute to transformation, ongoing incidents of racial discrimination, and unfair workloads.

Faculties all reported difficulties in trying to recruit more black staff. Between 2009 and 2014 the number of African academics only increased by 10 and the proportion of African academic staff remained constant at 5%. The number of coloured academics increased by 20, but the proportion only increased by 1%.

Professional faculties reported that recruiting and retaining black South African academic staff was particularly difficult given private sector demand for these skills. The biggest increase in staff was in international staff, including significant numbers from other African countries.

#### Student demographic profile

##### Positive progress

Regarding changes in student profiles, the number of undergraduate African students increased from 4 118 in 2009 to 4 828 in 2014 – reflecting an increase of 17,24% over that period. A new admissions policy was developed which factors in socio-economic and schooling criteria in addition to race.

#### Staff perceptions of UCT's climate

##### Mixed progress

While there were positive shifts in staff perceptions of UCT's climate, some significant challenges remained. University-wide initiatives to improve the overall climate that were implemented between 2010 and 2014 included:

- **ADAPT:** These workshops aimed to develop inter-cultural competencies. Although 96 workshops were conducted, most were attended by PASS staff, while few academics participated.
- **Employer of Choice:** This project, initiated by the Human Resources Department (HR), aimed to improve engagement between line managers and staff, revise HR client service offerings, and build internal HR capacity to coach and support leaders who help make UCT an employer of choice. A successful coaching programme was accessed by 175 PASS and academic leaders.
- **Census:** A survey of the UCT climate was conducted in 2011, and findings were compared with those in response to similar surveys in 2003 and 2007. There were significant improvements on most dimensions.
- **Performance reviews:** The performance and promotion criteria for academic staff were revised to create a teaching-only track up to senior lecturer level, and steps were added to the overall review process to improve consistency.
- **Ombud:** The Office of the Ombud was established in 2010. It has provided an important avenue for raising relationship issues and addressing conflicts in informal, restorative ways. (See the Ombud's annual report at [www.ombud.uct.ac.za/omb/annual-reports](http://www.ombud.uct.ac.za/omb/annual-reports).)
- The protest events over the last three years have had a distinct impact on the UCT campus. We are aware of the impact this has had on staff morale and addressing this is crucial and will be a major focus in the coming years.

### Goal 3

## Working towards a desired size and shape for UCT

Our vision was to strengthen the role UCT plays in addressing critical skills shortages by growing our research-oriented postgraduate student body, while keeping the undergraduate numbers steady. The proportion of undergraduate to postgraduate students at the time of review indicated that the university was on track to achieve its goal by 2020.

However, several faculties argued that their ability to remain on track was dependant on their capacity to attract sustainable sources of funding to compensate for the lack of growth in undergraduate numbers and the capacity to ensure continued improvements in undergraduate throughput and graduation. UCT's ability to recruit increasing numbers of postgraduate students was also dependant on its capacity to employ adequate numbers of staff to supervise a growing postgraduate cohort and provide attractive packages for potential postgraduate students.

### Achieving UCT's desired size and shape by 2020

#### Positive progress

Increases in the student body can in large part be attributed to an increase in postgraduate student numbers between 2009 and 2014. UCT exceeded its targets for accelerated growth in postgraduate numbers, particularly at master's and doctoral levels. Undergraduate numbers (excluding occasional students) stayed within the region of 16 300 between 2009 and 2014.

	2009 ACTUALS	2014 TARGET	2014 ACTUAL
PGDIP	1 444	1 825	1 600
HONS	1 062	1 203	1 270
MASTER'S	3 303	4 284	4 494
DOCTORAL	1 058	1 444	1 604
PG TOTAL	6 867	8 756	8 968

## Goal 4

### A vision for the development of research at UCT: greater impact, greater engagement

Our ambition was to ensure UCT's reputation as a research-led university by improving the impact and level of engagement of our research. Positive progress was reported against all of the indicators for this goal. Faculties' research outputs increased steadily since 2009, and the number of collaborative papers published also increased. While there was an increase in the number of collaborators from the global south, the number of collaborative publications with universities in other African countries did not grow at the same rate.

