



EVALUATION OF THE STRATEGIC PLAN 2010-2014

| | |
|--|----|
| SECTION ONE: EXECUTIVE SUMMARY | 6 |
| Purpose of the evaluation..... | 6 |
| Overall assessment | 7 |
| Summary Dashboard..... | 8 |
| Faculty Highlights..... | 22 |
| Pass Department Highlights..... | 34 |
| SECTION TWO:REPORT ON INDICATORS | 35 |
| Goal One | 35 |
| 1.1 Outcomes of exchanges..... | 35 |
| 1.2.1 Trends in profiles of international staff | 36 |
| 1.2.2 Trends in profiles of international students | 37 |
| 1.3 Growth of new areas of study relevant to Africa and emerging markets | 38 |
| 1.4 Outcomes of collaborative relationships with universities in other countries..... | 38 |
| 1.5 UCT position on Webometrics ranking of universities in Africa and the rest of the world (See 4.1) | 39 |
| 1.6 Ranking of universities in Africa and the rest of the world (For details on shifts in rankings of disciplinary fields | 39 |
| 1.7 Requests for the VC to visit international institutions or participate in international events/Report on visits to UCT and international positions of VC | 40 |
| 1.8 Trends with regard to hits on the UCT website from outside South Africa -..... | 41 |
| 1.9 Trends in requests for UCT staff to provide keynote addresses outside South Africa | 42 |
| 1.10 Outcomes of new agreements with universities in Africa and the rest of the world (as appropriate)..... | 42 |
| 1.11 Number of articles co-authored with international collaborators in 2010 vs 2013 | 43 |
| | 44 |

| | |
|--|----|
| Goal Two | 45 |
| 2.1 Staff perceptions of UCT’s climate..... | 45 |
| 2.2 Trends in demographic profiles of students | 46 |
| 2.3 Trends in demographic profiles of staff..... | 51 |
| 2.4 Trends in student success rates | 53 |
| 2.5 Outcomes of the 360 degree feedback system | 54 |
| 2.6 Student perceptions of UCT’s climate | 55 |
| 2.7 Feedback on the quality of the student experience | 56 |
| 2.8 Feedback from local stakeholders | 57 |
| 2.9 Reports on faculty based discussions on curriculum opportunities for highlighting African voices and relevance | 58 |
| 2.10 Effect of fees and financial policies on demographic profiles of students | 58 |
| 2.11 Trends in cases referred to the CCMA (recognising that may not be able to draw clear conclusions from these) | 59 |
| 2.12 Trends in cases handled by the Discrimination Office (Discho)..... | 60 |
| 2.13 Trends in cases handled the Ombud | 61 |
| Goal Three..... | 62 |
| 3.1 Progress in relation to UCT's desired size and shape in 2020..... | 62 |
| 3.2 Growth in enrolments in EBE, Health Sciences and Education programmes | 63 |
| 3.4 Linkages between infrastructure and size and shape..... | 65 |
| Goal Four..... | 66 |
| 4.1 UCT’s position in international rankings..... | 66 |
| 4.2 Annual reports on the impact of UCT’s research..... | 68 |
| 4.3 Trends in the number of rated researchers at UCT | 70 |

| | | |
|----------------|--|----|
| 4.4 | Trends in PhD outputs | 71 |
| 4.5 | Trends in the number of postdocs based at UCT..... | 72 |
| 4.6 | Trends with regard to departmental publication count information..... | 74 |
| 4.7 | Progress with regard to OpenUCT | 75 |
| 4.8 | Analysis of participation in, and assessment of the quality of, research development support | 75 |
| 4.9 | Success in bids for new Research chairs, centres of excellence, competitive research funding bids | 77 |
| Goal Five..... | | 78 |
| 5.1 | Analysis of trends in levels of student satisfaction with the quality of their experiences assessed in the graduate exit survey and periodic student experience surveys..... | 78 |
| 5.2 | Evaluation of the Global Citizenship pilot programme..... | 79 |
| 5.3 | Feedback on the extent to which UCT has been able to develop values listed in the mission assessed in graduate exit surveys..... | 80 |
| 5.4 | Evaluation of participation in intra- and extra mural activities | 80 |
| 5.5 | Perceptions of employers about the quality of UCT graduates..... | 80 |
| 5.6 | Perceptions of alumni about the quality of UCT programmes | 81 |
| 5.7 | Analysis of participation in, and assessment of the quality of, teaching development initiatives..... | 81 |
| 5.8 | Analysis of the proportion of UCT graduates amongst leaders of SA companies and government | 82 |
| 5.9 | Trends in the demographic profile of UCT graduates (see Goal 2)..... | 83 |
| 5.10 | Trends in the use of IT in teaching and learning..... | 86 |
| 5.11 | Trends in academic staff performance assessed through the rate for job reviews | 88 |
| 5.12 | Comparisons of student success rates and the profiles of graduates | 89 |
| Goal Six..... | | 91 |
| 6.1 | Assessment of the outcomes of institution wide initiatives with pro-VCs in Climate Change, Violent Crime and Education..... | 91 |

| | | |
|---|---|-----|
| 6.2 | Evaluation of the UCT Knowledge Co-op and trends of involvement of staff and external constituencies | 94 |
| 6.3 | Analysis of outcomes of partnerships with different spheres of government and other agencies | 94 |
| 6.4 | Analysis of the outcomes of the strategic projects supported with the VC's strategic fund (See Appendix). | 95 |
| 6.5 | Feedback from stakeholders about UCT's role in addressing development challenges | 95 |
| 6.6 | Trends in contracts..... | 96 |
| 6.7 | Provision of scholarly support to external constituencies assessed through annual SR and Research reports | 100 |
| 6.8 | Number of students receiving transcripts recognising voluntary activities or actively involved in voluntary activities..... | 101 |
| APPENDIX..... | | 103 |
| Annexure One: Trends in profiles of staff..... | | 103 |
| Annexure Two: Undergraduate Student Funding..... | | 105 |
| Annexure three: Comparison of faculty actuals in 2013 vs size and shape plans | | 107 |
| Annexure Four: Report on Infrastructure Grants | | 108 |
| Annexure Five: Income from contracts..... | | 112 |
| Annexure Six: Assessment of Impact of 2013 VCSF Projects..... | | 116 |

SECTION ONE: EXECUTIVE SUMMARY

Purpose of the evaluation

- To evaluate the impact of the strategic plan for the period 2010-2014.
- To inform the development of the next five-year strategic plan.
- To contribute to knowledge about the role of institutional plans in driving change in Higher Education.

The focus of the evaluation was on identifying:

- Strategies that had a positive impact on the attainment of the University's strategic goals.
- Shifts in trends over the five year period as a source of evidence of progress made over the course of the 5-year period.
- Challenges requiring attention of the University in the future.

In 2010 the University Strategy Forum (USF) identified strategic indicators for monitoring the implementation of the Strategic Plan and assessing the impact of the interventions made to advance the strategic goals. The framework for evaluating the impact of the strategic plan is accordingly organised around these indicators and impact measures. It was developed in consultation with an Advisory Group.¹

Information was requested from members of the Senior Leadership Group on institutional initiatives launched prior to 2010 and between the period of 2009 and 2013, as well as other incentives provided to lever change, in order to recognise that some changes may be due to strategies implemented prior to the period of the review.

In determining whether the strategies or incentives had a positive impact or not, the following criteria were used:

- Shifts in quantitative trends.
- Shifts in the way in which core activities are implemented or organised.
- Potential for transferability of strategies to lever similar changes in other parts of the University.
- Contributions to the sustainability of an initiative.

¹ The Advisory Group consisted of A Conrad, Prof P Ensor, J Favish P, Jane Hendry, Prof J Jelsma, Prof R Mattes, Prof F Petersen, R Pillay, Prof D Visser, and Prof M Visser.

Highlights from each Faculty Report have been incorporated into the Executive Summary in order to substantiate claims of positive progress. Going forward the University will need to review the choice of indicators in line with the new strategic plan to ensure that they yield information that will enable meaningful judgements to be made. The assessments in the report have been colour coded using green for positive progress, orange for constant or mixed performance, and red for deteriorations in performance.

Overall assessment

A total of 58 indicators are contained in the strategic plan. The table below summarises the assessments made of progress.

| Dashboard | Number |
|---|-----------|
| Positive progress | 38 |
| Mixed | 9 |
| Deterioration/No progress | 1 |
| Not tracked or insufficient information | 8 |
| Hard to interpret results | 2 |
| Total | 58 |

Summary Dashboard

| | Approved Strategic Indicators | Dashboard | Comment |
|-------|---|-------------------|---|
| | Goal One: Internationalising UCT with an Afropolitan Niche | | |
| 1.1 | Outcomes of exchanges | Positive progress | Positive progress in relation to recruitment of postgraduate students, new partnerships and mobility scholarships. |
| 1.2.1 | Trends in profiles of international staff | Mixed | There was an increase in the number of international staff, but there may be a tension between transformation imperatives and those associated with a desire to advance in international rankings, which include criteria related to the number of international staff. |
| 1.2.2 | Trends in profiles of international students | Positive progress | Increase in the number of international students over the period. |
| 1.3 | Growth of new areas of study relevant to Africa and emerging markets | Positive progress | The PERC project resulted in a book based on chapters from PERC participants and the VC strategic fund stimulated several new research projects. |
| 1.4 | Outcomes of collaborative relationships with universities in other countries (as appropriate) | Positive progress | Positive spin offs for new international research partnerships stemming from UCT's involvement in WUN and the AAUN. |
| 1.5 | UCT position on Webometrics ranking of universities in Africa and the rest of the world | Not tracked | It was decided not to invest capacity in tracking UCT on this system because of the need first to improve UCT's research visibility and online presence. |

| | Approved Strategic Indicators | Dashboard | Comment |
|------|---|-------------------|---|
| 1.6 | UCT's position in rankings of universities in Africa and the rest of the world | Positive progress | Whilst there have been small fluctuations in UCT's position in the Times Higher Education World University Rankings, UCT has consistently improved in the Quacquarelli Symonds World University Rankings, and UCT is the only African University ranked in the top 200 universities in the world. |
| 1.7 | Requests for the VC to visit international institutions or participate in international events/Report on number of delegations visiting UCT and VC position on international structures | Positive progress | There was a significant increase in the number of institutions from the global north and south visiting UCT. |
| 1.8 | Trends with regard to hits on the UCT website from outside South Africa | Positive progress | There was a significant increase in visits to the UCT website. |
| 1.9 | Trends in requests for UCT staff to provide keynote addresses outside South Africa (annual) | Not tracked | This was not tracked due to the challenges of collecting comprehensive information from across the University. |
| 1.10 | Outcomes of new agreements with universities in Africa and the rest of the world (as appropriate) | Positive progress | There has been an increase in the number of graduates and mobility arrangements from the rest of Africa as a result of new agreements. |
| 1.11 | Number of articles co-authored with international collaborators | Positive progress | Positive progress |
| | Goal Two: Transformation of UCT Towards Non-Racialism – Redress, Diversity, Inclusiveness and the Recognition of African Voices | | |
| 2.1 | Staff perceptions of UCT's climate | Mixed | There were positive shifts but some significant challenges remain. |

| | Approved Strategic Indicators | Dashboard | Comment |
|-----|--|---|--|
| 2.2 | Trends in demographic profiles of students | Mixed | There were positive shifts in postgraduate programmes, a decline in the number of Coloured undergraduates and a constant number of Indian students. |
| 2.3 | Trends in demographic profiles of staff | Mixed | Very small improvements occurred in the period, but the numbers were mainly below the set targets. The biggest increases in appointments were in white and international staff. |
| 2.4 | Trends in undergraduate success rates | Mixed | Mixed progress. |
| 2.5 | Outcomes of the 360 degree feedback system | Positive progress | Positive take-up rates and shifts for individuals. |
| 2.6 | Student perceptions of UCT's climate | Report of survey conducted in 2013 not yet available. | |
| 2.7 | Feedback on the quality of the student experience | Mixed | Feedback gleaned from two undergraduate experience surveys was mixed. |
| 2.8 | Feedback from local stakeholders | Positive progress | A survey of Grade 12 learners' post school plans revealed that of students eligible to be admitted to UCT the majority listed UCT as their first choice for post school studies. |
| 2.9 | Reports on faculty based discussions on curriculum opportunities for highlighting African voices and relevance | Insufficient information | Whilst the faculties reported on several curriculum initiatives related to strengthening African voices and relevance, it was not possible to form a university-wide picture. |

| | Approved Strategic Indicators | Dashboard | Comment |
|------|--|------------------------|--|
| 2.10 | Effect of fees and financial policies on transformation (when appropriate) | Positive progress | The provisions for Financial Aid and GAP funding helped mitigate the effects of increases in fees with respect to recruiting students with potential, who need financial support. |
| 2.11 | Trends in cases referred to the CCMA (recognising that may not be able to draw clear conclusions from these) | Positive progress | Very few cases were referred to CCMA suggesting a positive labour relations environment. |
| 2.12 | Trends in cases handled by Discho | Difficult to interpret | There have been annual increases in the number of cases reported to Discho, but it is not clear if this is because of greater willingness to make use of services offered by the institution, or an increase in the number of incidents. |
| 2.13 | Trends in cases handled the Ombud | Difficult to interpret | There have been annual increases in the number of cases reported to the Ombud, but it is not clear if this is because of greater willingness to make use of services offered,,or an increase in the number of incidents. |
| | Goal Three: Working Towards a Desired Size and Shape for UCT | | |
| 3.1 | Progress in relation to UCT's desired size and shape in 2020 | Positive progress | Growth is moving in the desired direction of a bigger proportion of postgraduate students |
| 3.2 | Overall growth in PG students, international PG student numbers | Positive progress | The growth is moving in the desired direction of recruiting more postgraduate and international students. |

| | Approved Strategic Indicators | Dashboard | Comment |
|-----|---|-------------------|---|
| 3.3 | Growth in enrolments in Engineering Built Environment (EBE), Health Sciences and Education programmes | Positive progress | The growth is moving in the desired direction. |
| 3.4 | Linkages between infrastructure and size and shape | Positive progress | Positive progress has been made with the expansion of academic space and residence accommodation. |
| | Goal Four: A Vision for the Development of Research at UCT: Greater Impact, Greater Engagement | | |
| 4.1 | UCT's position in international rankings | Positive progress | Whilst there have been small fluctuations in UCT's position in the Times Higher Education World University Rankings, UCT has consistently improve in the Quacquarelli Symonds World University Rankings and UCT is the only African University ranked in the top 200 universities in the world. |
| 4.2 | Annual reports on the impact of UCT's research | Positive progress | Positive progress. |
| 4.3 | Trends in the number and profile of rated researchers at UCT | Positive progress | Positive shifts in trends. |
| 4.4 | Trends in PhD outputs | Positive progress | Positive shifts in trends. |
| 4.5 | Trends in the number of postdocs based at UCT | Positive progress | Positive shifts in trends. |
| 4.6 | Trends with regard to departmental publication count information | Positive progress | Positive shifts in trends. |

| | Approved Strategic Indicators | Dashboard | Comment |
|-----|--|-----------------------------|---|
| 4.7 | Progress with respect to OpenUCT | Positive progress | Investments made have enhanced access to UCT resources. |
| 4.8 | Participation in, and assessment of, research development support | Positive progress | Participation rates in the Emerging Researchers Programme (ERP) have increased. |
| 4.9 | Success in bids for new Research chairs, centres of excellence, competitive research funding bids | Positive progress | There have been positive shifts in the period. |
| | Goal Five: Enhancing the Quality and Profile of UCT's Graduates | | |
| 5.1 | Analysis of trends in levels of student satisfaction with the quality of their experiences assessed in the graduate exit survey and periodic student experience surveys. | Positive progress | Levels of satisfaction amongst graduates were above average. |
| 5.2 | Evaluation of the Global Citizenship pilot programme | Mixed | The number of registrations has increased but the number of completions has declined. |
| 5.3 | Feedback on the extent to which UCT has been able to develop values listed in the mission assessed in graduate exit surveys | Positive progress | Above average satisfaction ratings received in 2011 and 2013. |
| 5.4 | Evaluation of the Social Justice ethos measured, for example, through participation in intra- and extra mural activities | Positive progress | There has been an increase in the level of participation in community based education activities. |
| 5.5 | Perceptions of employers about the quality of UCT graduates | Positive progress | Responses to a survey of 60 employers were overwhelmingly positive. |
| 5.6 | Perceptions of alumni about the quality of UCT programmes | Not tracked in this period. | The focus in this period was on a graduate destination survey. |
| 5.7 | Analysis of participation in, and assessment of the quality of, teaching development initiatives | Positive progress | The participation in the NAPP programme has been positive and is at capacity. |
| 5.8 | Analysis of the proportion of UCT graduates amongst leaders of SA companies and government | Not tracked | |

| | Approved Strategic Indicators | Dashboard | Comment |
|------|--|--------------------|--|
| 5.9 | Trends in the demographic profile of UCT graduates | Mixed | The absolute number of undergraduates increased in all race groups except Coloureds. |
| 5.10 | Trends in the use of IT in teaching and learning | Positive progress | Significant increases in use by staff and students recorded. |
| 5.11 | Trends in academic staff performance assessed through the performance reviews and ad hom promotions. | Mixed | Criteria were changed to reflect stronger focus on teaching in promotions, and a teaching track was created. The results of the staff climate survey revealed mixed views on the impact of these measures. |
| | Goal Six: Expanding and Enhancing UCT's Contribution to South Africa's Development Challenges | | |
| 6.1 | Assessment of the outcomes of institution wide initiatives with pro-VCs in Climate Change, Violent Crime and Education | Positive progress | Positive progress in relation to new research initiatives, recruitment of students from Khayelitsha, new partnerships, policy engagement, publications, and recruitment of students. |
| 6.2 | Evaluation of the UCT Knowledge Coop pilot and trends of involvement of staff and external constituencies | Positive progress | Positive progress in relation to the number of community partners and completed projects. |
| 6.3 | Analysis of outcomes of partnerships with different spheres of government | Positive progress | Significant increase in the number of partnerships. |
| 6.4 | Analysis of the outcomes of the strategic projects supported with the VC's strategic fund | Positive progress | Majority of projects were successful |
| 6.5 | Feedback from stakeholders about UCT's role in addressing development challenges | Positive progress | The majority of responses to a survey were positive. |
| 6.6 | Trends in nature of contract work | Positive progress | Significant increase in the number of contracts signed with UCT staff. |
| 6.7 | Number and range of staff providing keynote addresses in conferences related to areas of development challenges | Number not tracked | |

| | Approved Strategic Indicators | Dashboard | Comment |
|-----|--|----------------------------|--|
| 6.8 | No. of students receiving transcripts recognising voluntary activities (annual) or actively involved in voluntary activities | Deterioration /No progress | A system for providing the transcripts has not been established. |

Analysis of the data provided by faculties and PASS departments suggests that positive progress has been made in relation to 38 indicators. Most progress was made in relation to Goals One, Three, Four and Six. Progress in relation to 9 indicators was mixed. Information was not available to assess progress in relation to 8 indicators, largely because of difficulties in collecting information in these areas, or delays in finalising reports. In two cases it was difficult to interpret the results. There was no progress in relation to the objective of implementing a UCT transcript for participation in extra-curricular activities.

A summary assessment is provided below in relation to the Impact Measures identified for each of the strategic goals. More details are contained in Section Two of this Report.

Goals One: Impact Measure - Perceptions of UCT as an intellectual meeting point between South Africa, the rest of Africa and the world

Judging from the huge increase in the number of delegations from all over the world visiting UCT with a view to establishing partnerships with UCT, the increase in the volume and spread of collaborative relationships, the number of requests for UCT to participate in consortia, the number of invitations to the Vice Chancellor to participate in international meetings, and the increases in the number of international undergraduate and postgraduate students, it can be argued that much progress has been made in positioning UCT as a key intellectual meeting point.

Several faculties indicated that the progress made in relation to the Afropolitan dimension of this goal can be attributed to a growing awareness amongst staff and students of the importance of linkages with Africa, the incentives provided by the VC's Strategic Fund, the increase in the number of mobility grants for staff and students, and improvements in research excellence. There is a strong correlation between research excellence and the ability to advance UCT's position as an academic meeting point.

Goal Two: Impact Measure - Improvements in the institutional climate and changes in the profile of staff and students

A comparison of the results of staff surveys conducted in 2003, 2007 and 2011 indicates improvements in levels of job satisfaction, staff development opportunities, consultation with staff, communication, and feelings of belonging to the institution. It is not possible to attribute the positive shifts to any particular intervention. However there remain high levels of concern about the system of rewards for staff, mistrust of PASS staff to make decisions, a lack of recognition for staff who contribute to transformation, ongoing incidents of racial discrimination and unfair workloads.

The faculties all reported on difficulties experienced in trying to recruit more black staff. This is reflected in the fact that between 2009 and 2013 the number of African academics only increased by 10 and the proportion of African academic staff remained constant at 5%. The number of Coloured academics increased by 20, but the proportion only increased by 1%.

The professional faculties report that recruiting and retaining black South African academic staff has been particularly difficult given private sector demand for these skills. The biggest increase in staff was in international staff prompting the Human Resources Department to suggest that there appears to be a tension between employment equity imperatives on the one hand, and the criteria used in international ranking systems, which place a high premium on the employment of international academic staff on the other hand.

Regarding changes in student profiles, there have been increases in the number of undergraduate African students, but a decline in the number of Coloured students. The number of undergraduate Indian students has remained constant. The total number of students receiving financial aid increased from 2 823 in 2009 to 3 414 students in 2013. This equates to an increase of 21%. There was a 174% increase in the number GAP students from 353 in 2011 to 651 at the end of 2013. These shifts suggest that the increased amount of funding provided for financial support has had a significant effect on enabling access to UCT for those who cannot the fees. At a postgraduate level there have been increases in the number of African and Coloured students in all qualification types, but at a doctoral level the increases have been very small. This is of huge concern given the imperative to transform the profile of academic staff.

In regard to narrowing the gap between success rates of black and white students the Dean of CHED reports:

The 2012 Teaching and Learning Report provides cohort survival analysis since 2008 for all first time entering and extended degree students which show improvement in some faculties and in others persistent patterns of poor completion.

It is thus instructive to look to those faculties where there are been improvements to see what lessons can be learned. Broadly speaking the key characteristic of this 'turn-around strategy' has been a shift from 'foundational provision' to the notion of 'extended curricula'. Some of principles underlying this shift include:

1) Flexibility of placement at entry level: In contrast to a highly structured one-size-fits-all first year provision, this principle recognizes that the level of educational preparedness across any given first year cohort is extremely diverse and thus the more flexibility there is for placement at entry level, the better. This includes mid-year 'catch-nets' for students who jump entry level hurdles but trip up later. The Commerce faculty has pioneered this 'flexibility' of placement. An additional benefit is that this kind of flexibility goes a long way towards reducing the stigma attached to AD provision.

2) The extension of support beyond first year: The major weakness of the foundational provision model is that for many students the transition into the mainstream is not smooth. The key difference in conceptualizing an extended curriculum is an awareness of the need for on-going curriculum support beyond first year. One strategy which has been implemented in Commerce, Humanities and Law is identifying key second year courses which impede graduation (CIG's) and providing additional support. Each of these faculties has adopted different models.

3) Key academic skills embedded throughout the degree: Rather than stand-alone courses or workshops, key skills which are necessary for success (referred to as 'literacies' – academic, quantitative, digital, information, career, multilingualism) are embedded in the curriculum, at appropriate places and in ways which are specific to the discipline. This is clearly something which all students can benefit from.

4) Wrap-around support for non-academic challenges: There is need for strong wrap-around provision which supports students through psycho-social, financial, emotional difficulties. This is particularly important for first year (and first generation) students but not exclusively.

Goal Three: Impact Measure - Shifts in line with the vision of UCT's size and shape in 2010

The proportion of undergraduate to postgraduate students indicates that the University is on track in terms of its vision for the size and shape of the student profile by 2020. However, several faculties have argued that their ability to remain on track will depend on their capacity to attract sustainable sources of funding to compensate for the lack of growth in undergraduate numbers and the capacity to ensure continued improvements in undergraduate throughputs and graduations. All the Deans have pointed out that the ability of the institution to recruit increasing numbers of postgraduate students will also depend on its capacity to employ adequate numbers of staff to supervise a growing postgraduate cohort and provide attractive packages for potential PG students. In this regard the increased funding for postgraduate students from foundations has been significant.

Goal Four: Impact Measure- Assessment of Excellence

Positive progress has been reported against all of the indicators for this Strategic Goal. Faculties' research outputs have increased steadily since 2009. There has been an increase of 462 in number of collaborative papers. However, whilst there has been an increase in the number of collaborators from the Global South the number of collaborative publications with universities in other African countries has not grown at the same rate.

Faculties reported that institutional strategies and support from the research office have been extremely helpful in promoting a research culture in the University, primarily through the appointment of senior scholars, the funding of the emerging researchers breakaways and the emerging researchers programme. The 'incentive' funding for increased production of research has also enabled faculties to continue to support productive researchers. Science reported that the central policies to assist researchers with their rating applications have been very beneficial in regard to enhancing its international impact.

All the faculties have raised concerns about space and funding to maintain the trajectory of growth.

Goal Five: Impact Measure - Perceptions of the quality and profile of UCT's graduates

In this period the number of Africans obtaining undergraduate degrees increased by 222. The number of Coloureds decreased by 27, but the Coloured intake declined by 241. Hence the data suggests that at an undergraduate level the interventions that have been put in place are beginning to have a positive impact on student throughputs. The biggest advance in this period is the significant increase in the number of people using ICTs in their teaching, and the increase in the number of people developing and testing online modes of delivery, especially in Commerce.

It is more difficult to judge progress with regard to the qualitative dimension of this goal. The framework for monitoring the strategic plan does not contain an indicator related to the status of teaching within the institution or the extent of institution wide initiatives designed to promote the development of the graduate attributes listed in the Foundation Statement. Hence it is not possible to provide an assessment of institutional progress in regard to these objectives.

The Graduate Destination surveys in 2011 and 2013 indicate that the majority of students are satisfied with the opportunities provided for students to participate in courses or programmes that develop a social conscience. High levels of satisfaction were reported about the intellectually stimulating environment at UCT but the average response rates declined between 2011 and 2013 and this is cause for concern.

A survey of employers' perceptions of UCT's graduates was not done in this period. A qualitative study investigating employers' and graduates' perceptions of critical success factors influencing successful performance in the workplace is planned for 2014. A regional study of the transition of graduates to work was undertaken of all 2010 graduates from the four regional institutions in the Western Cape. The results of this study suggest that 6.4% of UCT graduates were unemployed and looking for work. (Rates for the other institutions were 4.8 for Stellenbosch; 13.4% for UWC; and 15.8% for CPUT). An unemployment rate of 6.4 is very good compared with findings of the Human Science Research Council's tracer study in 2005 of graduates from seven universities in South African which reported a 32% unemployment rate. These results point to positive perceptions of UCT graduates.

Goal Six: Impact Measure - Effects of UCT's social engagement with particular focus on crime and security, poverty and infrastructure development, global change and climate variability, and public schooling

The focus of a number of researchers and research groups over the review period has been on topics and issues relevant to South Africa's development challenges. There is a strong awareness across the University of the need for both 'blue sky' or 'basic' research and 'applied' research, and a good balance was maintained through the review period.

Notable achievements in enhancing the University's capacity to respond to development challenges have been the appointments of four PVCs in the areas of climate change, schools improvement, safety and violence and poverty and inequality. The University also launched the UCT Knowledge Coop to help broker new relationships between the University and community organisations. The impact of the 100Up Project, supported by the VC's Strategic Fund, has been significant as measured by the increase from 29 to 70 of students admitted to UCT from Khayelitsha since 2009. New research initiatives have been launched in relation to Safety and Violence, Climate Change and Poverty and Inequality and there is evidence of policy engagement in all three areas. There is however already evidence of shifts in institutional practices and the capacity of the institution to recruit postgraduate students as a result of the creation of the interdisciplinary spaces and the increased visibility of UCT work in these areas. However, the PVCs have suggested that it is too soon to measure the impact of the institutional investment on the broader society.

There has been a significant increase in the number of active members of student societies engaging with external organisations. In 2010 there were 1725 active volunteers and in 2013 there were 3013.

There was also a significant increase in the number of contracts which the University entered into with various levels of government and non-governmental organisations which can serve as a proxy for perceptions of the expertise of UCT staff in relation to addressing national and local priorities.

