Social Responsiveness Report 2017-2018

Contents

Foreword

As an institution, one of our strategic goals is to address the development challenges that face us as a country. It is by encouraging a sense of social responsibility in our staff and students that we aim to build a more just, equitable and unified South Africa. Achieving this requires us to engage with local communities and make a significant difference to the lives of the people that make up our society. This is what we mean when we talk about social responsiveness.

Social responsiveness takes various forms at UCT, whether it's engaging with policy development, focusing research activities, organsing social outreach programmes, improving the relevance of our curricula or providing opportunities for learning. We do this with the intention of making an impact on individuals that will last a lifetime, and an impact on society that will last for generations.

The 2017–2018 Social Responsiveness Report reflects on what we have achieved as a university, as well as identifying what still needs to to be done to fully realise our goals. This report is a rich display of the faculty activities that are in line with UCT's mission to be an engaged university, which demands that we extend our intellectual resources to address the complex challenges facing our society.

The report does not intend to be a comprehensive picture of UCT's social responsiveness work, however, and acknowledges that a lot of socially responsive work goes unreported. Although the scope and scale of submissions varies, all UCT faculties made submissions for this report.

A reading of some of the faculty activities reveals that most academics are drawing on their scholarship in their community engagements, dispelling the myth that excellence and relevance are mutually exclusive. This reinforces the view that university engagement should be based on powerful knowledge, conceptually and empirically. For policy makers and practitioners, robust, evidence-based knowledge lays a solid foundation for developing interventions for real, positive change in our society.

The 2017–2018 Social Responsiveness Report stands as a valuable record of the multiple ways in which UCT continues to engage with society's challenges.

Professor Mamokgethi Phakeng

Vice-Chancellor

The 2017-2018 social responsiveness report is a display of multiple ways in which UCT is engaging with many societal challenges in order to address development and social justice issues. Through engagement with a range of stakeholders and partners outside the university, colleagues are finding ways to tackle some of the most chronic problems in our society; poverty and inequality, education, climate change and sustainability to name a few. What is also apparent in many of the case studies is that UCT's framework of excellence – and in particular transformation, sustainability and impact – are evident in the work. This is important as it indicates that the institution is beginning to develop a more coherent approach and set of responses in this work.

However, what is key to this work is the notion of engagement. What defines the engagement is that it is deeply embedded in scholarship. When scholarship acts as a frame to engage, a continuum of examples of engaged scholarship across research, teaching and service emerge.

A glance at faculty submissions in the report shows different components of the university enterprise. Components of engaged teaching include categories like 'community-based learning, 'civic education', 'public information networks', etc. Components of engaged research include 'corporate funded research', 'government funded research', 'applied research' etc.; and components of engaged service include 'policy analysis', 'consulting', 'expert testimony' etc. – all based on the scholarship of the academic involvement in this engagement. This approach to engagement is in line with UCT's definition of engaged scholarship which states that:

Engaged Scholarship as a form of SR refers to the utilization 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, the application of knowledge, or the dissemination of knowledge. (SR Policy Framework, UCT 2012:2)

Scholars in this report are engaging with a wide variety of themes ranging from health, education, climate change, crime, corruption and poverty. A focus on these themes positions UCT as one of the leading institutions to immerse itself in its local context. By drawing on its local context (knowledge from the South) UCT is able to bring new insights into the global debate about developmental challenges.

One of the challenges facing universities is a deeply entrenched system of evaluating the quality of scholarship. One may point out that it is neither possible nor desirable to adopt a uniform approach to an evaluation of the quality or impact of socially responsive activities, as these are governed by multiple factors and variables. It is for this reason that in 2017 the Engaged Scholarship Task Team was set up to develop indicators to measure the quality and impact of engaged scholarship. The task team completed its work and submitted a report which is contained in the 2017-2018 SR Report. The framework developed by the task team is a useful guide in helping faculties think about innovative and creative ways of measuring scholarship without compromising the rigour of scholarship. UCT needs to think strategically about how it wants to take the framework to faculties. It needs to be stated that the primary objective of the framework is to create an enabling environment for academics doing engaged scholarship. Recognition and rewards are integral to creating the enabling environment.

The recognition of the School Improvement Initiative (SII) as a recipient of the 2017 SR award is an important example of how rewards could be used to enhance and encourage engaged scholarship.

The intention of the initiative is to extend the University of Cape Town's engagement in schooling with the explicit aim of making a positive impact on the quality of education in the classroom. A brief citation of the SII is included in this report.

Another important addition to the report is the work of the Knowledge Co-op (KC) which is a mechanism used by communities to access UCT resources. The statistical evidence of the number of projects completed under the auspices of the KC provides useful evidence of UCT's efforts to shed off its 'ivory tower' image.

UCT engagement with the Western Cape Government and the City of Cape Town has yielded much needed resources in the form of seed grants. Some of these grants have resulted in much bigger projects with huge funding. What is useful about these partnerships is that research work that would have remained below the surface has emerged due to the calls that go out every semester. Young researchers doing cutting edge research have been supported. Dr Penelope Price's proposal entitled 'Review of the first Climate Change Adaptation Plan for Eden District Municipality' comes to mind.

This final section reflects on some of the strategies and activities needed to take the SR and ES work at the institution forward in a transformative and sustainable way.

In conclusion, the 2017-2018 report is an expression of UCT's commitment in engaging with the developmental challenges facing the country, Africa and the world. While it is not a complete picture of all the engaged scholarship of the institution, it reflects submissions across all faculties and gives a sense of what is possible in this work. Most importantly, in all the faculty activities, SR is seen as inextricably linked to the core business of the university, rather than an activity outside of research and teaching. This is important in the efforts to reposition SR as part of the core business of the university.

Prof Michael Kyobe

Acting Deputy Vice chancellor: Research and Internationalisation

Section A: Introduction and Methodology

This 2017-2018 Social Responsiveness report comprises six sections.

Section A provides some of the context in higher education globally as well as at UCT against which this report emerged. It also discusses the methodology in generating the data for the report. This proved challenging and raises the question about the purpose of the report and how this work is to be taken forward.

Section B is the substantive section of the report and comprises the data collected from the faculties in 2017 and 2018. While not nearly representative of the institution, the data reflects a diverse set of social responsiveness practices addressing a wide range of issues through engagement with non-academic partners. We also highlight the nature of outputs, and the form of the engagement – teaching, research and/or service. Key to note upfront is that social responsiveness is not outside of the key practices of teaching, research or service; it takes place through one or a combination of these practices.

Section C of the report provides a high-level analysis of key themes emerging in the work of the faculties. In this way, the work begins to reflect key issues in the broader context that the university is addressing through its engaged scholars. This narrative account of the work is key to understanding the non-linearity of the complex practices involved in social responsiveness, particularly when it involves ongoing and sustained levels of engagement and relationships, a key objective of Goal 5 of the Strategic Planning Framework 2016-2020.[1]

Section D discusses the work of the Knowledge Co-op, an institution-wide SR initiative. It also profiles a second institution-wide initiative that won the SR Award 2018, the Schools Improvement Initiative.

Section E focuses on work with outside bodies, important in this area of work. This is work with the Cape Higher Education Consortium (CHEC) which includes CHEC grants awarded to UCT scholars. The work with the Western Cape Government as well as the City of Cape Town is also discussed.

Section F looks at ways in which this work is to be taken forward on campus. This includes noting the areas of support scholars have highlighted as something that will assist them in this work. Importantly, the section reports on the Engaged Scholarship Task Team (ESTT) set up in 2017 to work on the issue of generating indicators to measure the social and economic impact of engaged scholarship (ES), both externally in the broader environment in which UCT is located but also internally in terms of the transformation of current research and teaching practice. The report ends with a discussion of the work of the SR Hub, a node of SR capacity on campus, and its contribution to increase the visibility and sustainability of social responsiveness on campus.

As an introduction, we discuss the context out of which these surveys have been generated and several issues linked to methodology which have proved challenging.

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1 http://www.uct.ac.za/main/explore-uct/strategic-plan

Current Context of Social Responsiveness on Campus

UCT's current Strategic Planning Framework 2016-2020[2] was developed against the backdrop of the widespread social action on campuses in South Africa. The Plan focuses strongly on transformation and aims to link the best of UCT's present and past, including engaging with processes of coloniality that are still very present on our campus. The plan is a clear signal that UCT is committed to understand, debate and engage with processes of decolonisation. It also recognises the responsibility of the academy to use scholarly expertise to advance the development agenda and address socio-economic and environmental issues of concern in the community, in South Africa and Africa more broadly. Goal 5, which addresses engaged scholarship, is of relevance to this report.

This high-level commitment by the university to engaged scholarship reflects a realisation that engagement with external partners to address societal issues is core to our transformation efforts. Transformation demands a broader context for research, teaching and learning and requires attention to the lived experiences of many citizens of South Africa, including our students. Including SR as a strategic goal is not only an imperative but also an opportunity for engaging with various UCT stakeholders - Deans, academics, heads of departments, staff and students to ensure that there is a common understanding of what this goal means, how we may encourage our staff and students to contribute to achieving this goal and how we can provide clear guidelines for valuing this work and linking engaged scholarship to the Ad Hominem process.

Advocating for a stronger focus on how UCT can strengthen a responsive engagement with its local and regional context may have been nonetheless seen by some as being in tension with UCT's commitment to being an outstanding, internationally recognised, research university. However, evidence from faculty submissions suggests that being responsive to the local context can be seen as complementing efforts to 'claim our place in the international community of scholars'[3] in that a two-way engagement with societal needs can contribute to the construction of new internationally-relevant knowledge. Some cases in the report have connection with organisations in Zimbabwe, Namibia and in Europe. Due to the complexity of the challenges they address, universities also forge ties with international agencies. Local relevance and pursuit of international prestige are not mutually exclusive, they complement each other in ways that invigorate the academic enterprise. This kind of approach illustrates how socially responsive research can also help challenge dominant thinking internationally about research agendas – which are often viewed only in relation to basic research or the 'scholarship of discovery'. It is this view that persuaded the 2015 Senate Executive Committee to decide that future Social Responsiveness Reports should contain profiles of faculty-based activities.

As it was the case with the 2015/2016 Social Responsiveness Report, the University Social Responsiveness Committee (USRC) decided to collect information in a manner that would contribute to building knowledge of the field of engaged scholarship. This was done through requesting people to report in a common format structured around a set of headings that are critical to the notion of engaged scholarship but also speak to UCT's Strategic Planning Framework 2016-2020. Although the activities submitted do not provide a comprehensive picture of the spectrum of social responsiveness work, they provide trends in terms of the nature of UCT's engagement with external constituencies.

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[2] http://www.uct.ac.za/main/explore-uct/strategic-plan
[3] University of Cape Town (1996) 'Mission Statement', University of Cape Town, Cape Town. Available at http://www.uct.ac.za/about/intro Retrieved 16 April 2008

Methodology

Collecting data that is representative of an institution at a particular moment in time is very important in serving as a barometer of the status of a particular practice.

The data for this report was collected in two phases: a paper survey in the form of a Microsoft Word document in 2017 and an online survey in 2018. The first survey responses were submitted by early October 2017 and a total of sixty-five responses were received. In an effort to generate a higher response rate, and improve the quality of data captured, an online survey was created in July this year. Once more, the survey was sent out through the Deans, remained open for a period of three weeks, and resulted in sixty-four responses.

The online version comprised of a combination of open-ended and prepopulated options, with some questions being required before a respondent could move onto the next one.

This approach was taken in the hope that it would reduce the amount of time taken to complete the survey and hence increase the response rate. The decision to keep a number of open-ended questions was informed by the fact that increasingly narratives are seen as an important first step to describe practice which thereafter can allow for the generation of relevant impact indicators. While there were prepopulated questions that simply allowed answers to be selected from a list of options, respondents were allowed to make more than one selection. Copies of both surveys are included in the Appendices of this report.

The data used to generate this report is pulled from both surveys. This with the exception of the information about 'key thematic issues addressed' – this data was pulled from the online survey only and hence reflects 64 responses. The relevant question was not as clearly asked in the paper version of the survey and hence it was difficult combine to combine both sets of data.

Finally, due to the fact that different methods of collection the data were used for this report, some of the graphs could not be reconciled so there will instances where 2 graphs are required to explain the breadth of this work. Section F raises some suggestions for a slightly different method of data collection.

This section of the report presents all the data collected via the two surveys. In Section A we discussed several methodological issues that impacted on us achieving the breadth of coverage we had hoped for. This will be visible in the data presented where, for example, for the Faculty of Health Sciences, all the submissions across the both surveys are from one department only, whereas a host of other socially responsive initiatives do exist but did not submit the information. The report can only reflect what faculties have offered. In Section F: Going Forward, we raise questions about the purpose of the report which could ultimately shape the way in which data is collected in future.

In this section, where specific methodological issues require comment, this is done in the form of footnotes.

The surveys were sent to all seven faculties in the institution. The diagram below summarises the total number of initiatives accounted for per faculty. The Faculties of Commerce, Science and Humanities had the highest response rates at 27, 22 and 22 respectively while Health Sciences and Engineering and the Built Environment followed closely with 17 and 13 respectively.
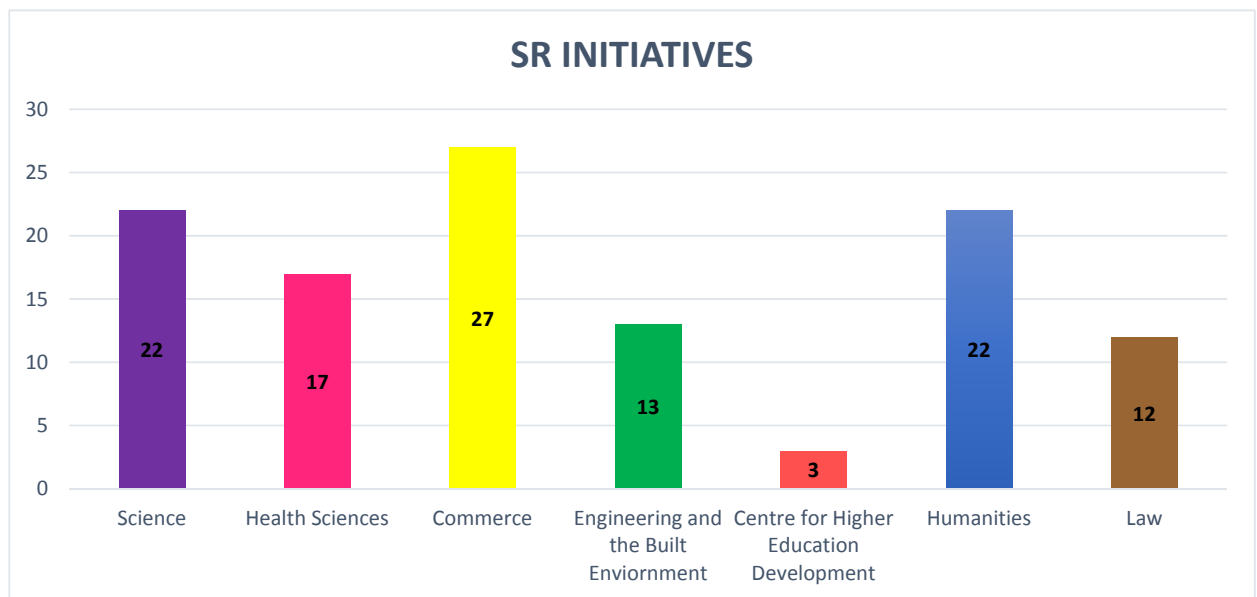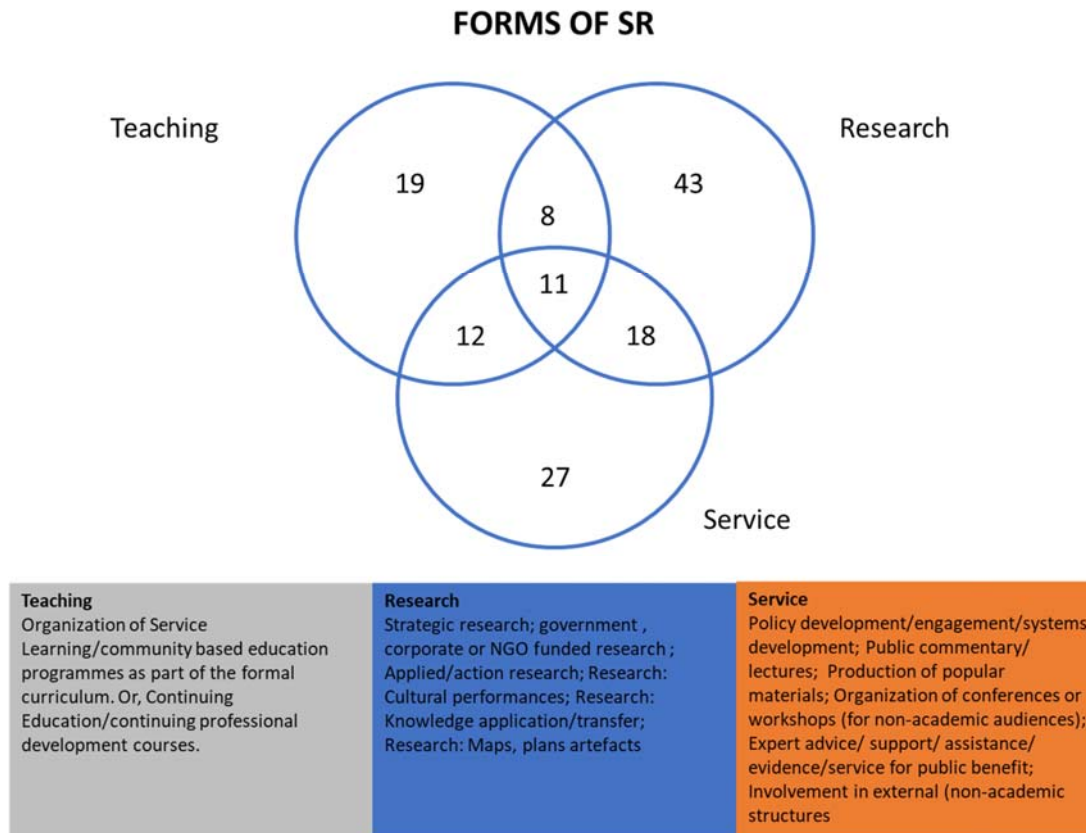
Figure 1: SR Initiatives by Faculty

Figure 2:   Modes of SR engagement

FORMS OF SR

Teaching	Research	Service
Organization of Service Learning/community based education programmes as part of the formal curriculum. Or, Continuing Education/continuing professional development courses.	Strategic research; government, corporate or NGO funded research; Applied/action research; Research: Cultural performances; Research: Knowledge application/transfer; Research: Maps, plans artefacts	Policy development/engagement/systems development; Public commentary/ lectures; Production of popular materials; Organization of conferences or workshops (for non-academic audiences); Expert advice/ support/ assistance/ evidence/service for public benefit; Involvement in external (non-academic structures

As per UCT's SR Policy Framework (2012) social responsiveness activities at UCT fall broadly into three categories: Teaching, Research and Service.[4] The lower part of Figure 2 provides descriptions for what constitutes socially responsive teaching, research and service. Briefly, teaching is related to, but not limited to, the organisation of community-based education programmes as part of a formal curriculum. Research activities can take on a variety of forms including cultural performances, knowledge transfer and the creation of maps and artefacts. Similarly, service can occur in many forms, but it is ultimately about using one's skills and knowledge for public benefit.

In both surveys, respondents were able to categorise their activity in more than one of these areas as it is possible to be involved in work that falls into all three. Research is the most frequently selected (a total of 43 selections across both surveys) followed by service (27) and teaching (19).[5]

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[4] University of Cape Town (2012). 'Social Responsiveness Policy Framework', Senate of University of Cape Town document. Available at http://www.socialresponsiveness.uct.ac.za/about/policy_framework

[5] In the original version of the survey respondents were not obliged to answer this question. In contrast, in the online survey this and a few other questions were required, and a respondent could not move on to the next page of the survey without having answered all the required questions. For example, in figure 1 we state that there is a total of one hundred and sixteen, 116, respondents across both surveys and yet this figure merging data from both surveys the combined total for Research, Service and Teaching is eighty-nine. This means that twenty-seven respondents of the sixty-five who took the first survey, did not answer this question.

Accounting for combinations of these three forms of SR, 'research and service' would be the most frequent combination. However, it might be expected from a statistical perspective that 'service and teaching' would be the least frequent combination and yet this distinction belongs to 'teaching and research'.

As these categories overlap, this finding is worth closer scrutiny. However, given the nature of social responsiveness work, the combination of forms of SR is perhaps not surprising.