Institutional strategies and support from the research office helped promote a culture of research at the university – particularly the appointment of senior scholars, and funding for emerging researcher breakaways and programmes. 'Incentive funding' to research units also helped support prolific researchers.

All faculties raised concerns about space and funding to maintain the trajectory of this growth, particularly as the output-based funding in the Higher Education block grant dropped by about 20% per unit.

#### Number and profile of rated researchers

##### Positive progress

The total number of NRF-rated researchers at UCT increased from 320 in 2009 to 480 in 2014 (50% increase). University-wide initiatives implemented in this period included support for staff applying for NRF ratings (through seminars, workshops, one-on-one consultations, and hands-on support with the application process), complemented by a team of academic experts, many of whom were members of the NRF's rating panels, who reviewed all the prospective applications.

##### NRF-RATED RESEARCHERS AT UCT OVER THE PAST SIX YEARS



The number of South African Research Chairs Initiative (SARChI) research chairs increased from 25 in 2009 to 33 in 2014.

## PhD outputs

### Positive progress

The number of PhDs graduating increased by 31% between 2008 and 2014. University-wide initiatives to increase the number and output of PhDs included the Carnegie Next Generation of Academics Project, additional posts supported through the university's general operating budget, and the employment of emeritus professors as research fellows to do supervision and mentoring. At the end of the first three-year cycle of the Carnegie project (2013), there were a total of 21 PhD graduations and three academic appointments of Carnegie fellows. Another Carnegie-funded project, supporting 40 PhD and postdoctoral students, simultaneously strengthened partnerships between UCT and the universities of Ghana, Makerere and the Witswatersrand.

### DOCTORAL GRADUATES



## Number of postdocs

### Positive progress

Between 2009 and 2014, the number of postdoctoral research fellows (PDRFs) registering at UCT increased from 197 to 338 – a 71.5% increase. The number of PDRFs who were internally funded in 2009 was 184, compared to 279 in 2014 – a 51.6% increase. The value of the fellowships increased by R16 060 650 million (85.9%) from R18 693 783 in 2009 to R34 754 433 in 2014. University-wide initiatives implemented in this period included surveys of the postdoc experience, academic and professional development initiatives, publication of an A-Z guide, and a study aimed at evaluating the return on investment into postdoctoral fellowships.

## Publication count

### Positive progress

UCT was awarded 1 624 research output units for 2014 research publications, an increase of 537.41 from the number of units awarded in 2008. Journal articles accounted for 1 372 units or 84.6% of the total. This overall total represent an average annual increase of 8% from the 1 086 units awarded in 2008. University-wide initiatives implemented in the period included extensive bibliometric analyses to inform planning, the establishment of university research committee teams focusing on internationalisation of research and transdisciplinarity and interdisciplinarity, writing retreats, strengthened research management systems, and the appointment of senior scholars.

## Goal 5

### Enhancing the quality and profile of UCT's graduates

This goal emphasised the holistic education of students, and the importance of equipping students with a spirit of critical enquiry, an understanding of the role they play in addressing social justice issues, and the skills required to compete in a globalised workplace.

The biggest advance in this period was the significant increase in the number of people using information communication technology (ICTs) in their teaching, and the increase in people developing and testing online modes of delivery, especially in the Faculty of Commerce. That said, it was more difficult to judge qualitative aspects of this goal: there was no indicator related to the status of teaching within the institution or the extent of institution-wide initiatives designed to promote the development of graduate attributes, such as social justice values.

Graduate destination surveys conducted in 2011 and 2013 indicated that the majority of students were satisfied with the opportunities provided to participate in courses or programmes that develop a social conscience. High levels of satisfaction were reported about the intellectually stimulating environment at UCT.

#### Global Citizenship programme

##### Mixed progress

The number of registrations for the Global Citizenship pilot programme increased by 81% (from 116 registrations in 2010 to 210 in 2013), but only about half of those who started, completed the programme.