Faculty Highlights

Goal One

EBE

- Launch in 2013 of the new master's programme in Education for Sustainable Development in Mining and Minerals Processing (in partnership with the Universities of Zambia and United Nations, Japan);
- The Association of African Planning Schools, through the African Centre for Cities (ACC), promoted curriculum change in 50 African planning schools and developed a new master's programme for the University of Zambia.
- Civil Engineering secured Carnegie funding to recruit 5 PhDs from the continent – 'next generation of academics' project. 3 are now employed as
- ACC established a network of 17 urban research centres on the continent to work on a new urban Africa agenda.
- The African Heritage Centre site for Cities (Geomatics) and universities continue to be strong. The challenge now is to develop these in Africa and the global South.
- The Environmental & Process Engineering Research Group focusses its research on sustainable development, with an emphasis on African cities and on mineral resource beneficiation in African contexts.
- Staff exchanges with Universities of Nairobi and Zambia.

COMMERCE

- A large increase in the number of doctoral students funded by the African Economic Research Consortium;
- Annual RUBEN workshops in econometrics for experiments aimed at African researchers whose travel we fund;
- African host of MIT's Jameel Latif Poverty Action Lab;
- The expansion of DataFirst's mandate to be a training centre in data management for the continent;
- The creation of the African Institute for Financial Markets and Risk Management and the Graduate School for Development Policy and Practice;
- The launch of the Samsung Mobile Laboratory to develop apps for the special context of African enterprise and culture.
- The programme of the Centre for Actuarial Research to train demographers for the continent.
- The Faculty's leading strategic priority initiative is called "Across Africa" (AA). This project's ultimate ambition is to make various post-graduate and advanced diplomas, along with Master's degrees, available to students throughout the continent who will be able to earn full-quality UCT credentials without leaving their home countries

SCIENCE

- Joint degree or co-badged degree agreements with universities in Europe (University Bretagne Occidentale France, Montpellier France, Aix Marseille France and Vrije Universiteit Amsterdam Netherlands): there are others in development.
- An agreement is being developed with the University of Mahajanga, Madagascar, and there is a formal agreement at departmental level with the University of Antananarivo, Madagascar (Biological Sciences).
- In 2010 the Nasen-Tutu Centre was established as a collaboration between Norway and UCT Oceanography in the area of postgraduate training and research in marine science, and has successfully led to recruiting and training African students from Kenya and Mozambique.
- A three week winter school workshop - African Operational Oceanography - in 2011 drew 30 attendees from Africa.
- The Department of Oceanography has a strong formal agreement with IRD (International Research Directorate) in France and University of Brest (France) which supports the secondment of five French scientists to the Department of Oceanography
- WIO-RISE (a regional network between the Dept of Oceanography, the Institute of Marine Sciences, Zanzibar, Tanzania and the School of Coastal and Marine Sciences, Universidade Eduardo Mondlane, Quelimane, Mozambique) has recruited MSc and PhD students from 7 different eastern African countries.
- The JEA1 MOCAS collaborative programme set up with IRD and 3 Mozambican institutions to broaden the impact of ICEMASA in Southern Africa. Eight Mozambican scientists are involved in this project.
- Funding from the European-African Marine Network Programme (EAMNet) facilitated students from several African countries and other international students to be trained through the UCT Applied Marine Science taught MSc programme each year
- A number of Chemistry department staff collaborate with, or serve as co-supervisors of postgraduate students at a number of African universities: Kenya, Nigeria, Cameroon, Botswana, DRC, Nairobi and Namibia. With the development of the SKA, formal partnerships exist with Mauritius, Madagascar, Mozambique, Botswana, Zambia, Ghana and Kenya. There is also active involvement of building up astronomy in Burkina Faso.

LAW

- UCT's faculty of law is the only law faculty in Africa rated in the top 100 in the world.
- Links have been established in South America and India.
- The Faculty hosted an African-Sino law deans' conference in March 2013.
- The Faculty is an active member of Law Schools Global League
- The Chair of Comparative African Law has been established.

Health Sciences

- Existing large footprint but new institutions in Nigeria, Uganda, Ethiopia and Malawi as well as collaborations with Zambia have been added.
- Active training programme with many countries in Africa of which the African Paediatric Fellowship is an excellent example.
- Establishing tripartite alliances with Northern universities (such as Brown University, Rhode Island), and an African partner through external funding. This will help postgraduate capacity-building in medicine and the sciences through joint degree programs.
- The incoming Dean visited several US Medical Schools in July 2013 (Univ. of Kentucky, Ohio State University, Vanderbilt University, Harvard University, University of Chicago, University of Washington, Stanford University, University of California Los Angeles and Cedars-Sinai Postgraduate Medical Centre, Los Angeles and the University of Oxford, United Kingdom in October 2013 to investigate health sciences education and possible areas for future research collaboration and the establishment of multi-institute grant proposals.

CHED

- The Carnegie and Mellon-funded **ICT's in Education suite of postgraduate** qualifications designed to build capacity in African higher education institutions and the IDRC-funded **ROER4D**, the Carnegie-funded **E/merge African network**
- The **LSE-UCT July School** was launched in 2013. A number of activities involving LSE and UCT staff and students took place on the back of this event constituting UCT as an "intellectual meeting place" and "promoting exchanges, research dissemination and partnerships".
- A partnership between IAPO and CHED in offering **Careers Service for International students with a focus on Africa**.

HUMANITIES

- The Institute for Humanities in Africa (HUMA), through its *Tombouctou Manuscripts Project* and its *Continental Connections Programme*, has established strong contacts and collaborative projects with colleagues and institutions in a range of African countries.
- The *Global Studies Programme* in the Department of Sociology which at first involved Albert Ludvigs University in Freiburg and Jawaharlal Nehru University in India, has expanded its network to include Ghana, Uganda, Palestine, Columbia and Brazil. This programme offers a model for a co-badged degree and is unique in the Faculty.
- The Department of Politics and the Centre for Social Science Research (CSSR) have consolidated links with the rest of the continent through the *Afrobarometer Project*, the *African Legislatures Project* and the *Democracy in Africa Research Unit*
- The African Cinema Unit in the Centre for Film and Media Studies (CFMS) has established a unique *African Film Collection* and offers the only MA in African Cinema on the continent. CFMS programmes attract significant interest from international students.
- The National Research Foundation Chair in Archive and Public Culture in the Department of Social Anthropology hosts a civil-society project, the *Archival Platform*, whose primary constituency is Southern African, but has also developed a strong international profile.
- A wide variety of exhibitions, performances, colloquia, seminars and book launches involving African and international scholars, organised through the Gordon Institute for Performing and Creative Arts (GIPCA), Michaelis School of Fine Art, the Drama Department, the South African College of Music and School of Dance, the *Africa, Reading, Humanities* and *Coetzee Collective* seminar series in the Department of English and the *Sawyer Seminar* series in the Department of Anthropology.
- Ongoing major international collaborative teaching and research projects in the departments of Religious Studies, Philosophy, Historical Studies, Social Development, Psychology and the School of Languages (SLL). In particular, the post-graduate programme in *Teaching French as a Foreign Language* (TFFL) offered in SLL has attracted many students from the SADC countries.

Goal Two

CHED

Goal two is central to CHED's mission particularly the focus on redress, diversity and inclusiveness. Two key initiatives are highlighted.

- The **First Year Experience (FYE)** was launched in 2012 as a two-year pilot with the main focus on the promotion of first year success by working alongside the faculties to improve student learning. It has brought a new 'lens' on the student experience and it is galvanizing the institution to work in new ways. It has brought together those involved in admissions, orientation, finance, residence, administration as well as those involved in first year teaching into a review of and in some cases a change of practices. It is crucial going forward that very specific indicators are set and monitored in order to assess progress against FYE's objectives.
- There has been a shift from 'foundational provision' to the notion of 'extended curricula'. Some of principles underlying this shift include:
 - Flexibility of placement at entry level
 - The extension of support beyond first year
 - Key academic skills embedded throughout the degree
 - Wrap-around support for non-academic challenges

Commerce

- The Commerce Faculty transformation strategy can be considered with respect to three major areas: undergraduate students, postgraduate students and staff.
- In terms of undergraduate students we have made significant progress, largely facilitated by strong leadership of the Faculty EDU. This progress can be measured by increasing proportions of Black students in our entering and graduating cohorts, and an increasing share of academic distinctions going to Black students. The approach taken by the Commerce Faculty EDU is based on a philosophical approach that rejects a deficit model and that integrates academic support with an appreciation of the psycho-social challenges faced by students.
- The newly-launched African Institute for Financial Markets and Risk Management (AIFMRM) provides an opportunity for research projects which can help attract black postgraduate students because of the operating model based on closer integration between industry and the academy.
- The area of staff transformation remains a challenge due to pay differentials between UCT and industry, particularly in areas of commercially valuable scarce skills. We have made little progress in the last five years in recruiting Black South African staff (though we have had substantially greater success in hiring Black academics from other countries).

Law

- The number of black staff has increased from 23% (2009) to 28% (2014).
- There has been a more substantial shift in respect of PASS staff from 48% (2009) to 62% (2014).
- There has been a significant increase in black South African LLB students from 75 (18%) in 2009 to 150 (23%) in 2014.
- At the postgraduate level the percentage of Black South African students has increased slightly from 30% in 2009 (111) to 31% in 2103 (144).
- The climate survey provided a useful platform for a faculty organised workshop addressing institutional culture.

Health Sciences

- Fewer students continue to enter the Interventional Program as a result of poor marks in Physics and Chemistry. The "supervised homework" programme was extended to include all students with less than 55% in the diagnostic tests.
- Extended the teaching of isiXhosa and Afrikaans at the bedside in the 5th and 6th years of the MBChB programme to improve student communication with their patients. We are continuing the revision of our UG curricula to ensure that our graduates are able to meet the needs of the re-engineered PHC healthcare system and "fit for practice"
- Appointed 3 black candidates into development posts with funding received from the Transformation Services Office.
- As part of building clinician-scientist/researcher capacity further development is ongoing in concert with the Health Professionals Research Enhancement Fund as well as Plattner fellowships for early career (following post-doctoral fellowships) support.

Science

- There has been little change in the staff demographics since 2009: ~21% of South African academic staff is black and 79% white.
- Females comprised 29% of the academic staff.
- PASS staff the numbers have remained constant at ~56% black.
- Black South African academic staff in the Faculty are regularly head hunted, despite efforts to retain them via scarcity rewards.
- The student body remains similar to previous years with about 32% of South African undergraduates being Black, 12% Coloured 4% Indian and 41% White.
- At postgraduate level white South African registrations decreased slightly (45% to 37%) but black South Africans remained fairly static.
- In an attempt to increase the number of Black South African postgraduate students, Strategic Faculty Equity Fellowships have been offered annually for the past three years and five have to date been taken up at PhD level and one at Postdoctoral level.

EBE

- The EBE Equity Plan (2010-2015) set up a Transformation Committee answerable to the dean and Faculty Board, with a sub-committee on values and culture; a Transformation Charter; a Faculty Ombudsman; a 'speak to the dean' facility; encouragement to attend the then Khuluma (and now ADAPT) Workshops; a Cultural Evening organized by the Post-graduate Student Council; a bi-annual Faculty Assembly addressed by the dean; **and** training of 40% of all staff as Employment Equity representatives
- Search committees now make major efforts to encourage more representative applicants
- Targeted staff funding for designated groups from external funders (e.g. in Civil and Chemical Engineering);
- Allocation of staff mentors after appointment.
- The Curriculum Revision Task Team considered the inclusion of appropriate regional and African material of relevance.
- EBE's Initiative on Public Good, Engineers Without Borders, ACCs CityLabs and the Memorandum of Understanding with Slum Dwellers International, the Cell-life project and community build and design projects as part of curricula, have all helped to include African/local voices in student work and campus life.
- A new elective undergraduate course (Social Infrastructures: engaging with communities for change), is designed to immerse students directly in the lives of poor communities.
- In 2012 there were 26% first year SA African (2013 – 30%) – an increase in SA black students relative to 2012. The SA African body was 16% in 2013 up from 13% in 2011..
- The first year intake in architecture was 20% SA black

Humanities

- The proportion of Black African students of the total undergraduate enrolments has increased from 17% in 2009 to 22% in 2013.
- The total numbers of Black African postgraduate students have increased over the five years (from 180 in 2009 to 237 in 2013) and there has been an increase of 1% in the proportion of Black African students of the total postgraduate enrolments from 2009 (11%) to 2013 (12%).
- The four year Extended BA/BSocSci degrees as well as the BAFA Extended degree have had a significant impact on increasing the number of Black and Coloured undergraduate students in the faculty.
- Faculty access and recruitment initiatives were stepped up in Black and Coloured township schools in the greater Western Cape. In particular, the School of Dance held auditions in three major urban centres, linking with community arts centres and NGOs, in order to attract a wider pool of undergraduates from previously disadvantaged areas.
- The Drama department introduced bilingual options in Afrikaans and Xhosa Acting and Voice Training. This has attracted an increased number of students from these language groups. Similarly, the School of Languages and Literatures launched a new major in Xhosa and has continued to offer a valuable service to Health Science students with special foundation courses in Afrikaans and Xhosa. In addition, the new Centre for African Language Diversity (CALDI) has had a major focus on documentation of threatened languages.
- The Department of Social Development introduced a new major to widen access to social service professionals beyond social work.
- The new MA programmes in African Cinema, Documentary Arts and Screenwriting have helped to produce media professionals who can reflect the complex realities of South Africa and give recognition to African voices.
- The Mellon funded Honours in Curatorship at Michaelis has been extremely successful in attracting African students from in and outside South African borders.
- The Creative Writing MA programme in the English Department has, through Mellon funding, been able to support students from elsewhere in Africa and establish connections with countries, particularly Kenya and Nigeria.
- The launching of the Van Zyl Slabbert Chair has enabled the Department of Politics to improve diversity within their postgraduate cohorts.

CHED

- A long-standing project funded by Carnegie and Mellon [Equity Development programme] to identify and support high-achieving black senior undergraduate students in order to nurture them for an academic career.
- A significant area of growth in the past 5 years has been supporting the transition from undergraduate to postgraduate with a particular focus on writing.
- Established a **Postgraduate Development Project** responsible for a suite of interventions (workshops, writer's circles, retreats) focusing on masters, PhD's and post-doctoral students.

Commerce

- Goal Three has perhaps been the most problematic for the Faculty. At face value it would appear that we have contributed positively to the University achieving this goal by considerably increasing our ratio of postgraduate to undergraduate enrolments. However, this shift in the composition of the Faculty's students is a source of major concern because of its financial consequences
- The AA initiative is intended to bring about a dramatic increase in the number of students being taught without bringing more undergraduate students onto campus.

Goal Three

Law

- In 2013 46% of students enrolled in the faculty were postgraduate students (PGDiploma, LLM/MPhil and PhD); the predicted percentage in 2014 (after mid-year intake) is 41%. This remains within the parameters set by the strategic goals. A slight increase in undergraduate numbers was planned in response to budget cuts but the growth rate was higher than expected.
- There has been a significant increase in the pass rate in both Preliminary A & B courses in the LLB

Science

In 2009, the Faculty of Science reached an all-time high in terms of undergraduate student numbers and it was clear that the infrastructure was not able to support the quality of teaching required and expected by our students - available lecture theatres and practical venues (e.g. Chemistry, Physics, Biology, Earth Sciences) were frequently exceeded, field work courses were being cut due to impossible logistics. To address the issue the Faculty embarked on a re-structuring exercise with the intention to reduce intake of undergraduate students, improve throughput to increase bachelor level graduates, and introduced a new structured Extended Degree Programme to assist those not able to perform adequately on the regular three year degree programme. In line with the university Size and Shape Policy concerted efforts were made to increase postgraduate student numbers, specifically PhD and research Masters. The latter in a climate of decreasing NRF student support..

- In 2013 the first year intake was successfully reduced and the new extended degree programme successfully launch at week six. The success or otherwise of this revised strategy will not be known for a few more years as the first cohort of students work their way through the system. Nevertheless, there was a gratifying decrease in the number of students excluded (decrease of 33%) at the end of 2013, compared to previous years.
- Over the 5 year reporting period, considerable gains have been made in increasing research postgraduate student numbers with Masters and PhD registrations increasing by some 16% over the period: PhD's from ~333 to close on 388, and Masters registrations increasing from 395 to 460. Honours numbers have similarly shown a satisfying increase (169 in 2009 to 190 in 2013). Whereas growth in postgraduate numbers has been acceptable (~4% per year, consistent with the Size & Shape Plan), attention still needs to be given to improving Black South African PhD numbers and increasing the number of black postdoctoral fellows which is low (~9%).

HUMANITIES

While undergraduate student numbers have decreased slightly, postgraduate numbers have increased steadily over the five years. This has resulted in a stabilising of overall student numbers in the faculty.

In 2013, undergraduates constituted 74% of total enrolments and postgraduates 26% of total enrolments compared to 78% and 22% respectively in 2009. Honours enrolments have increased 8% over the period 2009 to 2013; Master's enrolments by 16% and PhD enrolments by 31%. PGDP enrolments have increased by 56% from 2009 to 2013, largely due to curriculum restructuring and new offerings in Education.

Work began in 2012 on developing guidelines to determine staffing needs across departments.

EBE

The strategy of the Faculty is to increase throughput rates in undergraduate years, rather than increase the intake. Between 2013 and 2014 the undergraduate intake dropped (-6,9% AYOS1 and -4,3% all undergrad: due to lower take-up rate) and the post-graduate intake is 10% over target. The post-graduate cohort now stands at 29%.

- Post-graduate growth in architecture honours and masters (with Centlivres Building upgrade) and the Masters in Engineering in Radar.
- Donor funding for new chairs (transport and energy) to supervise post-graduates
- ASPECT and the Academic Development Programme in departments
- The tutoring and mentoring system with Department of Higher Education and Training (DoHET) grants
- Resolving blockages in the teaching of undergraduate maths and physics
- 'Bootcamp' for courses with high failure rates (piloted in Chemical Engineering in 2012 and continued since)
- Early Warning System to identify at risk students early on.
- Teaching with technology: CHE1004W and CHE2031F had trial lecture podcasting with seemingly positive effect.
- Laptop project in Chemical Engineering and Architecture.
- Teaching only appointments (two)
- MAM1017F mathematics for engineers was identified as a 'killer course' in 2010 with a pass rate of 49%, but a change in lecturing staff after negotiations between EBE and the Maths Department in 2011 achieved a dramatic improvement in pass rates.
- Bootcamps piloted in Chemical and Civil Engineering have had significant success, with DoHET funding for staff and accommodation costs.

EBE

- 7 research chairs and 2 advertised (Dec 2013)
- There are 13 accredited research groupings in EBE. Two are UCT Signature Themes, one is a Centre of Excellence. The DST Hydrogen Catalysis Competence Centre was first funded in 2009.
- Equipment: two new sophisticated analytical instruments - the QEMSCAN and the High Resolution Scanning Electron Microscope in Chemical Engineering.
- Initiative for Public Good, co-ordinated by a retired academic, to promote research relevant to local developmental issues.
- Ongoing industry funding for research.
- Investment in new buildings improves the space and infrastructure for research (particularly the New Engineering Building).
- Weekly research seminars in many of the research centres and departments, open to staff and students.
- New master's programmes have spin-offs as research contracts and income (e.g. the new Radar programme led to research and funding links with Saudi Arabia).
- New initiatives: rewards for top publishers and student publications; bridging funds for post-docs.
- Growing the post-graduate student body and involving students in research, and growing post-doctoral cohort (21 in 2013), are all improving the research profile of the Faculty.

Health Sciences

- In 2012, the Faculty became the first tertiary institution from any developing country globally to be placed in the Top 50 of the Times Higher Education World University Rankings for clinical, pre-clinical and health universities.
- A notable achievement was the increase in the number of publications in accredited journals by our faculty from 846 publications (348.89 units) in 2008, 931 publications (370.94 units) in 2009, 1077 publications (383.42 units) in 2010, to 1146 manuscripts (452 Units) being accredited by DoHET for 2011. The number of publications increased to 1557 in 2012 (2013 numbers and units still pending).
- During 2012 the number of National Research Foundation (NRF)-rated researchers in the faculty increased from 94 to 105, with our number with an A rating increasing to 11, and the number of young researchers securing a Y rating increasing to 22.
- During 2013, the Faculty of Health Sciences was awarded R 493 million in research grant funding, more than half (55%) of UCT's total research funding.
- A record number of 70 abstracts submitted for the 4th Annual Undergraduate Research Day in 2013. Some of these undergraduate research projects have been presented at conferences and published in peer reviewed journals.
- The Faculty is establishing a Clinical Research Centre to support its staff with clinical research from an initial idea to the final report.
- Major research infrastructure funding has been obtained (from the National Research Foundation and the Technology Innovation Agency) for equipment.

Goal Four

Humanities

- The renewal of four NRF research chairs, two A W Mellon Research Chairs, specialist research centres such as HUMA, CSSR, GIPCA, CALDI, CAS, AGI and other funded research chairs, have been instrumental in growing research niche areas within the faculty.
- Significant space refurbishments for postgraduate students in the Arts Block, Leslie Social Science and the Humanities Building have helped to promote a vibrant postgraduate research culture in the faculty. The faculty has also benefited from continued A W Mellon support for post-doctoral fellows.
- The Department of Psychology has established the first neuropsychology degree programme in Africa and the first internationally accredited psychoanalytic training programme in the country.
- The School of Education has had a three year EU funded SPADE project focusing on Foundation Phase Schooling, and two new staff appointments were made to build on this area of research.
- The Department of Religious Studies has initiated an interdisciplinary collaborative research project with three other institutions focusing on the study of Gender and Islam.
- The Isidore and Theresa Cohen chair in Jewish Civilisation was established.
- The Centre for Film and Media studies has developed key areas of media research focusing on youth and social media.
- The NRF Chair in Archive and Public Culture, together with the Centre for Curating the Archive at Michaelis, launched the project "*ARC: The Visual University and its Columbrum*" which has been ground-breaking in focusing research on visual and sound archives.
- The South African College of Music edits the *Journal of the Musical Arts in Africa*, now in its 10th volume, which is the only ISI accredited music journal in South Africa. The School of Dance also publishes the *SA Dance Journal* and hosts the bi-annual '*Confluences*' conference - the only scholarly dance conference in South Africa.
- GIPCA has played a significant role as a comprehensive platform for cutting edge creative art research and practice in the country. It has facilitated collaborative and interdisciplinary creative research projects in the disciplines of music, dance, fine art, drama, creative writing, and film and media studies.

Science

- The number of highly rated NRF researchers has increased – from 12 A-, 47 B- and 1 P-rated in 2009 to 14 A-, 66 B- and 6 P-rated.
- The quality (Impact Factor) of journals in which research is published continued to rise as a consequence of an awareness campaign around the importance of targeting the top journals in the field. In quantitative terms, Faculty research outputs have increased steadily since 2009, although associated subsidy units have remained rather static (~300) due to increased non-UCT co-authorships. Three broad disciplines in the Faculty were rated highly in the international QS ranking system – Earth and Marine Sciences (top 51-100), Biological Sciences (top 101-150) and Environmental Science (top 101-150). Also of importance is that 15 disciplines within the Faculty achieved field normalised citation rates greater than the world average for the field, with 13 of the 15 increasing, and 2 remaining static (Mouton Report, 2013) relative to the previous 5 year period.
- An international research review was commissioned in 2013. The review was extremely successful, and the Faculty is presently engaging with the Review Report in planning a new medium term research strategy.
- The appointment of 12 Senior Scholars in the Faculty since 2011, and the presence of 10 South African Research Chairs (SARCHi) have led to an augmented research and supervisory capacity, as has the increased number of postdoctoral researchers (rising from 100 in 2009 to 153 in 2013).

Law

- The Faculty has 2 SARCHI chairs and 2 significantly funded chairs.
- 92 % of all academic staff are research active (producing at least one unit of research per annum)
- The faculty has 20 NRF rated researchers at present a significant increase from 14 in 2010.
- 51% of academic staff have PhD's (in 2010 the figure was 38%)
- Journal publication has increased significantly: the average output between 2007 and 2009 was 38 per annum; compared to an average of 58 per annum between 2010-2012.
- The degree to which lecturers' own research is integrated in the LLB curriculum was commended in the 2013 review.

Commerce

- Commerce, admittedly from a low base, has led the University in percentage of output increase. In addition,
- the Faculty has since 2011 created 4 new accredited research units and 2 new postgraduate institutes / schools, has doubled its postgraduate enrolments, and has tripled its number of researchers with NRF ratings of B and A.
- shift in research culture has been achieved through a multitude of interventions, including:
 - The restructuring of the Faculty to create the College of Accounting, which in turn allowed research-focused academics from that sector to be concentrated in the new Department of Finance and Tax where a culture of research and postgraduate training predominates;
 - A strengthening of research mentoring and support through the hiring of internationally eminent scholars with special research-promotion functions;
 - The creation of research units to help researchers engage in larger projects that depend on collaboration networks and coordinated fundraising, and to create much more tightly structured project management environments for postgraduate students and postdocs.

Goal Five

Version 17

Health Sciences

- The signing of the Multi-Lateral Agreement (MLA) with the government of the Western Cape creates the possibility of incorporating the Eden District (George Hospital and associated district hospitals, Mitchell's Plain and/or Khayelitsha) into UCT's clinical teaching platform and expand teaching rotations at Vredenburg Hospital and environment.
- Assessment continued as the lead theme for Educational Development in the Faculty in 2013, with several faculty and departmental workshops being offered.
- The University's Examinations and Assessment Committee also debated external examining and decided to retain the system in its current form as this was felt to work well.
- The Assessment Committee was reconstituted and the mandate expanded to include postgraduate assessment.

Commerce

- The Teaching and Learning working group has driven a number of new initiatives, such as tag teaching and mentoring
- The upgrading of classrooms and the laptop project are both examples of real investment in improving the undergraduate experience; but they have been made while research support budgets have shrunk.
- The Faculty is currently offering a large number of professional short courses that are delivered mainly online.
- Pilot projects run in the Faculty last year where residential courses were delivered primarily online illustrated the potential for utilising technology to enhance the quality of student learning. The pilots, particularly the first-year one that served over 900 students, had a particularly positive effect for EDU students: whereas all indicators of success (DPR rates, assignment completion rates, student course evaluations) were significantly improved over previous years' live lecture and tutorial model, the improvements were significantly largest among the 230-strong EDU cohort.
- A leading institutional contribution to Goal 5 has been provided through our weekly lunchtime CEG seminars on pedagogy.

EBE

- New undergraduate elective (Social Infrastructures: engaging with communities for change) with CHED Global Citizenship programme to enhance graduate attributes. Piloted in 2013 and in 2014 as a Winter Term course with 60 registered students.
- Partnership between EBE and City of Cape Town Department of Transport on an integrated and inter-disciplinary project of developmental relevance: ideas for the future of the Cape Town foreshore. Accepted as a Cape Town World Design Project; award of VC Strategic Funding in 2013/14. An exhibition running for the month of April 2014 will showcase this work.
- Piloting of student e-portfolios in EBE in three departments to promote visibility to future employers and draw attention to graduate attributes (with Faculty funding). This project is now being further encouraged through the Professional Communications Centre in EBE and further initiatives in CHED.
- The laptop pilot project in Architecture and Chemical Engineering encouraged teaching with technology.
- The Curriculum Working Group on teaching in engineering is looking at innovations (e.g. a common first year course).
- Investment in new buildings, and research and teaching space (NEB, TLB and Centlivres), will enhance the quality of the student learning experience. The new student study space (under Library management) on the ground floor of the TLB will be a first on UCT campus
- Investment in new buildings, and research and teaching space (NEB, TLB and Centlivres), will enhance the quality of the student learning experience. The new student study space (under Library management) on the ground floor of the TLB will be a first on UCT campus

Humanities

- The faculty has consolidated its Education Development Unit with significant expansion of the extended curriculum and the provision of support structures via tutorials and mentoring programmes and the introduction of augmented courses (plus tutorials). Plus Tut programmes have now been initiated for selected first and second year courses in six of the largest departments in the faculty.
- The faculty completed an investigation into the undergraduate academic experience in six large departments. This led to the introduction of the Early Warning System for students 'at risk', as well as the appointment of a new staff member to co-ordinate a mentorship support programme for first year students. The faculty also opened up its undergraduate curriculum to accommodate more Science majors.
- Several departments and centres in the faculty have established new and innovative research method courses to support and enhance the quality of postgraduate students. For example, the CSSR has initiated a programme to improve the quality of teaching and research in Quantitative Social Sciences. HUMA run a semester long research methods seminar called 'Truth and Method' which is compulsory for all new PHD students in HUMA, but is also open to non-HUMA students and staff. The Drama Department, with the support of the British Council, has initiated a PhD summer school in research methodologies, attended both by South African and international students. The Department of Religious Studies holds four open seminars a term that form part of their postgraduate education programmes.
- Michaelis runs an open lecture series in which guest speakers include artists, critics, curators, art historians and art theorists. These lectures expose students to the full range of artistic practice and introduce them to significant figures in the art world, both locally and internationally.