Figure 3:   Key Thematic Themes[6]

KEY THEMATIC ISSUES

■ Poverty ■ Education ■ Health ■ Development ■ Inequality ■ Employment ■ Gender ■ Environment
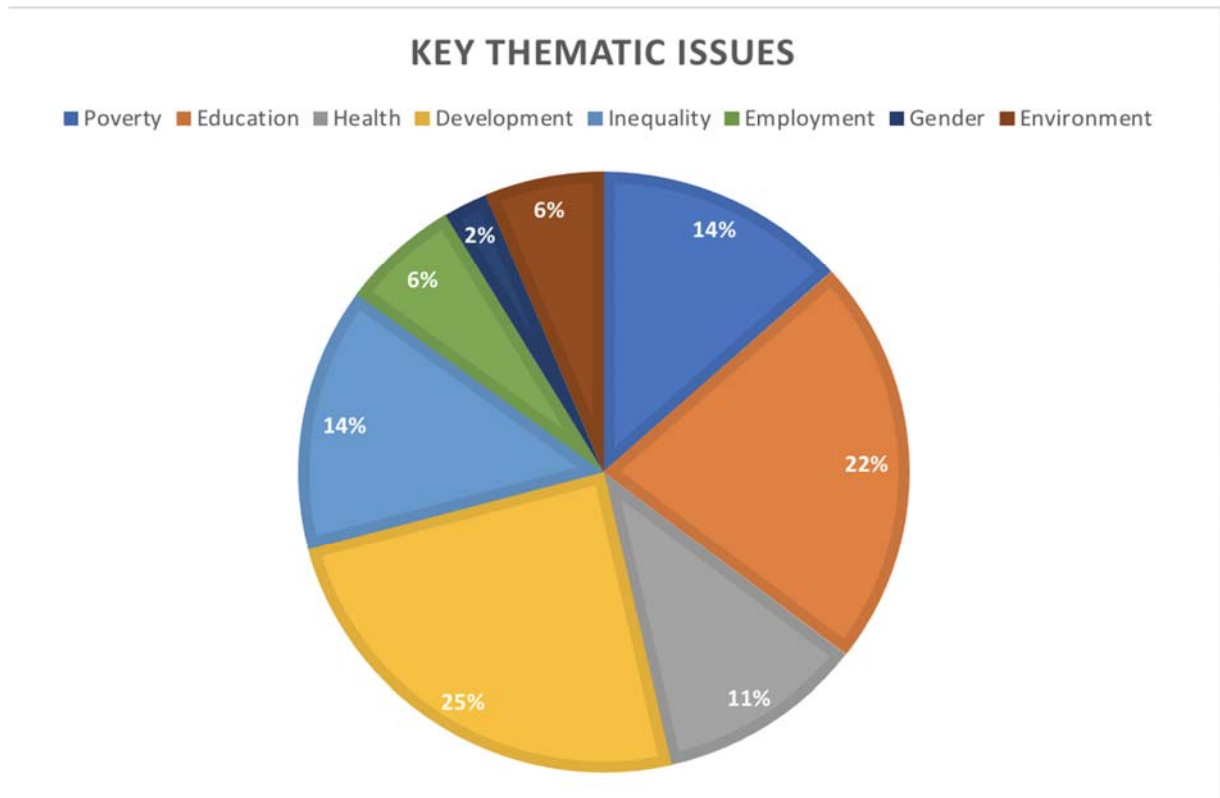
Respondents were asked to identify the key themes relating to their work and were allowed to make multiple selections as often the work did not address just one issue. From an initial five categories – Health, Development, Inequality, Education and Poverty – three additional key issues emerged. These were Gender, Environment and Employment. Although these subsequent categories may all fall under the main category of Development, it emerged that this category is broad and much of the work across faculties spoke to these additional categories. The dominant theme is Development closely followed by Education which accounts for 22% of activities and Poverty and Inequality which account for 14% each. These themes are addressed across faculties in a range of teaching, learning and service-based activities.

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[6] This data is from 2018 only; the 2017 survey did not ask this as clearly and it was not possible to merge the data.

Figure 4: Nature of external constituencies[7]

Figure 4. Nature of External Partners

- Civil Society, NGOs/CBOs
- Public Sector/Government
- Other Tertiary Institutions
- General Public
- Private Sector/Business, Industry
- Schools
- International Networks/IGOs

Figure 4b.

Nature of External Constituencies

Public Sector	36
NGO	27
Community Based Organizations	22
Industry	16
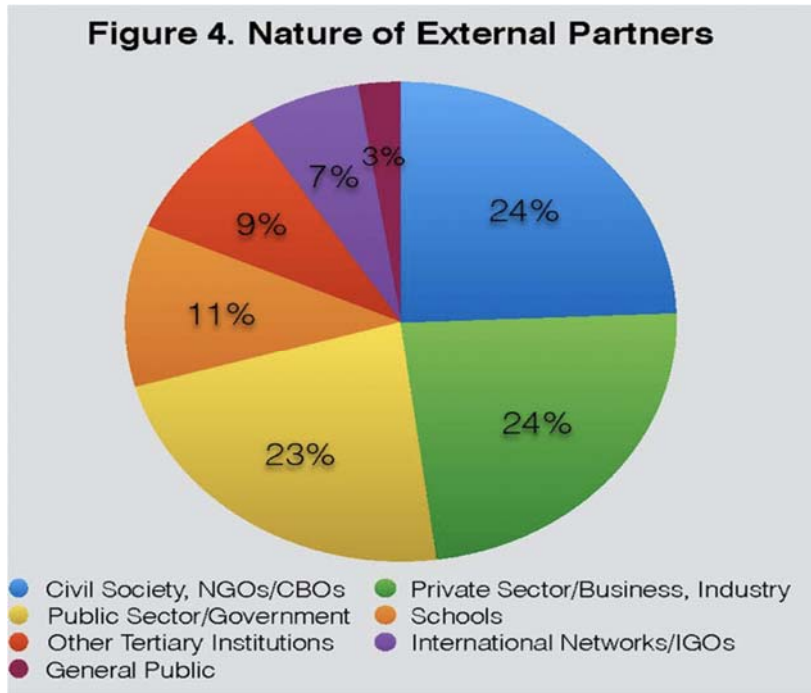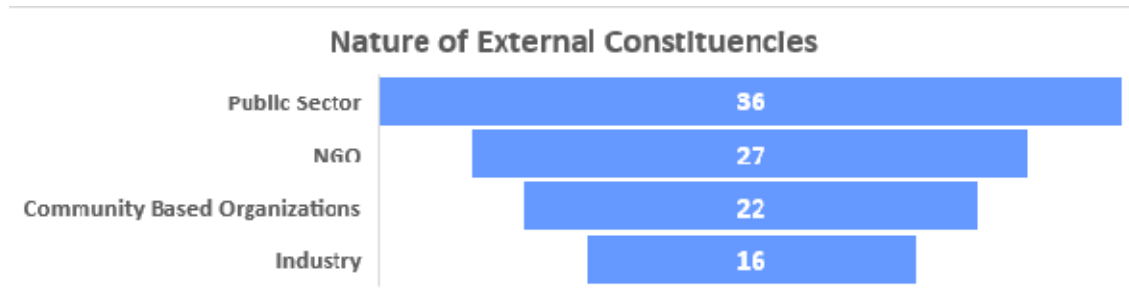
A wide range of external partners are involved in SR at UCT. What is important to note is that in the 2017 diagram, higher education institutions are mentioned, while none are reflected in the diagram from the 2018 data, even though several partnerships with other higher education institutions were listed.[8]

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[7] The data here has been captured in two separate diagrams. Figure 4 below is the data from the paper survey in 2017; 4b is the data from the online survey of 2018. This also explains the different way the data has been represented in each case.

[8] We did not reflect them in the 2018 data as they fall outside the UCT definition of SR partner which is 'external *non-academic* constituencies'.

Figure 5:   Nature of SR Outputs

NATURE OF OUTPUTS

Academic Product	Applied Product	Community Product
Articles, Books /texts/ chapters/ monographs, Conference posters/ presentations/ abstracts/proceedings, Grants/competitive contracts	Curricula/texts, Education materials, Guides/handbooks, Policies, Research briefs, Training and technical assistance.	Community attained grants/funding, Community awards, Designs, Displays, Workshops/seminars, Newsletters, Presentations, Reports, Websites, Blogs/social media/digital media.

The surveys listed several outputs and respondents were allowed to make multiple selections/list multiple outputs. For the purpose of this report the outputs have been grouped into three categories: Academic Product, Applied Product and Community Product. Figure 5 lists the outputs in each category. Briefly, Academic Product includes journal articles, conference related materials such as posters and abstracts and competitive contacts. Educational materials, training and technical assistance and policies are just some examples of Applied Product. Finally, Community Product relates to products created largely, but not exclusively, for civil society partners. Initially items such as blogs, social media and digital media were not included in this category. However UCT staff members are increasingly turning to social media, blogging, open courses and animated videos to disseminate their work.

A challenge in this line of work is that it is not linear, there are often overlaps in categories and no tidy boxes to measure outcomes or even outputs. A few respondents noted the difficulty in accurately capturing the nature of outputs when some of these were 'intangible'. For example, Rebekka Sandmeier from the South African Collage of Music, lists 'experience' both on behalf of learners and participants as an output of their work.

The following section provides summaries of responses received from the various faculties. Tables were created for each faculty highlighting responses by department and unit. The information has been structured in this way to identify the pockets where this work is being done (and potentially overlooked) as well as spaces where communities of practice are thriving as departments, units, people are supporting one another through knowledge and resource sharing in order to further their social responsiveness work. The intention is to follow up on the learnings from these profiles, to provide support to those who need it and ascertain best practices from those who are thriving. Summary tables have been created for each department, locating the relevant units conducting social responsiveness work in that unit. The tables provide information on the project title, the team involved in the project and a brief description of their work.

Centre for Higher Education Development

A total of three submissions have been made from the Centre for Higher Education Development (CHED), and these submissions are representative of two departments, 'The Centre for Innovation in Teaching and Learning' (CILT) and 'The Centre for Extra Mural Studies'. Two of the submissions are from CILT, namely the UCT Massive Open Online Courses (UCT MOOCs) and the UCT Global Citizenship Programme.

UCT MOOCs are free online courses designed for mass participation and are centred on self-study in a global online classroom. One of the courses offered, '*Becoming a changemaker: Introduction to Social Innovation*', is being used as a tool for driving social change. The MOOCs team give an example of how the course is being taught to young people at the RLabs central library in Cape Town by social activist Herman Sebuliba. Similarly, international NGO, Oxfam, paid for staff around the world to take the course and earn their certificates.

The second submission from CILT is from the UCT Global Citizenship Programme located in the Course and Curriculum Design unit. The course, '*Social Infrastructures: Engaging with Communities for Change*', is an elective offered through the Faculty of Engineering and the Built Environment, but open to all students across campus. In groups of ten, led by a student facilitator, engineering students engage off campus NGOs and community-based organisations (CBOs) for the purpose of community engaged learning. The key themes addressed are social action and social change which relate to the broad category of development as students are engaged to think about their work as future professionals in contexts of extreme inequality.

The dominant activity in these projects is teaching as it relates to curriculum design and delivery. The nature of the work in CILT is inherently interdisciplinary as exemplified in the MOOC course mentioned above which is offered in partnership with the Bertha Centre, from the UCT Graduate School of Business, and community enterprise, RLabs.

Centre for Extra-Mural Studies

Project Title	Project Team	Project Description
Poetry for Life	Finuala Dowling, Centre for Extra-Mural Studies	Poetry for Life is an annual poetry recitation competition for high school learners.

Centre for Innovation in Learning and Teaching

Project Title	Project Team	Project description
UCT Massive Open Online Courses (MOOCs) Project	MOOC Team, CILT	In 2016, the Bertha Centre for Social Innovation at the GSB, in partnership with RLabs, a community-based social enterprise, made a free online course entitled, '*Becoming a changemaker: Introduction to Social Innovation*' via the Coursera online learning platform. In 2017, there were several initiatives to harness the course for social justice action. At the RLabs central library in Cape Town, a community activist, Herman Sebuliba, used the course to take a group of young people through the process of discovering opportunities for social action. He meets face-to-face and works through the material online with the group. The course featured in Coursera's global Social Impact Campaign. In addition, 2 of UCT MOOCS – '*Becoming a Changemaker*' and '*Mitigating Climate Change in Developing Countries*' – were selected to be featured as part of Coursera's Education for Social Impact Campaign (#LearnActImpact) in July 2017. The purpose of this was to promote courses on the topics of global challenges, diversity and inclusion, and social justice. The Coursera publicity campaign reached approximately 10 million learners around the world. The course team also adapted '*Becoming a Changemaker*' to include a project output for participants linked to one of the United Nations Sustainable Development Goals (SDGs). This allowed UCT to link '*Becoming a Changemaker*' with another global campaign to bring awareness to the UN's SDGs. This was initiated by the Centre for Innovation at Leiden University to promote open online courses run on Coursera from universities around the world. The campaign enlisted courses which offer real world challenges, and which work with a civil society partner. A second MOOC from the Bertha Centre - on Innovative Finance - launched in November 2017 - also includes a focus on the SDGs. Website: www.cilt.uct.ac.za/cilt/moocs-project-uct
Course and Curriculum Design Unit (UCT Global Citizenship Programme)		
Social Infrastructures: Engaging with Communities for Change (SI)	Janice McMillan (CILT), Lance Louskieter (Public Health), Genevieve Harding (Chemical Engineering)	The SI course is an elective course in the Faculty of EBE, open to students campus wide. Teaching and learning extend beyond the classroom into spaces outside of the university and in society. The main aim of the course is to help engineering students understand the social context into which they will apply their engineering knowledge and skills. It also aims to equip students with an appreciation of complex social dynamics to enhance their work as future professionals in society. Partnerships are developed with a range of NGOs and CBOs for the purpose of community engaged learning. In small groups of ten students together with a student facilitator, students visit one of the partners above. These off-campus classes (OCCs) are structured around a series of 5 questions: 1. Introduction to the citizen/activists hosting the students for the day including the history of the activist/group. 2. History of the land/area. 3. The issue the CBO is contesting/struggling with and the history of this issue. 4. Knowledge – what knowledge is important to contest this issue? What is 'citizen' knowledge? 5. What networks and partnerships, including research partnerships exist within the community and between the CBO and outside organisations? Does the CBO believe a relationship with the university is useful? And if so/not, why/why not? Website: www.globalcitizen.uct.ac.za/social-infrastructures

The Faculty of Commerce represented the majority of responses with twenty-eight social responsiveness initiatives being reported across six departments and six units.

The Development Policy Research Unit (DPRU) from the School of Economics accounts for almost half of these activities. Two initiatives were captured from the Southern Africa Labour and Development Unit. In both these units the dominant form of SR work is research. In some instances the research is linked back to teaching and service.

In the case of The National Income Dynamics Study (NIDS) the data collected is used by economics students to conduct their research projects. In addition, NIDS creates material to explain their data as well as to provide opportunities for training external parties to make use of the data. A primary objective of the DPRU is to conduct research which assists policy makers in creating evidence-based policies as well as monitoring and evaluating the effectiveness of existing policy.

Additional research activities in the Faculty include the College of Accounting's study investigating the low application rate of talented high school learners from low-income communities for places to study accounting. The Centre for Actuarial Research is collaborating with the United Nations Sustainable Development Solutions Network to work out how best to improve the data and evidence base for measuring and monitoring the SDGs.

Finally, the Embedding Project, in the Graduate School of Business works with researchers and corporates to collect data on sustainable business practices. Access to quality data sources as well as a shortage of individuals who are able to work with this data are challenges listed by some of these units that rely on data intensive research.

The dominant form of SR in the Department of Finance and Tax relates to service where staff are using their knowledge and expertise to assist in a range of socially responsive initiatives. Akios Majoni is one such staff member, using his skills to work on assessing the feasibility of a profit-making start-up in Khayelitsha with the intent of using entrepreneurship to create jobs in the community. Similarly, the 'Khayelitsha Community Lab: Eyethu Centre' project in the Department of Information Systems, leverages the time, knowledge and skills of IS Honours students to build a sustainable computer lab for the community.

Teaching activities are the least represented in the Faculty. There were three teaching-oriented initiatives in the Departments of Finance and Tax, Organisational Psychology and Management Studies. Other activities where research is the dominant activity translated the research output into teaching. For example, research findings were used as case studies in courses or data from research units were used for student projects.

College of Accounting

Project Title	Project Team	Description
The Global Entrepreneurship Monitor (GEM)	Jacqui Kew	South Africa joined the GEM project in 2001 and has published 18 national reports on the state of entrepreneurship in the country as well as participating in studies with other sub-Saharan African countries focusing on the youth and the role they play in the entrepreneurial eco-system. GEM collects data from two primary sources. • The Adult Population Survey (APS) in which each country interviews a minimum of 2,000 respondents from a demographically representative sample of the adult population between the ages of 18 and 64 years of age. Each respondent is asked questions from a standardised

		questionnaire so that the questions asked around the world are the same (translated into the local languages) and allow for cross country analysis and for longitudinal studies • The National Expert Survey (NES) in which at least 36 key informants covering nine framework conditions are interviewed using both a semi-structured and structured interview process. National reports are then compiled using data from the above as well as from secondary sources on information gathered from organisations such as WEF (the Global Competitive Index report), the World Bank and the United Nations. GEM is unique because, unlike most entrepreneurship data sets that measure newer and smaller firms, GEM studies, at the grassroots level, the behaviour of individuals with respect to starting and managing a business. This approach provides a more detailed picture of entrepreneurial activity than is found in official national registry data sets.
Socio-economic and cultural factors affecting disadvantaged students' entry into higher education accounting programmes.	Moegamad Rushdie Salie, Ilse Lubbe, Sumaya West	Recently there are many initiatives supporting students from disadvantaged backgrounds for inclusion and participation in higher education. This study focuses on disadvantaged students who have the potential to obtain access to university and to possibly do well, but for some reason, do not apply to university. The aim of this study is to identify the socio-economic (and cultural) factors that impact these students and the effect that these factors have on their application to university and ultimately registering for higher education studies. It is important that stakeholders (universities, education department and schools. etc) are aware of these various issues as it impacts on the transformation vision and mission that numerous universities and departments share. In this way, they can work together to aid these specific students and provide guidance that is not generic but caters to the specific struggles these students face.

The School of Economics

Project Title	Project Team	Description
Exchange Rates and Firm Export Performance in South Africa	Lawrence Edwards	This initiative involves collaborative policy-relevant research between Lawrence Edwards, as the academic, and policy analysts in the SA National Treasury. The objective is to produce policy relevant research collaboratively with young policy makers in the National Treasury. Key outputs include: (a) training of young policy makers through practical experience in research (b) production of policy papers, (c) presentation at seminars in National Treasury, (d) presentation of findings at policy conferences.
Development Policy Research Unit		
Post-mining transformation through the fibrous plant economy	Haroon Bhorat, François Steenkamp, Robert Hill, Christopher Rooney	This project is a true community of practice (COP) that looks at the potential to generate sustainable and complex post-mining economies that emerge from the production of fibrous plants. This is a trans-disciplinary project, combining the expertise of economists, engineers and lawyers. The project identifies potential fibrous plants that can be produced on degraded mining land and serve the dual purpose of cleaning the land through the process of phyto-remediation and generating a raw material that can serve as an input in downstream manufacturing industries. The project also seeks to understand the

		legislative landscape and identify interventions that would enable the development of a complex fibrous plant industry.
Building Economic Complexity in Africa	Haroon Bhorat, Francois Steenkamp, Arabo Ewinyu, Kezia Lilenstein, Christopher Rooney	The research project investigates the economic complexity and degree of structural transformation of four African countries – Ghana, Kenya, Senegal and South Africa. Linking economic complexity to manufacturing, the study examines the extent to which these countries have industrialised. Using complexity and product space analytics, the study identifies manufacturing products to which these countries can diversify toward and thereby build economic complexity. Firm and industry interviews provide information on the productive capabilities that both enable and constrain firms from diversifying into these products. Emphasis is placed on whether production of these products is likely to lead to employment generation, particularly for women and youth.
Gender Analysis of the Department of Trade and Industry (DTI) Services and Funding Processes	Haroon Bhorat, Morne Oosthuizen, Arabo Ewinyu, Zaakhir Asmal, Safia Khan, Robert Hill	The South African government's Department of Women has a mandate to promote women's socio-economic empowerment, development and human rights through oversight, monitoring, evaluation and influencing policy. A key area in this regard relates to the role of government broadly in empowering women, whether through its role as an employer or through the many programmes and policies it has implemented. The aim of this research project is therefore to determine the extent to which women access and benefit from the services offered by the DTI through both a quantitative analysis of the DIT's incentive data and a qualitative case study on the experience of recipients.
Youth transitions from higher education into the labour market	Haroon Bhorat, Adaiah Lilenstein, Kezia Lilenstein, Morné Oosthuizen	This research project was set up to investigate the associations between different aspects of higher education and subsequent labour market outcomes. The research uses data from the Cape Higher Education Consortium's Graduate Destination Survey conducted in 2010. The dataset contains information such as field of study, matric grades, and employment status for graduates of the four universities in the Western Cape.
Employment Promotion Programme (IV)(EPP)	Haroon Bhorat, Toughedah Jacobs	The EPP is aimed at providing an enabling policy environment in South Africa for expansion in aggregate employment. Its specific purpose is to remove systemic constraints to employment growth in order to achieve a reduction of the percentage of people unemployed in South Africa in line with the target set by the South African Government.
Poverty, Inequality & the Nature of Inclusive Growth in Post-Apartheid South Africa.	Haroon Bhorat, Arabo Ewinyu, Jabulile Monnakgotla	This research aimed to summarise and profile South African emerging trends in poverty and inequality in order to determine the extent to which growth has been pro-poor in the post-apartheid era.
Measuring Multidimensional Labour Law Violation with an Application to South Africa	Haroon Bhorat, Benjamin Stanwix, Amy Thornton	This project involved research that resulted in an academic paper that extends existing literature in labour economics to include multi-dimensional labour law violation. The project contributes an analytic understanding and quantifying technology for measuring multi-dimensional labour law violation. Previously, literature on labour law violation has almost exclusively been described as minimum wage law violation (ignoring other violations of worker entitlements such as leave). This paper draws on the multi-dimensional poverty literature to propose a measure of multidimensional labour law violation, which allows a quantification of the contribution of compliance along different dimensions. This index is applied to South Africa to illustrate