#### GLOBAL CITIZENSHIP PROGRAMME SUMMARY

Year	Registered	Active Participants	Completed	Completed%
2010	116	88	64	55.2%
2011	236	180	118	50%
2012	191	112	51	26.7%
2013	210	160	109	51.9%

#### Use of ICT in teaching and learning

##### Positive progress

There was a significant increase in the use of ICT by both staff and students, including a 32% increase in the demand for lecture recording, a 32% increase in support issues logged, and a 63% increase in total users accessing lecture recordings. The lecture-recording project was piloted in 2012 with 23 venues being equipped. By the end of 2014 this had expanded to 34 venues equipped for lecture recording. The total number of published recordings increased from 499 in 2012 to 3 286 in 2014 (a 559% increase). Other university-wide initiatives implemented between 2010 and 2013 included the Teaching with Technology workshop and seminar series, the Student Laptop Project, the Open Educational Resources project (started in 2009), and Digital Literacy (with a new model and approach).

## Demographic profile of UCT's graduates

### Mixed progress

The university was intent on improving the success rate of all students but particularly on improving the success rate of black students. While the gap between the completion rates of black and white students persisted, the number of African South Africans graduating from both undergraduate and postgraduate degrees increased significantly between 2009 and 2014. The number of graduating students who did not wish to be categorised by race increased in both undergraduate and postgraduate cohorts, which complicates these analyses.

#### UNDERGRADUATE

##### AFRICAN

###### graduates

2009 - 518  
2010 - 661  
2011 - 722  
2012 - 758  
2013 - 799  
2014 - 863

**67%**  
change over  
five years

##### INTERNATIONAL

###### graduates

2009 - 387  
2010 - 405  
2011 - 375  
2012 - 444  
2013 - 449  
2014 - 409

**6%**  
change over  
five years

##### WHITE

###### graduates

2009 - 1383  
2010 - 1391  
2011 - 1345  
2012 - 1414  
2013 - 1331  
2014 - 1358

**-2%**  
change over  
five years

##### COLOURED

###### graduates

2009 - 570  
2010 - 643  
2011 - 597  
2012 - 595  
2013 - 536  
2014 - 549

**-4%**  
change over  
five years

##### INDIAN

###### graduates

2009 - 224  
2010 - 208  
2011 - 205  
2012 - 244  
2013 - 260  
2014 - 260

**16%**  
change over  
five years

##### UNKNOWN

###### graduates

2009 - 65  
2010 - 76  
2011 - 219  
2012 - 246  
2013 - 244  
2014 - 224

#### POSTGRADUATE

##### AFRICAN

###### graduates

2009 - 306  
2010 - 322  
2011 - 401  
2012 - 442  
2013 - 533  
2014 - 518

**69%**  
change over  
five years

##### INTERNATIONAL

###### graduates

2009 - 640  
2010 - 627  
2011 - 652  
2012 - 696  
2013 - 729  
2014 - 724

**13%**  
change over  
five years

##### WHITE

###### graduates

2009 - 1281  
2010 - 1391  
2011 - 1385  
2012 - 1313  
2013 - 1391  
2014 - 1291

**1%**  
change over  
five years

##### COLOURED

###### graduates

2009 - 338  
2010 - 318  
2011 - 383  
2012 - 378  
2013 - 402  
2014 - 418

**24%**  
change over  
five years

##### INDIAN

###### graduates

2009 - 150  
2010 - 171  
2011 - 181  
2012 - 164  
2013 - 173  
2014 - 200

**33%**  
change over  
five years

##### UNKNOWN

###### graduates

2009 - 31  
2010 - 40  
2011 - 52  
2012 - 91  
2013 - 95  
2014 - 94

Note: The figures used here have been updated since the original *Evaluation of the 2010-2014 Strategic Plan* was published.

## Goal 6

### Expanding and enhancing UCT's contribution to South Africa's development challenges

The emphasis in this goal was on increasing UCT's social impact by strengthening our engaged research, policy advocacy and strategic partnerships and by expanding opportunities for students to become involved in community-engaged education programmes.

Notable achievements were the appointments of two pro-vice-chancellors and two directors in the areas of climate change, poverty and inequality, safety and violence, and schools' improvement, and the launch of allied research initiatives and policy engagement in these areas. There was already evidence of shifts in institutional practices and the capacity of the institution to recruit postgraduate students as a result of the creation of these interdisciplinary spaces and the increased visibility of UCT work in these areas. However, it was too soon to measure the impact of this institutional investment on the broader society.