Science

- At postgraduate level the strong international contacts and collaborations that our academic staff enjoy has allowed many students to travel to international destinations to work in leading laboratories and gain international exposure.
- Attendance by postgraduate students at international conferences also remained a strong focus with some 50% of postgraduate students attending at least one overseas conference during their registration period.
- In some disciplines close relationships with industry, both South African and international, allowed many undergraduate and postgraduate students to be exposed to real world needs and standards; in others, continued investment in field work courses provided invaluable opportunities to add to their educational experience.
- Science Faculty graduates hold high positions in many national and international companies – mining, exploration, chemical, conservation and financial.
- Anecdotally, Science Faculty graduates continue to be preferentially sought after by local industry, and top graduates continue to be accepted into postgraduate programmes at the very best international tertiary

Law

- The new curriculum is in place, the last two years has seen a significant number of staff attending the faculty's annual teaching and learning workshops and all staff are required to present a teaching portfolio for ad hom promotion.
- All students are required to do community service and it is possible to do isiXhosa or Afrikaans as an elective credit in the LLB.
- The Legal Practice Clinic is now on a stable financial basis due to support from the centre.
- The 2013 Academic Review commended the Faculty embedding the generic academic graduate attributes into the curriculum via standard means, including the IAPs and Moots, as well as the variety of interventions mentioned above and the implicit demands of the lecturers
- The establishment of the Teaching and Learning Working Group, the more extensive tutorial system and super TRA's, the early warning system, the book project etc.
- The introduction of an excellent Academic Development Programme (ADP) to support those candidates who would otherwise find difficulty in achieving success.

Goal Six

Science

- Contributions continued to be made by individuals and formal research groups in terms of hard science that has been translated into contributions to society. There is a strong awareness within the Faculty of the need for both 'blue sky' research and 'applied' research, and a good balance was maintained through the review period
- Contributions in relation to Goal Six range across the board from:
 - Drug discovery and development (H-3D Centre) where remarkable strides have been made in identifying the candidate drug for a first single dose malaria cure.
 - nanotechnology (NanoScience Innovation Centre) with innovative developments in printed silicon circuits that are being marketed via a spin-out company;
 - rural development and the bio economy;
 - computer application development (ICT4D Centre) focussed on poor and rural community needs;
 - contributions by molecular biologists to the aquaculture industry;
 - environmental impact and social studies including important work on the pressurised South African fisher industry (EEU) and cross-frontier parks;
 - meteorology and down-scaled models suitable for aiding agriculture (CSAG);
 - strong interactions with the minerals, catalysis, pharmaceutical and agrochemical industries; and
 - Managing human-wildlife conflict (e.g. baboons on the Cape Peninsula, and in the pine forests of Mpumalanga; cross-frontier parks).
 - The NASSP programme contributes significantly to the development challenges posed by the shortage of scarce skills in the country.

CHED

- UCT's **Global Citizenship Programme** was launched in 2010 as a very particular response to Goal 6. The goals for GC are to:
 - To **expose students** to global citizenship & social justice issues **beyond degree or discipline**; all faculties (*knowledge*)
 - To develop capacity for **leadership** on contemporary global-political & social justice issues by **improving active listening, critical thinking & logical argument** (*skills*)
 - To promote **awareness** of themselves as **future global citizens motivated to work for social justice** through community service/volunteering (*values*).
- To **expose students** to global citizenship & social justice issues **beyond degree or discipline**; all faculties (*knowledge*)
- To develop capacity for **leadership** on contemporary global-political & social justice issues by **improving active listening, critical thinking & logical argument** (*skills*)
- To promote **awareness** of themselves as **future global citizens motivated to work for social justice** through community service/volunteering (*values*).

EBE

- Engineers without Borders, IEEE (Institute for Electrical Engineers), ABES (Association for Built Environment Students), the SA Women in Engineering, and undergraduate and post-graduate EBE Students Councils are integrated with the development initiatives in the Faculty.
- Initiative for Public Good with VC Strategic Funding.
- New undergraduate elective (Social Infrastructures: engaging with communities for change) with CHED piloted in 2013. This directly introduces students to the ways in which poor communities in Cape Town experience the world and the issues they face. Lectures in this course focus on global issues such as climate change, urbanization and poverty, waste and recycling etc.
- Partnership between EBE and City of Cape Town Department of Transport on an integrated and inter-disciplinary project of developmental relevance: ideas for the future of the Cape Town foreshore. Accepted as a Cape Town World Design Project; award of VC Strategic Funding in 2013/14. Five departments in the Faculty participated in this project in 2013.
- African Centre for Cities has launched a research project on urban crime and violence; and supports the City of Cape Town climate change Think Tank (chaired by the pro-vice chancellor for Climate Change).
- Partnership between the Western Cape Province and staff in the architecture programmes on developing design ideas for public schools.
- Energy Research Institute (ERC) undertakes important research on climate change and policy at a national and international level.

Health Sciences

- The faculty leadership and members of our departments continue to be active participants in task-teams and committees addressing a number of policy areas
- The faculty has engaged with the National Department of Health when the National Minister signed a ground breaking Social Compact with the CEOs of some of the leading health care companies in South Africa, symbolising an acceptance that no single sector, whether it be the public or private sector, can individually or successfully confront the immense health challenges¹. The initiatives are likely to focus on health care professionals' resource expansion, such as the training of additional doctors, particularly students from resource constraints communities; creating further capacity to train additional healthcare professionals; building further management capacity and interventions in HIV/AIDS and TB.
- The private health sector through the Public Health Enhancement Fund has pledged financial support to provide scholarships for doctoral, post-doctoral and masters studies in biomedical, clinical and health systems in the area of HIV/Aids and TB'. The faculty has already started working in this area so that UCT contributes to 'building human resources for health research through a large-scale PhD programme for all health professional categories with degree-based qualifications'. The aim is to fund the education and training of 1000 PhDs in health sciences over the next 10 years.

Law

- The faculty has engaged with the University's social responsiveness policy and has many staff actively involved in SR. Areas of engagement include: safety and violence, poverty and inequality, climate change and constitutionalism.
- The legal practice clinic now has the capacity to register 75% of the final year class. All community service opportunities now have a legal component.
- The most significant growth in the faculty has been in the research units engaged in socially responsive activities. This has been made possible by an increase in the space allocation to the faculty.
- Staff in the faculty (on the SASP) have twice (in the last three years) been the recipient of the social responsiveness award.

Humanities

- The Schools Development Unit, in the School of Education, runs the *School Improvement Initiative* based primarily in Khayelitsha schools and focused on secondary students. The SDU and SOE have also been the main service provider to the Western Cape Education Department (WCED) for a range of Advanced Diploma's in Education (ACE) geared at in-service teachers. In addition, the SDU and SOE have supported the WCED in administering and analysing their annual provincial Grade 3 and 6 systemic mathematics and language tests.
- The International/African Religious Health Assets Programme in REL made its research instruments and findings available to the World Health Organisation, the South African Medical Research Council and various NGOs in the health sector.
- The Centre for Contemporary Islam led workshops on the Muslim Marriages Bill with government representatives and community organisations. A research report was submitted to the Minister of Justice in support of the Muslim Marriages Bill, to argue for greater legal protection for Muslim women.
- The Social Development Department made critical contributions on social protection and social welfare to the National Development Plan.
- Since 2012, the Religious Studies Department has organized workshops with teachers in the Western Cape teaching religious studies in Grades 10 through 12.
- The *Archival Platform Project*, in partnership with the Nelson Mandela Foundation, has offered crucial professional support to government and other sectors in the country towards understanding archiving and the role of the record in accountable government.
- The Development Studies Programme in Sociology has initiated internships with NGOs and civil society organisations which have a positive impact on community projects. In addition, the department, in partnership with the Chris Hani Institute, offers a certificate course for ANC members of parliament.
- The *Cape Town Commons* and *Know Your City* public seminar series, run by HUMA, address issues of importance within the city and has participation from a cross-section of the city's populace. *The Stepping Stones Project*, in the CFMS, trains students from disadvantaged backgrounds beyond the UCT campus in film and media techniques.
- The Gordon Institute of the Performing and Creative Arts (GIPCA) has launched a series of public art installations and public music concerts that have been collaborations with the City of Cape Town, the Cape Town Partnership and Creative Cape Town.
- The Drama Department, in collaboration with the Magnet Theatre and Michaelis, run an annual festival of art and drama in Clanwilliam. In 2012, two of the project leaders won the Alan Pifer award for socially responsive research. The department's *Mothertongue Project* engages undergraduate students and professionals in working with young women in the Macgregor community on empowerment. Through this project, graduate students are also working with sex workers at SWEAT.
- Michaelis runs a project in Masiphumele with community members to create site-specific sculptures.
- The African Gender Institute has been involved in researching and running workshops for community organisations about 'violence on women'.
- The Anthropology Department has been researching and running off-campus workshops about poor housing for workers on farms and exploitation of rural workers.

Pass Department Highlights

Capital Projects

- The number of postgraduate beds increased by 100 in 2013.
- Obz Square provided 882 beds for student accommodation.
- A small block of flats was acquired during 2012. The extension and upgrade of this block is planned for completion in December 2014 and will provide accommodation for staff from the Universities of Venda and Fort Hare undertaking higher degree studies at UCT.
- The New Engineering Building was completed in 2013
- The extensions and renewals to the Architecture Building will be completed in July 2014.
- Extensions and renewals to the Civil Engineering Building are due to be completed in the 2nd term of 2014 and will add 7200 assignable square metres (ASM's) of space.
- New classrooms have been provided with induction loops to allow students, who are hard of hearing, to receive audio signals, the lecturer's voice and sound recordings.
- A R11 million grant has allowed UCT to establish a new undergraduate analytical teaching laboratory; to proceed with the Classroom Renewal Project (CRP); and to provide, for multi-disciplinary teaching a Virtual Microscopy system, a Heart works Simulator; and Equipment in the Clinical Skills Training Unit. The Laboratory funding has provided the new Geotechnical Laboratory, which will greatly improve research output, to improve training in solid state chemistry with the purchase of an XRD temperature chamber, a solid state NMR probe and a Fourier Transform Infrared spectrometer (FTIR).
- Work on extensions to the Little Theatre commenced in December 2013.

Human Resources

- The 360 degrees project, including coaching, was extended to middle managers.
- A new Academic Remuneration Policy was designed.
- Finalised details of, and implemented a new merit award system for academic staff.
- Refined a new remuneration policy, and implemented a new PPS (Pay for Performance System) for PASS staff and Senior Staff.

ICTS infrastructure

- UCT's wireless network was extended across campus and now provides 95% coverage.
- The Learning Technologies team supported an ever-increasing use of Vula and other services, such as Opencast Matterhorn for Lecture Recording, Turnitin, CompAssess, Adobe Connect and UCT OpenContent. The unit also launched the lecture recording project and contributed to the restructuring of teaching venue equipment and support services through the Classroom Renewal Project.
- The email system was migrated to the cloud.
- The UCT Web renewal and Enterprise Content Management project was launched.

Libraries

- The establishment of a specialised digitisation services unit, staffed by experts and supported by advanced technology now makes it possible for the scholarly community to benefit from online materials.
- During 2012, a number of unique local collections were digitised and made available online.
- The restoration of the J.W. Jagger Library Reading Room; refurbishment of the WH Bell Music Library; expansion to the Hlanganani Building on levels 6 and 7 to provide additional undergraduate study seating; upgrading of the Built Environment Library and establishment of a postgraduate Research Commons in the Law Library (funded by the Faculty). In addition, new space was allocated for special collections at Shell Court in Mowbray, which will be upgraded in 2013 to house special collections.

- Establishment of the first 24/7 study area zone in the Chancellor Oppenheimer Library with after-hours access to 98 study seats in safe and comfortable library space. Provision has been made for an additional 24/7 study area space with 120 seats, which will be made available as demand requires, in the new extension on Hlanganani level 6 of the Chancellor Oppenheimer Library.

Administration

- On-line application process used for the first time in 2010

Safety and Security

- There has been a continued decline of recorded criminal activities on campus over the past five years.
- We have 300 CCTV cameras covering the key areas on campus. The camera footage is monitored on a 24 hour basis, seven days a week. In 2011 we extended the reach of the cameras – in partnership with SAB Miller and the City of Cape Town – to cover the area along Main Road from Observatory to Newlands.
- UCT and GSCID run regular joint crime awareness meetings involving the SAPS, Metro and City Traffic police.

SECTION TWO:REPORT ON INDICATORS

Goal One

1.1 Outcomes of exchanges

| | |
|---|--|
| University wide initiatives launched prior to 2010 | USHEPIA |
| Incentives to advance strategic goals | EU funding, VC Strategic Fund supported exchanges, earmarked trust funds |
| University wide initiatives implemented in the period 2010 - 2013 | <p>USHEPIA</p> <p>In 2010, using funds rolled over from previous cohorts, the Andrew W Mellon Foundation supported the last donor-funded USHEPIA cohort by awarding six full degree Fellowships in all disciplines. For the first time not all Fellows registered at UCT as the “away” university: a staff member from the University of Dar es Salaam enrolled at the University of Botswana for his split-site PhD. The “new” USHEPIA self-funded model commenced operations in 2013 with the enrolment of five Fellows for PhDs at UCT.</p> <p>Arise: In 2012, UCT was awarded €2 million funding by the EU under the Mwalimu Nyerere / Intra-ACP academic mobility scheme to partner with other institutions on the continent to increase the number of qualified postgraduates in Food Security</p> |

| | |
|--------|--|
| | and Sustainable Human Wellbeing. In 2013 41 scholarships were awarded. The Sigrid Rausing Trust: Eric Abraham Academic Visitorships (EAAV) / Scholars at Risk Programme To date UCT has hosted 17 scholars from 13 countries. 5 Visitorships were awarded. |
| Impact | Changes in practices: Co-operation between consortium members in various fields Changes in practices: Potential to attract more postgraduate students Improvement in trends: Increase in the number of mobility scholarships and graduation of 4 fellows. |

1.2.1 Trends in profiles of international staff

| | |
|------------------------------------|--|
| University wide initiatives | Revised HR service offering and allocation of resources for the recruitment, appointment and relocation of international staff including partnering with WUN via Global Academic Jobs, liaison with home affairs, relocation costs and language support). |
| Impact | Shifts in trends: In the period 2010 to 2013 there has been an increase of 8.6% in academic staff appointed from the rest of Africa, and a decrease of 3.8% in the number of academic staff appointed from the rest of the world. There has been a concomitant decrease of 4.8% in the number of academic staff appointed from South Africa. |

1.2.2 Trends in profiles of international students

| | | | | | | | |
|---|--|--|--------|--------|--------|--------|--------|
| University wide initiatives implemented in the period 2010 - 2013 | Guides for Action | | | | | | |
| Incentives to advance strategic goals | International fee waivers | | | | | | |
| Impact | The total number of international students has continued to grow. However, there has been a decline in the total number of SSA students. The comparisons are made between 2009 and 2013. | | | | | | |
| | | | 2009 | 2010 | 2011 | 2012 | 2013* |
| | Total UCT students enrolled | | 24 012 | 25 013 | 25 352 | 26 277 | 26 870 |
| | Total UCT students (excl. SSA) | | 23 168 | 24 002 | 24 530 | 25 314 | 25 371 |
| | Total international students (excl. SSA) | | 3 464 | 3 600 | 3 771 | 3 929 | 4 003 |
| | % international students (excl. SSA) | | 14% | 14% | 15% | 16% | 16% |
| | Number of countries represented | | 97 | 101 | 111 | 112 | 110 |
| | Number of African countries represented | | 31 | 35 | 42 | 37 | 39 |
| | Total SADC students | | 1 987 | 2 001 | 2 053 | 2 439 | 2 407 |
| | % SADC students at UCT | | 8% | 8% | 8% | 9% | 9% |
| | Total Non-SADC International students (excl. SSA) | | 1 478 | 1 604 | 1 364 | 1 470 | 1 579 |
| | Total Non-SADC International students from Africa | | 567 | 620 | 648 | 707 | 782 |
| | Total Study Abroad Students | | 874 | 1 026 | 844 | 954 | 979 |
| | Total International Students incl SSA/non-degree seekers | | 4 307 | 4 611 | 4 593 | 4 892 | 4 930 |
| | Total international undergraduates | | 1 760 | 2 918 | 2 727 | 2 888 | 2 947 |
| | Total international postgraduates | | 1 631 | 1 693 | 1 866 | 2 004 | 1 983 |
| *provisional data only | | | | | | | |

1.3 Growth of new areas of study relevant to Africa and emerging markets

| | |
|---|---|
| University initiative prior to 2010 | Guides for Action, Programme for the Enhancement of Research Capacity (PERC) |
| Incentives to advance strategic goals | 19 PERC grants, VC Strategic fund, 3 Mellon grants, 4 Carnegie grants, Australian Research Council funding, 12 DHET grants, NRF grants and UCT grants, NIH grants |
| University wide initiatives implemented in the period 2010 – 2013 | <p>PERC PERC activities include the annual appointment of PERC Fellows, Research Visitors, PERC Research Associates, and the organisation of seminars. Six seminars were held in the course of the year to promote conversations about Afropolitan research and teaching.</p> <p>The Africa Knowledge Project The Africa Knowledge Project was launched in 2009 to stimulate, encourage and support the production of new knowledge, which is transformative in that it is appropriate to our position in South Africa, on the continent and in the world.</p> <p>Global Arenas of Knowledge This Australian Research Council-funded research project involves research in three national sites, Australia, Brazil and South Africa and is funded for three years to the value of AU\$ 596 822</p> |
| Impact | Transferable lessons: A book is scheduled for publication in 2014 titled, <i>Africa-Centred Knowledges: Crossing Fields and Worlds</i> . It features twelve chapters and an introduction by the editors, Brenda Cooper and Robert Morrell. Some growth has taken place due to VC Strategic Fund. |

1.4 Outcomes of collaborative relationships with universities in other countries

| | |
|---|---|
| University incentives | WUN grants, VC Strategic Fund grants, WUN Research Development Fund |
| University wide initiatives implemented in the period 2010 - 2013 | <p>Membership of World University Network (WUN), Australian Africa Universities Network (AAUN), executive visits to Brazil and US, Global Partnerships Project</p> <p>WUN Nine research mobility awards were granted during the course of 2013.</p> <p>AAUN UCT became a member of the Australia Africa Universities Network (AAUN) in 2013. The current membership comprises 11 Australian universities and eight African universities.</p> <p>Other international visits A UCT executive delegation visited institutions in the US and Brazil to formalise partnerships. This has led to the conceptualisation of the Global Partnerships Project to provide co-supervision resources for joint degrees, and help to leverage third party research funding through collaborative bids.</p> |
| Impact | <p>Shifts in practices: Spread of partnerships across regions and universities</p> <p>Positive shifts in trends: Three UCT researchers were appointed as lead researchers for WUN sponsored research projects. UCT participates in six other RDF projects led by other universities.</p> |

1.5 UCT position on Webometrics ranking of universities in Africa and the rest of the world (See 4.1)

It was decided not to invest capacity in tracking UCT on this system because of the need first to improve UCT's research visibility and online presence.

1.6 Ranking of universities in Africa and the rest of the world (For details on shifts in rankings of disciplinary fields)

See <http://www.topuniversities.com/node/2252/ranking-details/university-subject-rankings/2014/agriculture-%26-forestry>

| | | | | | |
|---|---|-------------|-------------|-------------|-------------|
| University wide initiatives implemented in the period 2010 – 2013 | Appointment of senior scholars to boost research productivity, appointment of international academics | | | | |
| Quantitative measures | Comparisons in positions | | | | |
| | University rankings (position) | | | | |
| | University rankings (position) | 2009 | 2011 | 2012 | 2013 |
| | Times Higher Education (THE) World University Rankings | | 103 | 113 | 126 |
| | Quacquarelli Symonds (QS) World University Rankings | 146 | 156 | 154 | 145 |
| | Shanghai Jiao Tong Academic Ranking of World Universities | | Top 300 | Top 300 | Top 300 |
| Comments | Shifts don't necessarily reflect declines in UCT's performance as the rankings reflect changes in other institutions. | | | | |

1.7 Requests for the VC to visit international institutions or participate in international events/Report on visits to UCT and international positions of VC

This was originally felt to be a useful proxy for assessing perceptions of other universities of UCT. However, this was altered to report on the number of delegations that have visited UCT as this was deemed to be a more effective indicator. In addition we report on the number of structures that the VC has been invited to sit on. The information for 2011 is incomplete. The data also do not include visits directly to the Research Office, faculties or academic departments, except where these were arranged by IAPO or CMD.

| | Visits originating in Africa (excluding SA) | Visits originating from countries in the Global South (excluding Africa) | Visits originating from the Global North | Total Visits |
|------|---|--|--|----------------------|
| 2009 | 8 | 7 | 50 | 65 |
| 2010 | 21 | 17 | 66 | 104 |
| 2011 | 3 | 6 | 57 | 66 <i>incomplete</i> |
| 2012 | 8 | 23 | 56 | 87 |
| 2013 | 20 | 23 | 88 | 131 |

The spike in 2010 was probably related to the World Cup.

The VC holds positions on the following international organisations: He is Chair of the Partnership Board of the Worldwide Universities Network since May 2014 for 2 years. Further information about WUN is online here: <http://www.wun.ac.uk/>. He is also a member of the Councils of SANORD, the Southern-African Nordic Centre. Further information is available here: <http://sanord.uwc.ac.za/MEMBERS/council/Pages/Members.aspx> And the University of Ghana: <http://www.ug.edu.gh/index1.php?linkid=243&sublinkid=69>.

1.8 Trends with regard to hits on the UCT website from outside South Africa -

| Google Analytics statistics | 1 Jan 2009 to 31 Dec 2009 | 1 Jan 2013 to 31 Dec 2013 |
|--|---|---------------------------|
| Visits | 7,210,625 | 8,370,031 |
| % new visits | 23.95% | 30.65% |
| Unique visitors (number of unduplicated (counted only once) visitors to website) | 1,885,682 | 2,697,043 |
| Pageviews (total number of pages viewed; repeated views of a single page are counted) | 16,774,972 | 19,842,168 |
| Pages per visit average | 2.33 | 2.37 |
| Visit duration average | 2:37 | 3:53 |
| Bounce rate (percentage of single-page visits) | 58.84% | 53.27% |
| Visits during which Google Site Search was used (number of visits during which at least one site search occurred) | No stats available (Google not used back then) | 263,144 |
| Total unique searches executed on Google Site Search (number of times people searched the site while on it) | No stats available (Google not used back then) | 364,199 |

| Social Media Metrics | 2013 only- |
|----------------------|--|
| Facebook | 37 795 page likes of UCT's Facebook corporate page |
| Twitter | 7925 followers of UCT_News |

1.9 Trends in requests for UCT staff to provide keynote addresses outside South Africa

This has not been tracked because of the difficulties of collecting information on this.

1.10 Outcomes of new agreements with universities in Africa and the rest of the world (as appropriate)

| | |
|---|--|
| Incentives to advance strategic goals | ARISE, PAMAPS mobility grants and Master Card Scholarship Programme, DHET collaboration funding. |
| University wide initiatives implemented in the period 2010 – 2013 | <p>USHEPiA USHEPiA has evolved to a self-funded programme. The new partnership consists of the UCT, University of Nairobi (Kenya), University of Dar es Salaam (Tanzania), Makerere University (Uganda), University of Zambia and the University of Ghana</p> <p>INTRA ACP MOBILITY SCHEME</p> <p>(i) Africa Regional International Staff/Student Exchange (ARISE) In 2012, the University of Cape Town was awarded funding by the EU under the Mwalimu Nyerere / Intra-ACP academic mobility scheme to partner with Addis Ababa University (Ethiopia), Makerere University (Uganda), University of Nairobi (Kenya), National University of Rwanda (Rwanda) and the University of Ghana – Legon (Ghana) in ARISE, which will provide a total of 100 opportunities for master’s and doctoral studies as well as for shorter research and administrative visits for student and staff mobility between the partner institutions. ARISE’s technical partner is the University of Leuven and the International Education Association of SA serves as associate partner.</p> <p>(ii) PAMAPS (Postgraduate Academic Mobility for African Physician Scientists) and ERMIT (Entrepreneurship, Resources, Management Innovation and Technology) In 2013 UCT applied for INTRA ACP funding as a member of two Consortia: the University of Ibadan led, PAMAPS – Postgraduate Academic Mobility for African Physician Scientists) and the University of Yaoundé led, ERMIT - Entrepreneurship, Resources, Management Innovation and Technology). Mobilities for both programmes are expected to commence in September 2014.</p> <p>MasterCard Foundation Scholars Program at the University of Cape Town In 2012 UCT was invited to become a partner in the MasterCard Foundation’s (MCF) Scholars Programme. In 2013 UCT was awarded US\$23 million by the Foundation to run the MasterCard Foundation Scholars at UCT which aims to bring disadvantaged students from the African continent to pursue undergraduate and postgraduate studies at UCT.</p> <p>Trilateral Leadership Development Programme In 2013 the Deputy Vice Chancellor for Internationalisation developed a proposal for a partnership between UCT, and the Universities of Fort Hare and Venda. The partnership is based on the USHEPiA model with a few additional opportunities to develop professional skills in a practical way. The programme received partial funding from DHET.</p> <p>Organisation for Women in Science for the Developing World (OWSD) UCT has an institutional agreement with OWSD, and is currently host to six female students under OWSD. The countries represented are Madagascar, Nigeria, Rwanda, Sudan, and Yemen.</p> |
| Impact | <p>Sustainability: USHEPiA has shifted to a self-funding model</p> <p>Shifts in practices: Closer co-operation between consortium members in various fields</p> <p>Positive shifts in trends: Increase in the number of graduates from the rest of Africa.</p> |

1.11 Number of articles co-authored with international collaborators in 2010 vs 2013.

In 2010 UCT had 2163 publications (Scopus), with the following international breakdown. (Note: multiple countries could be on one publication). The data indicates significant growth in co-authored articles with international collaborators. Of particular note is the increase in the number of co-authored publications with collaborators in the Global South e.g. India, Brazil, Chile, and Argentina. However, the number of collaborators with universities in other countries of Africa is still very low in comparison.