		its workings and the insights it can provide on the nature and granular structure of labour law compliance.
The Potential Impact of the Fourth Industrial Revolution on Jobs in South Africa	Haroon Bhorat, Safia Khan, Adaiah Lilenstein, Christopher Rooney	With the oncoming Fourth Industrial Revolution, there have been renewed fears about large job losses as a result of rapid technological advances in robotics, artificial intelligence and machine learning. Machines are increasingly able to demonstrate traits that were previously the exclusive domain of humans such as reasoning, sensing and decision making. Commissioned by the Employment Promotion Programme (EPP), the DPRU embarked on a research project seeking to measure the extent of the risks posed to employment by the adoption of these new technologies.
State Capture and the Economics of Corruption	Haroon Bhorat, Benjamin Stanwix, Amy Thornton, Caitlin Allen	This project draws together work that has been done on corruption in South Africa and the international literature on corruption in order to provide a useful framework for understanding and analysing State Capture. The argument begins by locating the notion of State Capture in the broader literature, drawing on recent theoretical work to explain how corruption takes place, and then using a range of data to present a quantitative account of corruption within key State institutions in South Africa.
Targeting Rules for Student Financial Aid	Haroon Bhorat, Mumbi Kimani, Adaiah Lilenstein, Amy Thornton.	This project aimed to update the NSFAS funding test system which was beset by poor targeting. The first stage is a proxy test that determines whether students get full funding, or whether they progress to the second stage income means test, in which case they usually get partial funding. NSFAS identified a serious 'leakage' problem (when non-eligible applicants slip through the system and receive the benefit of full funding). Generally, too many students were passing the proxy test and receiving full funding (even in cases where they did not necessarily need it), leaving very little to be distributed across those who legitimately required partial funding. Furthermore, the formula NSFAS used to allocate partial funding was very out of date and generally underestimated student needs. This contributed to the plight of those in the 'missing middle' category – students deemed too rich to qualify for government support but too poor to afford tuition fees. The DPRU's research presented in the first report aimed to find the proxies that best identify the genuinely poor and to combine these proxies in a useful way that is not too administratively burdensome or easy for applicants to cheat. The objective was to improve the targeting of the proxy round and thereby reduce 'leakage'. The hope was that more funding would be left over for the means test round so that financial aid could then be distributed more efficiently across more students at more appropriate levels to their level of need. The second report focussed on improving the formula for the size of the funding award by updating what are called 'household allowances'. These were out of date and needed to be increased in order to properly meet student needs. In both reports, household survey data and statistical methods were used to reach our conclusions.
Betrayal of the Promise: How South Africa is Being Stolen	Haroon Bhorat	The DPRU worked together with a number of academics, under the banner of the State Capacity Research Group, to produce a report on State Capture in South Africa, published in mid-2017. This report provided inter-disciplinary academic analysis focused on the emerging Shadow State and institutionalised corruption in the country, purposefully targeted at a non-academic audience. The report consolidated available information on state capture and provided an academic framework for understanding the looting of State funds by

the Guptas and their political associates. One of the key aims of the research is to change the popular discourse from a focus on corruption to a focus on the systemic nature of state capture. The research team have meticulously mapped the deals that have taken place, identified the key players and discussed the modus operandi for commandeering control of state institutions and parastatals. This report was launched and presented at a variety of both university-hosted and non-university-led forums, as well as at well-attended public seminars and panel discussion events. The findings were also widely discussed in the broadcast media (on both radio and television), and covered by the print media through press releases and op-eds.

Southern African Labour and Development Research Unit		
The National Income Dynamics Study (NIDS)	Kim Ingle, Murray Leibbrandt, Ingrid Woolard, Cecil Mlatsheni, Reza Daniels & 12 full-time operational staff	NIDS is a longitudinal survey evaluating poverty and well-being, household composition and structure, fertility and mortality, migration, labour market participation and economic activity, human capital formation, health and education, vulnerability and social capital. NIDS' primary focus is collecting this data but it also engages in capacity-building initiatives including: • Training courses on how to analyse the NIDS data. • Presentations and workshops with government departments and entities; research consulting firms and universities. • Providing example findings through discussion papers, summarised into an overview document and presented at the NIDS launch every 2-3 years. • Producing animated summary videos on findings from NIDS.
Economics of Tobacco Control Project	Hana Ross, Nicole Vellios, Zunda Chisha	This study examines the impact of tobacco taxes on illicit cigarette trade in four lower- and middle-income countries. In addition to contributing to existing knowledge amongst policymakers, civil-society stakeholders, tobacco control foundations and the academic community, it will develop research capacity relevant for tobacco control in Lower Middle-Income Countries (LMICs). The methodology will be guided by the in-country context. Research results will be disseminated amongst government stakeholders through policy briefs, workshops and presentations. Civil-society stakeholders will participate in the workshops and receive fact-sheets and ongoing updates. The wider public will be kept abreast through articles and interviews with the press and academic articles will be submitted to scientific journals.

Department of Finance and Taxation

Project title	Project Team	Description
Excessive pricing investigations	Phillip de Jager	Phillip de Jager plays a consulting role for the Competition Commission of South Africa on a number of 'excessive pricing' investigations. Competition law requires that a monopolist is prohibited from charging an 'excessive price.' De Jager investigates through calculations whether a price is excessive.
Short course in Affordable Housing financing	Kanshukan Rajaratnam,	This project takes the form of a course presented to various stakeholders across Sub-Saharan African in the Affordable Housing sector to help them understand the issues in affordable housing and help in thinking about

	Robert McGaffin	designing an affordable housing finance system. The Housing Finance Course for Sub-Saharan Africa provides an overview of the elements of a housing finance system and identifies the issues and constraints that prevent most housing finance systems in Sub-Saharan Africa from reaching their potential. The course identifies the preconditions for the success of housing finance systems and different housing finance products such as mortgages, pension-backed finance, instalment sale finance and housing micro-finance. It looks at how governments can improve the functioning of housing finance systems and how targeted interventions such as state subsidies can improve access of lower income households to housing finance. The objective of the course is therefore to give participants the analytical tools to assess housing finance systems in their country and become constructive partners, whether from the private or public sector, in efforts to improve these systems and make them more responsive to the needs of the people.
Encouraging entrepreneurial activity in economically deprived communities via Enactus UCT	Akios Majoni	Enactus UCT – a student innovation society - is assessing the feasibility of launching a profit-making and sustainable business project, with the idea of alleviating unemployment and all the other social problems that exists in less privileged communities like Khayelitsha.
Secretarial General of International Fiscal Association	Craig West	The International Fiscal Association is the only non-governmental and non-sectoral international organisation dealing with fiscal matters. Its objects are the study and advancement of international and comparative law in regard to public finance, specifically international and comparative fiscal law and the financial and economic aspects of taxation.

The Graduate School of Business

Project Title	Project Team	Project Description
Embedding Project	Ralph Hamann, Lulamile Makaula, Vedantha Singh	The Embedding Project has established a set of reciprocal and enduring relationships built over a period of seven years between leading sustainability researchers, over two dozen of the world's largest companies, educators, and key knowledge mobilisation partners. It facilitates the creation and collection of longitudinal data that document the diversity of corporate responses to embedding sustainability. Project members employ two primary methods of engagement, each facilitated by expert researchers: Regional Peer-to-Peer Networks, where companies assess and compare their efforts and engage in structured peer coaching; and Global Communities of Practice, convened on significant topics, where leading companies share and develop best practices and co-create tools and resources.

Department of Information Systems

Project Title	Project Team	Project Description
Khayelitsha Community Lab: Eyethu Centre	Kevin Johnston, Jamie-Lee Swarts, IS honours students	The aim of this project was to build a sustainable computer lab for a community. The Khayelitsha Computer Lab houses 15 PCs, and its role is mainly to educate the community to be proficient in computer competencies e.g. Microsoft Word, basic computer skills (hardware and software). The yearlong initiative was a collective effort from the Information Systems Department as well as The Compass Trust (NPO), initiAID (German NPO) and Pforzheim University (Germany).

School of Management studies

Project Title	Project Team	Description
Applied Management		
Development of a standardised methodology to conducting event impact assessments for sport, arts and culture events in the Western Cape and events impact toolkit.	David Maralack, Chao Mulenga, Donny Jurgens	The Office of the Premier developed an Integrated Events Strategy for the Western Cape, to: - guide decision-making for supporting events; - maximise the region's brand-building potential; - improve the social, economic, environmental and governance benefits that can be realised from hosting events; and - develop events as a growth and job creation pillar.
Communication on science related to public health issues	Jacques Rousseau	The purpose of this initiative was to inform and evaluate policy and enhance professional practice. This was accomplished through multiple presentations, including invited plenaries at international industry conferences, on issues including science communication, cognitive biases and errors in discussing food and nutrition, food additives and genetically-modified organisms, sugar and the myth of sugar addiction.
The Centre for Actuarial Research (CAR/e)		
Improving data for measuring and monitoring the SDGs	Tom Moultrie	This project involves working with the United Nations Sustainable Solutions Network (UNSDSN) to work out how best to improve the data and evidence base for measuring and monitoring the SDGs.
Organisational Psychology		
Organisational Psychology for poverty alleviation	Ines Meyer	The practice component of this 4th year programme seeks to strengthen those competencies that make graduates attractive candidates to employers and self-sufficient and conscious citizens. In order to further develop these competencies the brief to students for the practice project is deliberately broad: In allocated groups of 5-6 students they have to choose any practice project to work on during the course of the year in which they apply their organisational psychology knowledge to bring about sustainable, transformational change. They are free to choose any project they would like, but it has to fulfil the following requirements: • It has to be transformative, i.e. bring about systemic change • It has to be ethical • It has to have a positive social impact as its main objective • It needs to lead to sustained change There are no marks awarded to this project but students have to present their work in an exhibition at the end of the year. How they present the work is up to the students. In monthly mentoring sessions students are asked to link the

		content covered in their course modules to their practice project and to reflect on the project's impact on their personal growth.
Evaluation of Chrysalis Academy (CA): a youth development NGO	Sarah Chapman	In late 2017, the course convenor Sarah Chapman worked with Chrysalis Academy (CA), who had reached out to her earlier that year requesting pro bono programme evaluations services. CA is an NGO based in Tokai that offers a residential youth development programme to approximately 1000 youths per annum. The NGO was in need of monitoring and evaluation services and the course convenor worked with CA to make them a 'model client' for the 2018 MPhil class.

The Faculty of Engineering and the Built Environment submitted 15 initiatives across five departments and five units. Similar to the initiatives reported in the Faculty of Science, there were repeated instances where projects listed under this Faculty involved team members from other departments within the Faculty as well as team members from outside of the Faculty. Examples of this include the 'Minerals to Metals: UCT, AGA Partnership', 'Water Sensitive Design Community of Practice' and the 'Centre for Transport Studies Programme for Paratransit Operators'. There appears to be an even spread of social responsive service, teaching and research in the Faculty. The research is applied and often targeted towards solving practical problems. There are a considerable number of teaching activities in the Faculty that range from developing curriculum aligned teaching materials for high school chemistry teachers, to delivering a course on professional communication skills which included lessons on how to create a business plan. The initiatives involve engagement with a range of public sector, civil society and community-based organisations.

Chemical Engineering

Project Title	Project Team	Project Description
African Centre for Cities		
African Centre for Cities Urban Food research activities	Gareth Haysom, Jane Battersby	The Urban Food Research Initiatives span a number of projects: the Consuming Urban Poverty Project, the Hungry Cities Partnership, and the Centre of Excellence in Food Security. All are intended to build academic knowledge and as such, could be considered conventional academic research. However, each has as its core objective direct engagement with the wider public, specifically policy makers.
The Imizamo Yethu water platforms project	Michael Louw, John Coetzee, Shafiek Matthews	The Imizamo Yethu water platforms project has two primary purposes: improved service delivery in an informal settlement, and teaching and learning op opportunities for undergraduate students. In Imizamo Yethu in Hout Bay, an estimated 9464 households (as surveyed by the Solid Waste Department of the City of Cape Town in May 2011) make use of shared toilets and taps – this means that the service ratio in the settlement is 611 households per toilet and 394.3 households per tap. As part of a continuing effort to engage with this issue, the University of Cape Town's second year Architecture students, together with a few key staff members and members of the local community, have been designing and building water platforms in the settlement for the past seven years. The platforms are a way of providing additional services, more dignified places for water collection and washing, social gathering spaces, and cleaner areas for children to play. The project has been stitched into both the second year Design and Theory course and the second year Technology course. Students usually develop designs for the platform in the Design and Theory course, before the project moves into the Technology course where they design and manufacture physical prototypes of components.
Project Title	Project Team	Project Description
Minerals to Metals UCT, AGA (Anglo Gold Ashanti) Partnership	Dee Bradshaw, Jenny Broadhurst, Sue Harrison, (Chem Eng, Ceber and Future Water), Wynand van Dyk and Mike Solomon, Hanri Mostert, Herman Meyer, (Mineral Law in	The partnership with AGA was first initiated by Dee Bradshaw and Mike Solomon in 2016 to explore the opportunities around operationalising the UN's Agenda 2030 Global Sustainable Development Goals. The partnership was established to address the complex challenges facing the sector in a sustainable way and it was agreed through this partnership that it would be possible to enable a greater collective contribution and impact to societal development together rather than separately.

| | Africa), Haroon Bhorat (DPRU), Brian Chicksen, supported by Nozipho Bardill, January Sipho Pityana, Mpho Ndaba, Kailesh Bhana, Rudi Dicks | An MOU was signed in December 2016 to develop collaboration in the following areas:
1. Development of training and education programmes for future leaders;
2. Staff exchange programmes between the two institutions;
3. Exchange of academic materials, publications and other information;
4. Publication of joint papers in fields of mutual interest;
5. Organisation of joint research, conferences, seminars and lectures;
6. Strengthening the sustainability maturity and resilience of the two institutions;
7. Establishing thought leadership in the field of Sustainable Development.
The overall purpose of the partnership is to create capacity, develop solutions and establish a platform for sustainability solutions from Africa for the world. |
| c*hemRoots | Nico Fischer, Michael Claeys | c*hemRoots develops curriculum aligned teaching aids for high school science teachers and trains them in the use and application thereof.
The project is a Department of Science and Technology-National Research Foundation (DST-NRF) Centre of Excellence in Catalysis c*change initiative, supported and guided by the Department of Chemical Engineering, and the Schools Development Unit. |

Civil Engineering

Project Title	Project Team	Project Description
Water Sensitive Design Community of Practice	Kirsty Carden (Future Water Research Institute), Neil Armitage, Kevin Winter (Environmental & Geographical Sciences - EGS)	The Water Research Commission (WRC) suite of projects on Water Sensitive Design (WSD) are geared towards transitioning processes at local government level, and the development of policy and/or guidelines aimed at entrenching a new paradigm of water management in South Africa. As part of WRC Project K5/2413: 'Development and management of a Water Sensitive Design (WSD) Community of Practice programme', the university partners have developed ways to engage with civil society as a whole on the issue of creating water sensitive cities in South Africa, and have initiated the various modes of engagement, including applied research, policy analysis, public dialogue, media interviews and more. This involves a wide range of knowledge dissemination and co-creation activities with different levels of stakeholders with some examples as follows: • Documenting applied research outputs for publication as technical reports and in the popular press (e.g. The Conversation, blog articles etc.). • Development of guideline documents – through comprehensive workshopping with a wide range of non-academic stakeholders. • Providing advice and/or commentary to the media (written and radio) on issues pertaining to service delivery and urban water management. • Conferences – chairing sessions, leading workshops, invited speaker, etc. • Running of seminars and CPD-accredited training programmes on WSD. • Involvement in the activities of community-based organisations such as Liesbeek Life – environmental / social activists contributing to the management and conservation of the Liesbeek River by engaging public and local neighbourhoods in the area. • Online campaign about issues of water sensitivity. • Advisor to City of Cape Town and Western Cape government on water

		management issues. • Policy analysis and representation at Parliamentary portfolio committee meetings.
Bellagio Accord on Public Spaces in African Cities	Mark Zuidgeest	In 2016, together with HealthBridge Foundation of Canada and through a highly-competitive Rockefeller Foundation Bellagio Centre conference grant, a meeting of 18 Africans from civil society, government and academics, was held at the prestigious Bellagio Centre in Italy. The Centre supports 'individuals and organisations who are working to improve the lives of poor or vulnerable people globally'. Here, the 'Bellagio Accord on Public Spaces in African Cities' was co-produced which became the basis of a side-event at the 2016 United Nations Habitat III Conference in Quito, Ecuador. This contributed to having a voice into the outcome of the conference, the New Urban Agenda, which is now the normative and operational mandate of the United Nations – Habitat. Several initiatives based on the Accord are ongoing.
Centre for Transport Studies		
Centre for Transport Studies programme for Paratransit operators	Alison Gwynne-Evans, Herrie Schalekamp	Presented practical course in communicating professionally with business and government and provided input and support for taxi operators and owners on developing a business plan. The aim of this initiative is to support and empower individuals within the taxi industry to contribute to transformation of the taxi industry with increased professionalism and communication skills, agency and problem-solving skills and an increased awareness of the challenges of ethical decision-making and the complexity of implementing solutions.

Construction Economics and Management

Project Title	Project Team	Project Description
Construction Business and Management Research Group		
Feasibility Studies and Investment Appraisal	Abimbola Windapo, Alireza Moghayedi	A feasibility study of the Western Cape Construction Industry to determine where construction demand is going to be – i.e. what type of investment is happening in Cape Town construction market and the competitive environment.

Mechanical Engineering

Project Title	Project Team	Project Description
Engineer in Society 3rd year course	Corrinne Shaw, Bruce Kloot	Engineer in Society is a course that provides third year students with an introduction to engineering as a socio-technical endeavour. Throughout the course, students will engage with the broader context in which engineering activity takes place. The design of the course is participatory and involves engagement with stakeholders including students and practitioners, professional organisations and organisations that have community partners.
Teaching Engineering Graphics and Design (EGD)	Wim Fuls	Assisting a high school to offer Engineering Graphics and Design as a subject. This involved designing and building dedicated classroom drawing tools, teaching on a weekly basis to the pupils as well as the candidate teacher and setting and marking assignments, tests and exams.
ATProM Research Unit		
Eskom Power Plant Engineering Institute (EPPEI) Specialisation in Energy Efficiency	Pieter G Rousseau, Wim Fuls, Ryno Laubscher, Priyesh Gosai	This contribution to social responsiveness is mainly focussed on: • Developing and presenting industry focussed post-graduate and continuing professional development courses. • Applied research with the purpose of co-producing new knowledge with industry. This is done via work with the Eskom Power Plant Engineering

		Institute (EPPEI) for which UCT is hosting two Specialisation Centres (SCs). Pieter's primary involvement is with the Energy Efficiency SC where he is the joint chair co-responsible for strategic and operational matters. He is also leading the EPPEI Inter-University research Programme (IUP) in Power Plant Condition Monitoring (PPCM). This involves substantial engagement directly with industry at expert engineering level.
Energy Research Centre		
Climate Technology in SA	Britta Rennkamp, Guy Cunliffe, Mark New	The purpose of this initiative is to promote the use of climate technology in South Africa and the developing world more generally. The Climate Technology Centre and Network is a UN body with the mandate to promote and finance projects to support climate compatible, sustainable development.
Analytical support to the DEA / SA negotiating team in the UNFCCC process	Tanja Winkler, Andrew Marquard	The ERC has a specific research focus on the international negotiations process under The United Nations Framework Convention on Climate Change (UNFCCC), as well as climate change mitigation, particularly in the energy sector. Tanja Winkler and Andrew Marquard have provided support to the Data Envelopment Analysis (DEA) in this capacity for more than a decade. Energy Research Centre staff have been members of the national delegation to the UNFCCC as scientific advisors and have considerable experience in participating in the negotiations, as well as in providing technical support via advice, or more in-depth targeted research when required.

In this Faculty the respondents to both surveys were all from the Department of Human Biology and represent five units in total: Cell Biology, Biomedical Engineering, Human Nutrition, Exercise Science and Sports Medicine, and Clinical Anatomy and Biological Anthropology. As can be seen in the tables below, at least five of the initiatives listed include project members from various departments and units across the Faculty. The SR initiatives in Health Sciences engage a range of stakeholders, mainly high school learners through outreach and exposure to information on the various careers in the Faculty. Other stakeholders include government, private companies, other academics, academic institutions and research units. Projects such as 'The Science Expo Programme' and the 'National Science Week School Outreach' aim to expose high school students to information about the range of opportunities available in health sciences. The programmes named here are not exhaustive and others are listed in the tables below. In keeping with the theme of education that aims to service the greater Cape Town community, *'Innovating for a Sign Language Interpreter Service: Health Innovation and Design'* is an example of socially responsive teaching embedded in a UCT course. As a part of this course, students address two issues: the way deaf patients access health care, and evaluating the Sign Language Interpreter Service. There are four research initiatives with a diverse range of outcomes: improving heart health, monitoring nutritional status of primary school children, understanding how the elderly with chronic conditions manage their medication and accessing stakeholder involvement in senior citizens in Khayelitsha.