During the period under review, the UCT Knowledge Co-op was also launched to help broker new relationships between the university and community organisations. The impact of the 100-Up Project, supported by the Vice-Chancellor's Strategic Fund, was also significant: the number of students from Khayelitsha admitted to UCT increased from 24 students in 2010 to 61 students in 2014. Another 108 100-UP students were admitted to other universities in 2014.

#### UCT Knowledge Co-op

##### Positive progress

The Knowledge Co-op matches requests from community-based organisations for research and development, with postgraduate students undertaking the projects. The number of community partners doubled between 2011 and 2014 (from 31 to 73) and the number of completed projects increased more than fourfold (from seven to 29). By the end of 2014 a total of 259 topics had been submitted by 85 community groups.

#### Schools Improvement Initiative

##### Positive progress

UCT's Schools Improvement Initiative showed positive progress in terms of new research initiatives, new partnerships, policy engagement, publications, and recruitment of students. In 2013 three primary schools were used as sites to pilot a new teaching practice model for Postgraduate Certificate in Education student teachers in 2013, and a library was established at one primary school in partnership with Equal Education.

#### Safety and Violence Initiative

##### Positive progress

The Safety and Violence Initiative (SaVI) showed positive progress in terms of new research initiatives, particularly those to do with ex-combatants and violence reduction, organised non-state violence, violence against women and children, attitudes to sexual violence, the nature of youth gang violence, and the relationship between substance abuse and violence. Research activities included a colloquium on understanding and preventing violence in Africa, organised in partnership with the Cape Higher Education Consortium and the Western Cape government; five socially responsive workshops and seminars, organised in collaboration with multiple stakeholders; and a number of public lectures on violence prevention, given by internationally renowned scholars.

### Poverty and Inequality Initiative

#### Positive progress

A key outcome for the Poverty and Inequality Initiative (PII) over this period was the founding of a consolidated dialogue and programme of work directed at strategies to overcome poverty and inequality in South Africa. Various committees focused on leading, stimulating and supporting research work and policy engagements were established both within UCT and at a national level. Following broad buy-in from researchers, community organisations and policymakers at the PII's launch conference in 2012, a national think tank was established to guide planning for future conferences and to oversee research related to policy challenges.

### African Climate Development Initiative

#### Positive progress

The African Climate Development Initiative (ACDI) fostered an interdisciplinary space within the university, while also developing a model for interdisciplinary programmes. It established a think tank funded by the City of Cape Town, attracted 14 master's and doctoral students, and engaged with problem-oriented activities with other stakeholders, helping translate knowledge from the academy into the realm of practice. In an effort to make the unit sustainable in the longer term, the ACDI furthermore developed a business plan and went on to win a large multi-country consortium project.

### Contracts

#### Positive progress

There was a significant increase in the number of research contracts signed with UCT staff (95%) and the total monetary value thereof (80%) between 2009 and 2013. The USA was the major contributor through sources such as the National Institutes of Health and the Bill and Melinda Gates Foundation. Contributions from the UK and Europe decreased in real terms over the period. The value of contracts with African entities was still low. That said, the number of contracts with African entities almost quadrupled during this period (increasing from 24 in 2009 to 94 in 2013), the number of countries increased from 13 to 23, and the number of universities increased from seven to 12.





### A new, inclusive identity for UCT

We want a student and staff body that is more representative of the country and the continent, and for students and staff to see themselves – their cultures, values, heritage and knowledge systems – reflected at the university.



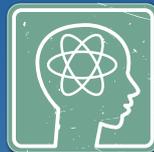
### Global partnerships with a distinctive African lens

We want to advance the status and distinctiveness of scholarship in Africa, and attract and connect people from all over the world, by promoting a vibrant and supportive intellectual environment at UCT.



### A research-intensive university

We want UCT researchers to continue making a distinctive contribution to local and global knowledge and to produce new solutions to challenges facing the African continent and the world.



### Innovation in teaching and learning

We want to improve students' success rates, broaden their academic perspectives, stimulate their social consciousness and cultivate more critical citizens by renewing our approach to teaching and learning, and pioneering new methods.



### Social impact through engaged scholarship

We want to enhance UCT's engaged scholarship to address critical development and social justice issues, including the expansion of community and external partnerships.





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