Country

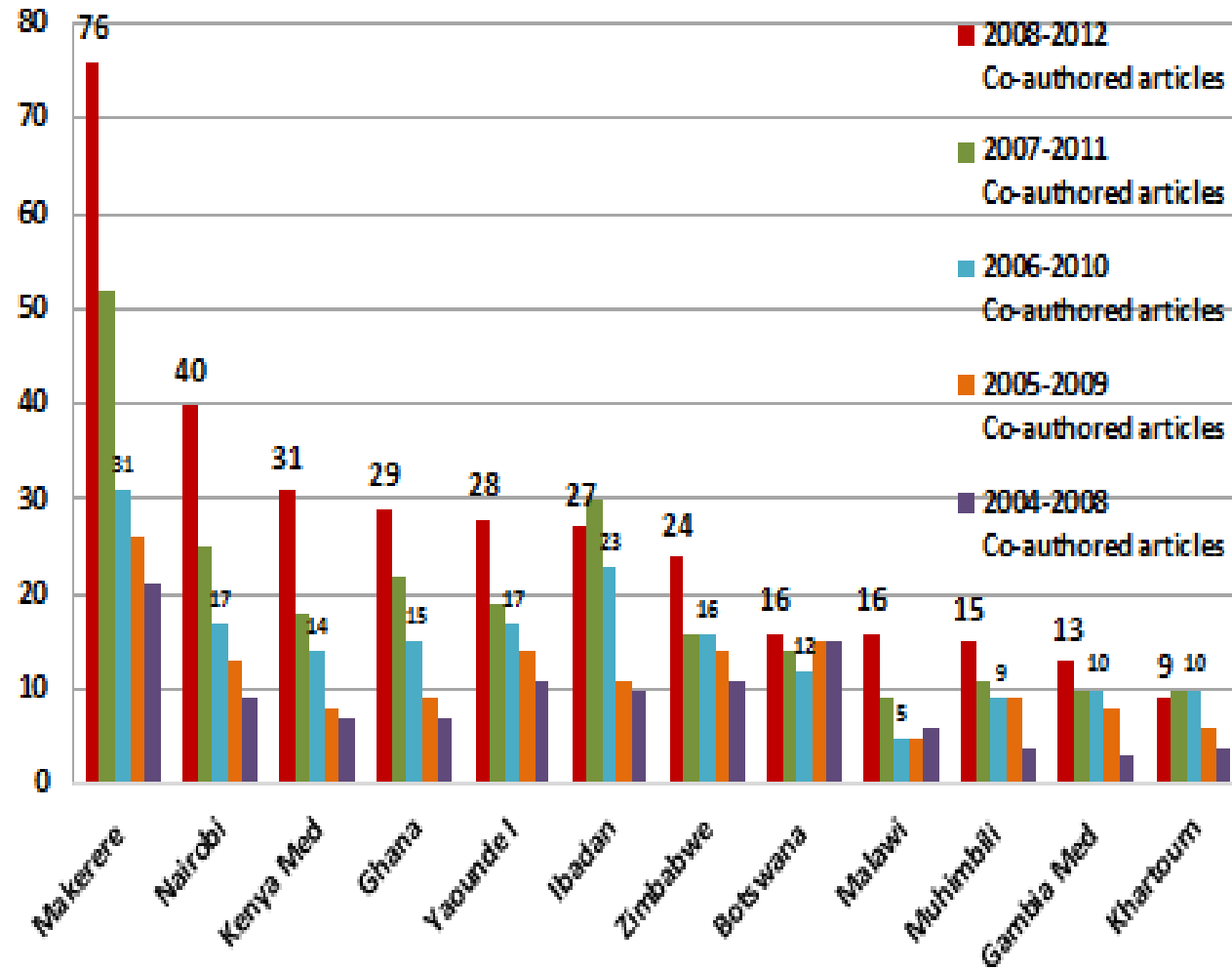
| | | | | | | | |
|---|-----------|--------------------------------------|--------|---|--------|--------------------------------------|--------|
| <input type="checkbox"/> South Africa | (2,127) > | <input type="checkbox"/> Switzerland | (67) > | <input type="checkbox"/> Poland | (33) > | <input type="checkbox"/> Portugal | (20) > |
| <input type="checkbox"/> United States | (427) > | <input type="checkbox"/> Sweden | (63) > | <input type="checkbox"/> New Zealand | (32) > | <input type="checkbox"/> Hungary | (20) > |
| <input type="checkbox"/> United Kingdom | (407) > | <input type="checkbox"/> India | (59) > | <input type="checkbox"/> Finland | (30) > | <input type="checkbox"/> Kenya | (20) > |
| <input type="checkbox"/> France | (150) > | <input type="checkbox"/> Japan | (58) > | <input type="checkbox"/> Russian Federation | (29) > | <input type="checkbox"/> Israel | (19) > |
| <input type="checkbox"/> Germany | (142) > | <input type="checkbox"/> Norway | (58) > | <input type="checkbox"/> Mexico | (26) > | <input type="checkbox"/> South Korea | (19) > |
| <input type="checkbox"/> Australia | (140) > | <input type="checkbox"/> Brazil | (52) > | <input type="checkbox"/> Chile | (25) > | <input type="checkbox"/> Argentina | (19) > |
| <input type="checkbox"/> Canada | (129) > | <input type="checkbox"/> Denmark | (45) > | <input type="checkbox"/> Greece | (24) > | <input type="checkbox"/> Romania | (18) > |
| <input type="checkbox"/> Netherlands | (86) > | <input type="checkbox"/> Belgium | (39) > | <input type="checkbox"/> Czech Republic | (21) > | <input type="checkbox"/> Uganda | (17) > |
| <input type="checkbox"/> Italy | (85) > | <input type="checkbox"/> China | (37) > | <input type="checkbox"/> Nigeria | (20) > | <input type="checkbox"/> Zambia | (16) > |
| <input type="checkbox"/> Spain | (75) > | <input type="checkbox"/> Austria | (36) > | <input type="checkbox"/> Colombia | (20) > | <input type="checkbox"/> Malawi | (15) > |

In 2013, there were 2625 papers, with the following distribution.

Country

| | | | | | | | |
|---|-----------|---|---------|---|--------|------------------------------------|--------|
| <input type="checkbox"/> South Africa | (2,537) > | <input type="checkbox"/> Italy | (140) > | <input type="checkbox"/> Greece | (68) > | <input type="checkbox"/> Chile | (54) > |
| <input type="checkbox"/> United States | (603) > | <input type="checkbox"/> Sweden | (125) > | <input type="checkbox"/> Poland | (67) > | <input type="checkbox"/> Slovakia | (53) > |
| <input type="checkbox"/> United Kingdom | (518) > | <input type="checkbox"/> Brazil | (98) > | <input type="checkbox"/> Romania | (62) > | <input type="checkbox"/> Hungary | (52) > |
| <input type="checkbox"/> France | (226) > | <input type="checkbox"/> Norway | (95) > | <input type="checkbox"/> Mexico | (61) > | <input type="checkbox"/> Nigeria | (49) > |
| <input type="checkbox"/> Germany | (222) > | <input type="checkbox"/> Japan | (93) > | <input type="checkbox"/> Czech Republic | (61) > | <input type="checkbox"/> Argentina | (49) > |
| <input type="checkbox"/> Australia | (206) > | <input type="checkbox"/> China | (93) > | <input type="checkbox"/> Portugal | (58) > | <input type="checkbox"/> Serbia | (45) > |
| <input type="checkbox"/> Netherlands | (202) > | <input type="checkbox"/> India | (90) > | <input type="checkbox"/> Turkey | (58) > | <input type="checkbox"/> Israel | (43) > |
| <input type="checkbox"/> Switzerland | (155) > | <input type="checkbox"/> Belgium | (75) > | <input type="checkbox"/> New Zealand | (57) > | <input type="checkbox"/> Colombia | (42) > |
| <input type="checkbox"/> Canada | (145) > | <input type="checkbox"/> Denmark | (72) > | <input type="checkbox"/> Armenia | (54) > | <input type="checkbox"/> Taiwan | (38) > |
| <input type="checkbox"/> Spain | (141) > | <input type="checkbox"/> Russian Federation | (70) > | <input type="checkbox"/> Austria | (54) > | <input type="checkbox"/> Slovenia | (37) > |

Number of Co-authored articles with top Collaborating African institutions of the University of Cape Town



Goal Two

2.1 Staff perceptions of UCT's climate

| | |
|---|--|
| University wide initiatives launched prior to 2010 | Khuluma and Mamela |
| University wide initiatives implemented in the period 2010 – 2013 | <p>ADAPT 96 ADAPT workshops were conducted. While these were well attended by the Pass staff, few academics attended. A parallel programme was launched with students. These workshops were held to assist staff to develop “inter-cultural competencies”.</p> <p>Employer of Choice Project The Human Resources (HR) Employer of Choice project is moving towards improved leadership engagement between line and staff, revised HR client service offerings and internal HR capacity development to coach and support leaders towards this goal.</p> <p>Census A census of the UCT climate was conducted in 2011. The report, produced in 2012, on the findings included a comparison with similar questions in surveys conducted in 2003 and 2007. A summary of the results is reproduced below.</p> <p>Performance Reviews The performance criteria for academic staff were revised to create a teaching only track up to senior lecturer level and steps were added to the performance review process to improve consistency in judgements across the university.</p> <p>Ombud The office of the Ombud was established in 2010 in response to a need articulated in Khuluma and Mamela.</p> |
| Impact | <ul style="list-style-type: none"> • The percentage of ‘satisfied’ Academic staff increased from 44% (2003) and 49% (2007) to 68% (2012); with a very similar trend for PASS staff, 47% (2003) and 50% (2007) to 67% (2012) in relation to training and development opportunities. • There appears to be a heightened feeling of belonging to, or identification with, UCT for both categories of staff. • After a decrease in the belief that PASS staff are trusted to make decisions from 2003 (50%) to 2007 (33%), there has been a significant increase in 2012 to 68%. • The percentage of Academic staff that felt satisfied with their job increased from similar levels in 2003 and 2007 of 58% to 69% in 2012. A similar pattern was shown for PASS staff, where 48% and 47% were satisfied with their jobs in 2003 and 2007 respectively; this increasing to 64% in 2012. • In the Academic sector, the percentage of staff that felt that the environment was unwelcoming stayed at very similar levels (17% in 2003, 17% in 2007, and then declined to 16% in 2012) • The percentage of dissatisfied PASS staff dropped from 20% (2003) and 20% (2007), to 15% in 2012. • The percentage of respondents who were satisfied with the work environment grew slightly for PASS staff (from 57% in 2003, and 54% in 2007, to 62% in 2012). • The greatest source of negativity in the institution is about elements, not all, of its rewards systems and its conditions of work. Rewards for research among academics are generally viewed in a positive light. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • While the academic racial discrimination quotient is low, namely 13%, that 22% of the academic staff feel dissatisfied about gender discrimination is a matter of concern. • Among PASS members of staff of concern are the questions which attracted high proportions of dissatisfied responses, namely, being valued (22%), feeling disadvantaged by EE practices (23%), the ability of the institution to attract a diverse staff (25%), unfair gender discrimination (25%), open collegiality (26%), being marginalized for questioning (28%), unfair workloads (33%), consultation (34%), and rewards for transformation (38%). |
|--|---|

2.2 Trends in demographic profiles of students

| | |
|---|---|
| University wide initiatives launched prior to 2010 | Guide for Action on Transformation, Maths and Science Education Programme, Schools Development Unit |
| Incentives to promote strategic goals | GAP funding, increased allocation for financial aid |
| University wide initiatives implemented in the period 2009 – 2013 | <p>Schools Improvement Initiative A Pro Vice Chancellor (PVC) was appointed to coordinate university wide initiatives aimed at helping to improve the quality of the schooling system. The 100 Up Programme was established to increase the number of learners eligible for admission into UCT from Khayelitsha. The number increased to 70 in 2014 from 29 in 2009.</p> <p>Undergraduate funding The undergraduate financial aid portion of the GOB Budget was increased significantly over the period 2009 to 2013 and from 2011 funding was made available to assist students who were not eligible for financial aid but whose family incomes fell below a particular threshold. This is referred to as GAP funding. In 2009 the GAP eligibility range was from R215 000 to R400 000 per annum and the threshold was increased to R480 000 in 2013.</p> |
| Impact | <p>Shifts in trends: The total number of students receiving financial aid increased from 2 823 in 2009 to 3 414 students in 2013. This equates to an increase of 21%. There was a 174% increase in the number GAP students from 353 in 2011 to 651 at the end of 2013. Regarding Financial Aid, the percentage of whites grew by 38%, Indians by 13%, blacks by 14% and coloureds by 27%. The total student profile changes over the period 2009 to 2013 are indicated in Table 3 in Annexure Two. The GAP student profile changes over the period 2009 to 2013 are indicated in Table 4 in Annexure Two. Female students increased by 184%, while male students increased by 159%. Blacks grew by 188%, Indians by 79%, whites by 159% and coloureds by 183%.</p> |

Students and Graduates - Totals
Undergraduates

| Population Group | Values | | | | | Average annual change |
|--------------------|--------------|--------|--------|--------|--------|-----------------------|
| | | 2009 | 2010 | 2011 | 2012 | |
| African | No. of Studs | 4 066 | 4 282 | 4 512 | 4 660 | 8% |
| | Graduates | 504 | 630 | 703 | 726 | 13% |
| Coloured | No. of Studs | 2 614 | 2 605 | 2 538 | 2 373 | 0% |
| | Graduates | 568 | 598 | 573 | 541 | 5% |
| Indian | No. of Studs | 1 178 | 1 157 | 1 171 | 1 178 | 2% |
| | Graduates | 219 | 198 | 201 | 239 | 1% |
| White | No. of Studs | 5 814 | 5 766 | 5 560 | 5 494 | -1% |
| | Graduates | 1350 | 1344 | 1323 | 1360 | 0% |
| Unknown | No. of Studs | 199 | 275 | 503 | 736 | 36% |
| | Graduates | 65 | 76 | 219 | 238 | 74% |
| International | No. of Studs | 1 861 | 1 931 | 1 880 | 1 806 | -3% |
| | Graduates | 420 | 421 | 389 | 434 | -4% |
| Total No. of Studs | | 15 732 | 16 016 | 16 164 | 16 247 | 2% |
| Total Graduates | | 3126 | 3267 | 3408 | 3538 | 4% |

Qualification Type - Level
Description PG less
Master's

| Population Group | Values | 2008 | 2009 | 2010 | 2011 | 2012 | Average annual change |
|--------------------|--------------|-------|-------|-------|-------|-------|-----------------------|
| African | No. of Studs | 335 | 420 | 413 | 544 | 568 | 14% |
| | Graduates | 166 | 223 | 212 | 283 | 329 | 19% |
| Coloured | No. of Studs | 271 | 371 | 394 | 456 | 446 | 13% |
| | Graduates | 165 | 244 | 223 | 275 | 273 | 13% |
| Indian | No. of Studs | 142 | 158 | 170 | 156 | 172 | 5% |
| | Graduates | 94 | 102 | 108 | 99 | 112 | 4% |
| White | No. of Studs | 969 | 1 056 | 1 151 | 1 074 | 989 | 1% |
| | Graduates | 737 | 806 | 873 | 808 | 730 | 0% |
| Unknown | No. of Studs | 59 | 80 | 121 | 172 | 265 | 46% |
| | Graduates | 32 | 40 | 60 | 98 | 178 | 54% |
| International | No. of Studs | 404 | 421 | 429 | 466 | 427 | 1% |
| | Graduates | 279 | 289 | 259 | 311 | 297 | 2% |
| Total No. of Studs | | 2 180 | 2 506 | 2 678 | 2 868 | 2 867 | 7% |
| Total Graduates | | 1473 | 1704 | 1735 | 1874 | 1919 | 7% |

Qualification Type - Level
Description Master's

| Population Group | Values | 2008 | 2009 | 2010 | 2011 | 2012 | Average annual change |
|--------------------|--------------|-------|-------|-------|-------|-------|-----------------------|
| African | No. of Studs | 380 | 390 | 423 | 442 | 507 | 7% |
| | Graduates | 83 | 75 | 94 | 81 | 85 | 1% |
| Coloured | No. of Studs | 350 | 372 | 382 | 421 | 418 | 5% |
| | Graduates | 73 | 81 | 77 | 87 | 87 | 4% |
| Indian | No. of Studs | 198 | 212 | 250 | 249 | 239 | 5% |
| | Graduates | 47 | 42 | 53 | 69 | 42 | -3% |
| White | No. of Studs | 1 292 | 1 362 | 1 525 | 1 611 | 1 572 | 5% |
| | Graduates | 358 | 371 | 431 | 481 | 478 | 7% |
| Unknown | No. of Studs | 70 | 77 | 105 | 126 | 222 | 33% |
| | Graduates | 14 | 11 | 23 | 39 | 48 | 36% |
| International | No. of Studs | 796 | 893 | 944 | 982 | 1 003 | 6% |
| | Graduates | 261 | 288 | 331 | 328 | 341 | 7% |
| Total No. of Studs | | 3 086 | 3 306 | 3 629 | 3 831 | 3 961 | 6% |
| Total Graduates | | 836 | 868 | 1009 | 1085 | 1081 | 7% |

Qualification Type - Level Description Doctoral

| Population Group | Values | 2008 | 2009 | 2010 | 2011 | 2012 | Average annual change |
|--------------------|--------------|-------|-------|-------|-------|-------|-----------------------|
| African | No. of Studs | 98 | 109 | 117 | 115 | 120 | 5% |
| | Graduates | 8 | 13 | 10 | 15 | 17 | 21% |
| Coloured | No. of Studs | 110 | 113 | 115 | 122 | 118 | 2% |
| | Graduates | 14 | 12 | 14 | 14 | 16 | 3% |
| Indian | No. of Studs | 43 | 42 | 46 | 57 | 63 | 10% |
| | Graduates | 7 | 5 | 4 | 9 | 10 | 9% |
| White | No. of Studs | 407 | 416 | 433 | 455 | 486 | 5% |
| | Graduates | 66 | 69 | 64 | 70 | 79 | 5% |
| Unknown | No. of Studs | 8 | 9 | 18 | 29 | 54 | 61% |
| | Graduates | 0 | 3 | 2 | 1 | 5 | |
| International | No. of Studs | 364 | 369 | 381 | 448 | 486 | 7% |
| | Graduates | 56 | 76 | 66 | 54 | 71 | 6% |
| Total No. of Studs | | 1 030 | 1 058 | 1 110 | 1 226 | 1 327 | 7% |
| Total Graduates | | 151 | 178 | 160 | 163 | 198 | 7% |

2.3 Trends in demographic profiles of staff

| | | | | | | | |
|--|---|-------------|-------------|-------------|-------------|-------------|------------------------------|
| University wide initiatives launched prior to 2010 | Equity Fund | | | | | | |
| Incentives to promote the strategic goals | Employment Equity Fund, Exit Interviews, trade union consultative for a. | | | | | | |
| Impact | Academic staff | | | | | | |
| | The biggest increases in appointments between 2009 and 2012 were in white staff (58), international staff (28). Indian staff increased by 1, Coloured staff by 18 and black staff by 5. | | | | | | |
| | UCT Permanent Research and Instruction Staff Nationality – comparison based on period between 2009 and 2012. | | | | | | |
| | | | | | | | Average annual change |
| | Staff Numbers | 2008 | 2009 | 2010 | 2011 | 2012 | |
| | African | 44 5% | 48 5% | 53 5% | 56 5% | 58 5% | 7.2% |
| | Coloured | 82 9% | 84 9% | 86 9% | 98 9% | 104 10% | 6.1% |
| | Indian | 50 5% | 54 6% | 59 6% | 63 6% | 60 6% | 4.7% |
| | White | 511 55% | 538 56% | 537 55% | 579 55% | 589 55% | 3.6% |
| | No Information | 21 2% | 10 1% | 13 1% | 15 1% | 5 0% | -30.1% |
| South African Total | 708 76% | 734 76% | 748 76% | 811 77% | 816 76% | 3.6% | |
| Foreign Nationality | 229 24% | 232 24% | 234 24% | 244 23% | 262 24% | 3.4% | |
| Total No. | 937 | 966 | 982 | 1055 | 1078 | 3.6% | |
| Total % | 100% | 100% | 100% | 100% | 100% | | |

South African PASS total

Permanent Employment Status

| Race Description | Gender | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------------|--------|--------------|--------------|--------------|--------------|--------------|
| African | Female | 224 | 229 | 234 | 233 | 221 |
| | Male | 132 | 132 | 131 | 133 | 140 |
| African Total | | 356 | 361 | 365 | 366 | 361 |
| Coloured | Female | 678 | 699 | 743 | 759 | 758 |
| | Male | 419 | 419 | 430 | 429 | 427 |
| Coloured Total | | 1 097 | 1 118 | 1 173 | 1 188 | 1 185 |
| Indian | Female | 57 | 59 | 61 | 70 | 75 |
| | Male | 18 | 20 | 20 | 20 | 24 |
| Indian Total | | 75 | 79 | 81 | 90 | 99 |
| White | Female | 440 | 446 | 434 | 405 | 381 |
| | Male | 170 | 169 | 173 | 182 | 183 |
| White Total | | 610 | 615 | 607 | 587 | 564 |
| No Information | Female | 16 | 13 | 13 | 5 | 9 |
| | Male | 9 | 8 | 8 | 2 | 8 |
| No Information Total | | 25 | 21 | 21 | 7 | 17 |
| Female Total | | 1 415 | 1 446 | 1 485 | 1 472 | 1 444 |
| Male Total | | 748 | 748 | 762 | 766 | 782 |
| Grand Total | | 2 163 | 2 194 | 2 247 | 2 238 | 2 226 |

2.4 Trends in student success rates

Summary of undergraduate success rates by Faculty and by course level- comparison based on changes between 2009 and 2012.

The figures reveal fluctuations in rates over the period. In several faculties the success rates have remained constant at particular course levels but with high success rates and therefore not of concern. In several faculties the course success rates have declined at the 200 and 400 levels.

| Level | 100-Level | | | | 200-Level | | | | 300-Level | | | | 400-Level | | | |
|------------------------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|
| Reg Yr | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 |
| Commerce | 84% | 86% | 87% | 84% | 86% | 86% | 86% | 85% | 85% | 87% | 85% | 86% | 98% | 95% | 94% | 97% |
| EBE | 81% | 79% | 79% | 82% | 80% | 79% | 80% | 79% | 86% | 86% | 86% | 87% | 91% | 92% | 92% | 94% |
| Health Sciences | 95% | 95% | 95% | 96% | 95% | 95% | 95% | 96% | 98% | 98% | 98% | 98% | 98% | 97% | 88% | 98% |
| Humanities | 83% | 84% | 85% | 85% | 88% | 88% | 88% | 88% | 93% | 92% | 92% | 93% | 83% | 83% | 77% | 83% |
| Law | 82% | 71% | 84% | 87% | 83% | 75% | 80% | 81% | 76% | 77% | 79% | 80% | 96% | 94% | 97% | 97% |
| Science | 70% | 75% | 76% | 77% | 73% | 76% | 76% | 76% | 89% | 84% | 89% | 88% | 96% | 100% | 100% | 80% |
| All Faculties | 80% | 81% | 83% | 83% | 84% | 83% | 84% | 84% | 88% | 88% | 88% | 89% | 91% | 91% | 87% | 93% |

Notes :

1. These success rates are the weighted averages for the undergraduate courses offered by the departments in each faculty, extracted from successive HEMIS submissions.
2. Honours students are not included in 400-level courses. Only 400-level courses offered towards professional undergraduate degrees have been included.
3. Courses taken within the GSB have not been included in these calculations.

Summary of undergraduate success rates by population group and by course level – comparison based on the period 2009 – 2012.

There have been big improvements in success rates for black and coloured students especially at the 100-level with small declines in the success rates of international students at the 100 and 200 levels and of Indian students at the 400-level.

| Level | 100-Level | | | | 200-Level | | | | 300-Level | | | | 400-Level | | | |
|----------------------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 |
| Black | 71% | 74% | 77% | 77% | 74% | 74% | 74% | 76% | 78% | 79% | 78% | 80% | 83% | 83% | 77% | 85% |
| Coloured | 76% | 79% | 82% | 80% | 82% | 81% | 82% | 84% | 88% | 88% | 88% | 89% | 89% | 88% | 85% | 93% |
| Indian | 78% | 81% | 84% | 80% | 82% | 81% | 84% | 84% | 88% | 86% | 89% | 89% | 96% | 96% | 88% | 95% |
| White | 88% | 89% | 90% | 89% | 90% | 90% | 91% | 91% | 93% | 93% | 93% | 94% | 98% | 97% | 95% | 98% |
| International | 83% | 80% | 81% | 82% | 85% | 84% | 85% | 84% | 87% | 87% | 91% | 89% | 90% | 94% | 93% | 94% |
| All Students | 80% | 81% | 83% | 83% | 84% | 83% | 84% | 84% | 88% | 88% | 88% | 89% | 91% | 91% | 87% | 93% |

2.5 Outcomes of the 360 degree feedback system

| | |
|---|--|
| Incentives to promote strategic goals | Internal or external coaching sessions offered as a voluntary personal/professional development option. |
| University wide initiatives implemented in the period 2010 - 2013 | In 2011 the VC and three DVCs participated in 360 feedback process on their leadership styles. In 2012 the Senior Leadership Group (SLG) participated in a 360 degree feedback process. Most SLG members followed up with 8-10 sessions of coaching each. In 2013, 52 managers below the SLG participated in the process in 2013. Each individual's 360 process is repeated at 2-yearly intervals to track trends and improvement. The VC and DVCs are engaging in their second iteration in 2014. The SLG will do so in 2015. |
| Impact | Individuals find the feedback useful and constructive, and respondents generally are grateful for the opportunity to offer feedback to their managers, and welcome the transparency and accountability this creates. Recipients of coaching report experiencing it as supportive and helpful. |

2.6 Student perceptions of UCT's climate

| | |
|---|---|
| University wide initiatives launched prior to 2010 | Student climate survey undertaken in 2006. |
| University wide initiatives implemented in the period 2010 – 2013 | Student Experience Programme in 2012. Adapt programme extended to students. |
| Comments | <p>Status Report on Student Experience Survey UCT collaborated with the University of California Berkeley (UCB) and the Centre for Higher Education and Transformation (CHET) to design and administer a Student Experience survey. The survey was administered online in October 2012- 30 November 2012 and again from February 2013 to 15 April 2013. Despite a huge effort, the response rate was below 20%.</p> <p>Adapt programme extended to students The ADAPT programme was extended to students in 2012.</p> |
| Comments | Analysis of the survey responses is underway. |

2.7 Feedback on the quality of the student experience

Undergraduate Experience Surveys conducted by IPD

Summary of comparison of responses in the 2011 and 2013 surveys.

- There was a 4% increase in the total number of responses that rated the application processes as excellent.
- There was a 3% decline in the total number of responses that rated the applications processes as very poor.
- There was a 3% increase in the total number of responses that rated the frequency of communication during the application process as excellent.
- The percentage of respondents who rated communication during the application process as very poor remained constant at 12%.
- In 2013 there appeared to be a slight improvement in the confidence of new undergraduates about their programme
- A very high percentage of students were dissatisfied with their programme choice (44%).
- In 2013 there was a vast improvement in the percentage of students who indicated that they knew where to go for support.
- The 2013 (question not asked in 2011) survey shows that more than a third of new undergraduates were not satisfied with the quality of academic services offered at UCT.
- In 2011 and 2013 new undergraduates indicated in large numbers that they were not happy with their social life at UCT.

2.8 Feedback from local stakeholders

During this period one survey was conducted on Grade 12 learners of post Grade 12 preferences. A second survey was conducted with a sample of external constituencies about perceptions of UCT's contributions to addressing development challenges. This is reported in 6.5

2012 Cape Flats Learner Preference Survey Report

The main objectives of the survey were to understand post schooling aspirations of local Grade 12 learners from the surrounding Cape Flats Schools, to determine their choice of institution, their reasons for choosing these and to understand their possible reasons for not considering applying to UCT. More than half of the respondents attending Quintile 5 schools, the most affluent schools, listed their circumstances as comfortable middle class while the largest proportion (42%) of Quintile 4 school respondents classified their households as low income/ working class.

More than three-quarters of respondents reported that they planned to study in 2013. Higher ratios of respondents planning to study were noted amongst respondents where family financial circumstances were more desperate than in circumstances where respondents' families were wealthy. Only 5 CPUT was the most popular first choice institution of study overall with UWC second and UCT third (with 14% of the respondents). UCT was the third most popular choice in all four categories of family financial circumstances. A further 12% and 11% listed UCT as a second or third choice institution.

The main reasons for choice of institution were: more likely to result in getting a job; the range of course offerings, and reputation; having friends also attending the institution. The proximity to home and the ability to study through part time or distance modes were regarded as relatively unimportant factors in respondents' decision on first choice institution. UCT was the first choice institution for people whose marks were eligible for admission into UCT.

High fees, a belief that the final NSC results would not be good enough to gain admission into UCT, and perceptions of high academic standards were the main reasons listed by respondents for not selecting UCT as a first choice.