Human Biology

Project Title	Project Team	Project Description
The Science Expo Program	Malcolm Collins, Alison September, Masouda Rahim, M-J Nancy Laguette, Lesa Sivewright, Ayesha Hendricks, Amaal Abrahams, Jill Fortuin Abrahams, Sharon Prince, Liz van der Merwe, Robea Ballo, Hapiloe Maranyane, Fleur Howells, Sarah Heany, Ruth Levin-Vorster, Antoinette Burger, Lauren Blake, Viantha Naidoo, Dennis Lin, Austin Malise, Tertius Kohn, Nur Armino, Dorothy Breed, Franclo Henning, Kathryn van Boom, Deena Veeren, Michael Posthumus, Ayden Smith, Sharief Hendricks, Nicholas Tam, Yumna Albertus-Kajee, Vicki Lambert	The Science Expo programme was first launched in 2015. Learners are divided into groups and rotate between several interactive workstations. These workstations provide a platform for scholars to engage with research, basic concepts in medical research and to experience hands-on cutting-edge technologies currently being employed by colleagues within the Department. The workstations are designed around selected areas of expertise in the Department of Human Biology. Each station provided an applied physiology question and each group was assessed on their responses. Certificates of participation were given to each learner and prizes were given to the groups with the most correct answers.
Career guidance sessions at high schools	Dirk M. Lang	The purpose of this initiative is to inform High School learners about career profiles as a Life Science researcher and academic.
Biomedical Engineering		
100up	Tania Douglas, Sudesh Sivarasu, Jill Fortuin Abrahams, Ernesta Meintjes, Alkathafi Alhamud, Marcin Jankiewicz Cape Universities Body Imaging Centre at UCT	The workshop on biomedical engineering for 80 grade 10 learners from 20 secondary schools in Khayelitsha was held on 12 Aug 2017 at the Faculty of Health Sciences. The workshop was conducted in collaboration with UCT's School Development Unit. It contributes to the 100up project (http://www.sii.uct.ac.za/sii/100up) which is based on one of the five objectives of the School Improvement Initiative

	Deon Bezuidenhout, Neil Davies (Cardio vascular research unit, Department of Surgery)	(http://www.sii.uct.ac.za/) supported by the VC. The grade10 learners are in their first year of the 100up programme. During the half-day workshop, learners were exposed to different aspects of biomedical engineering and related disciplines at the various units/sites involved including medical device development, orthopaedic biomechanics, medical imaging and image processing, biomaterials, mechanobiology, health innovation and tissue engineering.
Living Heart Project	Thomas Franz, Neil Davies, (Cardiovascular Research Unit, Department of Surgery)	The purpose of this initiative is to form a public-private partnership to accelerate research and translation in cardiovascular diseases and therapies. The Living Heart Project (http://www.3ds.com/products-services/simulia/solutions/life-sciences/the-living-heart-project) brings together cardiovascular researchers, educators, medical device developers, regulatory agencies, and practicing cardiologists on a shared mission to develop and validate highly accurate personalised digital human heart models. These models will establish a unified foundation for cardiovascular in silico medicine and serve as a common technology base for education and training, medical device design, testing, clinical diagnosis and regulatory science — creating an effective path for rapidly translating current and future cutting-edge innovations directly into improved patient care. The Living Heart Project is led by Dassault Systèmes Simulia, a multinational software company. The project currently has 44 members from academic and research institutes, 27 members from industry, 6 clinician members and two regulatory members.
Innovating for a Sign Language Interpreter Service: Health Innovation and Design (HUB5031F), 2017 cohort	Tinashe Mutsvangwa (Course convener and Lead), Tania Douglas (Health Innovation programme), Marion Heap (Health and Human Rights Programme in the School of Public Health and Family Medicine)	The purpose of this initiative is to redesign the way in which Deaf patients access health care services at the Groote Schuur Eye clinic in a world where the use of sign language is limited. An additional aim is to evaluate the Sign Language Interpreter Service in general. Students in HUB5031F under the facilitation of Nailah Conrad, Trust Saidi and Tinashe Mutsvangwa used design thinking principles to design solutions to issues they identified with the current service. In the Ophthalmology Outpatients' Department at Groote Schuur Academic Hospital, a pilot project commenced in 2010 to provide qualified sign language interpreters for Deaf patients. The project was headed by Marion Heap. After 7 years of operation Heap felt the service needed an evaluation and revamp. The Health Innovation and Design (HUB5031F) staff and the 2017 student cohort were approached for their assistance. Health Innovation and Design is a Master's level course run in the first semester which aims to introduce participants to human-centred design of solutions to promote health and well-being and address needs identified through engagement with relevant stakeholders. In the first semester students interviewed Deaf patients, Deaf staff, interpreters and nurses at an Eye clinic to gain an understanding how this service works and what it means to all stakeholders. Using the design thinking methodology, students came up with ideas at the end of the first semester on what can be done to revamp the service. Throughout the process there was a two-way engagement with users to gain feedback on student insights. In the second semester, one potential solution was selected for further refinement and this was ongoing at the time of this report.

Basic and Cardiac Magnetic resonance imaging (MRI) training to radiographers and cardiologists	Ernesta Meintjes (lead), Belinda Ntuli (Department of Medicine, Cardiology), Dave Justice (Institute of Infectious Disease and Molecular Medicine, Division of Virology), Ali Alhamud, Marcin Jankiewicz, Stephen Jermy, Petronella Samuels, Ingrid Op'tHof, Mazwi Maishi, Daniel Doetz, Ntobeko Ntusi (Medicine – in cardiac MRI workshops)	Basic MRI Course - To train radiographers/radiologists in basic MRI physics, to provide hands-on MRI training and teach them best clinical practice. Cardiac MRI course - To train radiographers, radiologists and cardiologists in cardiac MRI theory and methods.
Understanding how the elderly with chronic conditions manage their medication.	Nailah Conrad, Tinashe Mutsvangwa, Tania S. Douglas	The project aims to understand the needs of the elderly with respect to adhering to their medication. Students in Health Innovation and Design use the design thinking method to create innovations to assist in adherence.
Cell Biology		
Raising awareness around cancer	Sharon Prince, Jade Peres	In March 2017 the Prince lab organised and hosted a shavathon in conjunction with the Cancer Association of South Africa (CANSA). This is an annual event in the Faculty and pays tribute to all those involved in the fight against cancer. Moreover, the event helps in increasing the awareness around this debilitating disease. The CANSA shavathon is a successful and well-attended event and also raises funds which are donated to CANSA.
7th Human Genetics & 3rd Joint Human Genetics, Chemical Pathology & Cell Biology, Grade 11 Learners' Open Day	Sharon Prince, Amaal Abrahams, Joseph Raimondo (Haematology), Shaheen Mowla (Physiology), Paul Steyn (Human Biology)	The 7th Human Genetics and 3rd Joint Human Genetics, Chemical Pathology & Cell Biology, Grade 11 Learners' Open Day aims to inform Grade 11 students about some of the activities in the Faculty of Health Sciences. The Division of Cell Biology was particularly focused on educating learners on topical issues such as cell biology, cancer and neuroscience. Besides educating the learners on these topics, in an interactive and fun way, we also introduce the students to the type of research conducted in the Division of Cell Biology.
National Science Week School outreach	Liz van der Merwe	Participants from University of the Western Cape and Sharkspotters.Org had interactive stands at the Schoonspruit Secondary School in Malmesbury on 7th August 2017 which served several schools from the surrounding district with 100-150 school girl learners attending. The purpose of this outreach programme is to provide information and ideas to promote the International Science Theme for 2017 of 'Advancing Science Tourism' to grade 9-11 school girl learners from the West Coast District.
Clinical Anatomy and Biological Anthropology		
Forensic Anthropology Cape Town (FACT)	Victoria Gibbon, Jacqui Friedling	Through Forensic Anthropology Cape Town (FACT), a service provider in our division, the unit assists the police and Forensic Pathology Services to identify decomposed human remains, with the hopes of providing a biological profile to be used for identity.

Exercise Science and Sports Medicine		
Raising healthy active kids	Cathi Draper	Cathi Draper worked with the Head of Sport at a primary school to coordinate a free evening talk for parents titled 'Raising healthy active kids' in May 2017. The talk was offered in partnership with the Sports Science Institute of South Africa, and with sponsorship support from FUTURELIFE.
Expose high school learners to research environment	Alison September	The division has partnered with the Sport Science Institute of South Africa to host three winners of the ESKOM 2017 expo who have presented on topics related to sport. The winners will be orientated in the labs and observe science in practice and will also observe daily academic activities such as seminar, journal clubs and research presentations by students.
Stakeholder involvement in senior citizens in Khayelitsha	Sharief Hendricks	Sharief Hendricks is assessing the level of engagement of various stakeholders working to improve the lifestyle and health of senior citizens in a community home in Khayelitsha.
Sub2hr marathon project	Andrew Bosch	Andrew Bosch is co-leader of a global consortium to break the marathon world record and bring the time to under 2 hrs. This is akin to the attempt to break the 4-minute barrier for the mile in 1959.To do this the project has assembled a consortium of world experts in various fields, such as biomechanics, physiology, sports medicine, sports physiotherapy, sports nutrition, sports physiology, computerised monitoring, and the worlds' best athletes. The project is known as the sub2hr marathon project and we have a web site which describes the project (www.sub2hrs.com). As part of the project we have included a development programme/academy for talented, young Ethiopian runners. Also key in the project is that we aim to show that sporting excellence can be achieved without drugs/doping. Thus, there is a strong anti-doping component to the project.
Human Nutrition		
School breakfast programme	Sharmilah Booley	Sharmilah Booley was approached by a private company, Acciona (A renewable energy company) which conducts community development projects in the Gouda district, to carry out research in the primary schools in the district. Acciona has collaborated with the Tiger Brands Foundation to introduce a breakfast programme into the schools in the Gouda District. The schools in Gouda are all non-fee-paying schools as it is largely a low-income community. It was decided to conduct research with the main aims to assess the learners' nutritional status and dietary intake prior to and post the breakfast programme as well as to assess the acceptability of the cereal/porridge options provided to the learners on this programme. Fieldworkers for the community were recruited and trained to assists with data collection. Research findings will be communicated to Acciona and Tiger Brands at the end of October. Information will be provided as to how the Breakfast Programme menu can be adapted if needed to increase acceptability of the food items and hence maximise the possible impact of the breakfast programme.

The Faculty of Humanities submitted twenty-two social responsiveness initiatives from across 11 departments and 4 units. The forms of SR activities vary greatly in this Faculty. While many research projects are listed, a collection of projects combine service and teaching or teaching and research that cannot easily be separated. All three of the initiatives in the South African College of Music involve some form of outreach where students and staff are engaging with communities, mostly learners, to provide access to knowledge and training in music. The Departments of Psychology and Philosophy have reported on initiatives that are research based. Swallowing the World, based in the School for African & Gender Studies, Anthropology & Linguistics (AXL), uses a combination of visual 'Second Chance Theatre', in the Centre for Theatre, Dance and Performance Studies; lecturers in the Department of French and AXL are working on initiatives that aim to make learning and research outputs more accessible to the general public. Education, whether it be through training programmes for external constituencies or in the form of outreach to learners, is a theme that is covered across departments in a variety of ways.

African and Gender Studies, Anthropology and Linguistics (AXL)

Project Title	Project Team	Project Description
Anthropology AXL		
Transforming ECD practice: Observe & document an intensive one-on-one mentoring of ECD practitioners over 2-3 months to transform their practice – bilingualism, more responsive pedagogy. How does learning impact on the practice of the teachers?	Fiona Ross	The project aims to investigate the effects on adults of teaching practices aimed at instilling multilingual and storytelling skills in preschool children.
Sanitary pads for schools: Study the impact of providing sanitary pads to teenage girls on their schooling attendance and outcomes.	Fiona Ross	The project is an impact assessment of the provision of sanitary product to girls/young women. While there is debate about the extent to which young women miss school for menstruation-related discomforts, there is growing acknowledgement that lack of access to menstrual products are a key factor in interrupted schooling.
Swallowing the World	Helen Macdonald	The Swallowing the World project (funded by the Wellcome Trust) was a first step towards engaging with visual artists, musicians, filmmakers, performers, engineers, medics and neighbourhood organisations to create a series of multi-sensory, visceral, interactive and inclusive exhibitions, performances, and public programmes designed to generate experience and interpretation of living with and/or among tuberculosis.
Monthly Column	Ana Deumert	Ana writes a monthly column for an open access outreach publication, Diggit Magazine, which is housed at the University of Tilburg, Netherlands. The purpose of this initiative is to make research accessible to a wider constituency. The columns are also used in teaching.

Centre for Film and Media Studies

Project Title	Project Team	Project Description
Stepping Stone community engagement video training programme	Liani Maasdorp, Herman Wasserman, Alan Johannes, Molly Maunganidze, Wandile Tonqa, Thabo Bopape (part time)	Stepping Stone community engagement video training was launched in 2012 to open up the UCT Film and Media Department's equipment, and knowledge to a wider audience, linking university and non-university communities and creating opportunities for creative collaboration and social interaction between diverse participants. Course assignments challenge participants to identify concepts based on knowledge of their geographical communities and communities of interest and generate original content that will appeal to niche audiences that they are uniquely positioned to access.

Centre for Theatre, Dance and Performance Studies

Project Title	Project Team	Project Description
Second Chance Theatre Project	Veronica Baxter	The Second Chance Theatre Project works in Pollsmoor prison, within a health and well-being framework. The research premise comes from the hunch that making theatre benefits participants in developing resilience and social health and assists them with social re-integration in the future. 2018 is a pilot phase, with several organisations, drawing from a previous project with a Norwegian led company. Public performances too place at the end of September, to public, friends and family and frames the offenders in a new light. Expectations are that once released, the offender will join a parolee programme and integrate with arts organisation in community.

Michaelis School of Fine Art

Project Title	Project Team	Project Description
Africa South Art Initiative	Nomusa Makhubu, Stephen Inggs, Andrea Steer	Africa South Art Initiative (ASAI) is concerned with the lack of engagement by South African artists, art historians and curators with their peers on the African continent. Since its inception, the ASAI has begun to understand its role as both a pan-African project as well as an initiative located in the global south. The resources generated by ASAI represent a modest contribution towards the development of discourses rooted in (rather than imposed on) formerly colonised contexts, especially in Africa, in order that a more inclusive vision of international art and art history can emerge, informed from 'below'. Based at the University of Cape Town since 2008, but not funded by or affiliated to the university, ASAI sees its role as bridging academic and popular discourse, with artists being central to this process.

Philosophy

Project Title	Project Team	Project Description
Experiences of migrant women from Ghana	Tom P.S. Angier, Helen Vallianatos (University of Alberta, Canada)	The purpose of this initiative is to evaluate and investigate the experiences of women migrants from Ghana – in Africa, esp. South Africa, and North America. The project is based at the University of Alberta, and project team members offer conceptual and argumentative expertise on the nature and structure of welfare/happiness. How this is understood and applied in the context of female migration from West Africa will be of philosophical interest, since most philosophical accounts of welfare and happiness are not sufficiently sensitive to different contexts or empirical findings from other disciplines.

Funding Higher Education: A Values-Based Approach	George Hull	This project aims to determine what model of higher education funding would realise the values of equality, fairness, freedom, access and efficiency simultaneously.

Psychology

Project Title	Project Team	Project Description
Parenting for Lifelong Health	Catherine Ward	Parenting for Lifelong Health is a collaborative research project of several academics around the world, working to develop low-cost, effective, culturally-appropriate parenting programmes to reduce violence against children (Sustainable Development Goal 16.2) and children's conduct problems. Further, it aims to work with partners to develop programmes that can be taken to scale, thus addressing a key question in violence prevention globally.

School of Education

Project Title	Project Team	Project Description
Newly-Qualified Teachers' Project	Kate Angier, Catherine Kell, Annemarie Hattingh, Gary Powell	The Newly Qualified Teachers Project, or NQT Project, is an initiative of the School of Education at the University of Cape Town which aims to address the significant attrition rates amongst first year teachers and improve their professional resilience. The project aims to provide direct support to newly qualified teachers (NQTs) in the Western Cape.
Schools Development Unit		
UCT 100-UP	Ferial Parker, Gilbert Dolo, Ilhaam Dreyden, Jonathan Clark	100-UP is a three-year enrichment program structured around a range of activities to strengthen disadvantaged matric learners' academics and to provide them with opportunities to acquire skills and experiences in preparation for tertiary studies.
Schools Improvement Initiative (SII)	Patti Silbert, Jonathan Clark (SDU), Ferial Parker (SDU), Tembeka Mzozoyana (SDU), Roshan Galvaan (FHS, OT), Harsha Kathard (FHS, SLT), Pam Gretschell (FHS, OT), Shireen Damonse (FHS, OT), Freda Walters (FHS, SLT), Liesl Peters (FHS, OT), Morgan Voges (SDU), Andrew Petersen (SDU), Gilbert Dolo (SDU), Susan Brundrit (SDU), Diane Hendricks (SDU), Kaashief Hassan (SDU), Terri Elliot (Drama), Barbara Schmid (Knowledge Co-op), Cally Kuhne (SDU)	The SII was launched at UCT in 2012, as one of the university's key strategic initiatives. It was set up to address some of the challenges facing basic education, and its operational model is based on context specific whole-school improvement. Through collaborating with a range of UCT departments and faculties, we have established strong partnerships with a cluster of 5 schools in Khayelitsha. Recently the work has extended beyond these 'anchor' schools to include a further 4 primary schools in Site B, Khayelitsha. All interventions within the SII are informed by our 5 objectives: Teacher Professional Development & School Organisational Development; Professional Practice Schools (students from a range of departments are placed in the partner schools for their professional learning); Engaged Scholarship (which includes service learning and student volunteerism); University recruitment (100-UP) and External Community-based Partnerships (e.g. the COSAT Wellness Center & the Library Project). Through these objectives, efforts are made to work coherently, developmentally and collaboratively, with the intention of building mutual and reciprocal engagement. Co-

constructing new practices through disrupting habitual, taken-for-granted patterns is central to the work of the SII, as is generating new ways to strengthen participation and inclusion - both at the level of the university and at the level of our partner schools.

School of Languages and Literacies

Project Title	Project Team	Project Description
French		
Teaching and Learning French at UCT	Ruth de Oliveira	The initiative consists of putting on the 'OPEN UCT platform' theoretical and practical resources (in French and English) to teach/learn French as a foreign language at all levels.

Social Development

Project Title	Project Team	Project Description
Enabling REALISTIC to function competently as a valuable partner in the South African youth justice system	Thulane Gxubane	REALISTIC was introduced to the Department at UCT by Prof Crain Soudien in 2010. Since then there have been a number of training and research projects. Whilst a member of the Western Cape Division Committee REALISTIC, Gxubane applied for accreditation of programmes and they were granted provisional accreditation of their youth diversion programmes in 2014. Youth diversion programmes are located within the broader youth justice system in SA which is one of my teaching and research areas of interest.
Support to non-profit organisations	Eric Atmore	Support to mainly Western Cape province NPOs on the programme functioning, leadership, financial management, funding, planning, monitoring and evaluation of NPOs.
Department of Social Development Consultative Workshops	Fatima Williams	This is not a structured project. Rather it entails providing consultative inputs to the government's Department of Social Development through workshop participation at their request. Workshops were held in 2017 and 2018.
Won Life	Lauren-Jayne van Niekerk	Won Life is a NPO working in the community of Fisantekraal. They believe that the future of our country is largely determined by the quality of education delivered to our youth. With a good education, children have the opportunity to break the cycle of poverty and carve out a preferred future. They impact children's lives through an early learning centre offering Grade R to 120 children, literacy centre, high school programme, and teacher mentorship programme.

Sociology

Project Title	Project Team	Project Description
Social Polarisation and Inequality in South African Cities	Owen Crankshaw	This is a research initiative to understand the changing nature of urban inequality and poverty over the last forty years. This entails studying (i) employment trends by occupation and earnings, (ii) the changing geography of urban inequality with a view to (iii) understanding how racial differences in employment and residence have changed.

South African College of Music

Project Title	Project Team	Project Description
African Music Outreach Project	Paul Rommelaere, Mzikantu Plaatjies, Theo Herbst	Finding it increasingly important to make connection with a younger generation of African musicians' colleagues here have initiated an outreach programme to develop African musicians and dancers and at the same time prepare pre-university learners for eventual entry in tertiary education. The aims of the outreach project include: 1. The creation of a Pan-African Youth Orchestra comprised of various indigenous African instruments 2. African Dance Instruction, the results of which will be incorporated in large-scale performances. 3. The development of an instrument-making Craft Centre. 4. The development of Music Literacy at a young age through African music repertoire The project aims at the implementation of an integrated curriculum for which we are continuing to develop learning materials, both audio-visual and written, towards the growth of a pan-African music/dance education culture for all. The project, in collaboration with community stakeholders and culture-bearers is also well on its way towards the creation of a number of satellite teaching/learning/action research hubs in four remote rural areas of Southern Africa.
Music education at iThemba Labantu community centre	Rebekka Sandmeier	Three students of the South African Collage of Music (SACM) provide music tuition at the community centre. They teach learners who would otherwise have no access to music education. Sandmeier co-ordinates the project between the German sponsors, the SACM and the community centre.
Brass, outreach	William Haubrich	The purpose is to extend the reach of activities of College of Music brass staff and students to high schools and music programs in South Africa via workshops and rehearsals culminating in a collaborative performance. School music students will gain musical experience, will be introduced to the College, meet College students, and have the thrill of playing with advanced musicians. College students will share their expertise and enthusiasm and act as role models. The intention is to create an annual event with ongoing workshops and interaction. School students will gain perspective on advanced music making in a warm but professional environment. Music instructors will be asked to garner reactions from students and relay them to me. College of music will become familiar to music instructors, music students and their parents.

In total, there were 12 submissions from the Faculty of Law representing three departments and five units. A major theme in the initiatives is providing access to legal information and services through a range of mediums. For example, Pierre de Vos writes a weekly blog 'Constitutionally Speaking' that aims to 'promote constitutionalism and the rule of law to empower ordinary citizens by providing accurate, easy to understand, academically informed, and incisive explanations of (and commentary on) constitutional and other legal questions that arise in the political and social sphere'. The African Legal Information Institute aims to make access to legal materials free in Africa, by establishing institutes to publish these materials for free, primarily on the internet. Similarly, Vanja Karth is involved in an initiative that aims to 'provide free access to legal and semi-legal information in a cell phone application with offline accessibility'.

Research-based initiatives are the dominant form of SR work in this Faculty. Whether based in the research units or through academics in the Faculty these research projects often involve evaluating and monitoring legislative and judicial systems. The 'Judges Matter' campaign in the Democratic Governance and Rights Unit and the 'Monitoring progress of traditional governances' laws before Parliament in the Land and Accountability Research Centre are just two examples of this.

Two initiatives that fall into the categories of teaching and service are the blog written by Pierre de Vos, in the Department of Public Law and a response, by Tjakie Naude, in the Department of Private Law, to social justice issues raised in the classroom.

Commercial Law

Project Title	Project Team	Project Description
Tax Policy in Kenya: An Evaluation and Re-formulation	Johann Hattingh	The purpose of this initiative is to assist in the evaluation and re-formulation of an international tax policy for the government of Kenya. The government of Kenya has been criticised in recent years, and government agencies have been taken to court by civil society organisations, for following international tax policies that allegedly result in unwarranted erosion of Kenya's tax base, and hence these were argued to be actions not in the public interest. As a result, the Kenya Revenue Authority has contacted me to assist with the formulation of a new international tax policy to address these concerns and align with global developments, such as the OECD's project to address international tax avoidance. Johann performs this work on a pro bono (i.e. free of charge) basis as a volunteer of the International Senior Lawyers Project (http://islp.org/). The policy framework also needs to take account of Kenya's regional integration laws enacted in pursuance of its membership of the East African Community. He has published research in the field of international taxation as well as the fiscal aspects of regional integration law in Africa. A senior official of the Kenya government specifically approached me in May 2017 after I delivered a paper at the Africa Tax Symposium in Accra, Ghana (the event was organised by the International Bureau of Fiscal Documentation, with which UCT has an academic cooperation agreement).
Centre for Comparative Law in Africa		
Training for South African trade negotiators	Ada Ordor, Faizel Ismail	The purpose of this initiative is to generate research to feed into the training of Southern African trade negotiators under the auspices of the newly established Centre for Trade and Regional Integration (CTRI). In March 2017, the CTRI was launched as a joint initiative of the United Nations Development Programme (UNDP) and the Department of Trade and Industry (DTI) at a workshop held in Pretoria with Minister of Trade and Industry Dr Rob Davies and the Resident Representative of the UNDP, Mr Gana Fofang as keynote speakers. Dr Faizel Ismail, former South African Ambassador to the WTO and adjunct professor at the UCT Centre for Comparative Law in Africa (CCLA) was named as the pioneer Director of the CTRI with the responsibility of developing and implementing the

agenda of the CTRI. Ada Ordor was invited to the workshop in her capacity as convener of the Masters course in Law and Regional Integration at the UCT Faculty of Law and a staff member of the CCLA. The CTRI is to provide training and technical support for Southern African trade negotiators, among other goals. Ismail, who teaches the Masters course in International Trade Law at UCT, has affiliated the CCLA as a research partner on the CTRI project.

The CCLA is to provide research support on topical issues relevant to the training needs of the CTRI. Having identified the shortage of skilled negotiators in Africa in general as a key hindrance to the continent's regional integration processes, the CTRI is a pilot initiative to provide relevant, contextualised training and support to Africa's trade negotiators, starting with regional economic formations involving Southern African countries such as SADC, COMESA and SACU (all of whom were represented at the launch of the CTRI). The initiative is considered particularly timely with the take-off of negotiations for the continental free trade area (CFTA) which commenced in 2016.

Private Law

Project Title	Project Team	Project Description
Rental Housing: Know Your Rights	Tjakie Naude, Pierre de Vos (Department of Public Law) provided some information that we used.	During a class on the right not to be discriminated against under the Rental Housing taught by Tjakie Naude, a student in class mentioned pervasive racism from lessors in Cape Town towards black applicants for rental housing, particularly black students. Naude suggested to the class that they should all do something about that and from that this project was born. The purpose of this initiative is to inform students and other members of the community who are prospective lessees of their rights and options if they experience racism from potential lessors of rental housing. Two students have been involved in the project so far and additional students will assist with distributing the posters.
Facilitating the Administration of Justice in South Africa	Mohamed Paleker	As a member of the Rules Board for Courts of Law, Mohamed is involved in drafting the court rules for the Supreme Court of Appeal, High Courts, Magistrates' Courts, and Small Claims Courts Our purpose is to facilitate the administration of justice in South Africa.
Mineral Law in Africa	Hanri Mostert, Cheri Young, Heleen van Niekerk, Meyer vd Berg, Louie van Schalkwyk, Godknows Mudimu, Shamila Mpinga, Nonkululeko Zondo, Richard Cramer, Bernard Kengni, Anri Heyns, Herman Meyer, Vuyisile Ncube	The work of the Mineral Law in Africa project covers both traditional academic activities such as teaching and research but also deliberately aims to cross this boundary to include the utilisation of scholarly and professional expertise to change the underlying conditions that leads to mining and minerals on the African continent being described as the resource curse. The initiative includes a range of activities including law reform, policy development, and dissemination of information, community empowerment, industry change and economic and social development.

Public Law

Project Title	Project Team	Project Description
Constitutionally Speaking	Pierre de Vos	The purpose of this project is to promote constitutionalism and the rule of law to empower ordinary citizens by providing accurate, easy to understand, academically informed, and incisive explanations of (and commentary on) constitutional and other legal questions that arise in the political and social sphere. It is based on the assumption that informed citizens are better placed actively to take part in democratic processes, to defend their democratic constitutional rights, and to fight for the achievement of social and economic justice. Pierre writes a weekly blog on constitutional and other legal questions which is published on his blog (Constitutionally Speaking) and also syndicated to The Daily Maverick, provides extensive comment and analysis of especially constitutional law questions to the electronic and print media and engages on social media (especially Twitter) to provide further comment on the relevant issues.
Centre for Law and Society		
Forced Child Marriage in Southern Africa: Gaps and Challenges in Effective Interventions	Kelley Moult	The project, which has involved fieldwork in ten Southern African countries, aims to examine the gaps and challenges in effective interventions, programming, policies and laws to curtail forced/child marriage in Southern Africa. To do this, the project has undertaken a comprehensive review of the legal and policy frameworks that regulate marriage in customary, traditional and religious settings, and that speak to children's rights in the SADC countries, and collated knowledge on existing interventions aimed at addressing early marriage undertaken by governments, international development partners, donors and NGOs. The project has engaged with stakeholders to identify how they try to shift norms, attitudes and behaviours around child marriage across the region, and to map the gaps and challenges in using advocacy to push for law reform in the region. The first phase of the project provided qualitative evidence of the ubiquity of the problem, and its similarities across the region: stories of poverty, stories of lack of opportunity, blocked access to justice, education and social services, complicated enforcement environments and a lack of political will to intervene. The second phase of the project, which is currently underway, aims to provide empirical evidence of what the enforcement of laws against child marriage looks like in practice at a local level; and to understand how regionally-focused campaigns and initiatives have shaped the conceptualisation of the problem of child marriage, have catalysed popular and political will for change and suggested its possible solutions.
Democratic Governance and Rights Unit		
Free access to legal information	Vanja Karth	The purpose of this initiative is to provide free access to legal and semi-legal information in a cell phone application with offline accessibility. In late 2016 DGRU embarked on a project in partnership with NADCAO and ACAOSA which aimed to provide relevant legal materials to the advice offices to ensure they are properly resourced. CAOs would be provided with offline, up to date and easily accessibly relevant legal resources that can be updated when there is internet connectivity. Initially DGRU had intended to provide them with the information on a flash drive but when realising that there was limited access to computers, it was decided rather to develop a cell phone app as most paralegals either have or have access to a smart phone. DGRU is the home of the South African Free Legal Information Institute which provides free access to case law and legislation thus enabling us to tap into this data. The project team has selected a sample of our legal collection that is most relevant to the sector for inclusion. The team engaged with the Black Sash and ETU who gave permission to use the Paralegal Manual developed by them and employed an editor to reduce the manual into bite-size easily accessible chunks. Finally, a developer was employed to design the app. Given the lack of access to the internet and data, the app is designed that post the initial download the app is then available in an offline

		environment. The size of the data is intentionally kept as small as possible for cheap download), Should the user have access to the internet/data, the app can be updated with any new information that may have been added. The app is available for free download in the Play Store (Paralegal Pocket Law). The content can be seen here on the server that hosts the data http://paralegals.africanlii.org/
AfricanLII	Mariya Badeva-Bright, Alfred Mahlangu	The African Legal Information Institute (AfricanLII) works on making access to core legal materials open and free in Africa. It assists in the creation of sustainable national legal information institutes (LIIs) – open access law publishers, based in individual African countries that collect and publish for free access, primarily via the Internet, current and historical legislation, case law and secondary legal materials. In many cases, the LIIs have grown into institutions of fundamental importance in providing a legal information infrastructure for justice, legal services, legal education, economic investment, government transparency and access to information. It works in 16 African countries.
Judges Matter campaign	Chris Oxtoby, Vanja Karth, Tabeth Masengu,	The DGRU has been monitoring the judicial appointments process since 2009. This has taken the form of researching the track record of candidates for appointment, observing the interviews conducted by the Judicial Service Commission, and commenting on the appointments process through articles, media op eds, etc. The intention behind this intervention has been to ensure that the crucially important process of appointing judges is subjected to proper public scrutiny. Some of the major challenges we have experienced with this work has been getting civil society organisations to engage with our work and the appointments process generally. To address this, the Judges Matter coalition was established. Judges Matter is a loose coalition of civil society organisations that engages with the appointments process in a more grassroots and activist way than the DGRU is able to. The coalition has done this through activities including convening meetings of civil societies to identify issues of concern to those organisations relating to the judicial appointments process, writing short, accessible opinion pieces about issues relating to the process that are of interest to coalition members and the general public, and livestreaming the interviews and disseminating information about candidates and the interview and appointment process through social media and the judges matter website. DGRU provides administrative support and acts as technical advisor to the coalition. Edge digital media provide support on the social media and website aspects.
Land and Accountability Research Centre (LARC)		
Monitoring progress of traditional governances laws before Parliament	Monica de Souza Louw, Thiyane Duda, Ayesha Motala, Nyasha Karimakwenda	The aim of monitoring and analysing the parliamentary processes around traditional governance laws is to provide an accurate record of debates and proceedings that can inform civil society responses to the laws and be used as evidence in potential future litigation about the content of the laws, or the procedures used to draft them. A corresponding aim is to raise awareness about traditional governance issues, to expose the levels of corruption and unaccountability that are stripping rural South Africans of their land and citizenship rights. LARC has been monitoring the progress of three pending/draft laws about traditional governance since late 2015. The three laws are the Traditional and Khoi-San Leadership Bill of 2015 (TKLB), Traditional Courts Bill of 2017, and the Traditional Leadership and Governance Framework Amendment Act of 2017. All three laws are before Parliament, and the initiative's current priority is to track and analyse the processes through which Parliament engages with the content of the laws and responds to criticisms. This is particularly relevant in the context of Constitutional Court jurisprudence about the necessity for public participation in the law-making process. A large component of the initiative's current activities consists of

		observation and monitoring of Parliament's meetings and hearings. These observations are recorded, analysed, shared with our partners and publicised through social media and opinion pieces. During late 2016 and 2017 we worked with student volunteers from the Students for Law and Social Justice (SLSJ) to monitor three rounds of hearings on the TKLB held across the country. The team also try to provide support to mobilisation initiatives that demand public consultation by government, by for example facilitating transport for activists to attend hearings. However, the initiative also critically engages with the content of the pending laws. This aspect builds on LARC's previous (then as the Rural Women's Action Research Project at the Centre for Law and Society) and ongoing research about the real-life impact and practical implementation of traditional governance laws. We believe that lawmakers should take these experiences into account in order to draft legitimate and democratic laws about traditional leadership and customary law. Through constant consultation with our partner organisations, we develop joint analyses of the pending laws, and respond to opportunities to influence the law-making process by making submissions to Parliament or engaging with parliamentarians. The team also provide support to mobilisation initiatives by the Alliance for Rural Democracy and others by compiling popular materials on the laws and presenting at workshops. Awareness-raising about the content of the laws is done through media pieces and interviews.
Key Legislation and the Acceleration of Fundamental Change	Aninka Claassens, Philile Ntuli, Monica de Souza, Thiyane Duda, Bendan, Phiwe Ndinisa	Aninka was appointed to the High-Level Panel on the Assessment of Key Legislation and the Acceleration of Fundamental Change (HLP) by the Speakers Forum of Parliament. The Panel is chaired by former president Kgalema Motlanthe and includes three other members from UCT. Prof Haroon Bhorat of Economics, Prof Alan Hirsch from the Business School and Prof Vivienne Taylor from Social Work. Aninka chairs the Land subtheme of the panel which has three streams being Poverty and Inequality (chaired by Olive Shisana), Social Cohesion and Nation Building (chaired by Judge Navi Pillay) and Land. To complement the work of the Panel which was to review the effectiveness of post-1994 land reform law and recommend amendments to existing law LARC partnered with other organisations to develop alternatives to current laws. The organisations that the project team partnered with in conceptualising and co-ordinating the Alternatives Grouping are the Legal Resources Centre, PLAAS at UWC and Phuhlisani NPC. Together we convened think tanks of land specialists from around the country to develop critiques and alternatives to current laws. In the process we proposed and drafted detailed amendments to a range of existing laws and also developed two new laws, being the Land Reform Framework Act, and the Land Records Act. In addition, the Alternatives Group drafted a detailed Restitution Amendment Bill. There were therefore two external constituencies involved in the initiative, the first being the High-Level Panel of independent experts supported by a secretariat in Parliament, and the second being an initiative by research centres and NGOs who are active in the land sector. The purpose of the Panel was to review the effectiveness of current land reform laws through public hearings in all provinces attended by over 10,000 people, round tables and commissioned reports. The purpose of the Alternatives Working Group was to develop alternatives to current laws based on the Panel's review of existing law and implementation. The two activities were inter-related with the Alternatives Group presenting its recommendations to the Panel Working Group on Land, which debated and ultimately adopted many, but not all, of its recommendations.

The Department of Environmental and Geographical Science accounts for more than half of the initiatives captured from this Faculty. Other submissions from the Faculty are from Mathematics and Applied Mathematics, Biological Science, Molecular and Cell Biology, Statistical Science, Geological Science and Computer Science. While research appears to be a dominant form of SR in this Faculty based on these submissions, the nature of the research comes across as participatory, with emphasis placed on the co-production of knowledge and the meeting of a diverse group of partners. In addition to the diverse grouping of partners – community partners, NGOs, government, the private sector, professional bodies and other universities – there is a breadth of cross-departmental and cross-Faculty activities. One such example is work conducted by 'The Water Hub', housed under UCT Future Water in the Faculty of Engineering and the Built Environment. However, The Water Hub is listed under the Department for Environmental and Geographical studies. The project teams are from various departments and faculties. Further examples of interdisciplinary work include Future Resilience for African Cities and Lands (FRACTAL), collaborative work between units housed in the Faculty of Engineering and the Built Environment (EBE) and Science and 'Co-creating Wild Foods Livelihoods', a collaboration between the Faculties of Science and Humanities. In addition to the participatory research activities listed above there are examples of initiatives geared towards teaching and service. One such initiative is the Deaf Community of Cape Town Support project in which participants have built a mobile prototype that supports deaf people learning computer literacy skills. In bringing together teaching and social media, one lecturer has taken to platforms like Twitter and blogging to teach the general public 'about interesting current developments in health and vaccinology'.

Biological Science

Project Title	Project Team	Project Description
Biodiversity conservation in remnant renosterveld patches, Overberg	Muthama Muasya, Samson Chimphango (Biological Sciences), Pippin Anderson (EGS)	The Overberg Renosterveld Conservation Trust is an NGO established 5 years ago to secure the future of remnant patches of nature in farming land. We are supporting the NGO to establish what/where biodiversity exists in patches.

Computer Science

Project Title	Project Team	Project Description
Deaf Community of Cape Town Support	E H Blake	The project team has developed a mobile prototype that supports teaching computer literacy skills to Deaf people, using South African Sign Language as the medium of instruction. The initiative supports Deaf people learning computer literacy skills using the International Computer Driving License (www.icdl.org.za) approved curriculum and e-learner developed by Computers 4 Kids (www.computers4kids.co.za).
UCT Centre in ICT for Development (UCT 4D)		
iNethi	Melissa Densmore, David Johnson, Edwin Blake, Josiah Chavula,	The project team are working with the iLearning Centre and other NGOs in Ocean View to deploy a community wireless network, upskill residents to expand and manage the network, and to co-design content and services to be used on the wireless infrastructure.

Environmental and Geographical Science

Project Title	Project Team	Project Description
Seed and Knowledge Initiative	Rachel Wynberg, Jaci van Niekerk	The primary aim of the Seed and Knowledge Initiative (SKI) is to revive and enhance traditional seed and knowledge systems and to deepen understanding about their functioning, within the context of supportive agricultural, cultural and ecological practices. The initiative's vision is to collaborate with communities, researchers, NGOs, policy-makers and other national and regional partners towards a future where small-holder farmers are empowered to secure seed and food sovereignty on all levels.
Co-creating Wild Foods Livelihoods	Jaci van Niekerk, Rachel Wynberg, John Parkington (Archaeology), Vuyiswa Lupuwana (Archaeology), Elzanne Singels (Archaeology)	The Co-create project comprises a multidisciplinary team which works closely with local people in the Cederberg Mountains. The team members jointly investigate ways in which livelihoods based on local wild plants and plant knowledge can be crafted.
The Water Hub: treatment of contaminated water and re-purposing of water for small scale urban agriculture	Kevin Winter, Sue Harrison, Neil Armitage, Kirsty Carden, Callies Selala	The Western Cape Government established and financed a 2-year tender contract to develop the concept and business plan for re-developing the old Franschhoek Waste Water Treatment works. The tender began in January 2016 and is due to terminate in March 2018. The conceptual plan was achieved through an extensive consultative process involving residents from neighbouring settlements of Groendal and Langrug (informal settlement), neighbouring farmers and stakeholders from Franschhoek, along with the Stellenbosch Municipality, the tourism sector and NGOs. In addition, the province contributed financially to start the first intervention - a large scale natural biofiltration water treatment system. This is one of the first large scale systems of its kind that is being used to treat highly contaminated water grey- and blackwater that originates as runoff from an informal settlement. The completion of the project is expected to take a further 5 years, as and when funds become available. The core purposes of the Water Hub initiative are to develop a research, teaching and demonstration centre focusing mainly on food, water and energy production and recovery of resources.
Scoping the accessibility of Local Environment: The International Journal of Justice and Sustainability to practitioners	Zarina Patel	The aim of the study was to scope the accessibility of Local Environment to practitioners as a response to the Editorial Advisory Board's concern regarding low levels of practitioner engagement with the journal. Moreover, although Local Environment does publish practitioner outputs and has practitioners on the board, the aim and scope of Local Environment is disproportionally met. In response to this, the study set out to provide recommendations for the revision of the criteria in order to address the journals' aim of 'publishing articles 'written by and for academics and practitioners'.
Mistra Urban Futures (MUF) collaboration		The collaboration with Mistra Urban Futures was initiated through previous work MUF had conducted in Cape Town, through the African Centre for Cities at UCT. In this City Officials from the City of Cape Town co-wrote with UCT academics to publish their work in a range of urban and policy related journals. This cohort of practitioners and academics, along with other academics selected to be part of the study, were the primary target group of this study. As such, a survey was created which sought to engage practitioners (and academics) who published in journals aimed at academics and practitioners. The study took place in two phases, with the first phase being a review of practitioner and academic outputs similar to

		Local Environment. The findings of this review were used to inform and formulate the second phase of this study - a survey of practitioners who published articles through their participation in the MUF programme. These findings were then used to inform recommendations for Local Environment to address their strategic goal of increasing practitioner engagement with the journal.
Socio-ecological vulnerability Assessments for Adaptation Planning in Communities in the Benguela Current Large Marine Ecosystem region	Merle Sowman and Serge Raemaekers. Penny Price (African Climate and Development Initiative) Jackie Sunde (Post-doctoral fellow at UCT)	This project initially focused on developing a community-level vulnerability assessment methodology to assess vulnerabilities of coastal fishing communities to climate variability and change. The aim was to work with partners in the three countries including government, NGO and CBO partners to develop a community-level rapid vulnerability assessment (RVA) tool that was rapid, simple and focused on gaining understanding of local perceptions and knowledge about change in the local environment and fishing practices and explore possible adaptation strategies to address vulnerabilities. The second phase of the work funded by FAO (2017) focused on building capacity and developing training materials to equip social partners to conduct RVAs and initiate adaptation planning processes in communities involved in the first phase of project. Over 50 people have been trained in the use of this RVA tool and have worked collaboratively with us to conduct RVAs in the region. Where feasible selected priority adaptation actions were implemented. The third phase (2018-2019) which falls under a new GEF-funded project will be to build on the knowledge gained from the RVA processes and the initial community-adaptation planning phase and develop locally appropriate adaptation plans, identify adaptation interventions that can address vulnerabilities and identify support required to implement these plans. Although the main collaboration takes place with community organisations and NGOS working in these contexts, the project team engages with marine and climate scientists, university researchers, government representatives and other stakeholders at different phases of project implementation. This collaborative work has led to bringing fishers and scientists together to explore available knowledge and jointly interpret the changes observed and experienced and explore possible adaptation actions. The latest project (third phase of this work) will work with the same communities to further develop their adaptation plans and seek support and clarify action required to ensure implementation of selected local adaptation strategies.
The Climate System Analysis Group		
Defining South Africa's climate change adaptation research agenda (LTAS 3)	Katinka Waagsaether	The project was rolled out as a collaboration between the African Climate and Development Initiative (ACDI) at UCT, the Global Change Institute (GCI) at Wits and CSAG. The primary objective was to guide the definition of a research agenda and inform the scope of work for a possible third phase of South Africa's Adaptation Research Flagship Programme (LTAS 3), that builds the knowledge needed to support the country's climate change adaptation response.
WINROCK: Assessing Sustainability and Effectiveness of CIS in Africa	Anna Steynor, Kate Kloppers, Mark Tadross, Chris Lennard	As part of a multi-national consortium, CSAG contributed to an assessment of the capacity of African National Meteorological and Hydrological Services (NMHSs) to deliver climate information services. In particular, CSAG undertook an assessment of the Department for Climate Change and Meteorological Services in Malawi. Based on assessments of seven African NMHSs, CSAG undertook a capacity gaps and needs assessment for each NMHS. This was followed by a recommendations document outlining potential interventions to ameliorate gaps at each NMHS.