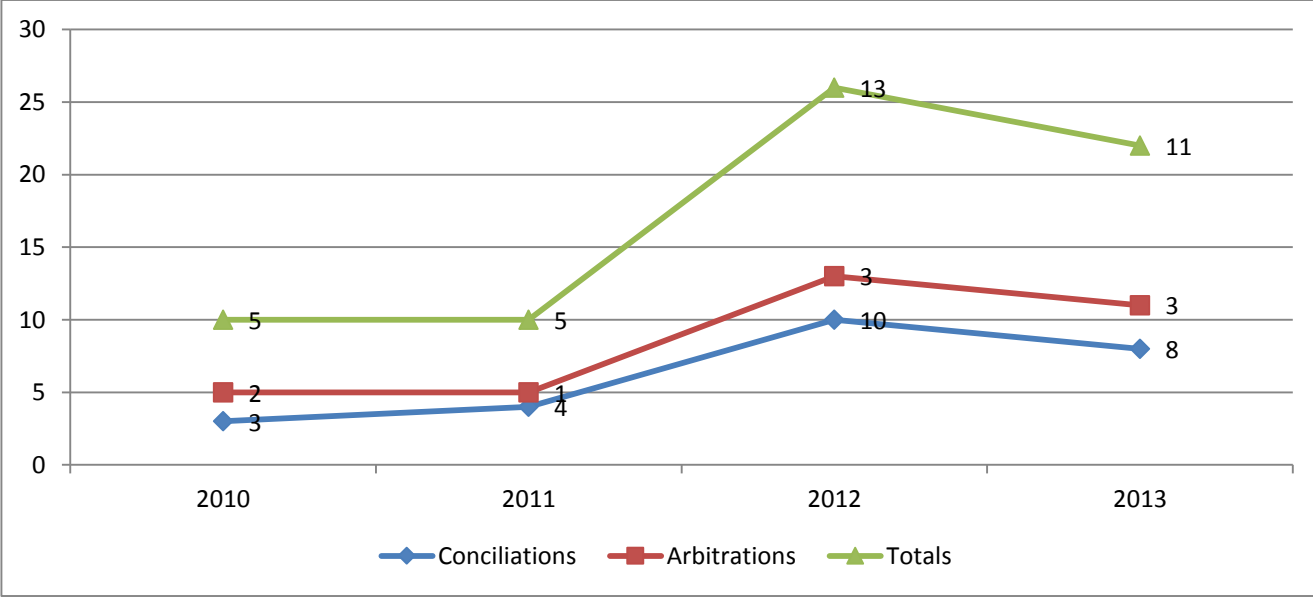
2.9 Reports on faculty based discussions on curriculum opportunities for highlighting African voices and relevance

Whilst the faculties reported on several curriculum initiatives related to strengthening African voices and relevance, it was not possible to form a university-wide picture.

2.10 Effect of fees and financial policies on demographic profiles of students

| | |
|---|---|
| University wide initiatives launched prior to 2010 | Financial Aid |
| Incentives to promote strategic goals | GAP funding, increased increased allocation for financial aid |
| University wide initiatives implemented in the period 2009 – 2013 | <i>Undergraduate funding</i> The undergraduate financial aid portion of the GOB Budget was increased significantly over the period 2009 to 2013 and from 2011 funding was made available to assist students who were not eligible for financial aid but whose family incomes fell below a particular threshold. This is referred to as GAP funding. In 2009 the GAP eligibility range was from R215 000 to R400 000 per annum and the threshold was increased to R480 000 in 2013. |
| Impact | <i>Shifts in trends:</i> The total number of students receiving financial aid increased from 2 823 in 2009 to 3 414 students in 2013. This equates to an increase of 21%. There was a 174% increase in the number GAP students from 353 in 2011 to 651 at the end of 2013. Regarding Financial Aid, the percentage of whites grew by 38%, Indians by 13%, blacks by 14% and coloureds by 27%. The total student profile changes over the period 2009 to 2013 are indicated in Table 3 in Annexure Two. The GAP student profile changes over the period 2009 to 2013 are indicated in Table 4 in Annexure Two. Female students increased by 184%, while male students increased by 159%. Blacks grew by 188%, Indians by 79%, whites by 159% and coloureds by 183%. |

2.11 Trends in cases referred to the CCMA (recognising that may not be able to draw clear conclusions from these)

| University wide initiatives launched prior to 2010 | Sexual Harassment Policy, Anti-discrimination policy, Khuluma, Mamela | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------|---------------|--------------|--------|------|---|---|---|------|---|---|---|------|----|---|----|------|---|---|----|
| University wide initiatives implemented in the period 2010 - 2013 | Adapt Programme. | | | | | | | | | | | | | | | | | | | | |
| Comment | <p>This strategic indicator is designed to track the trends of labour dispute processes submitted to the CCMA as these can be used to determine whether UCT’s processes for resolving labour disputes are functioning effectively.</p> <p>For the period 2010 – 2013, 74 % of all CCMA disputes at UCT have been concluded through the process of conciliation while 26 % were concluded through the process of arbitration. This indicates a culture of resolving disputes through a process of mutual agreement as opposed to a formal external third party intervention. It is furthermore important to note that this represents around 8.5 referrals per annum out of an average staff compliment of 4500 staff per annum. This furthermore demonstrates that many matters are dealt with internally without or prior to a referral to the CCMA.</p> <p>The following graph and table provides a broad overview of the number of dispute resolution processes lodged at the CCMA for the period 2010 to 2013:</p>  <table border="1" data-bbox="658 762 1966 1362"> <thead> <tr> <th>Year</th> <th>Conciliations</th> <th>Arbitrations</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>3</td> <td>2</td> <td>5</td> </tr> <tr> <td>2011</td> <td>4</td> <td>1</td> <td>5</td> </tr> <tr> <td>2012</td> <td>10</td> <td>3</td> <td>13</td> </tr> <tr> <td>2013</td> <td>8</td> <td>3</td> <td>11</td> </tr> </tbody> </table> | Year | Conciliations | Arbitrations | Totals | 2010 | 3 | 2 | 5 | 2011 | 4 | 1 | 5 | 2012 | 10 | 3 | 13 | 2013 | 8 | 3 | 11 |
| Year | Conciliations | Arbitrations | Totals | | | | | | | | | | | | | | | | | | |
| 2010 | 3 | 2 | 5 | | | | | | | | | | | | | | | | | | |
| 2011 | 4 | 1 | 5 | | | | | | | | | | | | | | | | | | |
| 2012 | 10 | 3 | 13 | | | | | | | | | | | | | | | | | | |
| 2013 | 8 | 3 | 11 | | | | | | | | | | | | | | | | | | |

2.12 Trends in cases handled by the Discrimination Office (Discho)

| | | | | | |
|---|---|-------------|-------------|-------------|---------------------------|
| University wide initiatives launched prior to 2010 | Social justice policies | | | | |
| University wide initiatives implemented in the period 2010 - 2013 | Training of sexual harassment and racial discrimination advisors. | | | | |
| Impact | There has been an increase of 49 in the number of cases. It is not clear whether the increase is due to an increased willingness to contact the office or changes in the institutional climate. | | | | |
| | Type | 2010 | 2011 | 2012 | 2013 |
| | Sexual harassment | 18 | 17 | 18 | 27 |
| | Harassment | 16 | 10 | 12 | 11 |
| | Racial harassment | 8 | 4 | 2 | 5 |
| | Discrimination, sexism & homophobia | 3 | 5 | 8 | 13 |
| | Rape & attempted rape & sexual assault | 6 | 8 | 7 | 13 (1 rape joke included) |
| | Domestic violence | 3 | 4 | 6 | 9 |
| | Assault | - | 3 | 7 | 1 |
| | Advice in general | 2 | 2 | 8 | 1 |
| | Other (general disputes) | 3 | 4 | 16 | 6 |
| | Workplace relations (including HR and mediations) | 7 | 24 | 19 | 29 |
| | Total | 66 | 81 | 103 | 115 |

2.13 Trends in cases handled the Ombud

The office of the Ombud was established in 2010 in respond to requests raised through the Khuluma and Mamela initiatives.

| 2011 (January to August) | | | |
|--|----------------------|--|----|
| Nature of Complaint IOA Broad Categories Classifying Issues | No. of people | | |
| Compensation and Benefits | 22 | The break-down of the visitors is as below: PASS | 46 |
| Evaluative Relationships | 51 | Academic | 16 |
| Peer/Colleague Relationship | 60 | Students (undergrad; graduate and post-doc) | 15 |
| Career Progression and Development | 28 | Contracted Staff | 5 |
| Legal, Regulatory, Financial and Compliance | 25 | Visiting members of the Public | 3 |
| Safety, Health, and Physical Environment | 18 | TOTAL | 85 |
| Services/Administrative issues | 30 | | |
| Organisational, Strategic, and Mission Related | 31 | | |
| Values, Ethics and Standards | 31 | | |
| Broad Total | 296 | | |

In 2012 the 440 visitors to the Ombud seeking assistance represented the broad diversity of the university. Professional and Administrative Support Staff (PASS) (28% of the total), external people (25% of the total), undergraduate (UG) students (22%), Faculty (11%), postgraduate (PG) students (10%), and workers of outsourced service providers at 5%. Of the 440 visitors in 2013, 358 were cases to be dealt with while 82 were resolved primarily through making information available. In 2012 the total number of cases was 260, and information was given to 181 visitors. In addition, a sizeable number of university community obtained information telephonically while others did so via email. This shows that during this reporting period the number of visitors requiring consultations increased while the number of people requesting information decreased.

Goal Three

3.1 Progress in relation to UCT's desired size and shape in 2020

In 2011 the University established a task team to generate proposals for the University's desired Size and Shape in 2020. The task team set out a vision which was ultimately approved by Senate and Council which, inter alia, maintains first-year **enrolments** largely at current levels; **enrols** just in excess of 28 000 students, with a substantial increase in the **numbers of graduates**, and improvements in **times to completion**; provides for growth in the numbers of postgraduate students and addresses the projected needs of physical space and infrastructure. The data below indicate that the UG numbers have remained largely at the 2011 level. Whilst the data indicate that the growth is moving in the desired direction of a bigger postgraduate proportion of students, the actual numbers are above the targets suggesting that the faculties may be setting conservative targets. (See Annexure Three for details of faculty breakdowns).

| | 2013 Plan S&S | 2013 Actual | Difference |
|----------|---------------|-------------|------------|
| UG | 15928 | 15963 | 35 |
| PGDIP | 1746 | 1708 | -38 |
| HONS | 1125 | 1244 | 119 |
| MAST | 3889 | 4358 | 469 |
| DOCT | 1259 | 1514 | 255 |
| PG TOTAL | 8019 | 8824 | 805 |

| | | 2013 Plan S&S | 2013 Actual |
|------------|-----------------|---------------|-------------|
| COM | UG | 4128 | 4447 |
| GSB | UG | 196 | 197 |
| EBE | UG | 3196 | 2983 |
| HEA | UG | 1851 | 1880 |
| HUM | UG | 4568 | 4565 |
| LAW | UG | 428 | 421 |
| SCI | UG | 1561 | 1470 |
| | | 15928 | 15963 |
| EBE | C&P | 473 | 351 |
| EBE | ArchStud | 253 | 212 |

3.2 Growth in enrolments in EBE, Health Sciences and Education programmes

The performance against targets was uneven at the PG Dip and Honours levels but largely on track at Master's and Doctoral levels. EBE targets and actual were almost aligned. There were big differences between the targets and actuals for international students. The increases are in line with the broad direction of the size and shape vision.

2013 PG Target and Actual Demographic Profile, Faculty of EBE

| | Target | Actual | Target | Actual | Target | Actual | Target | Actual |
|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Faculty of EBE | PGDIP | PGDIP | HONS | HONS | MAST | MAST | DOCT | DOCT |
| Black | 8 | 12 | 22 | 24 | 112 | 130 | 23 | 23 |
| Coloured | 5 | 3 | 13 | 12 | 76 | 89 | 15 | 19 |
| Chinese | 0 | 0 | 0 | 2 | 2 | 8 | 0 | 0 |
| Indian | 6 | 7 | 14 | 8 | 45 | 52 | 8 | 10 |
| White | 11 | 5 | 82 | 63 | 291 | 279 | 58 | 61 |
| Unknown | | 3 | | 11 | | 60 | | 17 |
| International | 0 | 2 | 4 | 26 | 166 | 205 | 41 | 85 |
| Total | 30 | 32 | 135 | 156 | 692 | 823 | 145 | 215 |
| Female | 8 | 9 | 49 | 54 | 229 | 262 | 41 | 58 |
| Male | 22 | 23 | 86 | 102 | 463 | 561 | 104 | 157 |

The performance against targets was largely on track except for Coloured Master's and Doctoral students, as well as international students at all levels.

2013 PG Target and Actual Demographic Profile, Faculty of Science

| | Target | Actual | Target | Actual | Target | Actual |
|--------------------|--------|--------|--------|--------|--------|--------|
| Faculty of Science | HONS | HONS | MAST | MAST | DOCT | DOCT |
| Black | 34 | 37 | 52 | 63 | 34 | 33 |
| Coloured | 24 | 18 | 59 | 21 | 53 | 26 |
| Chinese | | 1 | 0 | 5 | 0 | 0 |
| Indian | 7 | 9 | 13 | 21 | 14 | 17 |
| White | 95 | 82 | 155 | 162 | 142 | 150 |
| Unknown | | 23 | | 27 | | 14 |
| International | 30 | 24 | 77 | 152 | 113 | 148 |
| Total | 190 | 194 | 374 | 451 | 360 | 388 |
| Female | 95 | 87 | 178 | 184 | 178 | 163 |
| Male | 95 | 107 | 178 | 267 | 178 | 224 |

Whilst there were differences in performance in relation to targets the patterns are positive in relation to the equity profile of students. There were big differences between the actual and the targets with respect to international students at Master's and Doctoral levels. Whilst the overall numbers support shifts towards postgraduate students the numbers are above the targets.

2013 PG Target and Actual Demographic Profile, Faculty of Health Science

| | Target | Actual | Target | Actual | Target | Actual | Target | Actual |
|---------------------------|------------|------------|------------|-----------|-------------|-------------|------------|------------|
| Faculty of Health Science | PGDIP | PGDIP | HONS | HONS | MAST | MAST | DOCT | DOCT |
| Black | 80 | 72 | 16 | 11 | 125 | 151 | 33 | 45 |
| Coloured | 48 | 42 | 9 | 7 | 126 | 137 | 35 | 44 |
| Chinese | 0 | 0 | 1 | 1 | 2 | 3 | 0 | 0 |
| Indian | 18 | 5 | 6 | 1 | 104 | 110 | 20 | 28 |
| White | 32 | 33 | 51 | 52 | 440 | 495 | 118 | 140 |
| Unknown | | 30 | | 8 | | 80 | | 21 |
| International | 50 | 50 | 11 | 8 | 215 | 261 | 59 | 83 |
| Total | 261 | 232 | 100 | 88 | 1060 | 1237 | 271 | 361 |
| Female | 165 | 147 | 73 | 64 | 570 | 691 | 155 | 205 |
| Male | 96 | 85 | 27 | 24 | 490 | 546 | 116 | 156 |

3.4 Linkages between infrastructure and size and shape

In this period the University implemented a number of Infrastructure projects with funding from DoHET and UCT to enable expansion in support of size and shape vision and addressing shortages in scarce skills areas. (See Annexure Four for details of the projects and the space created).

Goal Four

4.1 UCT's position in international rankings

| | |
|---|--|
| University wide initiatives launched prior to 2010 | Guides for Action on being World Class and Research-led |
| University wide initiatives implemented in the period 2010 – 2013 | Purchase of software to track research partnerships and impact |
| | <p>A growing strategy in developing internationalisation is the use of research information management tools that look at patterns of international research collaboration. UCT has deployed Elsevier's SciVal Spotlight management tool for "co-citation" analysis, which identifies and analyses interdisciplinary areas of research excellence ("competencies") at the University. It has been used extensively over the last year to investigate UCT's collaborations with international institutions, measured by co-authored journal publications. The tool has, for example, pointed out that UCT researchers are among the world leaders in many of the 97 "competencies" – or interdisciplinary areas of research excellence – identified for UCT. The map below points out the number of universities UCT has collaborated with in each country during the period.</p> |



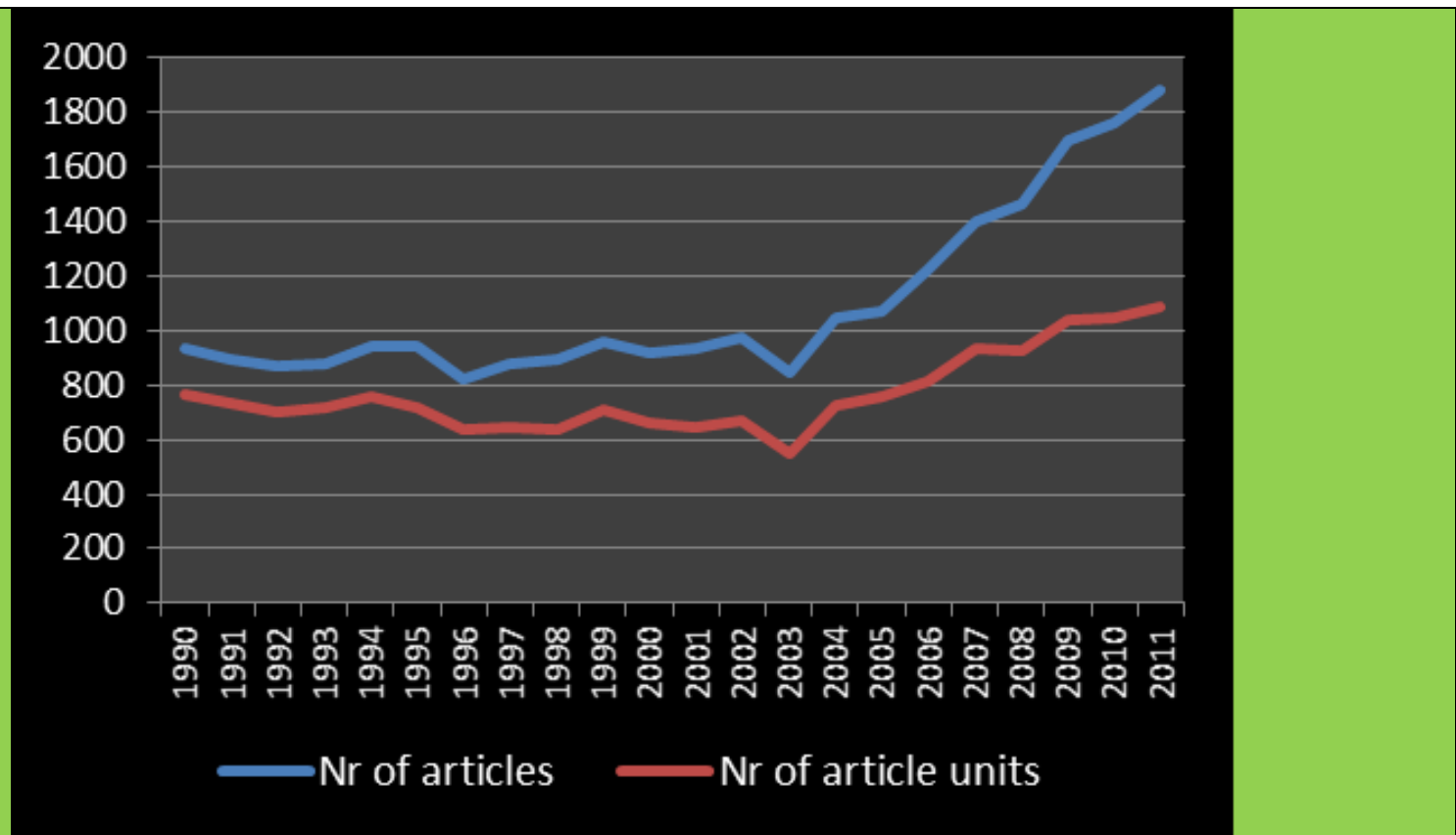
Impact

Shifts in trends:

| University rankings (position) | 2009 | 2011 | 2012 | 2013 |
|---|------|---------|---------|---------|
| Times Higher Education (THE) World University Rankings | | 103 | 113 | 126 |
| Quacquarelli Symonds (QS) World University Rankings | 146 | 156 | 154 | 145 |
| Shanghai Jiao Tong Academic Ranking of World Universities | | Top 300 | Top 300 | Top 300 |

4.2 Annual reports on the impact of UCT's research

| | |
|---|--|
| University wide initiatives launched prior to 2010 | N/A |
| Incentives to advance strategic goals | VC Strategic Fund |
| University wide initiatives implemented in the period 2010 – 2013 | Library digitization projects. Development of Research Portal. |
| | <p>Library digitization projects During 2013, a milestone was achieved with the establishment of the digital collection repository named UCTScholar. It is a showcase of unique special collections that are digitally visible and discoverable for the scholarly community. By year-end, the Libraries had completed 21 digital collection projects which included 12 500 digitised images, 10 500 metadata records created and 4 900 electronic theses and dissertations (ETDs) in the newly created digital repository</p> <p>Development of Research Portal In 2012, the UCT eResearch website was launched. It aims to provide UCT researchers with access to the many tools and information that will assist them in conducting, managing and publishing research. The team have completed the design process and are nearing the end of the development process for the Researcher Profile/CV module. The Researcher Profiles module is scheduled to go live (for testing) in early 2014 and the Scholarly Works module should follow by mid-2014. These two modules will constitute a significant fraction of the full portal as it was envisaged in 2011.</p> |
| Impact | As a result of the Libraries' commitment to make the ETDs available on UCTScholar, the repository entered the Webometric rankings for the first time at number 22 in South Africa and 43 in Africa. |



In 1988 the then National department of Education establish a research subsidy scheme to incentivize research production at SA universities. This scheme was revised in 2005. Figure 1 (on the right) presents the long-term trend data for research publications (articles, books and conference proceedings) for UCT for the period between 1990 and 2011 (full paper and fractional counts). These results show that the University has managed to improve its annual output – despite two years of decline - quite consistently since 2003. The steepest growth over the past seven years coincided, as with most SA universities, with the introduction of the revised funding framework (and higher subsidy values) in 2005.

4.3 Trends in the number of rated researchers at UCT

| University wide initiatives implemented in the period 2010 – 2013 | Additional support provided for staff submitting ratings applications. PERC support for Y-rated researchers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----|-------------------|---|----|---|-------|--|-------|---|---|---|---|---|---|-------------|----|-----|-----|---|----|---|-----|-------------|----|-----|-----|---|----|---|-----|-------------|----|-----|-----|---|----|---|-----|-------------|----|-----|-----|---|----|---|-----|-------------|----|-----|-----|---|----|---|-----|
| | Staff applying for NRF rating are supported through a range of seminars, workshops, one-on-one consultations and hands-on support with the actual writing of narrative sections of the rating application. The above support is complemented by a team of academic experts, many of whom are members of the NRF's rating panels, who review all the prospective applications. A cohort of 15 Y-rated staff attended meetings designed to assist with career planning and research productivity. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Incentives to advance strategic goals | NRF and UCT grants | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impact | <p>NRF-rated researchers at UCT over the last five years</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="6">Rating categories</th> <th rowspan="2">Total</th> </tr> <tr> <th>A</th> <th>B</th> <th>C</th> <th>P</th> <th>Y</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>32</td> <td>102</td> <td>145</td> <td>4</td> <td>36</td> <td>1</td> <td>320</td> </tr> <tr> <td>2010</td> <td>32</td> <td>105</td> <td>151</td> <td>3</td> <td>43</td> <td>2</td> <td>336</td> </tr> <tr> <td>2011</td> <td>30</td> <td>122</td> <td>160</td> <td>5</td> <td>60</td> <td>2</td> <td>379</td> </tr> <tr> <td>2012</td> <td>33</td> <td>147</td> <td>165</td> <td>6</td> <td>62</td> <td>2</td> <td>415</td> </tr> <tr> <td>2013</td> <td>35</td> <td>156</td> <td>186</td> <td>6</td> <td>72</td> <td>2</td> <td>457</td> </tr> </tbody> </table> | | Rating categories | | | | | | Total | A | B | C | P | Y | L | 2009 | 32 | 102 | 145 | 4 | 36 | 1 | 320 | 2010 | 32 | 105 | 151 | 3 | 43 | 2 | 336 | 2011 | 30 | 122 | 160 | 5 | 60 | 2 | 379 | 2012 | 33 | 147 | 165 | 6 | 62 | 2 | 415 | 2013 | 35 | 156 | 186 | 6 | 72 | 2 | 457 |
| | Rating categories | | | | | | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | B | C | P | Y | L | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 32 | 102 | 145 | 4 | 36 | 1 | 320 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 32 | 105 | 151 | 3 | 43 | 2 | 336 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 30 | 122 | 160 | 5 | 60 | 2 | 379 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 33 | 147 | 165 | 6 | 62 | 2 | 415 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 35 | 156 | 186 | 6 | 72 | 2 | 457 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

4.4 Trends in PhD outputs

| | | | | | | | |
|---|---|--------------|-------|-------|-------|-------|-------|
| University wide initiatives launched prior to 2010 | Guides for Action | | | | | | |
| University wide initiatives implemented in the period 2010 - 2013 | Carnegie Next Generation of Academics Project. Additional posts supported through GOB. Employment of emeritus professors as research fellows. | | | | | | |
| Incentives to advance strategic goals | Carnegie funding and mentors. | | | | | | |
| | <p>Next Generation of Academics</p> <p>Funded by the Carnegie Corporation, the Next Generation of Academics project aims to develop a cohort of trainee academics in the fields of infectious diseases, civil engineering and economics to create a competitive pool of young scholars that can be recruited into academic careers in Africa. The initial two year grant (2011-2012) has been extended with a renewal grant for a further 3 years (2013-2015). The aim is to complete the training of 76 doctoral students and 16 postdoctoral fellows by 2015 in the context of innovative supervisory hubs that consist of a mixture of doctoral students, postdoctoral fellows, mentors and supervisors. In addition to funding, Carnegie fellows are assigned mentors to offer broader academic and professional input as well as assist with career planning.</p> | | | | | | |
| Impact | <p>Transferable lessons and attainment of objectives: At the end of the first 3-year cycle of the project (2013) there has been a total of 21 PhD graduations and 3 academic appointments of Carnegie fellows. In 2013, 7 PhDs completed and 1 fellow was appointed in the Department of Civil Engineering at UCT and another in Economics at Wits. In Civil Engineering, three of the four currently appointed fellows have (or will shortly have) secured academic positions; one at Wits and two at UCT.</p> <p>Shifts in practices: Potential to strengthen partnerships between UCT and the universities of Ghana, Makerere, Witwatersrand and UCT.</p> | | | | | | |
| | | | 2008 | 2009 | 2010 | 2011 | 2012 |
| | Doctoral | No. of Studs | 1 030 | 1 058 | 1 110 | 1 226 | 1 327 |
| | | Graduates | 151 | 178 | 160 | 163 | 198 |

4.5 Trends in the number of postdocs based at UCT

| | |
|---|--|
| University wide initiatives launched prior to 2010 | Establishment of postgraduate centre, postdoc surveys |
| Incentives to advance strategic goals | Financial assistance |
| University wide initiatives implemented in the period 2010 - 2013 | Surveys, Academic and professional development initiatives launched. A-Z guide. A study undertaken to evaluate the return on investment into postdoctoral fellowships. |
| | <p>Postdoctoral Fellows Association An orientation for all UCT postdoctoral fellows was held in April 2013, with a general meeting in October to address previously raised concerns and to report back on progress. A Postdoctoral Fellows Association has been established. A template has been developed for the Principal Investigator to complete when the postdoctoral fellow's tenure ends to give postdoctoral fellows an official acknowledgement of all their accomplishments. This will accompany the Certificate of Completion that the postdoctoral fellow will receive.</p> <p>Funding Given the limited funds from GOB to appoint postdoctoral fellows, the URC in 2013 was able to make only awards to 16 of the 101 applicants. A business plan, informed by the report is being developed in order to invest in the provision of additional postdoctoral fellows as well as "self-funded" postdoctoral fellows who productive, brings in more returns than the costs of their fellowship.</p> <p>Academic and professional skills development opportunities for postgraduate students and postdoctoral fellows One of the main tasks for the Office for Postgraduate Studies in 2013 was to set up and consolidate the various opportunities for academic and professional skills development for postgraduate students and postdoctoral fellows. A range of seminars, workshops, retreats and Massive Open Online Courses (MOOCs) were drawn up and offered. Over 79 sessions were offered in 2013, with an estimated attendance of well over a 1000 postgraduates.</p> <p>Postdoctoral retreat on supervision training The Office for Postgraduate Studies offered the first opportunity for postdoctoral fellows to be trained in supervision practices. A "Starter Pack for Novice Supervisors" – in the form of a booklet – has been developed and a copy has been given to each postdoctoral attendee.</p> <p>Policy pertaining to international Postdoctoral Fellows In 2013, an agreement was reached to process international Postdoctoral Fellows under the Large Account Unit which expedites the visa application process.</p> <p>Post-post doctoral early career opportunities UCT is investigating various routes to appoint early career researchers. It is also engaged in discussion with the Carnegie Foundation on how to enable graduates of the "Next Generation of Academics in Africa" to secure academic appointments.</p> <p>A to Z Guides The A to Z Guides for postgraduate students and Postdoctoral Research Fellows were established in 2011 and provide comprehensive information on just about every aspect of student and postdoctoral life at UCT.</p> |

Impact

Postdoctoral Research Fellowships registered per Faculty, 2009

| Faculty | Number of registered PDRFs | Number of fellowships made | Value of fellowships |
|--------------|----------------------------|----------------------------|----------------------|
| COM | 5 | 7 | R905,000 |
| EBE | 15 | 23 | R1,877,974 |
| FHS | 58 | 99 | R9,779,225 |
| HUM | 9 | 14 | R1,333,000 |
| LAW | 5 | 6 | R636,000 |
| FSC | 97 | 135 | R13,539,298 |
| Total | 189 | 284 | R28,070,497 |

Postdoctoral Research Fellowships registered per Faculty, 2013

| Faculty | No. of registered PDRFs | No. of PDRFs who accepted awards | No. of Fellowships made | Value of Fellowships |
|--------------|-------------------------|----------------------------------|-------------------------|----------------------|
| COM | 9 | 9 | 17 | R 2,036,432 |
| EBE | 23 | 23 | 33 | R 4,261,079 |
| FHS | 119 | 107 | 188 | R 22,091,240 |
| HUM | 36 | 31 | 43 | R 5,125,166 |
| LAW | 6 | 4 | 7 | R 579,300 |
| SCI | 153 | 128 | 212 | R 25,807,529 |
| TOTAL | 346 | 302 | 500 | R 59,900,746 |

Shifts in trends: Increase of 157 in the number of PDRFs registered between 2009 and 2013; and increase of 216 in the number of fellowships made between 2009 and 2013.