Climate Change Spatial Risk and Vulnerability Study for the Western Cape.	Piotr Wolski, Chris Jack, Katinka Waagsaether	CSAG undertook a feasibility assessment for developing a climate change spatial risk and vulnerability assessment for the Western Cape. The feasibility assessment included a review of the spatial data available that may inform a vulnerability assessment as well as recommendations for how to go about such a vulnerability assessment.
Future Resilience for African Cities and Lands (FRACTAL)	Dianna Scott and Anna Taylor (African Centre for Cities), Gina Ziervogel and Mark New (African Climate & Development Initiative)	Future Resilience for African Cities and Lands is a four-year project within the multi-consortia Future Climate for Africa (FCFA) programme. The project addresses the challenge of providing accessible, timely, applicable and defensible climate information that is needed by decision-makers operating at the city regional scale in southern Africa. One of the main scientific problems for understanding southern Africa's climate is that different models give contradictory scenarios for climate trends over the next 5–40 years. Through a transdisciplinary learning approach and scientific research FRACTAL is contributing to an improved understanding of climate processes, and regional and local climate trends that drive the southern African climate system's natural variability and responses to change within that system. The project engages with scientists, engineers, government representatives and other stakeholders. Working together, the researchers and stakeholders are co-producing relevant knowledge that will support resilient development pathways and enable decision-makers to better integrate pertinent climate knowledge into their resource management decisions and urban development planning. Learning Labs are held regularly in Tier 1 cities (Lusaka, Maputo and Windhoek), bringing together stakeholders to improve understanding of climate-related problems and to support discussions around possible solutions. An Embedded Researcher has been appointed in each city. They are positioned inside organisations where city-regional decisions are made and can therefore help researchers focus on improving the scientific climate information that is needed and advise how this information can be integrated into local decision-making processes. In Blantyre, Gabarone and Harare, the Tier 2 cities, research is focused on transferability of relevant climate knowledge. Research in the three self-funded cities (Johannesburg, Durban and Cape Town) is being carried out into various aspects of these cities' climate-related issues. There is significant cross-city engagement and exchanges enabling learning and sharing between the cities.
African Centre for Cities		
Theoretical developments in knowledge co-production	Rike Sitas	The research is based on embedded research practices and knowledge co-production between universities and city authorities. The research aims to draw on experiences of embedding PhD researchers in the City of Cape Town since 2012, and municipal embedded PhDs in Malmo, Sweden. The research aims to deepen theory on knowledge co-production by exploring the role of different knowledge and institutional cultures in navigating the co-production process. The research is specifically interested in identifying the productive tensions and thresholds that emerge through the diversity of knowledge approaches between the institutions, as well as the boundary objects, outputs and outcomes that signal coherence in co-production relationships.
African Climate and Development Initiative		
Drought Management Strategy	Dian Spear, Gina Ziervogel (EGS), Julia Davies (ACDI)	The government of Botswana has a draft drought management strategy that needs a lot of guidance and input. Through a PhD student (Kulthoum Omari) who is conducting her research project on drought management in Botswana the ASSAR (Adaptation at Scale in Semi-Arid Regions) project was asked to input on the drought management strategy. We have hired a consultant (Penny Urquhart) to help with this and along with Penny I have met with members of the technical

		team on the drought strategy including Permanent Secretaries and Deputy Permanent Secretaries of ministries. A few different members of the ASSAR team are working on a strategy ready background paper that will give guidance to the further development of the drought management strategy including text that can be copied and pasted into the drought management strategy as well as options of content such as institutional arrangements that can be incorporated.
Adaptation at Scale through Semi-Arid Regions (ASSAR)	Dian Spear, Julia Davies (ACDI)	The Adaptation at Scale through Semi-Arid Regions (ASSAR) project is conducting Transformative Scenario Planning workshops. These are being facilitated by Reos Partners. The workshops aim to influence change by influencing how people view and understand problems and solutions as well as through building new relationships and ways of working together. Through ASSAR we are working with the Universities of Namibia and Botswana to run a TSP process in Namibia and Botswana.

Geological Science

Project Title	Project Team	Project Description
Messengers from the Mantle Exhibition & Education initiative	Philip Janney, Wendy Taylor	Museum-style multi-media exhibition (incorporating rock and mineral specimens, professional educational content and video content) was developed by Philip and other current and former UCT personnel in 2016. Recent activities include exhibition installation in July at U. of Johannesburg and presentation to 100-person group of learners from Soweto Science Centre. Other activities include providing content and expertise for teacher professional development workshops run by UCT's Schools Development Unit.
Stable isotopes in water	Warrick Joe	Tracing the origin of groundwater, water mains leakage and aquifer recharge

Department of Mathematics and Applied Mathematics

Project Title	Project Group	Project Description
MARAM (Marine Resource Assessment and Management Group		
Living Marine Renewable Resources	Belinda Ntuli (Department of Medicine, Cardiology), Dave Justice (Institute of Infectious Disease and Molecular Medicine, Division of Virology). All are MARAM members	The purpose of this initiative is to provide scientific analyses to inform scientific recommendations on the optimal consumptive use of living marine renewable resources.

Molecular and Cell Biology

Project Title	Project Team	Project Description
Informing people about Virology and vaccination via social media	Ed Rybicki	Ed Rybicki writes a blog for students via ViroBlogy (http://rybicki.wordpress.com) and for the general public via Virology news (www.scoop.it/t/virology-news). Twitter (@edrybicki) is another platform Ed uses to inform both students in courses they teach, and the general public, about interesting current developments in health and vaccinology.

Statistical Science

Project Title	Project Team	Project Description
Workshop: Study Design and Data Analysis for Scientists	Birgit Erni, Res Altwegg, Mzabalazo Ngwenya, Greg Distiller, Vernon Visser, Allan Clark, Ian Durbach	This is a workshop on practical statistical modelling and design of experiments for researchers, scientists, consultants or anybody that works with data and needs to improve or update their statistical skills. There is a large demand for such skills from the scientists themselves and from their employees.
Leopard monitoring steering committee	Greg Distiller	Greg sits on the steering committee for leopard monitoring that reports to the Scientific Authority. The goal is to vet the science being used and the reports that are generated and given to the body that makes conservation decisions on things like leopard harvesting.

Universities are increasingly being asked to draw on their intellectual and human capacity to respond to issues in the broader communities in which they are located. UCT, a research intensive university, is not immune from this imperative, especially in South Africa where levels of poverty and inequality have risen over the past decade. The call is for an urgent re-orientation of focus and an integration of national development needs within universities' research and teaching and learning endeavours where possible and appropriate. Thus UCT, since 2004, put an increasing focus on supporting the integration of research, teaching and learning with social responsiveness. This conscious effort to integrate the core processes of the university is to thwart the impression that social responsiveness is located on the margins of research and teaching.

UCT prides itself as an engaged university and engagement in this context is understood as a uniquely collaborative process between science (in its broader context) and society. Some of the Faculty activities profiled in the report capture succinctly how engagement benefits both the academy and the external partner.

'Engagement' is Integral to Scholarship

In line with the definition of Social Responsiveness[9], a glance at most of the activities reveals that engagement with society described for each activity is relevant to the job description or academic work of the relevant person/unit at UCT. In other words, SR is seen as inextricably linked to the core business of the university, rather than an activity outside of research and teaching. This is important in the efforts to reposition SR as part of the core business of the university. The USRC, since its inception, has been calling for a paradigm shift in terms of how people understood social responsiveness and its link with scholarship. In this regard it is worth quoting Sandmann (a leading exponent of engaged scholarship):

> When scholarship… acts as the frame, it provides a stable architecture that enables faculty and students to collaborate with community partners in ways that produce credible scholarship for enhanced public good and academic outcomes.… constructing the architecture of the 'frame' involves coupling the standards of scholarship with the principles of engagement to form the foundation of community-engaged scholarship. This scholarship has significant structural parallels to traditional scholarship; however, because it is carried out in collaboration with the community, it reflects a differing epistemological basis and a wider set of values, goals, skills, and results.[10]

Empirical and qualitative research is critical for enabling government and other agencies to develop effective policies that address the development challenges facing the South African society.

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[9] The term 'social responsiveness' is used as an umbrella term to refer to all forms of engagement with external non-academic constituencies. The umbrella term embraces engaged scholarship involving academic staff, civic engagement involving students' community service, and professional engagement involving PASS staff using their professional expertise.

[10] L. Sandmann, 2006. 'Scholarship as Architecture: Framing and enhancing community engagement', *Journal of Physical Therapy Education,* Volume 20 No.3.

This report showcases the work of a number of academics and units that show how research can help inform policy development. ES, as opposed to basic research, derives its value largely in the collaborative partnerships built over time with external constituencies. It is the nature of these partnerships that enriches ES as a knowledge field grounded in practice.

When one looks at the nature of the relationships with external constituencies some cases submitted reveal the extent to which 'scholarship' is embedded in engagement.

The *Development Policy Research Unit*, for instance, specialises in socio-economic research with a focus on labour markets, poverty and inequality. This focus is driven by a strong sense of social justice and the desire by the staff to use their professional skills to promote economic growth and development through engaging in policy processes.

The DPRU's work with the National Student Financial Aid Scheme to develop a reliable means test to award funding to deserving students draws extensively from data the unit regularly collected from poor households.

Whilst many cases provided evidence of engaging with the policy processes, much of this engagement seemed to entail providing expert input or advice, based on research, to inform policy work or helping to draft policies or legislation. Much of the work of LARC in Law is oriented towards this approach although there is engagement with rural communities. Through its intellectual expertise and research output, the unit contributes to policy advocacy.

Public problems have become much more complex, and hence multi-disciplinary knowledge development has become increasingly important in finding sustainable solutions. Recognising the complex nature of many problems facing society today some cases draw on disciplines beyond their own to find solutions. The *Sub2hour Marathon Project* in Health Sciences illustrates how the research team drew from the research expertise, knowledge and skills of other research units across a range of disciplines. The project draws on world experts in various fields to bring the marathon time to under 2 hours and to show that sporting excellence can be achieved without use of drugs and doping. There are many other cases in the report which provide evidence of academics working across disciplinary boundaries to engage with a developmental challenge.

With regards to teaching and learning there are some cases that build the capacity of students to understand how different social contexts impact on the quality of life and work. For example, 4th year students in Organisational Psychology are encouraged to identify a need with an external constituency to bring about sustainable transformational change. Although it is not yet up and running, the *Engineer in Society* course in EBE will provide 3rd year students with an introduction to a socio-economic endeavour. Throughout the course, students will engage with the broader context in which engineering takes place. The course is participatory and involves many stakeholders. In both these cases students will experience how the practice of their discipline is impacted upon by different social contexts. These two case profiles are examples of service learning initiatives that have been introduced as a pedagogy involving experiential learning techniques to 'harness the learning derived from the service experience in a way that is relevant to the academic goals of the course'[11] (Cordero de Noriega and Pollack, 2006:2).

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[11] Diane Cordero de Noriega & Seth Pollack, 2006. *Service Learning at CSUMB: Civic Learning Across the Curriculum*, https://compact.org/resource-posts/service-learning-at-csumb-civic-learning-across-the-curriculum/.

Embedding engagement is an ongoing process that must be monitored, nurtured and supported until it is woven into the reward and recognition processes of the university.

Nature of Relationship with External Constituencies

The *Social Infrastructure* course in EBE, in its design of its 'off campus classes' draws on community-based organisations to act as teachers and facilitators along with the UCT tutors and teachers. This innovative method of teaching enables external constituencies to be active in the process of generating new knowledge about social context and this equips students 'with an appreciation of complex social dynamics to enhance their work as future professionals in society, partnerships are developed with a range of NGOs and CBOs for purposes of community engaged learning.' This pedagogical approach which draws on outside expertise reinforces the view that knowledge resides in many sites and not only at universities.

The *Economics of Tobacco Control Project* (ETCP) located in the School of Economics adopted a multipronged approach in its study of the illicit cigarette trade in four lower middle income countries. Although the ETCP provides overall guidance, there is joint conceptualisation of research methodology, sample frame design and survey design and in-country institutions oversee data collection, analysis, report writing and research results dissemination.

This approach to developing a study is important because of its collaborative research process which acknowledges the strengths of each in-country institution.

The Department of Information Systems identified a need in a community in Khayelitsha and the *Khayelitsha Computer Lab* was built to train the community in computer competencies. This initiative may not necessarily fall within UCT's definition of engaged scholarship but if seen within the broad ambit of social responsiveness it may be defined as outreach/civic engagement whereby staff and students are extending their knowledge to a community. Another example of outreach is that of the Health Sciences Faculty which exposes high school learners to a research environment by bringing them into laboratories on campus to observe science in practice and daily academic practices.

The nature of these relationships with external constituencies must be understood within the context of UCT's Strategic Planning Framework, particularly Goal 5 which enjoins our university to support the needs, aspirations and development challenges of community-based organisations via innovations, systems development, technical support, service-learning or community-based education.

Using scholarly work to build the capacity of communities

One of the dimensions of social responsiveness is the use of disciplinary expertise to help build on and enhance the knowledge base of members of external constituencies or communities to improve their own conditions. The case of the *Judge Matters Campaign* in the Law Faculty is an example of building knowledge of stakeholders about the process of judicial appointments. In the *Land Accountability Research Centre* the aim of monitoring and analysing parliamentary processes around traditional governance laws provides an accurate record of debates and proceedings. These can inform civil society responses to the laws and be used as evidence in potential future litigation about the content of the laws, or the procedures used to draft them. *c*hemROOTS* in EBE provides long term teacher support in science at high school level to improve the understanding and teaching methodology especially in chemistry.

Range of Partnerships

What is equally significant about these activities is the range of partnerships that academics are engaged in. 'Community' at UCT is understood to refer to a wide range of external constituencies ranging from a local community-based organisation to industry, to an international body. These partnerships range from academics working with schools to improve mathematics learning to collaborating with industry, spheres of government and Ministries in other countries (e.g. Botswana, Namibia and Zimbabwe) in all sorts of projects that are linked to development goals.

The duration of the relationships also varies depending on the purpose of the initiative and its nature. Some are long-term like *The Seed and Knowledge Initiative* in the Faculty of Science which has been functioning for five years. Others are once off like the Health Sciences Faculty's *Stakeholder involvement in senior citizens in Khayelitsha* project which will produce a research output on the lifestyle and health of senior citizens in Khayelitsha.

Key Thematic Issues Addressed by the Activities

In line with Strategic Goal 5, the key thematic issues addressed by activities are linked to the development challenges faced by developing countries. The *Centre for Law and Society* is involved with a number of organisations in a project to eradicate child marriages in the Southern African region. The project has taken on a comprehensive review of the legal and policy frameworks that regulate marriage in customary, traditional and religious settings.

This is an example of a project which addresses a number of development challenges, e.g. child marriage, access to justice, violence against women, social justice, inequality, sexual and reproductive health and rights.

Evidence from the submissions indicates that health, development, inequality, education, poverty, gender, environment and employment emerged as the most frequently tackled issues. This is important in emphasising that a university may pursue excellence and still remain relevant to its context. Excellence and relevance are not mutually exclusive but complement each other in ways that enriches scholarship.

Assessing the Impact of Engagement

As our university is currently grappling with indicators to measure the quality and impact of ES, some of the suggestions emanating from the activities are very innovative in terms of how they see the impact of their work.

In the context of engaged scholarship, peer-reviewed journals are not always the appropriate primary venues for peer review of innovative products of SR outputs (that often do not take the form of journal articles); hence there is the need to think about how to measure the impact of different kinds of SR scholarly outputs. Many of the cases exhibit outputs that may not be seen as 'scholarly' in the traditional sense. Examples of these 'unconventional' outputs: public interest articles; strategic research; cultural or artistic products; curriculum restructuring or review to reflect a better fit between what the university does and what society needs; applied research where the particular topic was in direct response to specific development needs defined by government, industry, civil society organisations and social movements; patents; flyers, pamphlets, popular books that draw on scholarly knowledge; consultancies, contract research, evaluations culminating in reports and contributions to the work of professional bodies.

These products are described as scholarly in that they are all grounded in rigorous research and disciplinary expertise, apply research-based technology and inform context-relevant teaching.

This is not an exhaustive list of outputs associated with engaged scholarship, but it is significant to note that for many such outputs that emanate from the practice of engagement evaluation using traditional methods might be inappropriate. UCT's Strategic Planning Framework 2016-2020 encourages us to evaluate the societal impact of engaged scholarship and it is encouraging to note how several cases in the report provide valuable evidence of impact. Recommendations by A/Prof John Hatting from Commercial Law have been accepted and incorporated in the first draft of the *International Policy Document* produced by the Kenya Revenue Authority. He has been asked to comment on further iterations and on the process required for implementation. Prof de Vos's blog has 40 000 page views per month, he has 90 000 followers on Twitter and on the Daily Maverick a reach of 500 000 page views per month. LARC points out that having public debates on traditional governance laws is an indicator of success for the initiative. Another indicator would be thorough process of legal redrafting of the traditional governance system, taking into account the concerns raised through LARC's analyses and community activists.

Developing Indicators for Measuring Impact

The question which remains is how does a university steeped in traditional modes assess the impact of these activities? As an 'engaged' university the new Strategic Planning Framework (Goal 5) is keen on new ways to measure quality and impact of ES and a synthesis of the activities might help in guiding the university.

Various proposals have been generated about how different kinds of scholarly activities can be recognised within the university using weighted measurement scales, qualitative feedback and academic peer review to ensure that rigorous standards are applied in assessing the SR activities.

Information gleaned from the submissions are is important in helping us develop a portfolio of assessment practices that scholars use in evaluating the impact of their work. It is also useful in helping us get a picture of the number of academics who engage with non-academic external constituencies and the forms these engagements assume. The work of developing indicators to measure quality has been delegated to an *Engaged Scholarship Task Team* (ESTT) was established in June 2017 with the express purpose of developing indicators for engaged scholarship.

Going through the Faculty submissions reveals the amount of work that still needs to be done in mainstreaming SR as one of the functions of the university. Having said that, good examples of engaged research and teaching are happening in our faculties and it is these examples that are useful in helping the university understand the importance of social responsiveness and the challenges of doing and assessing this work.

The Knowledge Co-op

The UCT Knowledge Co-op was established in 2010. A 'science shop' with a twist, the Co-op has been developing partnerships for engaged scholarship since 2010. With the emphasis on respect and support, these partnerships are centred on collaboration between community partners (mainly non-profits and local government) and UCT researchers. This allows students and/or academics to conduct research in surrounding communities while providing community groups with an opportunity to address questions arising from their work.