Surveys were done of the Postdoc experience in 2003 and 2009. There was big improvement in the levels of overall satisfaction with the postdoc experience in this period as reflected in the table below.

| | Very satisfied | Satisfied | Somewhat Satisfied | Dissatisfied | Very Dissatisfied | Total |
|------|----------------|-----------|--------------------|--------------|-------------------|-------|
| 2003 | 10% | 45% | 30% | 8% | 5% | 100% |
| 2009 | 14% | 53% | 24% | 4% | 1% | 100% |

4.6 Trends with regard to departmental publication count information

| University wide initiatives launched prior to 2010 | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|----------------|----------------|---------------|----------------|----------------------|-----------------------------|-------------|------|------|------|------|------|----------------------|-----------------------------|---------------------|--------|---------|--------|---------|---------|----------|-------|------------------|-------|-------|----|-------|-------|-------|--------|------------------------|-------|-------|--------|--------|--------|--------|-------|--------------|---------------|----------------|----------------|---------------|----------------|-----------------|---------------|
| Incentives to advance strategic goals | Faculty Core Block grants, Faculty Growth Block Grants. Different types of grants | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| University wide initiatives implemented in the period 2010 - 2013 | Extensive bibliometric analyses provided to inform planning. URC teams on internationalisation of research and transdisciplinarity and interdisciplinarity. Appointment of senior scholars | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Research reviews The HSF and the Science Faculty have both undertaken international reviews of research outputs in their departments to determine trends, track changes and inform research planning.</p> <p>Appointment of senior scholars The business plan devised in 2010 to retain the services of a select cohort of retired researchers of international repute reached its third year of implementation in 2013. Through their high impact publications and exemplary supervision skills, these retirees play a critical role in helping UCT maintain its international profile and in growing a next generation of academics. The 2013 cohort was spread across the Faculties of Science (10); Health Sciences (4); Humanities (1); Commerce (1); and Engineering & the Built Environment (3).</p> <p>Block grants The URC awarded R9,942,500 in 2013 in the form of Faculty Core Block Grants, and an additional R5 million through the newly established Faculty Growth Block Grant which was introduced in 2013 to incentivise faculties to grow their research output.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comment | Due to current UCT budget constraints, funding for the Growth Block Grants is no longer available leaving the faculties with considerable shortfall to grow their research. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impact | <p>Shifts in trends: UCT was awarded 1390.89 units for 2012¹ research publications which resulted in UCT being placed third in the national publication count rankings. Journal articles accounted for 1191.33 units or 86% of the total. This overall total represents an increase of 5.8% from 1314.40 units awarded the previous year. The table below shows UCT's increase in total publication output over the last five years.</p> <p>UCT accredited research output, 2008—2012</p> <table border="1"> <thead> <tr> <th>Output type</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2012 National output</th> <th>UCT %age of National output</th> </tr> </thead> <tbody> <tr> <td>Accredited journals</td> <td>958.59</td> <td>1038.06</td> <td>1071.7</td> <td>1124.04</td> <td>1191.33</td> <td>11035.72</td> <td>10.8%</td> </tr> <tr> <td>Books & chapters</td> <td>53.09</td> <td>56.63</td> <td>65</td> <td>61.45</td> <td>93.44</td> <td>580.8</td> <td>16.09%</td> </tr> <tr> <td>Conference proceedings</td> <td>74.47</td> <td>93.53</td> <td>116.33</td> <td>128.91</td> <td>106.12</td> <td>747.29</td> <td>14.2%</td> </tr> <tr> <td>Total</td> <td>1086.2</td> <td>1188.22</td> <td>1253.03</td> <td>1314.4</td> <td>1390.89</td> <td>12363.81</td> <td>11.25%</td> </tr> </tbody> </table> | | | | | | | Output type | 2008 | 2009 | 2010 | 2011 | 2012 | 2012 National output | UCT %age of National output | Accredited journals | 958.59 | 1038.06 | 1071.7 | 1124.04 | 1191.33 | 11035.72 | 10.8% | Books & chapters | 53.09 | 56.63 | 65 | 61.45 | 93.44 | 580.8 | 16.09% | Conference proceedings | 74.47 | 93.53 | 116.33 | 128.91 | 106.12 | 747.29 | 14.2% | Total | 1086.2 | 1188.22 | 1253.03 | 1314.4 | 1390.89 | 12363.81 | 11.25% |
| Output type | 2008 | 2009 | 2010 | 2011 | 2012 | 2012 National output | UCT %age of National output | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accredited journals | 958.59 | 1038.06 | 1071.7 | 1124.04 | 1191.33 | 11035.72 | 10.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Books & chapters | 53.09 | 56.63 | 65 | 61.45 | 93.44 | 580.8 | 16.09% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Conference proceedings | 74.47 | 93.53 | 116.33 | 128.91 | 106.12 | 747.29 | 14.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 1086.2 | 1188.22 | 1253.03 | 1314.4 | 1390.89 | 12363.81 | 11.25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

4.7 Progress with regard to OpenUCT

| | |
|---|--|
| University wide initiative implemented before 2010 | Establishment of the Centre for Education Technology. |
| University wide initiatives implemented in the period 2010 - 2013 | The UCT Open Content Directory Project (2010-2014). Development of Open Access policy. Launch of OpenUCT Initiative and the Research Portal, Library digitization project. |
| University wide incentives | Open Access Publishing Fund, VC Strategic Fund initiatives. |
| Impact (see 4.2 for other measures) | Shifts in practices: R133 000 granted to publish 9 articles in DHET approved journals and with publisher permissions to deposit in the OpenUCT repository. |
| | Shifts in practices: Metadata standards for different kinds of resources have been determined and are available to be used by the all UCT collection owners. |

4.8 Analysis of participation in, and assessment of the quality of, research development support

| | |
|---|--|
| University wide initiatives launched prior to 2010 | Signature Themes. Centres of Excellence |
| | There are currently six Signature Themes at UCT: African Centre for Cities, African Climate and Development Initiative, Brain and Behaviour Initiative, Drug Discovery, Marine Research Institute, and Minerals to Metals. UCT continues to host two national Centres of Excellence (CoEs) awarded by the Department of Science and Technology, through the National Research Foundation: c*change, the DST/NRF CoE in Catalysis, and the DST/NRF CoE, Birds as Keys to Biodiversity Conservation. UCT also serves as a co-host to a node of the DST/NRF CoE for Biomedical TB Research. UCT further co-hosts the Hydrogen Catalysis Competence Centre with Mintek. The CoE in Catalysis, c*change, was successful in its second five-year review in 2013, with funding committed by the DST and NRF for a further five years. |
| University wide initiatives implemented in the period 2010 – 2013 | ERP and PERC. Office of Research Integrity, Soft Funded Academic and Research Staff (SFARS) initiative, Review of health and Safety in labs. Research Ethics policies, Participation in big international collaborative projects e.g through IIDMM, Cubbi, SKA. |
| | <p>Researcher Development This support ranges from the most minimal, which would be a single interview with a co-ordinator, to attendance of many workshops and seminars as well as individual mentoring sessions.</p> <p>Research ethics policies An overhaul of the policies, policy documents, and procedures was largely completed in 2012.</p> <p>Review of health and Safety in labs The Laboratory Audit Working Group (LAWG) was established in 2010 with a view to establishing a unified standard of safety compliance in teaching and research laboratories. The LAWG facilitated a sample audit exercise that was carried out <i>pro bono</i> by Sasol.</p> |

| | | | | | | | | |
|---------------------------------------|--|-------------|------------|-----|-----|-----|-----|-------|
| Incentives to advance strategic goals | Mellon Visiting and Retired Scholars Mentorship Project. Appointment of Senior Scholars. UCT funding for Centres of Excellence and Signature Themes. | | | | | | | |
| Impact | During the period 1 January – 31 December 2013, 33 mentees participated in eight active mentorships. | | | | | | | |
| | Comparative Faculty Representation in ERP (2009 -2013) | | | | | | | |
| | CHED | COM | EBE | HSC | HUM | LAW | FSC | TOTAL |
| 2009 | 35 | 62 | 50 | 83 | 53 | 25 | 56 | 364 |
| 2010 | 35 | 69 | 56 | 107 | 71 | 24 | 70 | 432 |
| 2011 | 38 | 82 | 63 | 121 | 84 | 27 | 77 | 492 |
| 2012 | 40 | 90 | 72 | 142 | 97 | 31 | 76 | 548 |
| 2013 | 43 | 97 | 79 | 150 | 108 | 37 | 84 | 598 |
| | | | | | | | | |
| | ERP Seminar Attendance (2009 - 2013) | | | | | | | |
| | Year | No. | % | | | | | |
| | 2009 | 462 | 10.43 | | | | | |
| | 2010 | 407 | 9.187 | | | | | |
| | 2011 | 726 | 16.39 | | | | | |
| | 2012 | 593 | 13.39 | | | | | |
| | 2013 | 340 | 7.246 | | | | | |
| | Grand Total | 4449 | 100 | | | | | |

4.9 Success in bids for new Research chairs, centres of excellence, competitive research funding bids

| | |
|---|--|
| University wide initiatives implemented in the period 2010 - 2013 | Research grant and application support |
| Impact | <p>UCT currently holds 33 Chairs awarded through the DST/NRF South African Research Chairs Initiative, and hosts the 2 Centres of Excellence as mentioned earlier in the report together with a CoE node and Competency Centre.</p> <p>MasterCard Foundation’s “Developing First-Generation African Professionals”</p> <p>MCF Scholars @ UCT envisages seven cohorts of students over 10 years. A total of 300 students will be funded of whom 60 are undergraduate and 240 postgraduates (48 honours, 144 master’s by coursework, 48 master’s by research).</p> <p>Also refer to the Carnegie Next Generation of Academics programme, reported on in 4.4.</p> |

Goal Five

5.1 Analysis of trends in levels of student satisfaction with the quality of their experiences assessed in the graduate exit survey and periodic student experience surveys

This report is based on a comparison of the surveys in 2011 and 2013). The following average rating scores relate to the students' impression of UCT's emphasis on the following aspects: *(A score of 1 indicates a weak emphasis, while a score of 5 indicates a strong emphasis. Whilst the results show that, on average, graduates are positive about their experience at UCT, there has been a decline in satisfaction rates. However, the two surveys are not directly comparable. The 2011 figures are based on responses to paper-based surveys in the June and December graduations and the 2013 figures are based on responses to an online survey conducted with the December graduates. The error margin may be smaller in 2011 results because there was a larger number of respondents.*

| | Average Rating 2011 | Average Rating 2013 |
|---|---------------------|---------------------|
| Providing an intellectually stimulating environment | 4.47 | 4.32 |
| Participation in courses or programmes that encourage social consciousness of students | 3.87 | 3.77 |
| Involvement in courses outside the conventional curricula | 3.34 | 3.35 |
| Exposure to a culturally diverse community of scholars | 4.13 | 4.06 |
| Experience of UCT's international community | Not asked in 2011 | 3.65 |
| Degrees that are internationally competitive as well as locally relevant | 4.35 | 4.09 |
| Access to a rich array of social, cultural, sporting and leadership opportunities | 4.04 | 3.91 |
| Preparing you for further studies at both local and international institutions after completing your degree/diploma | 4.17 | 4.03 |
| Preparation for the world of work: career management skills & job search preparation | Not asked in 2011 | 3.73 |

5.2 Evaluation of the Global Citizenship pilot programme

UCT's GC programme has after four years stabilised into a suite of co-curricular and formal curriculum offerings. This 'pilot' has served as a very rich place to experience the challenges of embedding graduate attributes as envisioned in Goal Five. It was launched in 2010 with money from the VC's Strategic Fund and CHED (staffing).

In 2011, additional online learning tools and activities were implemented, and 10 graduates of the 2010 GC programme were trained as tutors and co-facilitators.

2013 also saw three important developments:

- The pilot year of the EBE credit-bearing course END 1019S Social Infrastructures – 33 students registered for the course across all years and from all the disciplines within the faculty.
- Increased emphasis put on institutional networking and development in partnership with other relevant units on campus e.g. Careers Service, DSA, as well as the initial meetings of a representative Advisory Committee (AC). The AC has Faculty representatives and developing these relationships will be key work in 2014.
- New online learning tools developed e.g. badging

| Year | Module | Registered | Active Participants | Completed | Completed % |
|------|----------|------------|---------------------|------------|--------------|
| 2010 | Module 1 | 72 | 52 | 39 | 54,2% |
| | Module 2 | 44 | 36 | 25 | 56,8% |
| | Total | 116 | 88 | 64 | 55,2% |
| 2011 | Module 1 | 169 | 120 | 88 | 52,1% |
| | Module 2 | 67 | 60 | 30 | 44,8% |
| | Total | 236 | 180 | 118 | 50,0% |
| 2012 | Module 1 | 130 | 60 | 6 | 4,6% |
| | Module 2 | 61 | 52 | 45 | 73,8% |
| | Total | 191 | 112 | 51 | 26,7% |
| 2013 | Module 1 | 100 | 80 | 49 | 49,0% |
| | Module 2 | 110 | 80 | 60 | 54,5% |
| | Total | 210 | 160 | 109 | 51,9% |

5.3 Feedback on the extent to which UCT has been able to develop values listed in the mission assessed in graduate exit surveys

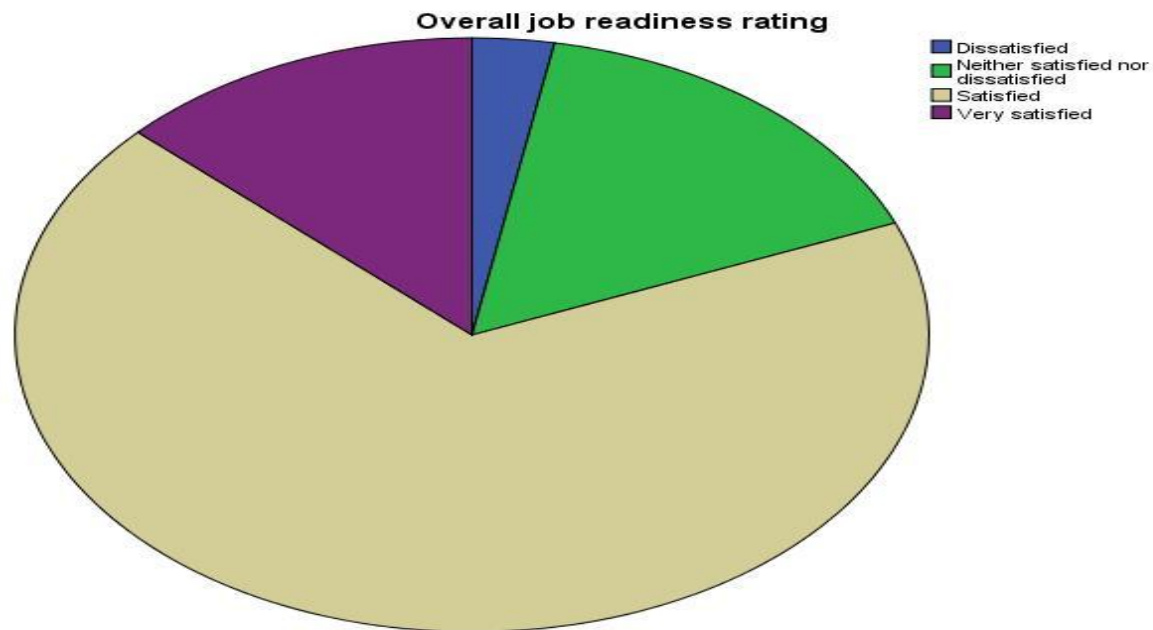
In the 2013 GDS the majority of students (1269 out of 3371) indicated that UCT places a strong emphasis on courses or programmes that encourage the development of a social consciousness amongst the students (3.77).

5.4 Evaluation of participation in intra- and extra mural activities

Respondents in the 2013 GDS were asked to indicate to what extent UCT provides access to social, cultural, sporting and leadership opportunities. The majority of students (1244 out of 3371) feel that they had good access to a rich array of social, cultural, sporting and leadership opportunities. Only 37 students indicated they had poor access.

5.5 Perceptions of employers about the quality of UCT graduates

In September 2013 a survey was conducted of 60 employers by the Careers Services, mostly from Gauteng and the Western Cape with the majority coming from Accounting, Financial and Insurance services, IT and Technology and Management Consulting firms. Of 23 competencies rated as very important by employers the competencies of UCT graduates were rated as high.



5.6 Perceptions of alumni about the quality of UCT programmes

Not tested in this period. A survey was conducted on transitions from study to work.

5.7 Analysis of participation in, and assessment of the quality of, teaching development initiatives

| University wide initiatives launched prior to 2010 | New Academic Practitioners Programme (NAPP), The Short Course in Teaching, Teaching observation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-----------|-----------|-----------|-----------|-----------|-----------|------------|------|-------|------|---|---|---|---|---|---|---|----|------|---|---|----|---|---|---|---|----|------|---|---|---|---|---|---|---|----|------|---|---|----|----|---|---|---|----|------|---|---|----|---|---|---|---|----|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Incentives to advance strategic goals | Start-up teaching grant, Collaborative awards, Sabbatical grants, Teaching Development Grant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| University wide initiatives implemented in the period 2010 – 2013 | Group consulting model of staff development TSCOT (since 2008); Expanding the use of teaching observation; The launch of the UCT Teaching and learning Conference (in 2011). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>In the first semester of 2013 a TSCOT group of four colleagues in Psychology worked on their challenges with teaching race as content in their courses. A second TSCOT group of three colleagues (all black males who had previously done NAPP) worked together to address challenges they face with the issue of accent in the classroom. In the second semester one TSCOT group of five colleagues worked collectively to support each other in developing their classroom practice.</p> <p>Teaching and Learning Conference</p> <p>The UCT Teaching and learning Conference was launched in 2011 with the aim of promoting scholarship of teaching and learning. The number of presentations has increased from 32 in 2011 to 60 in 2013 and registrations reaching 250 by 2013.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | During 2012, nine grants of average of R28 000 were awarded. During 2013, 11 grants of average of R25 000 were awarded. Four sabbatical grants were awarded. To date no evaluation has been done on the impact of these grants. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outcomes | <p>NAPP participation by faculty 2009-2013</p> <table border="1"> <thead> <tr> <th></th> <th>COM</th> <th>EBE</th> <th>HS</th> <th>HUM</th> <th>LAW</th> <th>SC</th> <th>CHED</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>5</td> <td>7</td> <td>6</td> <td>5</td> <td>6</td> <td>9</td> <td>1</td> <td>39</td> </tr> <tr> <td>2010</td> <td>4</td> <td>4</td> <td>15</td> <td>6</td> <td>1</td> <td>6</td> <td>0</td> <td>36</td> </tr> <tr> <td>2011</td> <td>7</td> <td>2</td> <td>8</td> <td>8</td> <td>2</td> <td>4</td> <td>2</td> <td>33</td> </tr> <tr> <td>2012</td> <td>9</td> <td>3</td> <td>10</td> <td>12</td> <td>2</td> <td>2</td> <td>1</td> <td>39</td> </tr> <tr> <td>2013</td> <td>7</td> <td>5</td> <td>11</td> <td>8</td> <td>0</td> <td>5</td> <td>2</td> <td>38</td> </tr> <tr> <td>TOTAL</td> <td>59</td> <td>44</td> <td>66</td> <td>58</td> <td>18</td> <td>60</td> <td>17</td> <td>322</td> </tr> </tbody> </table> | | COM | EBE | HS | HUM | LAW | SC | CHED | TOTAL | 2009 | 5 | 7 | 6 | 5 | 6 | 9 | 1 | 39 | 2010 | 4 | 4 | 15 | 6 | 1 | 6 | 0 | 36 | 2011 | 7 | 2 | 8 | 8 | 2 | 4 | 2 | 33 | 2012 | 9 | 3 | 10 | 12 | 2 | 2 | 1 | 39 | 2013 | 7 | 5 | 11 | 8 | 0 | 5 | 2 | 38 | TOTAL | 59 | 44 | 66 | 58 | 18 | 60 | 17 | 322 |
| | COM | EBE | HS | HUM | LAW | SC | CHED | TOTAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 5 | 7 | 6 | 5 | 6 | 9 | 1 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 4 | 4 | 15 | 6 | 1 | 6 | 0 | 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 7 | 2 | 8 | 8 | 2 | 4 | 2 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 9 | 3 | 10 | 12 | 2 | 2 | 1 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 7 | 5 | 11 | 8 | 0 | 5 | 2 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 59 | 44 | 66 | 58 | 18 | 60 | 17 | 322 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Table: TSCOT participation by faculty 2008-2013 | | | | | | | | |
|--|------------|------------|-----------|------------|------------|-----------|-------------|--------------|
| Year | COM | EBE | HS | HUM | LAW | SC | CHED | TOTAL |
| 2009 | | 2 | 1 | 1 | | 1 | | 5 |
| 2010 | | | 2* | 1 | 2 | | | 5 |
| 2011 | | | | | | | | Not offered |
| 2012 | 1 | | | | 1 | 1 | | 3 |
| 2013 | 3 | | 3 | 4 | | 2 | | 12 |
| TOTAL | 5 | 3 | 6 | 6 | 3 | 6 | | 29 |

Impact

The participation in the NAPP programme has been positive and is at capacity. Participant satisfaction with the NAPP programme is very high as evidenced by the many evaluation surveys. The introduction of the teaching project has enabled a closer link being made between NAPP programme activities and classroom practice and has therefore increased the potential for NAPP having an impact on classroom experiences. It was also noted while NAPP is not limited to permanent staff or those on T3 contract, the university still needed to find ways to expand opportunities for academic staff development.

5.8 Analysis of the proportion of UCT graduates amongst leaders of SA companies and government

Not tracked in this period as it was decided that it was not a useful indicator.

5.9 Trends in the demographic profile of UCT graduates (see Goal 2)

The total number of graduates increased by 12.7% between 2009 and 2012. The total number of African graduates increased by 30% in the same period.

Students and Graduates – Totals – The comparison is based on the results of 2009 and 2012

| Row Labels | Values | 2009 | 2010 | 2011 | 2012 |
|--------------------|--------------|--------|--------|--------|--------|
| Undergraduate | No. of Studs | 15 733 | 16 016 | 16 164 | 16 247 |
| | Graduates | 3126 | 3267 | 3408 | 3538 |
| PG less Masters | No. of Studs | 2 506 | 2 678 | 2 868 | 2 867 |
| | Graduates | 1704 | 1735 | 1874 | 1919 |
| Masters | No. of Studs | 3 306 | 3 629 | 3 831 | 3 961 |
| | Graduates | 868 | 1009 | 1085 | 1081 |
| Doctoral | No. of Studs | 1 058 | 1 110 | 1 226 | 1 327 |
| | Graduates | 178 | 160 | 163 | 198 |
| Other | No. of Studs | 1 187 | 1 339 | 1 212 | 1 405 |
| | Graduates | 0 | 0 | 0 | 0 |
| Total No. of Studs | | 23 790 | 24 772 | 25 301 | 25 807 |
| Total Graduates | | 5876 | 6171 | 6530 | 6736 |

Undergraduate - The comparison is based on the results of 2009 and 2012

| Population Group | Values | 2009 | 2010 | 2011 | 2012 | Average annual change |
|--------------------|--------------|--------|--------|--------|--------|-----------------------|
| African | No. of Studs | 4 066 | 4 282 | 4 512 | 4 660 | 8% |
| | Graduates | 504 | 630 | 703 | 726 | 13% |
| Coloured | No. of Studs | 2 614 | 2 605 | 2 538 | 2 373 | 0% |
| | Graduates | 568 | 598 | 573 | 541 | 5% |
| Indian | No. of Studs | 1 178 | 1 157 | 1 171 | 1 178 | 2% |
| | Graduates | 219 | 198 | 201 | 239 | 1% |
| White | No. of Studs | 5 814 | 5 766 | 5 560 | 5 494 | -1% |
| | Graduates | 1350 | 1344 | 1323 | 1360 | 0% |
| Unknown | No. of Studs | 199 | 275 | 503 | 736 | 36% |
| | Graduates | 65 | 76 | 219 | 238 | 74% |
| International | No. of Studs | 1 861 | 1 931 | 1 880 | 1 806 | -3% |
| | Graduates | 420 | 421 | 389 | 434 | -4% |
| Total No. of Studs | | 15 732 | 16 016 | 16 164 | 16 247 | 2% |
| Total Graduates | | 3126 | 3267 | 3408 | 3538 | 4% |

| Qualification Type - Level Description | PG less Masters | | | | | Average annual change |
|--|-----------------|-------|-------|-------|-------|-----------------------|
| Population Group | Values | 2009 | 2010 | 2011 | 2012 | |
| African | No. of Studs | 420 | 413 | 544 | 568 | 14% |
| | Graduates | 223 | 212 | 283 | 329 | 19% |
| Coloured | No. of Studs | 371 | 394 | 456 | 446 | 13% |
| | Graduates | 244 | 223 | 275 | 273 | 13% |
| Indian | No. of Studs | 158 | 170 | 156 | 172 | 5% |
| | Graduates | 102 | 108 | 99 | 112 | 4% |
| White | No. of Studs | 1 056 | 1 151 | 1 074 | 989 | 1% |
| | Graduates | 806 | 873 | 808 | 730 | 0% |
| Unknown | No. of Studs | 80 | 121 | 172 | 265 | 46% |
| | Graduates | 40 | 60 | 98 | 178 | 54% |
| International | No. of Studs | 421 | 429 | 466 | 427 | 1% |
| | Graduates | 289 | 259 | 311 | 297 | 2% |
| Total No. of Studs | | 2 506 | 2 678 | 2 868 | 2 867 | 7% |
| Total Graduates | | 1704 | 1735 | 1874 | 1919 | 7% |

5.10 Trends in the use of IT in teaching and learning

| University wide initiatives implemented in the period 2010 – 2013 | Teaching with Technology workshop and seminar series; Mellon lecture recording project; Flexible Learning Project (also known as the Student Laptop Project); OER project (begun 2009); Digital Literacy (new model and approach). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------|--------|--------|-------------------------|--|----------|------|------|------|------|-------------------------|-------------------|------|------|------|------|-----|--------------------|------|------|------|------|-----|-------------------|--------|--------|--------|--------|---|---------------------------|-----|------|------|------|-----|
| Incentives to advance strategic goals | Teaching with Technology grants since 2012; The Vice-Chancellor's Open Educational Resources Adaptation Project | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outputs | <ul style="list-style-type: none"> • CET was awarded a grant by Mellon Foundation in March 2012 to the value of \$285,000 to fund a new set of educational technology expertise for developing learning resources; to pay for training to enable educators to use educational technology more effectively; and to buy and adapt specialised software needed to support specific teaching strategies or learning objectives. 19 grants were awarded. Nine projects of the 16 funded since 2012 are complete. • A new model for Digital Literacy was successfully piloted in 2013 following the retirement of CompAssess and a broader focus on IT and social media skills needed for academic success, aligned with the First Year Experience project. • The OER UCT project began full operations in March 2009 and was finalised by February 2010. The project launched its OpenContent directory listing the UCT Collection of OER in February 2010 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Impact | <p>Shifts in practice</p> <ul style="list-style-type: none"> • 20% increase in course evaluations • 33% increase in the demand for lecture recording and a 32% increase in the support issues logged. • Lecture recording project piloted in 2012 hit the mainstream with 23 venues being equipped and the total number of published recordings increased from 499 in 2012 to 1652 in 2013, with a success rate of 92% in the second semester of 2013. Student usage continues to increase. The total number of users accessing lecture recordings increased by 63%, from 3010 in 2012 to 4916 in 2013. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="488 951 943 1050">Activity</th> <th data-bbox="943 951 1077 1050">2010</th> <th data-bbox="1077 951 1211 1050">2011</th> <th data-bbox="1211 951 1346 1050">2012</th> <th data-bbox="1346 951 1480 1050">2013</th> <th data-bbox="1480 951 1720 1050">% increase 2012 to 2013</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1050 943 1129">Vula course sites</td> <td data-bbox="943 1050 1077 1129">1816</td> <td data-bbox="1077 1050 1211 1129">1952</td> <td data-bbox="1211 1050 1346 1129">2102</td> <td data-bbox="1346 1050 1480 1129">2381</td> <td data-bbox="1480 1050 1720 1129">13%</td> </tr> <tr> <td data-bbox="488 1129 943 1209">Vula peak sessions</td> <td data-bbox="943 1129 1077 1209">3073</td> <td data-bbox="1077 1129 1211 1209">3368</td> <td data-bbox="1211 1129 1346 1209">3622</td> <td data-bbox="1346 1129 1480 1209">4039</td> <td data-bbox="1480 1129 1720 1209">12%</td> </tr> <tr> <td data-bbox="488 1209 943 1289">Vula active users</td> <td data-bbox="943 1209 1077 1289">27,929</td> <td data-bbox="1077 1209 1211 1289">29,909</td> <td data-bbox="1211 1209 1346 1289">31,789</td> <td data-bbox="1346 1209 1480 1289">31,847</td> <td data-bbox="1480 1209 1720 1289">-</td> </tr> <tr> <td data-bbox="488 1289 943 1356">Online course evaluations</td> <td data-bbox="943 1289 1077 1356">865</td> <td data-bbox="1077 1289 1211 1356">1161</td> <td data-bbox="1211 1289 1346 1356">1298</td> <td data-bbox="1346 1289 1480 1356">1554</td> <td data-bbox="1480 1289 1720 1356">20%</td> </tr> </tbody> </table> | | | | | | Activity | 2010 | 2011 | 2012 | 2013 | % increase 2012 to 2013 | Vula course sites | 1816 | 1952 | 2102 | 2381 | 13% | Vula peak sessions | 3073 | 3368 | 3622 | 4039 | 12% | Vula active users | 27,929 | 29,909 | 31,789 | 31,847 | - | Online course evaluations | 865 | 1161 | 1298 | 1554 | 20% |
| Activity | 2010 | 2011 | 2012 | 2013 | % increase 2012 to 2013 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vula course sites | 1816 | 1952 | 2102 | 2381 | 13% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vula peak sessions | 3073 | 3368 | 3622 | 4039 | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vula active users | 27,929 | 29,909 | 31,789 | 31,847 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Online course evaluations | 865 | 1161 | 1298 | 1554 | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|------------------------------|-------------|-------------|---------|-------------------|------|
| Turnitin submissions | 83,005 | 114,734 | 140,462 | 148,656 | 6% |
| Lectures recorded | - | - | 499 | 1652 | 330% |
| Support issues | 2818 | 4222 | 3974 | 5232 | 32% |
| Activity | | | | | |
| | 2011 | 2012 | | % increase | |
| Workshop participants | 197 | 295 | 585 | 98% | |
| Seminar participants | 317 | 286 | 578 | 100% | |
| Grants allocated [1] | 15 | 17 | 19 | 12% | |
| Total grant value | R136207 | R359340 | R420060 | 17% | |
| Resources on UCT OpenContent | 165 | 221 | 315 | 43% | |

5.11 Trends in academic staff performance assessed through the rate for job reviews

The criteria for ad hominem promotion were altered in 2010. Provision was made for a teaching track up to senior lecturer level. The teaching related criteria were also reviewed. Evidence of teaching is now also required for ad hominem promotions in the research track. In 2014, 13 academics are on teaching tracks. The faculty and departmental breakdown follows.

| | | | |
|--|-------------------|---------------------|---------------------------------|
| Faculty of Science | Senior Lecturer | Academic Teach Post | Dept. of Maths & Applied Maths |
| Faculty of Commerce | Senior Lecturer | Academic Teach Post | Section for Applied Management |
| Faculty of Humanities | Lecturer | Academic Teach Post | African Languages & Literatures |
| Centre for Higher Educe Dev | Senior Lecturer | Academic Teach Post | ADP: Commerce EDU |
| Faculty of Health Sciences | Clinical Educator | Academic Teach Post | Clinical Skills Centre |
| Faculty of Science | Lecturer | Academic Teach Post | Dept. of Maths & Applied Maths |
| Faculty of Humanities | Lecturer | Academic Teach Post | College of Music |
| Faculty of Science | Lecturer | Academic Teach Post | Dept. of Maths & Applied Maths |
| Graduate School of Business | Senior Lecturer | Academic Teach Post | GSB: Faculty |
| Centre for Higher Educe Dev | Senior Lecturer | Academic Teach Post | ADP: Commerce EDU |
| Faculty of Science | Lecturer | Academic Teach Post | Dept. of Statistical Sciences |
| Faculty of Engineering & Built Environment | Senior Lecturer | Academic Teach Post | Dept. of Mechanical Engineering |
| Faculty of Humanities | Lecturer | Academic Teach Post | Dept. of Drama |

5.12 Comparisons of student success rates and the profiles of graduates

In the period 2009 – 2012 there has been an improvement in success rates at the 100, 300 and 400 levels but the success rate at the 200-level as remained level. The success rates for blacks and coloureds improved at all levels.

Summary of undergraduate success rates by Faculty and by course level

| Level | 100-Level | | | | 200-Level | | | | 300-Level | | | | 400-Level | | | |
|-----------------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 |
| Commerce | 84% | 86% | 87% | 84% | 86% | 86% | 86% | 85% | 85% | 87% | 85% | 86% | 98% | 95% | 94% | 97% |
| EBE | 81% | 79% | 79% | 82% | 80% | 79% | 80% | 79% | 86% | 86% | 86% | 87% | 91% | 92% | 92% | 94% |
| Health Sciences | 95% | 95% | 95% | 96% | 95% | 95% | 95% | 96% | 98% | 98% | 98% | 98% | 98% | 97% | 88% | 98% |
| Humanities | 83% | 84% | 85% | 85% | 88% | 88% | 88% | 88% | 93% | 92% | 92% | 93% | 83% | 83% | 77% | 83% |
| Law | 82% | 71% | 84% | 87% | 83% | 75% | 80% | 81% | 76% | 77% | 79% | 80% | 96% | 94% | 97% | 97% |
| Science | 70% | 75% | 76% | 77% | 73% | 76% | 76% | 76% | 89% | 84% | 89% | 88% | 96% | 100% | 100% | 80% |
| All Faculties | 80% | 81% | 83% | 83% | 84% | 83% | 84% | 84% | 88% | 88% | 88% | 89% | 91% | 91% | 87% | 93% |

Notes :

1. These success rates are the weighted averages for the undergraduate courses offered by the departments in each faculty, extracted from successive HEMIS submissions
2. Honours students are not included in 400-level courses. Only 400-level courses offered towards professional undergraduate degrees have been included.
3. Courses taken within the GSB have not been included in these calculations.

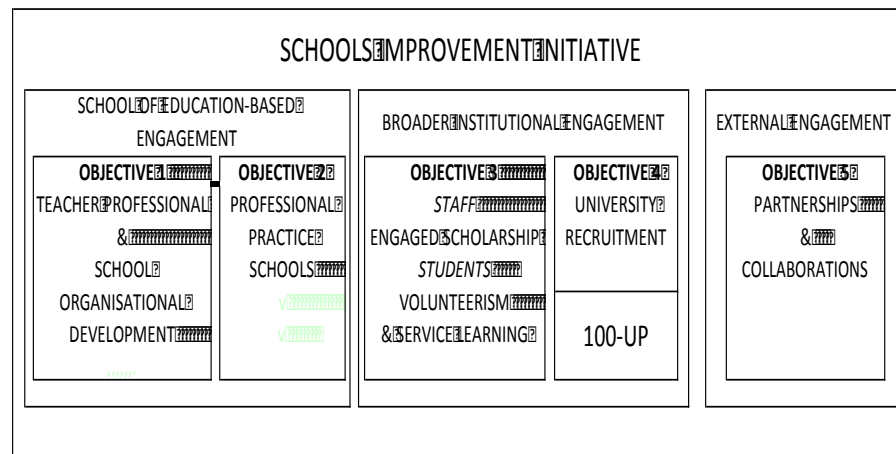
Summary of undergraduate success rates by population group and by course level

| Level | 100-Level | | | | 200-Level | | | | 300-Level | | | | 400-Level | | | |
|----------------------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|-----------|------|------|------|
| | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 |
| Black | 71% | 74% | 77% | 77% | 74% | 74% | 74% | 76% | 78% | 79% | 78% | 80% | 83% | 83% | 77% | 85% |
| Coloured | 76% | 79% | 82% | 80% | 82% | 81% | 82% | 84% | 88% | 88% | 88% | 89% | 89% | 88% | 85% | 93% |
| Indian | 78% | 81% | 84% | 80% | 82% | 81% | 84% | 84% | 88% | 86% | 89% | 89% | 96% | 96% | 88% | 95% |
| White | 88% | 89% | 90% | 89% | 90% | 90% | 91% | 91% | 93% | 93% | 93% | 94% | 98% | 97% | 95% | 98% |
| International | 83% | 80% | 81% | 82% | 85% | 84% | 85% | 84% | 87% | 87% | 91% | 89% | 90% | 94% | 93% | 94% |
| All Students | 80% | 81% | 83% | 83% | 84% | 83% | 84% | 84% | 88% | 88% | 88% | 89% | 91% | 91% | 87% | 93% |

Goal Six

6.1 Assessment of the outcomes of institution wide initiatives with pro-VCs in Climate Change, Violent Crime and Education

6.1.1 Report on impact of the Schools Improvement Initiative (SII): 2010-201



| | |
|---|---|
| University wide initiatives launched prior to 2010 | Schools Development Unit |
| University wide initiatives implemented in the period 2010 – 2013 | Appointment of PVC for Schools Improvement, 100 Up Project in 20 schools in Khayelitsha |
| Institutional incentives | R5,9 million on SII operations and 100 Up Project |
| Impact | <p>Improvement in trends: Increase in students from Khayelitsha from 29 in 2013 to 70 in 2014.</p> <p>Shifts in practice: Three of the primary schools were used as sites to pilot a new Teaching Practice model for post-graduate PGCE student teachers in 2013.</p> <p>Library established in 2013 at one primary school in partnership with The Bookery (Equal Education).</p> |

6.1.3 Safety and Violence Initiative (SaVI) Contribution to the UCT Strategic Plan 2010-2014

| | |
|---|--|
| University wide initiatives implemented in the period 2010 – 2013 | Appointment of PVC for SaVI in 2012 |
| Institutional incentives | VC's Strategic fund |
| Outcomes | <ul style="list-style-type: none"> • Research on ex-combatants and violence reduction; organised non-state violence; violence against women and children; attitudes to sexual violence; the nature of youth gang violence; substance abuse and violence; • SaVI colloquium: understanding and preventing violence in Africa organised in partnership with the Cape Higher Education Consortium (CHEC) and the Western Cape government), 1–2 November 2013, Premier Hotel Cape Manor, Sea Point. • 5 socially responsive workshops and seminars organised in collaboration with multiple stakeholders • SaVI hosted a number of public lectures by internationally renowned scholars on violence prevention topics. |

6.1.3 Poverty and Inequality Initiative

| | |
|---|---|
| University wide initiatives implemented in the period 2010 – 2013 | Appointment of Acting PVC in 2012 and Kath Hall from the Children's Institute to organise Carnegie 3 Conference on Poverty and Inequality; appointment of PVC in 2013; mapping of institutional activities on interactive website; |
| | <p>National Planning Commission (NPC)</p> <ul style="list-style-type: none"> • Seminar with Minister Manuel to discuss NPC's Diagnostic Report and comments on Chapters in NPC • Conceptualised the P & I Conference in collaboration with the NPC attended by 600 people <p>National engagement</p> <ul style="list-style-type: none"> • Establishment of a national think tank to guide planning for a future conference and to oversee research related to policy challenges <p>UCT</p> <ul style="list-style-type: none"> • Collaboration with OpenUct around pilots with 3 units. Collected information on courses and programmes • Prepared for launch of P & I website |

| | |
|--------------------------|---|
| | <p>Stakeholder Engagement A workshop was held with churches around education leading to engagement with the Department of Basic Education around ECD</p> |
| Institutional incentives | VC's Strategic fund, Portal. |
| Outcomes | <ul style="list-style-type: none"> • A key outcome for the PII over this period was the founding of a consolidated dialogue and programme of work, both within the university and nationally, directed at Strategies to Overcome Poverty and Inequality in South Africa. With an outcome that is focussed on putting processes in place, appropriate ways of assessing impact are not obvious. Both within UCT and nationally we have committees in place with terms of reference focussed on leading, stimulating and supporting research work and policy engagements in a set of thematic areas that are key for overcoming poverty and inequality. • In the national space, the broad buy-in to the September 2012 launch conference from researchers, community organisations and policy makers represented strong endorsement. Further support followed with the agreement by a number of eminent South Africans working in each of these spheres to lead the national initiative going forward via a Think Tank. Over the next five years these processes will generate measurable research, teaching and policy impacts at UCT and nationally. Thus, ultimate societal impact in addressing some of South Africa's key social challenges will be easier to assess. |

6.1.4 African Climate Development Initiative (ACDI)

| | |
|---|---|
| University wide initiatives before 2010 | Signature themes |
| University wide initiatives implemented in the period 2010 – 2013 | Appointment of Acting PVC in 2011, ACDI seminars, launch of new Master's programme on Climate Change and sustainability. |
| Institutional incentives | VC's Strategic fund, Carnegie award, Western Cape Government funding. |
| Impact | <p>Shifts in practice: Fostering interdisciplinary space which generated about 6/7 new activities; development of a model for offering an interdisciplinary programme</p> <p>Sustainability: Have a business plan to make the unit sustainable in the longer term; winning a large multi-country consortium project, under the IDRC/DFID-funded CARIAA programme</p> <p>Addressing development challenges: establishment of Climate Change think Tank funded by the City of Cape Town; attracted 13 Ms and Ds; several Master's graduates have gone to work in local, provincial and national government, NGOs, consultancies or gone into business; have engaged with a number of problem-oriented activities with other stakeholders that enabled the translation of knowledge from the academy into the practice domain but more difficult to demonstrate impact because benefits are not immediate.</p> <p>Attainment of objectives: Have been able to market what UCT is doing in the area of climate to the outside world; 1 conference peer reviewed paper, 3 book chapters, 6 conference presentations, 1 research report attributed to ACDI.</p> |

6.2 Evaluation of the UCT Knowledge Co-op and trends of involvement of staff and external constituencies

The Knowledge Co-op was established in 2011 to broker partnerships with external constituencies. During the period of its existence the number of community partners increased from 31 in 2011 to 70 at the end of 2013 and the number of completed projects increased by 27.

| | At end of 2011 | At end of 2013 |
|---|----------------|----------------|
| Number of topics submitted during the year | 55 | 48 |
| Total topics submitted by end of period | 69 | 158 |
| Number of community partners (total) | 31 | 70 |
| Topics available to take up at end of period | 38 | 49 |
| Projects initiated during the year | 10 | 18 |
| Number of projects completed during the year | 8 | 13 |
| Total number of Completed projects at end of period | 7 | 30 |

6.3 Analysis of outcomes of partnerships with different spheres of government and other agencies

| | |
|---|---|
| University wide initiatives launched prior to 2010 | Establishment of Research and Innovation office |
| University wide initiatives implemented in the period 2010 - 2013 | Appointment of additional staff, change of name to the Research Contracts and Intellectual Property Support. |
| Comments | In 2010 the IPR Act was promulgated. This has increased the workload of RCIPS. The period has also seen an increase in the number of contracts and the Office's staff complement has increased from 12 to 15. These posts were partially funded by the National IP Management Office (NIPMO). |
| Incentives to advance strategic goals | Additional GOB funding |
| Impact | Shifts in trends: In the period between 2009 and 2013 there has been an increase in the amount of funding for contracts with the national government, the Western Cape Government, NGOs, state-funded entities and SA Councils although there have been some significant fluctuations in the period. |

6.4 Analysis of the outcomes of the strategic projects supported with the VC's strategic fund (See Appendix).

6.5 Feedback from stakeholders about UCT's role in addressing development challenges

Questionnaires were sent to a sample of people that UCT staff has worked with. The names were provided by the Research Contracts and Intellectual Property Office and UCT Knowledge Coop. In all 32 organisations received the questionnaire. The sample comprised five from the private sector, seven from the NGO sector, eight from research agencies, five from government, one from a regional consortium, six from funding organisations and one from a product development partnership. 12 responses were received amounting to 37.5% of the total sample. The responses were fairly representative of the sample. However, the size of the sample is too small to draw strong conclusions.

Respondents were asked to rate UCT contributions to addressing development challenges using a Likert scale of 1-5 with one being extremely poor and 5 being excellent. The majority of respondents rated the contribution in the moderate and good categories.

| Rating | Number of respondents |
|----------------|-----------------------|
| Extremely poor | 0 |
| Poor | 1 |
| Moderate | 5 |
| Good | 6 |
| Excellent | 1 |

Main reasons for responses

- Lack of communication and information about what UCT is doing more than a lack-lustre response by UCT to developmental challenges.
- The facilities available at UCT are equipped with state-of-the-art instruments, and the quality of data generated is similar to what can be found in any high standard Contract Research Organisation.
- Concerns about lack of transformation.
- Contributions to an improved generation of critical thinkers who are well rounded and are taking responsibility to contribute to applied and strategic research. The success rate with grants attests to this.
- Advances reported in key areas such as medicine, etc. culminating in its high global ranking and it also produced many graduates that are critical thinkers and influence developmental practice.

- While UCT has an impressive record of addressing developmental challenges, it could do more to reach out to grassroots organisations and work together to have a greater impact. Additionally UCT should become much more active in producing policy briefs for uptake by the relevant government agencies.
- A number of the initiatives are relatively new and would need to be assessed in terms of impact both within the institution and in relation to external development partners. This reflection would no doubt identify strengths that can be built upon.

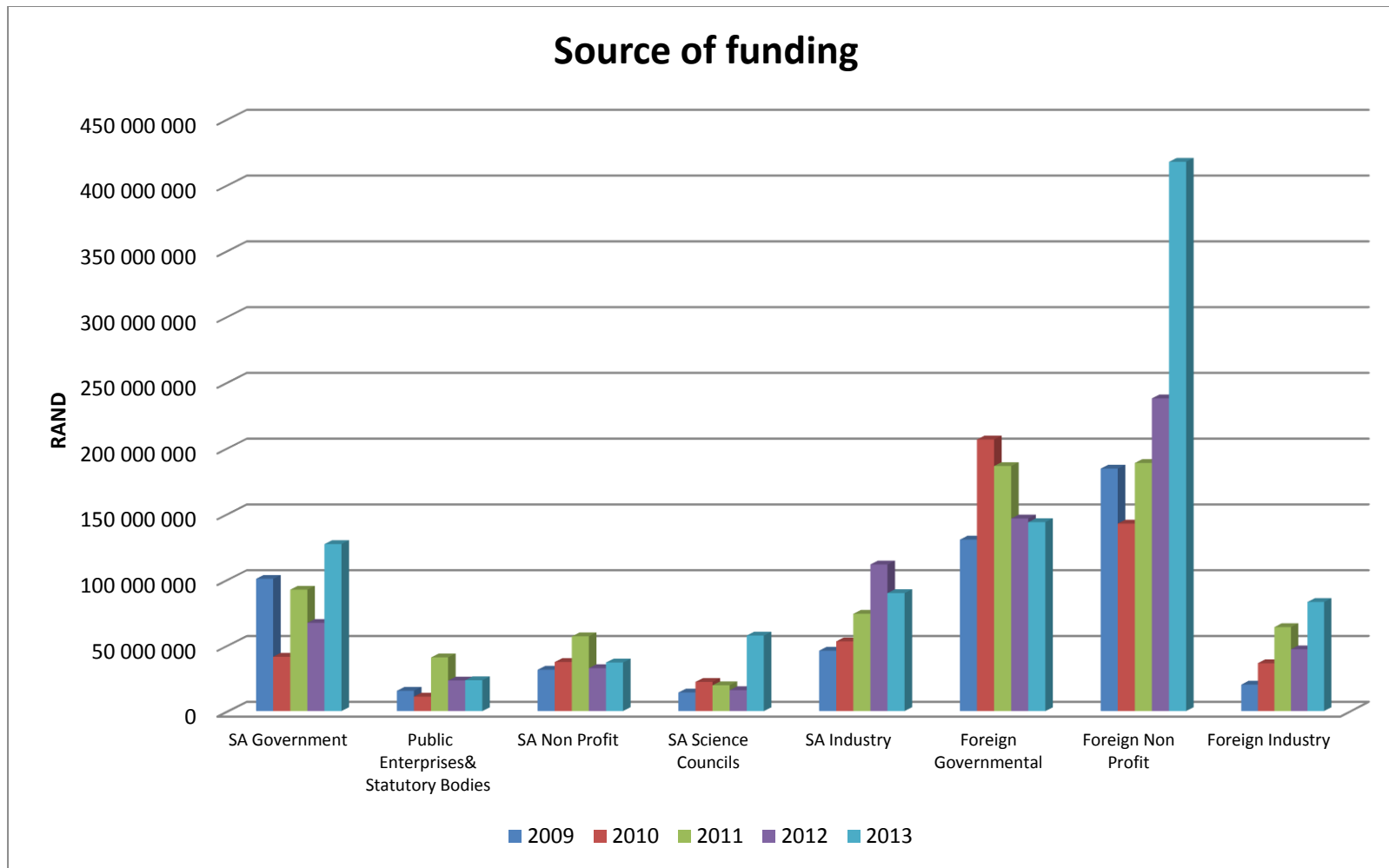
6.6 Trends in contracts

The number of contracts entered into and the total monetary value thereof has increased dramatically over the period 2009 to 2013 as indicated in Table 1. The figures suggest an increase of 95% in the number of contracts and an increase of 80% in the monetary value of the contracts.

Table 1: Number and value of Contracts

| | Number of Contracts | Value (mRand) |
|------|---------------------|---------------|
| 2009 | 882 | 543.92 |
| 2010 | 1056 | 550.04 |
| 2011 | 1360 | 722.15 |
| 2012 | 1217 | 682.08 |
| 2013 | 1719 | 978.44 |

The USA has consistently been the major contributor through sources such as the NIH and the Bill and Melinda Gates Foundation (Table 2). Contributions for the UK and Europe have in real terms actually gone down over the period.



Contribution by Country/Region- comparison based on results from 2009 and 2013

| Country/Region | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------|-------------|-------------|-------------|-------------|-------------|
| USA | 176 402 400 | 155 256 130 | 224 099 070 | 211 815 347 | 416 801 779 |
| UK | 39 535 678 | 85 647 593 | 101 506 949 | 82 555 527 | 96 245 412 |
| Europe | 99 641 056 | 88 693 533 | 90 396 568 | 81 134 383 | 98 160 372 |
| Canada | 2 900 455 | 34 326 941 | 17 815 317 | 35 650 736 | 16 160 651 |
| Australasia | 6 167 331 | 9 727 545 | 521 887 | 1 687 678 | 7 832 997 |
| UN | 7 288 610 | 3 138 953 | 1 416 834 | 4 002 940 | 2 018 952 |
| Africa | 2 655 927 | 5 705 633 | 1 506 306 | 7 208 221 | 5 138 008 |
| Asia + Mid East | 136 050 | 0 | 1 232 355 | 4 058 290 | 1 511 809 |
| South America | 38 282 | 0 | 0 | 3 575 591 | 105 504 |

As shown in the Table below the value (incoming money) of contracts with African entities is still low. The number of contracts has however increased to 95 - from 24 in 2009. The number of countries we have interaction with has increased from 13 to 23 and the number of universities from 7 to 12.

Table 3: Interaction with African entities

| | Number of Contracts | Number Incoming | Number outgoing | Number of Countries | Universities | Value (R) incoming | Value (R) outgoing |
|------|------------------------|--------------------|--------------------|------------------------|--------------|------------------------|------------------------|
| 2009 | 24 | 11 | 13 | 13 | 7 | 2 655 927 | 6 111 316 |
| 2010 | 32 | 11 | 21 | 14 | 6 | 5 705 633 | 9 111 315 |
| 2011 | 31 | 10 | 21 | 12 | 11 | 1 506 306 | 1 800 000 |
| 2012 | 57 | 23 | 34 | 15 | 14 | 7 208 221 | 5 800 000 |
| 2013 | 94 | 35 | 59 | 23 | 12 | 5 138 008 | 22 500 000 |

6.7 Provision of scholarly support to external constituencies assessed through annual SR and Research reports

The University of Cape Town (UCT) believes that universities have a crucial role to play in addressing development challenges in the wider society. To this end, many staff members and students are already actively contributing to development in various ways: through research, engagement with policy development, public commentary on development issues and strategies, disseminating knowledge and ideas derived from research, promoting active citizenship among the student population, empowering external constituencies, improving the relevance of the curriculum, and providing opportunities for lifelong learning. The university is committed to strengthening this role in society and has therefore decided to produce an annual social responsiveness reports to stimulate ongoing debate within the university and in the broader social sector.

The summary highlights some of the issues that emerged in the reports.

Although it is too early to assess the impact of the work associated with these initiatives, there is evidence of a growing desire on the part of academics to get involved in institution wide interdisciplinary activities, whilst continuing with individual or group research that underpins these activities.

The activities cover research on sustainable business practices, ecological degradation, climate mitigation and adaptation, the use of marine and other natural resources as a source of livelihood, the burden of disease reduction, prevention of substance abuse, social reconstruction, local economic development using renewable energy, the use of constitutional rights, income distribution and employment patterns, disaster risk management, labour market policy and employment, labour market regulation, infrastructure development, employment in the informal sector employment, food security, affordable housing, urban upgrading, urban transport, schools based support for teachers and learners, health equity, social grants etc. in a manner that aligns human rights, socio-economic development and sustainability. The activities involve engagement with a wide range of constituencies including small fishing communities, NGOs, various levels of government, student societies, museums, galleries, trade unions, schools, national and international development agencies, community-based structures. The profiles include examples of outputs associated with engaged scholarship. It is hoped that the profiles will help to promote awareness amongst academics of the evidence that can be provided to support applications for promotion that address the SR criteria.

One of the themes emerging from the cases and the think pieces is that of capacity building to shape social change.

6.8 Number of students receiving transcripts recognising voluntary activities or actively involved in voluntary activities

To date Senate has not yet approved a mechanism of recognising voluntary activities.

Active members of socially engaged student societies

- There were 13 student organisations actively engaged with external constituencies (excluding the societies who undertook ad hoc outreach activities), namely: Amnesty International (80 members); Black Law Students' Forum (84); Education Development Unit (EDU) Student Organisation (71); Engineers Without Borders (171); Equal Education (104); Golden Future Project (33); Green Campus Initiative (544); Habitat for Humanity (385); Love Your Neighbour (48); Students for Law and Social Justice (119); Students In Free Enterprise (251); SHAWCO Education (1023), and Ubunye (180).
- The total of active volunteers in 2013 increased by 1288 to 3 013, which is a phenomenal increase.