Project details

During 2016-2017, 83 new project topics were submitted to the Knowledge Co-op (31 in 2017) by 32 external partners. Twenty of these are new partnerships. A total of 67 projects were facilitated during 2016-17; these projects under supervision of 34 academics involved 120 individual students as well as one undergraduate class of 38. (See the graph below)

The bulk of projects (35) were **research-based** and five Masters students were placed in non-profits for internships. Some topics covered in these projects included a study of bees in the economy, barriers to food gardening, reintegration of offenders and technology to support unemployed youth in their search for jobs.

In addition 24 **community service** projects (at second year or Honours level) offered more practical support. Here students – often in teams – were required to offer their expertise to community groups for course credits.

The bulk of dissertations were in various Humanities disciplines while most of the community service was done in Commerce (Information Systems).
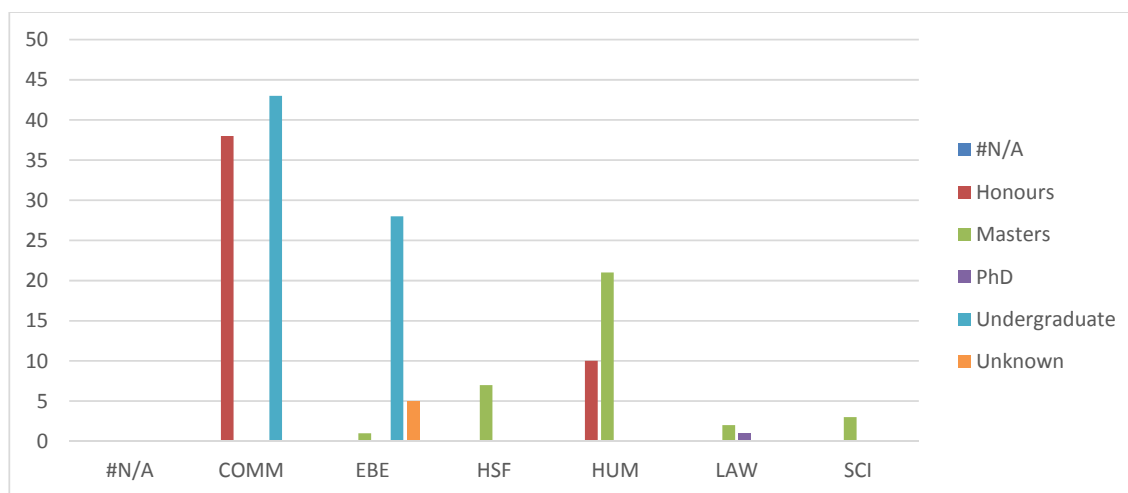
Breakdown of student numbers over faculties and levels of study

Supporting Engaged Scholarship at UCT
The Co-op supports engaged scholarship at UCT by offering researchers opportunities for engagement. A seminar in the Early Researcher programme, *Respectful Partnerships for Community-Based Research,* introduced academics to the brokering model used by the Co-op.

The Co-op offered support to those involved in its projects. Besides regular checking-in with students they were invited twice a year to an informal get-together where they could share their experiences, ask for advice and meet others involved in community-based research.

The Student Guide: Working with Community Partners was used in support sessions to offer guidance to students involved in these projects regarding their interaction with community groups. Workshops offered to their supervisors familiarised them with the *Code of Good Practice for Engaged Scholarship*. An equivalent *Guide* for community partners is being developed.

Evaluation

In its annual quality assurance process the Co-op assesses stakeholders' satisfaction with their **experience** during the process, its **outputs** and the **involvement** of all partners. In a qualitative section respondents give feedback on the **most useful** aspect of the project and suggest **improvements**.

Over 90% of responses in the Quantitative section were in the *'Agree'* or *'Agree strongly'* categories regarding the value of the process and the bulk of Qualitative comments were also positive. Partners mentioned the value of involvement with the Co-op, pointing out issues like

- development of insight of the student into how NGO's work and the intervention environment they work in;
- access to marginalised individuals whose stories are normally very difficult to access;
- an experience for the student which was closest to working within a real life work environment.

Challenges mentioned in these partnerships mostly involve the need for more, clearer communication around expectation-setting and processes; more interaction between the partners; timelines that don't match easily; the limited scope of student research; and lack of resources to ensure that projects can run smoothly.

It is clear from this feedback that the opportunity for engaged research and learning enhances students' university experience significantly. And that the support from a 'broker' between the partners – like the Knowledge Co-op – eases the process. Resourcing this work remains a challenge.

Schools Improvement Initiative: 2017 Social Responsiveness Award Recipient

In response to the challenges in South African education, the *Schools Improvement Initiative* - one of the Vice Chancellor's four Strategic Initiatives - was launched in 2012. The intention of the initiative is to extend the University of Cape Town's engagement in schooling with the explicit aim of making a positive impact on the quality of education in the classroom.

Drawing on university-wide resources and expertise, the SII works in close collaboration with groupings inside and outside the university, in particular the Western Cape Education Department, and currently partners with three primary and two secondary schools in the local community of Khayelitsha.

The SII's theory of change is based on a whole-school improvement model and includes leadership and management support offered in conjunction with teacher professional development. Using the services of *the Schools Development Unit* in the School of Education, the initiative offers university courses coupled with school-based mentoring.

The SII is fully committed to interdisciplinary collaboration with faculties and departments across the university, enabling students to undertake their service learning in the partner schools. This includes Occupational Therapy; Speech & Language Therapy; Audiology; Social Work; the Knowledge Co-op; Library & Information Sciences; the School of Architecture; as well as student organisations such as *Ubunye*, *SHAWCO* and *Students for Law & Social Justice*. These collaborations not only directly benefit our partner schools but have also allowed students and academic staff to explore new ways in which community engagement might inform curriculum transformation and social justice.

The SII's activities over the past six years have contributed towards knowledge production. This includes three symposia, four peer-reviewed journal articles and presentations at three international and four local conferences. One PhD and three Masters students have undertaken their research in the SII partner schools. Furthermore, a three-year NRF Community Engagement Grant awarded in 2015 resulted in a multi-authored book to be published by the HSRC Press later in 2018. This publication showcases the insights gained on community engagement and interdisciplinary collaboration in the SII.

A further key aspect of the Initiative is *100UP*. This university access programme has had a significant impact on UCT enrolments from both Khayelitsha and the neighbouring community of Mitchells Plain.

Since the first group of Grade 10s were recruited in 2011, over 1000 learners have participated in the programme and a measure of its success is that of its 963 matriculants who obtained B-Degree passes, 851 (or 88%) have gone on to study at university, 446 of them here at UCT. During 2018 63 first-year students drawn from 19 out of the 20 secondary schools in Khayelitsha registered at UCT – an almost three-fold increase in enrolments from before *100UP* was put into place.

Through the multidimensional nature of its work, the SII fosters partnerships, harnesses resources, improves schools and crucially, opens the doors of higher learning – thus embodying UCT's commitment to social responsiveness. It is for these reasons that the SII was chosen as a worthy recipient of the 2017 Social Responsiveness Award.

Report on the activities of the Cape Higher Education Consortium (CHEC)

Partnerships with the Western Cape Government (WCG)

In 2015, the Joint Task Team of the CHEC and the WCG created a fund to support research proposals designed to address strategic priorities of the WCG. Grants of R100 000 were provided to each CHEC university by the WCG.

The thematic focus areas for 2015 and 2016 were:

- Resilience, Human Settlements and Climate Change

- Digital Innovation for Inclusive Development

- Social Inclusion, Youth and Skills Development

- Knowledge Partnerships

In addition, R100 000 was set aside for a collaborative grant involving more than one university and at least one department from the WCG.

2017 WCG Research Grants

CHEC and the Western Cape Government opened a call for institutional proposals in February 2017. Seven applications were received and after an internal review process by the UCT Research office and the CHEC-WCG Joint Task Team, three proposals were approved:

A/Prof Eric Atmore's proposal entitled '*Exploring the barriers to registering as a partial care facility for early childhood*'. (R62 800),

A/Prof Andrea Rother's proposal entitled '*Assessing Climate Change Risks and Impacts on the Health Sector in the Western Cape*'. (R100 000)

Dr Penelope Price's proposal entitled '*Review of the first Climate Change Adaptation Plan for Eden District Municipality*'. (R99 470 00).

The CHEC-WCG Innovation Grant opened in June 2017.The focus was on addressing challenges associated with water security and its broad impact.

The R100 000 award was allocated to Piotr Wolski's project titled: ''*Telling stories with data' – an information/education platform for visualizing current and near-future climate & water resources situation for general public and decision-makers*'.

Partnership with the City of Cape Town

In 2015 a similar research initiative was launched with the City of Cape Town, with funding from the four universities and the City. The City is particularly interested in the development of new knowledge, approaches and solutions to challenges faced, increased efficiencies, and enhanced service to citizens.

Emphasis is given to projects that provide evidence and arguments to inform policy and practice – i.e. strategic uptake and implementation. These projects, although funded in 2016, took place in 2017.

CHEC and the City of Cape Town (CoCT) opened a call in April 2016. Out of the six applications received, two were recommended for funding to the value of R50 000 each:

Dr Guy Lamb's '*Determining the potential for the prevention of youth violence through organised recreational and sporting activities: the case of Gugulethu and Manenberg*'.

The project will be implemented in collaboration with *Specialised Operations: Sport, Recreation & Amenities*, as well as *Violence Prevention through Urban Upgrading* (VPUU), a non-governmental organisation.

The proposed research project sought to provide a nuanced analysis of the violence-prevention potential that organised recreational and sporting activities have for youth in areas that consistently experience high levels of crime and violence, including gang violence. The project also has direct relevance for the Manenberg Youth and Lifestyle Campus, a major upgrading project that is being implemented by the CoCT, the WCG and VPUU. In addition, this research project has relevance for the gang-reduction work of the Metro Police. The outcomes can be used to develop more targeted recreational and sports programming by the CoCT in terms of violence prevention.

A/Prof Richard van Zyl's *'Understanding tobacco dependence in Cape Town and the support needed to address this major risk factor in disease'*. The project was to be implemented in collaboration with the Manager for Specialised Health, the Co-Coordinator for Health Promotion for the City, and the substance-abuse co-ordinator for the City.

Another CHEC-CoCT call for institutional and collaborative projects opened in May 2017. UCT received four single institutional applications and one for a collaborative project. Of the four applications, two were recommended to the CHEC-CoCT Standing Committee which approved the following allocations:.

R100 000 for **Prof Andrea Rother's** project titled: '*Poisoned communities: Building Environmental Health Practitioners' Capacity to Promote Sustainable Pest Control in Cape Town's Poor Communities'*.

R50 000 for **Dr Virginia Zweigenthal's** project titled: '*Contraceptive prescribing and choices among young women utlising City of Cape Town services'*.

This final section reflects on some of the strategies and activities needed to take the SR and ES work at the institution forward in a transformative and sustainable way. The report of the *Engaged Scholarship Task Team* commissioned in 2017 to work towards the development of social and economic indicators and a consistent way of recognising and acknowledging engaged scholarship (especially for Ad Hominem promotion) is an important contribution to this.

Also included is a reflection on the work of the SR Hub - a node of SR capacity on campus with staff located in the research office and CHED – which is working to support the SR project at UCT over the longer term. By way of concluding the report, we raise questions about data collection more broadly and make some suggestions for this in the future.

Institutional Support

We begin with looking at what the data submitted for this report said about the need for institutional support to take the work forward. In analysing the key challenges faced by UCT community members taking on social responsiveness and their feedback of how they could be better supported by the institution, six themes emerged.

1. Visibility and Profiling

Several respondents expressed the desire to know more about Socially Responsive work being conducted in the institution. One respondent termed the need for these spaces to learn more about work being conducted on campus as 'communities of practise'. It appeared that some faculties and departments were operating in these 'communities of practise' while others were not. In particular, individuals working on individual projects seemed to have the least support or knowledge of initiatives happening in their departments or in other faculties. In two departments respondents indicated that they felt that UCT needed to do a better job of profiling their work, which, they argued, addressed the issues and objectives highlighted in Goal 5 of the Strategic Planning Framework.

2. Capacity development

Suggestions were made that workshops and seminars be conducted across faculties to help academics and researchers understand what qualifies as socially responsive work, the best ways to go about this work and how it is measured. Additionally, it was stated that a clearer definition of SR was needed.

3. Time

A number of respondents across faculties indicated that a major impediment to their SR work was time. Some stated that working with external communities in mutually beneficial partnerships required a significant amount of time devoted to the process of partnership building. This time, some argued, took away from the time they devoted to the 'regular' tasks listed in their job descriptions. Administration and red-tape were highlighted as bottlenecks that placed further strain on their time.

4. Finance and Funding

Several respondents indicated that they needed support in securing funding for their work, some indicating that even being made aware of funding opportunities would be appreciated. There was the suggestion that UCT prioritise SR initiatives as worthy fundraising projects that were just as important as 'pure research'. Several references were made to pay structure, job descriptions and promotions.

The call is to value SR work by having it built into the job description and allowing for those whose work falls out of the traditional academic faculties and departments to have access to promotion opportunities based on their SR activities.

5. Physical Space/Facilities

A small sample of respondents indicated that they were in need of physical space and facilities such as a computer lab where training could be conducted and a physical space to work from.

6. New ways of measuring Impact

There was some feedback stating that the institution would best support social responsiveness work by valuing process in addition to output. It was highlighted that the impact of this work cannot always be captured through traditional outputs such as research papers and journal articles.

Linked to the point above, the next section contains the report of the ESTT. The report is the outcome of a 12-month process and signals one of the key ways in which this work will be taken forward on campus. The framework tool that emerged from these deliberations in particular, will guide the work with faculties.

Engaged Scholarship Task Team report September 2018

Introduction and brief

At the end of the Research Indaba on engaged scholarship in June 2017, (then) DVC Research and Internationalisation Prof Mamokgethi Phakeng initiated a task team to look at the issue of impact and indicators for engaged scholarship, the Engaged Scholarship Task Team. She asked A/Prof Janice McMillan to chair it. The brief of the ESTT was to

> .… *work towards the development of social and economic indicators and a consistent way of recognising and acknowledging engaged scholarship (especially for Ad Hominem promotion).*

This was key as the 2016-2020 Strategic Planning Framework Goal 5 was devoted to ES. The work of the ESTT was also to enable scholars to 'see themselves in the Plan' in order to facilitate moving beyond rhetoric to actual ES practice.

This part is structured as follows: The first section provides an overview of the UCT context which includes defining key terms used in relation to this work at UCT; it also talks about the SR Hub and its work on campus. Section two outlines the work of the ESTT over the past year. This includes a discussion on Ad Hominem criteria and the challenges of developing tools to measure this work. The next section briefly considers some of the debates in the field of ES locally and internationally, with particular reference to issues of measurement and institutional strategy. This also includes work on understanding the role of 'theories of change' which proved to be crucial for the process. The final section outlines 2 frameworks: one at the level of practice and the second as a way of thinking of leveraging change through working more closely with faculties. This insight – the importance of working with faculties as sites for moving this work forward – has emerged as important in working strategically at UCT.

Defining the key terms

Two terms are key to how the work has been defined and is being developed at UCT: social responsiveness (SR) and engaged scholarship (ES).

Social Responsiveness
In 2006 UCT's Senate adopted a definition of *social responsiveness* reflecting the view that *UCT should not seek to define the concept of Social Responsiveness in a narrow or exclusionary fashion,* but should rather adopt *broad parameters* for its conceptualisation encompassing contributions to economic, cultural, environmental, and social development. This approach was formally endorsed in 2006 when the university Senate approved a definition of social responsiveness that stipulated that social responsiveness must have an intentional public purpose or benefit.[12]

In 2012 UCT revised the Social Responsiveness Policy framework and it retained the term 'Social Responsiveness' as an umbrella term to refer to **all forms of engagement with external non-academic constituencies**.[13] The umbrella term embraces

- *engaged scholarship* involving academic staff
- *civic engagement* involving community service performed by students/staff, and
- *professional engagement* involving PASS staff/academics using their professional expertise.[14]

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[12]University of Cape Town (2008). 'Social Responsiveness Policy Framework', Senate of University of Cape Town document. Available at http://www.socialresponsiveness.uct.ac.za/about/policy_framework
[13] University of Cape Town (2012). 'Social Responsiveness Policy Framework', Senate of University of Cape Town document. Available at http://www.socialresponsiveness.uct.ac.za/about/policy_framework
[14] It does **not** cover civic and outreach activities of staff that are not linked to their disciplinary or professional expertise (see definition below). **Nor** does it encompass work with academic constituencies such as external examining, editing of peer-reviewed journals etc. These are important. However, the concern with engagement (based on solid disciplinary or professional expertise) with non-academic constituencies is meant to provide a sound complement to the activities of engagement with academic constituencies.

Engaged scholarship

While SR was initially a useful term to discuss engagement with non-academic external constituencies, there was concern that UCT needed to tighten up on the work of academics in this realm and define it more clearly.

UCT SR policy (2012) adopted a view that *academic engagement* with external constituencies should be based on scholarship:

> …. the thoughtful creation, interpretation, communication, or use of knowledge that is based in the ideas of the disciplines, professions, and interdisciplinary fields. What qualifies an activity as 'scholarship' is that it should be deeply informed by (the activity of) accumulating knowledge in some field, that the knowledge is skill-fully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism.[15]

Therefore ES as a form of SR refers to

> …. 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, the application of knowledge, or the dissemination of knowledge.[16]*

Engaged scholarship thus happens via, and not outside of, the key activities of research, teaching and service. The Policy Framework document also identifies examples of each – see Appendix A for examples.

Clarity on these key terms and forms of practice are central to how UCT take this work forward. The ESTT also felt that this conceptual clarity deepened the task team members' own understanding of this field.

Work of the Engaged Scholarship Task Team

Members: A/Prof Janice McMillan (Chair) Ms. Lori Lake; Prof Shanaaz Mathews; Mr. Sonwabo Ngcelwane; Dr. Patti Silbert; Dr Tom Sanya; A/Prof Jane Harries; Prof Sue Harrison; A/Prof Ines Meyer.

The task team consisted of scholars from across the faculties and departments at UCT. While not a full representation of all the faculties, it included a good cross section of disciplines and specialisations. Many members of the ESTT had extensive experience of ES and this was a key resource in working together, both in terms of sharing insights about the practice of ES itself in different contexts as well understanding of the UCT context. The team drew off this experience together with some of the current literature in the field. Over a period of a year, the ESTT met on more than 8 occasions. The meetings had two important purposes: to better understand the issue of indicators and metrics themselves; but also, to engage in discussions about practice as several of the ESTT members are experienced engaged scholars themselves.

The work consisted of a series of five main activities leading to a presentation at the 'Beyond Metrics' research symposium 26th and 27th June 2018:

- Analysis of engaged scholarship practice of ESTT members;
- Analysis of the Ad Hominem criteria across all faculties;

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[15] Michigan State University (MSU). 1993. *University Outreach at Michigan State University: Extending Knowledge to Serve Society.* A Report by the Provost's Committee on University Outreach, MSU, East Lansing. www.ncsue.msu.edu/publications/_p,2

[16] UCT SR Policy Framework (2012), pp. 2-3

- Referral to the literature and in particular, to frameworks that deal with complexity, e.g. theory of change;
- Present key insights from the above activities at a meeting with Prof Phakeng in December 2017;
- Develop a tool/framework that can be responsive to SR/ES across a range of disciplinary and faculty contexts. This was presented at a Senate Executive Committee meeting in early June and at the 'Beyond Metrics' symposium.

Analysis of ES practice
Given the fact that the ESTT consisted of scholars many of whom themselves had extensive experience working as engaged scholars, this was a key source of data for our work. We analysed practice in several ways.

Case Studies of the VC's Strategic Initiatives in the 2015-2016 SR report
Each of these case studies were written up drawing on a four-dimensional framework for engaged scholarship. The framework comes from Michigan State University and locally has been drawn on by Sonwabo Ngcelwane in his own research.[17] The 4 dimensions are:

    a. Significance of the initiative
    b. The context in which it is located
    c. The scholarship that is generated through the initiative
    d. The impact of the initiative.

The Schools Improvement Initiative was discussed as a live case study of ES as Dr Patti Silbert, who was on the ESTT, could talk directly to it. What emerged from this analysis was the importance of **context** /spheres of influence; scholarship which includes teaching, and the need to include both **internal and external** measures of impact.

Case Studies of ES Practice of Members of the ESTT
Four members of the ESTT from 3 faculties – Humanities, Health Sciences and EBE – talked about some of the salient issues they faced in their practice. These included opportunities and challenges. Key themes that emerged are discussed below.

- Focus on **process**. This came out strongly in all of the cases. The work happens at multiple levels simultaneously e.g. policy work. ES is iterative rather than linear, and requires a strong component of reflection. Reflection was seen as adding strength and depth to the work.
- It was evident that there is the need to make visible the **purpose** and theory of change linked to the work. The work is never neutral and often very strategic.
- It is important to not just focus on the outcome of the ES initiative but the process is equally important.
- There can at times be a tension between quantitative indicators and measures of quality. Because of the strong relational component to this work, it is important to be mindful of intangible outcomes, ethics, and the (potentially competing) interests of multiple stakeholders.
- Many spoke of the 'messiness' of this work. Given this, there is the need to constantly reconsider and reflect on key objectives.
- Many of the issues above point to the need for learning and theoretical frameworks that one can develop and use to reflect on practice, e.g. double loop learning, activity theory.

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[17] S. Ngcelwane, 2018. 'Developing a framework to assess the quality and impact of engaged scholarship: a study of the University of Cape Town in the context of South African universities.' Unpublished dissertation, UCT.
We look at this framework in more detail in section 3 when we discuss some of the literature in the field locally and internationally.

The ESTT also had a brief presentation on 'alt-metrics' and issue of 'grey literature' i.e. literature outside of the traditional scholarly outputs for this work. However, there was doubt whether universities were ready for recognising this. The overriding feeling from those who presented the case studies was that while work on indicators was critical, it was i*mportant to have spaces to reflect and engage on this work as this will build a sense of what indicators are useful,* i.e. indicators need to be generated through practice, not imposed on practice.

Analysis of the Ad Hominem Criteria across all Faculties
The ESTT analysed the Ad Hominem criteria for all the faculties paying particular attention to criteria for SR and ES, the language that was used and the examples given. It was clear that some faculties were further along the path towards recognising both SR and ES than others. However, what emerged very clearly is that there were discrepancies between UCT's policy framework for SR and the ways in which faculties have interpreted it. There was clear overlap between SR/ES and professional service and this was evident in many faculties' descriptors for SR. In 2 faculties – FHS and EBE – SR and ES were described via a range of categories and levels of complexity. The weighting given to SR as part of the Ad Hominem portfolio offers an additional challenge to being recognized for this work and taking it forward in the institution as some faculties gave a rating of 0-3 or 0-2 for SR/ES rendering it insignificant in relation to the other categories.

Some faculties were more fluid in their descriptors and others more specific. The ESTT did not believe that fluidity is inherently a weakness as it can also allow for creative interpretation thereby encouraging reporting on this aspect of work. In the early days of this work at UCT there was extensive discussion about the need to have a specific SR category to give visibility to this work. Including the SR category for Ad Hominems has served a very useful purpose in making it more visible. However, given that SR and ES are realised *through* core functions of research, teaching and public service, not outside of them, it might be important to bring SR and ES into these activities as a means of 'mainstreaming' the work. The question really is: how can we do teaching and research differently?

A final omission identified by the ESTT across the faculties was that while Ad Hominem criteria focussed on activities/types of ES, there was little if any attention given to the purpose behind the initiative, the 'bigger why'. In order to develop indicators and to assess the impact of the work, the bigger societal challenge or issue at stake needed to be made visible. This was one of the most keenly identified gaps in the work analysed, and in order to address this, the task team turned to look at the work on the theory of change (TOC) that is emerging in the literature on engaged scholarship as well as on funding.

Crucial as it is to take this into account in this work, it is equally important to understand what UCT is trying to promote and support at an institutional level and encourage faculties to take this on board. In this way the practice of ES can be deepened and strengthened.

Brief Review of Some of the Literature: Frameworks that Deal with Complexity
At the Research Indaba in June 2017, all presenters heading up the VC's Strategic initiatives, spoke in some way or another of the 'theory of change' that underpinned their work. Mark New of the African Climate and Development Initiative talked about how measuring impact happens in different ways in different spheres, in which you have varied amounts of influence.
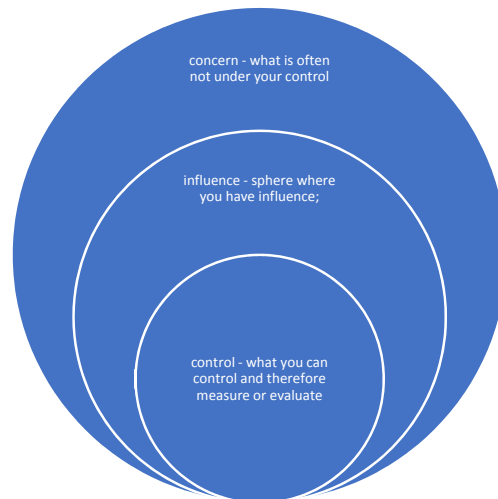
In light of this, and of the fact that there is a 'bigger why' to this work, i.e. a societal issue or problem to resolve, New emphasised the need for a strong theory of change in engaged scholarship work. He argued that if you had a strong TOC, you could identify what it is that you needed to measure. In additional he highlighted the importance of using qualitative measures, e.g. interviews, stories and quotes.

In its analysis of the Ad Hominem criteria across the faculties the ESTT identified the absence of a bigger purpose to this work, i.e. a TOC. Colleagues at the Children's Institute who were on the ESTT, explained that they drew on a TOC approach in much of their work given that it was located in multiple spheres, involved a high level of complexity, and was relational and iterative in nature. They also highlighted the fact that many of their funding agencies used a TOC approach in measuring the impact of their funding to the CI.   This is explained in more detail below.

- **Theories of Change**

Efforts to effect policy, systems or behaviour change are inherently complex which makes them difficult to evaluate using traditional monitoring and evaluation frameworks such as logic models and logical frameworks. Many international development organisations, public health and community-based programmes have therefore adopted a Theory of Change[18] approach to **make explicit the logic and causal pathways** that inform complex programmes or interventions.

While a logical framework provides a narrow focus on inputs, outputs and outcomes, a ToC approach provides a rich explanatory framework that foregrounds questions of purpose, process, context and complexity. The framework is presented on the following page.[19]

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[18] C. Weiss, 1995. Nothing as practical as good theory: exploring theory-based evaluation for comprehensive community initiatives for children and families. In: J.P. Connell (Ed.), 1995. *New approaches to evaluating community initiatives: concepts, methods and contexts.* Washington DC: Aspen Institute;

[19] I. Vogel, 2012. Review of the use of "Theory of Change" in international development. UK: DFID;
M. Van Es I. Guijt & I. Vogel, 2015. *Theory of Change Thinking in Practice. A stepwise approach.* Hivos ToC Guidelines: The Hague: Hivos.

TABLE 2: COMPARING AND CONTRASTING THEORY OF CHANGE AND LOGFRAME

THEORY OF CHANGE	LOGFRAME
Critical thinking, room for complexity and deep questioning	Linear representation of change, simplifies reality
Explanatory: A ToC articulates and explains the what, how, and why of the intended change process, and the contribution of the initiative	Descriptive: A Logframe states only what is thought will happen / 'will' be achieved
Pathways of Change, 'unlimited' and parallel result chains or webs, feedback mechanisms	Three result levels (output, outcome, impact)
Ample attention for the plausibility of assumed causal relations	Suggests causal relations between results levels without analysing and explaining these
Articulates assumptions underlying the strategic thinking of the design of a policy, programme or project	Focuses on assumptions about external conditions

A ToC makes explicit the logic underpinning the change process – by describing how and why a desired change is expected to happen in a particular context. It starts by identifying the desired long-term goal/s and then articulates what needs to be done and what conditions need to be met in order to achieve the desired outcome.

A ToC approach encourages scholars to articulate and make visible their assumptions about how change happens and the ways in which humans, organisations, political systems or ecosystems work. It focuses attention on **purpose** – asking critical questions to define the desired outcome: What change do you want achieve? For whom? Why? Who says so? Then it focuses attention on the **current context** and actors and forces at play, before exploring the potential **pathways to change**, the conditions necessary for effective implementation, the **underlying assumptions** and the **potential risks** and opportunities.

A ToC approach can be used as a **planning** tool to help engaged scholars navigate the complexity of social change and develop a clearly articulated theory of change, and it can also be used to **evaluate** existing programmes and surface the implicit theory of change that informed the programme design or implementation.

A ToC is not just a roadmap or end product. Ideally it should infuse the process of engaged scholarship giving rise to an **action-learning cycle** that enables scholars to revise their assumptions and refine their strategies in response to emerging insights and changing circumstances.

A ToC approach also draws attention to the play of power, and rather than imposing a vision of change from without, a TOC should arise out of a **process of engagement with** multiple stakeholders in order to better understand the current context, respond to emerging needs, and generate a common vision and purpose.

As such a ToC can serve as a generative framework that starts to capture the **complexit**y of engaged scholarship. It locates such work in context and identifies potential barriers and enablers. It encourages the scholars to be more conscious - and critical - of their assumptions, and it opens up space for engagement, collaboration, and co-creation.

As such it is generative rather than prescriptive, open-ended rather than closed, offering up multiple pathways for change while keeping us firmly focused on purpose.

- **A Framework for Generating Indicators and Supporting Faculties**

This final section discusses a framework which can assist in supporting and growing ES practice in the institution. The framework emerged from the work of the ESTT and was first presented at the UCT Beyond Metrics symposium in June 2017. We also highlight the work of Saltmarsh and Janke (2019) who advocate for more intensive work at the level of the faculty to provide a context to support this work.

The ESTT framework on the next page is seen as the first step for engaged scholars to think about their work in a way that helps frame a narrative of the work which in turn can lead to generating relevant indicators for impact of engaged scholarship. It is also important to note that the narrative needs to align with the broad theory of change identified upfront, and also align with UCT's Goal 5 where relevant. It is hoped that the framework is both stable enough to allow for meaningful evaluation over time yet also flexible enough to allow for variations in practice which might occur over the life of the project or initiative. Finally, the framework is seen as a tool to assist engaged scholars present their work for the purposes of Ad Hominem promotion.

TOOL for researchers/research units to map ES to generate indicators for assessing impact

(Articulate the) SOCIETAL CHANGE underpinning ES intervention/project						
☐ **Need to ask: What is the broad theory of change/the 'bigger why' I am/we are trying to address through the ES initiative or project?**						
DIMENSIONS OF ENGAGED SCHOLARSHIP WORK	FORM OF THE ES INITIATIVE ES needs to be undertaken through key work in the university	INTENT/ PURPOSE Needs to address a "bigger why" than conventional ES	PROCESS Needs to reflect the purpose & align to 'bigger why'?	OUTCOME Needs to align to broader change & purpose	IMPACT/ SIGNIFICANCE Needs to talk about change & consequence	INDICATORS/ OUTPUTS These emerge from TOC & purpose; link to Goal 5 of UCT Strategic Plan	ACADEMIC IMPACT This refers to relationship between outcome of ES initiative & current ES practice
Questions aimed at developing a narrative to generate indicators	• Is the work research, teaching or service?	• What is the overarching aim of intervention? • Is the purpose aligned to the theory of change?	• How is the initiative conceptualized, planned and implemented? • Is there knowledge co-production and reciprocity built into the process of engaging? • What relationships are important in this work? • What what range of stakeholders am I/are we accountable?	• What results from the initiative? • Who are the relevant stakeholders? • What are the benefits for the relevant stakeholders involved?	• What difference does the initiative make – on the partner, on the students, on the researchers etc.? Why is this important? • How does it address inequality and social justice?	• What counts as success for me/us in this work? • Is is social, economic, process outcomes, a combination?	• How does the ES initiative change teaching, research or service? • How are the changes to reflective of calls for broader transformation in HE? • Are students being brought into this work through new ES-led teaching?
How ES work relates to and reflects Goal 5 of UCT's Strategic Plan 2016-2020:						
• To enhance the scope, quality and impact of engaged scholarship with an emphasis on addressing development and social justice						

The work of John Saltmarsh and Emily Janke (2019)[20] offers this particularly useful framework for thinking more broadly about institutional change in this area, and in particular for identifying strategic change spaces at the faculty level. In their article the authors identify the Faculty (or College in the US) as the key level/site for change in the institution. They argue that

> *In addition to the creation of a campus-wide coordinating infrastructure and strategic approach, it is important to account for the significant variation in community engagement and quality of that engagement that exists across academic units at a university. The unit ... of a school or college within the university should be developed as the locus of [ES]... Colleges or schools within a university often have their own well-developed mission and goals embracing community engagement, can been seen as hubs for innovation, pathways, or strategies for engagement, and have their own natural disciplinary-related base within the community for engagement.*

The authors have developed a tool that draws off literature in ES in higher education which is designed to be used by the Faculty to examine structures, policies, and practices with the goal of advancing engaged scholarship within the Faculty for the purposes of self-assessment and strategic planning and to support and recognise engaged researchers and units. The ESTT came to understand the importance of working at multiple levels: bottom up drawing on the rich practice of many scholars at UCT but also from the top or in our case, faculty level down in order to generate visibility and ensure sustainability for this work. The first framework outlined above represented work at the level of individual initiatives and was key in our thinking. However individuals/units are embedded in a bigger ecosystem of the faculty as well as the institution. In addition, key decisions on issues like funding and promotion are largely made at faculty level with UCT being a very devolved institution. Scholars therefore need to be supported by broader structures to engage in scholarship differently.

Saltmarsh and Janke identify eight dimensions of faculty organisation that structure and give direction to decision-making. These could shape and inform the extent of engaged scholarship in a particular faculty. These are:

- Leadership in the faculty
- Mission and vision of the faculty
- Visibility and communication processes in the faculty
- Recognition of engaged scholarship in the faculty
- Rewards for engaged scholarship in the faculty
- Capacity-building infrastructure for support and sustainability in the faculty
- Assessment/evaluation of data on engaged scholarship in the faculty
- Curricular pathways – engaged scholarship brought back into teaching

The authors developed a very useful continuum along which a faculty can locate and monitor the extent to which it is taking engaged work seriously. The continuum consists of three stages of development:

- *Stage One: Emerging*—faculty is beginning to recognise engaged scholarship as a strategic priority.
- *Stage Two: Developing*—faculty is focused on ensuring the development of its institutional capacity and the capacity of individuals to sustain the engaged scholarship effort.
- *Stage Three: Transforming*—faculty has fully institutionalised engaged scholarship into the fabric of the faculty, and has mechanisms to ensure progress and sustainability

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[20] J. Saltmarsh & E. Janke. Forthcoming, Spring 2019. Self-assessment rubric for the institutionalisation of community engagement at the level of the College within a University. *eJournal of Public Affairs. Special Issue: Institutionalizing Community Engagement at the College Level.* Guest Editors: J. Saltmarsh & M. Quan.

The following page presents this framework with sample questions per organisational dimension and across the three stages. The rubric itself is more complex than this example with multiple questions one can ask of each dimension.

FACULTY STRUCTURES & PRACTICES	STAGE ONE Emerging	STAGE TWO Developing	STAGE THREE Transforming	INDICATORS
The organizational and structural aspects of a faculty important in the work & functioning of the faculty; also important in faculty profile, transformation, sustainability.	Faculty beginning to recognize ES as strategic priority & is building faculty-wide constituency.	At this stage a faculty is focused on ensuring the development of if its institutional capacity & capacity of individuals to sustain ES effort.	Faculty fully institutionalized ES and are mechanisms in place to ensure progress and sustainability, evaluating its ES work on a regular basis	Evidence of change in policy, practices, structures & culture linked to UCT policies and plans e.g. Strategic Plan Goal 5.
Leadership and direction ES is included in hiring criteria for dean, associate deans, department chairs	There are no criteria around ES in qualification for hiring of the dean & deputy dean.	Are ES criteria in the hiring process but are largely rhetorical & applied inconsistently.	Clear criteria for ES as a qualification for hiring of dean.	
Mission and Vision ES visible in faculty mission and vision Statements	ES does not appear in the mission and/or vision statements of the faculty.	ES appears in the mission and/or vision statements of the faculty but it is framed in vague general terms	ES clearly fin both mission & vision statement of the faculty & clear commitment to ES	
Visibility & communication positioning ES in internal & external faculty publications	Little if any communication about ES in the faculty	Communication inconsistent & intermittent creating mixed messages about its importance	Communication about ES found in all media providing clarity re commitment	
Recognition Faculty awards colleagues for ES	There is no award for ES.	Public recognition for ES but no clear criteria for this recognition	Awards for ES; important aspect of the faculty's work	
Rewards ES is clearly rewarded through Ad Hominem	Ad Hominem criteria are silent on ES work.	Some recognition in promotions but ES weighted very low/can be zero compared to traditional research	ES is clearly recognized in Ad Hominem processes; aligns to UCT policies; ES weighted highly.	
Infrastructure for support & capacity building There is a faculty-level infrastructure (staffing &funding)	No staffing or financial support for ES	Some support but not enough to change practice or get more academics to do ES.	Adequate staffing & other resources to both support and encourage ES in the faculty.	
Evaluation processes Systematic collection & evaluation of data to better understand extent, quality, impact & challenges of ES	There are no mechanisms in place to gather data on SR in the faculty.	Some data is collected but it is done inconsistently and not well organized to derive any useful analysis.	Several mechanisms e.g. annual reports structured in a way to gather ES data on an ongoing way to share in & across faculties	
Curricular pathways Community engaged learning (CEL) & other forms of ES-oriented T & L e.g. community-based research (CBR) evident	CEL & CBR not part of the faculty courses, & if so, not recognized as important.	Some evidence of CEL & CBR but limited to individual interests and not viewed as part of the faculty's interests.	CEL & CBR well integrated into faculty courses. Academics are supported to develop such courses & students encouraged to take at least one during studies.	

Historically the SR project at UCT was located in the Institutional Planning Department (IPD) under the direction of Judy Favish as Director of IPD. Sonwabo Ngcelwane (SR Planning Officer) and Barbara Schmid (Manager: UCT Knowledge Co-op) were part of this unit in the IPD. Janice McMillan (CILT, CHED) was increasingly part of the SR work, meeting bi-weekly with the three IPD colleagues.

On Judy Favish's retirement, the SR portfolio was relocated to the Research Office. Janice McMillan was asked to allocate 50% of her time to provide additional capacity to the SR project and to coordinate relevant work on campus. In this role, she reports to the DVC Research and Internationalisation; the other 50% of her work is as Director of the Global Citizenship Programme in CILT. Part of A/Prof McMillan's role is to scope out the SR project at UCT over the longer term, including identifying possible funding and a more permanent and sustainable structure for this work. The role and work of the ESTT aligns with the goal of strategy development which helps to increase visibility for SR work on campus.

While UCT does not have a formal SR structure, Janice McMillan, Sonwabo Ngcelwane, Barbara Schmid and Prince Qwaka, the SR administrator, constitute the *SR Hub: a node of SR capacity on campus located in the Research Office*. The aim of the SR Hub is to give support to the SR project to ensure visibility and sustainability for this work. This is achieved through the twin goals of capacity and strategy development.

During the last 18 months, the SR Hub has worked to consolidate several projects and initiated others, increasing the visibility of the work. Some of the activities will also lay the foundation for a more sustained way of working across campus. The key strategies are to give visibility and build sustainability of SR work through development of capacity and of strategy. Key activities of the SR Hub are outlined below.

Capacity development

Here, the Hub has contributed to work at both the Faculty and the institutional level.

Faculty-level work

•   Participating in workshops linked to SR and ES in two faculties – EBE and Commerce – on the invitation of the Faculty. This gave profile to the work and initiated conversations on the importance of this work given Goal 5 in the Strategic Planning Framework. A total of about 30 colleagues attended these workshops.

•   Designing and delivering a session on community-based participatory research in a research methods course on a Masters' programme in EBE via an invitation from the course convenor.

Institutional-level work

•   Members of the Hub are involved in designing and facilitating the Engaged Scholarship Programme (ESP) where this year 18 engaged scholars have met over four sessions to explore ways to take engaged scholarship forward. This included participating in a writing and research retreat in 2017.

•   The SR Hub has contributed two seminars to the Research Office seminar series.

•   During September 2018, over 60 colleagues on campus attended three workshops involving engaged scholar Tim Stanton (Stanford University). The workshops focused on

        o   Community-based participatory research as engaged scholarship.

o   Assessment and impact of engaged scholarship: what are the useful tools?

o   Supervision of community-based participatory research projects.

Strategy development

There have been several key activities towards a stronger strategic thrust to this work.

•   Contributing substantial capacity to the ESTT and a presentation on the ESTT's work at the Beyond Metrics symposium in June 2018.

•   Participating in an NRF project on community engaged teaching and learning across the 4 Western Cape HE institutions. Involvement in this project will make it possible to map teaching forms of ES more systemically on campus which aligns well with Goal 5 and Goal 4 of the Strategic Planning Framework. Teaching forms of ES have been far less visible and evident on campus and this project is an important starting point in shifting this.

•   Exploring the value of being an engaged member of the global Talloires Network of engaged institutions.[21] Such membership is strategically significant as it can lead to both potential funding as well as collaborative projects with other institutions.

Conclusion

The past 3-4 years have been significant in UCT's recent and historical past. Given the events triggered by the Rhodes Must Fall student movements, and the awareness on campus of the need for significant and far-reaching transformation, social responsiveness and engaged scholarship are potentially key strategies to contribute to this project. Importantly, because the work of social responsiveness takes place through the core functions of research, teaching and learning, and service, we need to consider not just the impact of this work in our communities outside the university; we need to turn the question about impact back into our own work and practice.

The last two social responsiveness reports have endeavoured to present a full picture of the ways in which the university is responsive to key issues such as poverty, inequality and social justice. However, achieving full coverage of all the work is challenging in a very diverse institution. During times of change and transition, this is particularly challenging work to do. This needs to be acknowledged upfront.

Perhaps it is also salient to ask questions about the purpose of a report that aims to document the full extent of UCT's social responsiveness activities. It might be worth considering whether such coverage is not better served by faculty-specific databases that are updated in an ongoing way throughout the year. The SR report can then showcase particular aspects of the work in order to deepen our engagement with it. Many of the earlier reports did this, e.g. the 2010 report included critical essays on the work from engaged scholars at UCT; in 2013 we showcased teaching forms of SR. Given the multitude of pressures on all aspects of campus work, it might be an opportunity to think critically about the kind of reporting that would be useful for us to advance this work deeply and sustainability.

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[21] See https://talloiresnetwork.tufts.edu/