Eleven Sports Clubs organised activities in communities and schools. These were:

- Amy Biehl School Holiday Outreach programme – 120 underprivileged learners between ages 9 and 16, for one week during the mid-year school holidays. Clubs involved, via the provision of coaches, are hockey, basketball, netball, volleyball and soccer.
- Fencing Club – Outreach programme Crystal School.
- Ju-Jitsu – Self-defence workshops on the Health Sciences campus to increase personal safety across campuses and with SHAWCO, has recently started outreach programmes in Khayelitsha.
- Hockey Club – Coached hockey in Khayelitsha on a weekly basis. Transported development players to the UCT AstroTurf, ran coaching clinics, sourced playing kits and equipment and undertook some life-skills training.
- UCT Mountain and Ski Club – Took 15 Grade 10 learners on various outdoor excursions during the year to encourage environmental appreciation and education, and growing leadership skills.
- UMUMBO Rugby – Rugby participation in impoverished areas. The participants are drawn from schools in the Langa and Gugulethu communities. The focus group was Grade 5 learners. The programme reached 24 students in each region, totalling 48 students overall.
- Rowing – Taught not only rowing skills but also life-skills and "learn-to-swim" to 20 female and 20 male learners, aged 13-17 from Oval North and Wittebome Secondary Schools.
- Yacht Club – Taught a group of children from Khayelitsha to windsurf; this project has been running successfully for two years.
- Tennis Club – Growing Tennis with three students coaching young children at St Mary's Primary, Cape Town High School and Zonnebloem Primary School. Growing Tennis run the programmes and the UCT students provide person-power and Lottery-funded equipment, which improves the learning experience of the school children.
- Underwater Club – Hosted an annual 24-hour charity event to raise funds for the Save-Our-Seas Foundation Shark Centre; they have raised R2 000. They are also involved in a clean diver programme, partnering with local organisations to dive and clean polluted areas.
- Cricket Club – Partnered with the Amy Biehl Foundation, coaching 10 students every Friday at UCT.
-

- Six residences organised activities in communities and schools. These were:
- Graça Machel – Mapongwana Primary School in Khayelitsha – day spent painting and updating classrooms; ran a dignity campaign to donate sanitary wear to a women’s shelter in Observatory.
- Kopano – CANSA shavathon and clothing drives.
- Groote Schuur – Outreach project in Ottery; painting classrooms, cleaning and fixing carpets, laying an entrance at the crèche, preparing and planting grass.
- College – Siphumelele Secondary School and Samora Machel, offering a career information session with grade 11 and 12 students. Khumbulani Day Centre in Khayelitsha, painting, putting up curtain rails and curtains, offering clothes to the children and having a braai with children/teachers.
- Baxter – Injongo Primary School in Khayelitsha, ran a mentorship programme; working with grade 6 and 7 girls offering support/guidance regarding sexual abuse and pregnancy. Ran a sanitary towel drive, stationary drive and a SHAWCO clothing drive.

APPENDIX

Annexure One: Trends in profiles of staff

The table below reflects all permanent appointments to UCT for the period 2010 – 2013. The table excludes internal conversions from contract to permanent appointments and includes only new staff joining UCT for the first time.

i)

| Year | Personnel Sub Area | Foreign (Africa) | Foreign (World) | South African | Grand Total |
|--------------------|--------------------|------------------|-----------------|---------------|-------------|
| 2010 | Academic | 5,7% | 51,4% | 42,9% | 100,0% |
| | PASS | 0,0% | 0,0% | 100,0% | 100,0% |
| 2010 Total | | 1,7% | 15,4% | 82,9% | 100,0% |
| 2011 | Academic | 4,2% | 45,8% | 50,0% | 100,0% |
| | PASS | 2,2% | 1,1% | 96,8% | 100,0% |
| 2011 Total | | 2,6% | 10,3% | 87,2% | 100,0% |
| 2012 | Academic | 8,3% | 38,9% | 52,8% | 100,0% |
| | Academic Clinic | 0,0% | 0,0% | 100,0% | 100,0% |
| | PASS | 1,0% | 2,0% | 97,0% | 100,0% |
| 2012 Total | | 2,9% | 11,6% | 85,5% | 100,0% |
| 2013 | Academic | 14,3% | 47,6% | 38,1% | 100,0% |
| | PASS | 1,1% | 1,1% | 97,7% | 100,0% |
| 2013 Total | | 3,7% | 10,2% | 86,1% | 100,0% |
| Grand Total | | 2,7% | 11,9% | 85,4% | 100,0% |

ii)

| Year | Personnel Sub Area | Foreign (Africa) | Foreign (World) | South African | Grand Total |
|--------------------|---------------------------|-----------------------------|----------------------------|----------------------|--------------------|
| 2010 | Academic | 2 | 18 | 15 | 35 |
| | PASS | | | 82 | 82 |
| 2010 Total | | 2 | 18 | 97 | 117 |
| 2011 | Academic | 1 | 11 | 12 | 24 |
| | PASS | 2 | 1 | 90 | 93 |
| 2011 Total | | 3 | 12 | 102 | 117 |
| 2012 | Academic | 3 | 14 | 19 | 36 |
| | Academic Clinic | | | 3 | 3 |
| | PASS | 1 | 2 | 96 | 99 |
| 2012 Total | | 4 | 16 | 118 | 138 |
| 2013 | Academic | 3 | 10 | 8 | 21 |
| | PASS | 1 | 1 | 85 | 87 |
| 2013 Total | | 4 | 11 | 93 | 108 |
| Grand Total | | 13 | 57 | 410 | 480 |

Annexure Two: Undergraduate Student Funding

Table 1: Budget and Student Numbers 2009 to 2013

| Year | Total GOB Budget | Total Students |
|-------------------------|------------------|----------------|
| 2009 | R60.5m | 2 823 |
| 2010 | R82.0m | 2 943 |
| 2011 | R98.3m | 3 133 |
| 2012 | R78.8m | 3 349 |
| 2013 | R100.0m | 3 414 |
| % Increase 2009 to 2013 | 65% | 21% |

Table 2: GAP Budget and Student Numbers 2009 to 2013

| Year | GAP Budget ^ | GAP Numbers |
|-------------------------|--------------|-------------|
| 2009 | R3.4m | 238 |
| 2010 | R4.0m | 254 |
| 2011 | R8.0m | 353 |
| 2012 | R15.0m | 613 |
| 2013 | R20.0m | 651 |
| % Increase 2009 to 2013 | 480% | 174% |

^ The GAP Budget forms part of the Total GOB Budget numbers as indicated in Table 1.

Table 3: Total Students Profile (Gender and Race)

| Year | Female | Male | Black | Chinese | Coloured | Indian | Unknown | White | Total |
|-------------------------|--------|------|-------|---------|----------|--------|---------|-------|-------|
| 2009 | 1457 | 1366 | 1772 | - | 627 | 152 | 18 | 254 | 2823 |
| 2010 | 1581 | 1362 | 1842 | - | 631 | 158 | 13 | 299 | 2943 |
| 2011 | 1687 | 1446 | 1987 | 3 | 662 | 152 | 40 | 289 | 3133 |
| 2012 | 1838 | 1511 | 2032 | 2 | 730 | 167 | 61 | 357 | 3349 |
| 2013 | 1878 | 1536 | 2013 | 9 | 794 | 171 | 77 | 350 | 3414 |
| % Increase 2009 to 2013 | 29% | 12% | 14% | - | 27% | 13% | 328% | 38% | 21% |

Table 4: GAP Funding Students Profile (Gender and Race)

| Year | Female | Male | Black | Chinese | Coloured | Indian | Unknown | White | Total |
|-------------------------|--------|------|-------|---------|----------|--------|---------|-------|-------|
| 2009 | 137 | 101 | 88 | - | 76 | 19 | 4 | 51 | 238 |
| 2010 | 149 | 106 | 87 | - | 84 | 19 | 1 | 63 | 254 |
| 2011 | 205 | 142 | 158 | - | 103 | 21 | 3 | 68 | 353 |
| 2012 | 378 | 233 | 269 | - | 169 | 31 | 14 | 130 | 613 |
| 2013 | 389 | 262 | 253 | 2 | 215 | 34 | 15 | 132 | 651 |
| % Increase 2009 to 2013 | 184% | 159% | 188% | - | 183% | 79% | 225% | 159% | 174% |

Annexure three: Comparison of faculty actuals in 2013 vs size and shape plans

| Faculty | Type | 2013 Fac Proj S&S | 2013 Actual |
|------------|--------|-------------------|-------------|
| Commerce | PG DIP | 729 | 696 |
| Commerce | HONS | 233 | 319 |
| Commerce | MAST | 291 | 340 |
| Commerce | DOCT | 136 | 174 |
| GSB | PG DIP | 329 | 383 |
| GSB | MAST | 348 | 456 |
| EBE | PG DIP | 30 | 32 |
| EBE | HONS | 146 | 156 |
| EBE | MAST | 775 | 827 |
| EBE | DOCT | 158 | 215 |
| Humanities | PG DIP | 249 | 290 |
| Humanities | HONS | 487 | 487 |
| Humanities | MAST | 679 | 707 |
| Humanities | DOCT | 259 | 307 |
| Health Sci | PG DIP | 328 | 233 |
| Health Sci | HONS | 87 | 88 |
| Health Sci | MAST | 1058 | 1243 |
| Health Sci | DOCT | 300 | 361 |

| Faculty | Type | 2013 Fac Proj S&S | 2013 Actual |
|-------------|--------|-------------------|-------------|
| Law | PG DIP | 62 | 74 |
| Law | MAST | 310 | 325 |
| Law | DOCT | 61 | 69 |
| Science | PG DIP | 19 | |
| Science | HONS | 172 | 194 |
| Science | MAST | 428 | 460 |
| Science | DOCT | 345 | 388 |
| TOTAL | PG DIP | 1746 | 1708 |
| TOTAL | HONS | 1125 | 1244 |
| TOTAL | MAST | 3889 | 4358 |
| TOTAL | DOCT | 1259 | 1514 |
| TOTAL | PG DIP | 8019 | 8824 |
| ALL OCC | | 272 | 272 |
| PG With OCC | | 8291 | 9096 |

Annexure Four: Report on Infrastructure Grants

REPORT OF THE UNIVERSITY OF CAPE TOWN ON THE INFRASTRUCTURE FUNDING FOR 2007/08 – 2009/10 and 2010/11 - 2011/12

THE INFRASTRUCTURE FUNDING FOR 2007/08 – 2009/10 – Final Report

Construction of new academic space on the Upper Campus – Menzies Building Extension – completed 2009.

Construction of New Building for the School of Economics on the Middle Campus - 243 workers employed during construction 38 permanent jobs created.

Project completed 2011 – on time, within budget and according to specification. 6956 Sq M created for the School of Economics and 389 Sq M created for the Library. Consequential space released on upper campus by the decanting exercise. Vacant space on upper campus reassigned for academic purposes and for meeting DHET's outcomes.

Construction of a new Students Services Building on the Lower Campus – 202 workers employed during construction. 45 permanent jobs created.

Project completed December 2010 – on time, within budget and according to specification. Latent waterproofing defects requiring attention were completed in January 2013. 2762 Sq M created for use by Student Affairs and Student Administration.

Consequential space released on upper and middle campus by the decanting of Student Administration and Student Affairs. Vacant space on upper campus reassigned for academic purposes and for meeting DHET's outcomes.

Purchase and renewal of existing building for Information and Communication Technology Services – completed June 2010.

Renewal of space (a) on Upper campus vacated by administrative units and the School of Economics and (b) on Middle Campus vacated by administrative units – completed January 2012.

The completed templates for the new School of Economics Building, incorporating the Student Services Building, are attached.

THE INFRASTRUCTURE FUNDING FOR 2010/11 - 2011/12

Merged Engineering and Architecture Building Project

Extensions and renewals to the Architecture Building:

Progress – This project, in its revised configuration and scope in which only the School of Architecture and related departments occupy the building is progressing to tender drawings and has been approved by the University Council at its meeting of 25 March 2012 in the amount of R52.0m including all furniture and equipment, fees and VAT. The project will have to be done in phases during vacations as the building is fully occupied. The anticipated completion date is July 2014.

Extensions and renewals to the Civil Engineering Building:

Progress – Work on site for the new building commenced on 4 August 2011. The projected completion date is April 2013. 287 workers employed during construction. Once completed the project will create 27 new jobs. 7200 ASM's will be created to meet with DHET's requirements for additional Engineers and Architects.

Cost estimates – The estimated, projected cost prepared by the quantity surveyor based on the tender price, at completion including all fees, LIOTB and VAT (14%) is R227.5m.

Facilities for students with disabilities

Proposals for all new buildings and major renewal projects are scrutinised by the University's Disability Unit which also publishes guides to design teams commissioned for these projects.

The facilities incorporated into the new buildings cater for students, staff and visitors who are confined to wheelchairs or mobility challenged, blind or partially sighted and deaf or hard of hearing.

All new buildings are provided with lifts appropriately dimensioned for wheel-chairs and equipped with appropriately placed lift buttons with raised numerals and a voice signal at the landings. Buildings are designed with level floors and, where changes of level are unavoidable, ramps are provided.

Special toilets are provided for both genders in each building and on every floor in the case of large buildings.

The student housing project provides 9 special study bedrooms (within the total of 890) for students confined to wheelchairs.

The new classrooms are provided with induction loops which allow students, who are hard of hearing, to receive audio signals of the lecture's voice and sound recordings. Places are set aside in classrooms for students confined to wheelchairs at the rate of 1:100.

REPORT OF THE UNIVERSITY OF CAPE TOWN ON THE INFRASTRUCTURE FUNDING FOR 2010/11 - 2011/12 and 2012/13 - 2014/15

THE INFRASTRUCTURE FUNDING FOR 2010/11 - 2011/12

Merged Engineering and Architecture Building Project

Extensions and renewals to the Architecture Building:

Progress – This project, in its revised configuration and scope in which only the School of Architecture and related departments occupy the was approved by the University Council at its meeting of 25 March 2012 in the amount of R52.0m including all furniture and equipment, fees and VAT. The project is being completed in phases during vacations as the building is fully occupied. The anticipated completion date remains July 2014, with only the area to be vacated by Construction Economics to be completed. The project is well within budget.

Notwithstanding the fact that work on the Architecture building is still in progress the agreed 1st year undergraduate enrolment target (85 B.Arch Students) has been met for 2014.

Extensions and renewals to the Civil Engineering Building:

Progress – Work on site for the new building commenced on 4 August 2011. Works Completion was awarded on 5 September 2013. A total of 7200 ASM's was created to meet with DHET's requirements for additional Engineers and Architects. The project, including all fees, LIOTB and VAT, is estimated to be R5m under budget.

THE INFRASTRUCTURE FUNDING FOR 2012/13 - 2014/15

Disability FC1 - R1.43m

Proposals for all new buildings and major renewal projects are scrutinised by the University's Disability Unit which also publishes guides to design teams commissioned for these projects. The facilities incorporated into the new buildings cater for students, staff and visitors who are confined to wheelchairs or who are mobility challenged, blind or partially sighted and deaf or hard of hearing.

All new buildings are provided with lifts appropriately dimensioned for wheel-chairs and equipped with appropriately placed lift buttons with raised numerals and a voice signal at the landings. Buildings are designed with level floors and, where changes of level are unavoidable, ramps are provided.

The new classrooms are provided with induction loops which allow students, who are hard of hearing, to receive audio signals of the lecture's voice and sound recordings. Places are set aside in classrooms for students confined to wheelchairs at the rate of 1:100.

A lift will be retrofitted to the College of Music complex, Lower campus.

Completion date of this project is scheduled for December 2014.

Engineering FC2 - R40.932

Project Description: Erection of a new Teaching and Learning Building on the Upper Campus.

Snape building has been demolished, and the Teaching and Learning Building is progressing on schedule. Work is proceeding with a scheduled completion date of mid-July, with occupation and use for second semester 2014.

Cost Estimates – The estimated cost of the project is R84.4m of which DHET has contributed R40.9m and UCT 43.5m. A request for a further allocation of R5m has been made to CapEx 2014 for the provision of furniture.

Cooperative Projects FC3 - R5.5m

A block of flats, Palm Court, was acquired during 2012.

Project Description: A building (Palm Court) has been acquired for the purpose of increasing student accommodation. Refurbishment and enhancements has commenced. Provision has been made in this building to accommodate PHD staff from the Universities of Venda and Fort Hare.

Approval has been granted to erect a 3rd floor. This will enable an increase in the capacity to 59 beds, at a cost of R14.5m. Planned completion is December 2014, for occupation 2015.

Cost Estimates – The estimated cost of the project is R26.3m of which DHET has contributed R5.5m and UCT R20.8m

Health Sciences FC4 - R4m

Project Description: Contribution towards the construction of an additional floor in a new Paediatric Core Facility to be built at the Red Cross War Memorial Children's Hospital.

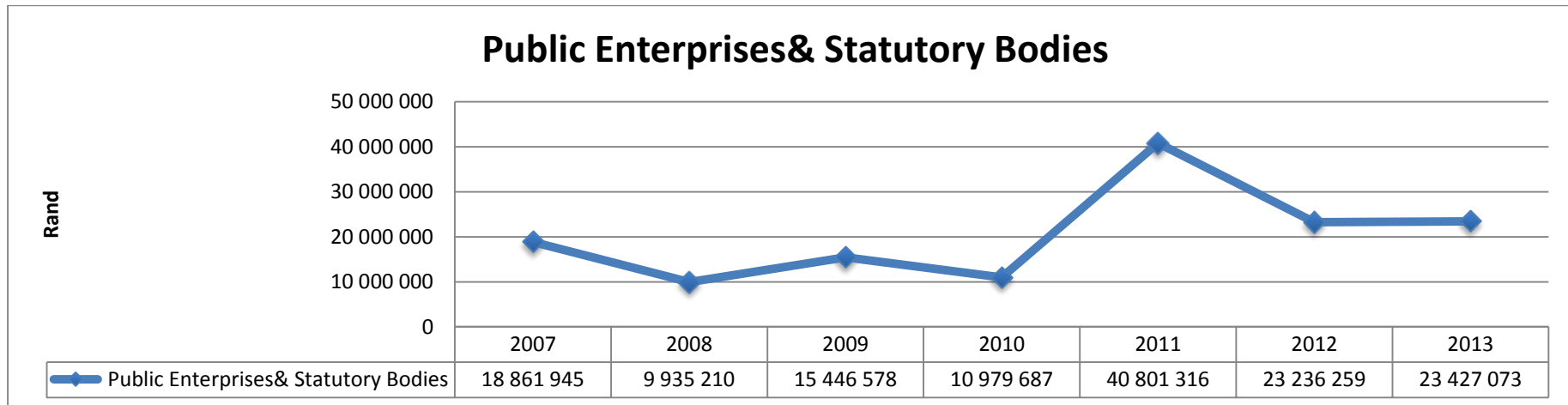
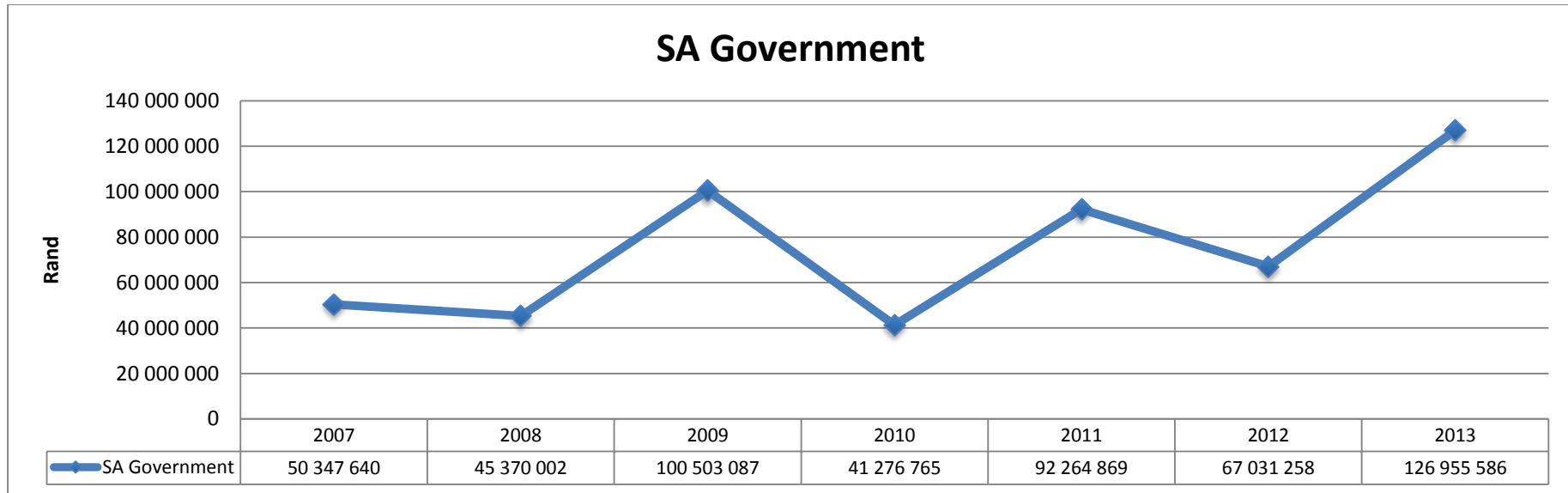
Cost Estimates – The estimated cost of the project is R20.7m of which DHET originally contributed R9.779m (this was in excess of what was requested). Subsequently the contribution has been reduced to the original request of R4m which amount has been made available to the Red Cross Children's Hospital Trust who are co-ordinating the funding of this project.

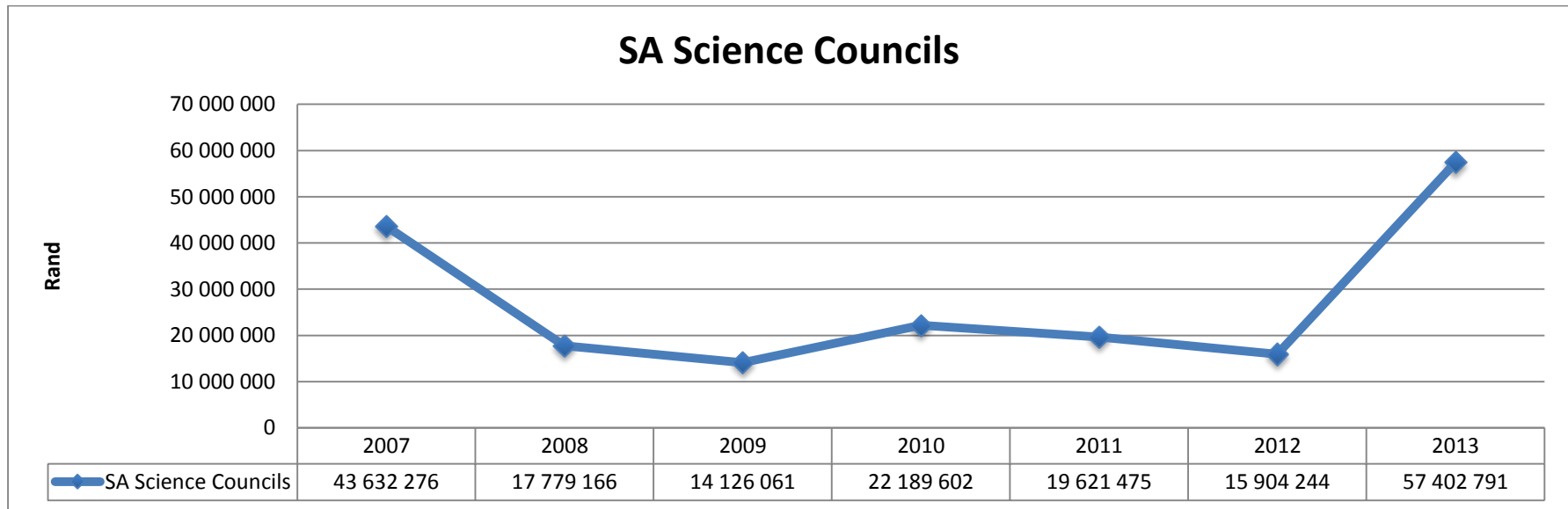
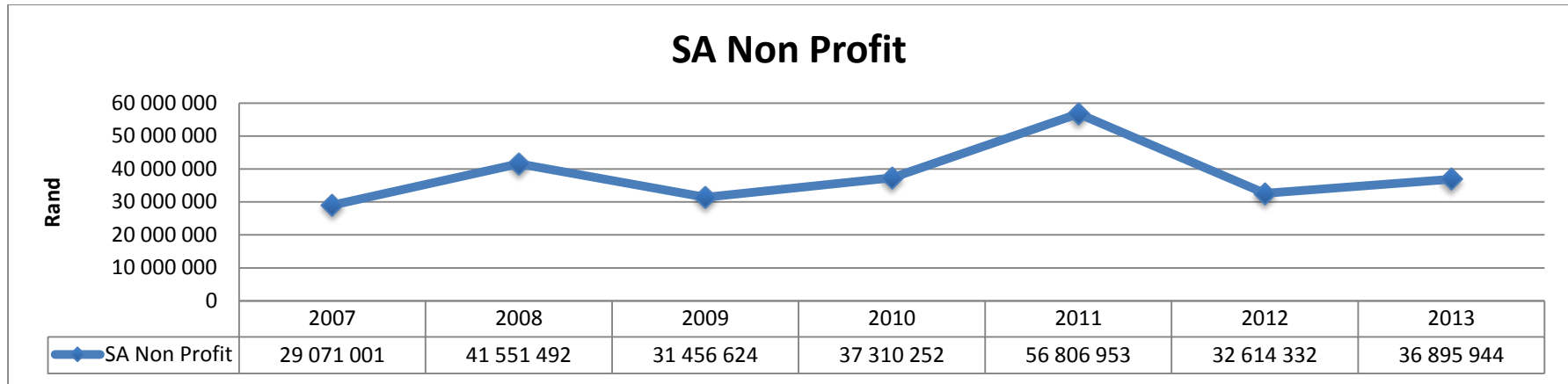
The DHET has approved a virement of R5.779 from this project to the Avenue Road project

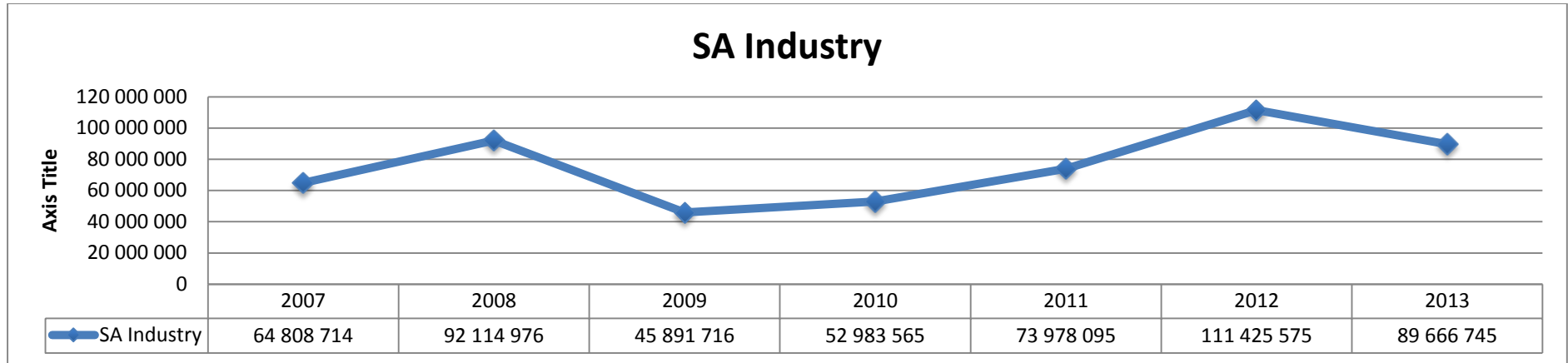
Annexure Five: Income from contracts

Western Cape Government

| Department | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|--|----------|-------------------|-----------|-------------------|----------|-------------------|-----------|----------------|-----------|-------------------|
| | # | Rand | # | Rand | # | Rand | # | Rand | # | Rand |
| Department of Health | | | 4 | 136 220 | 1 | 438 596 | 5 | 256 000 | 5 | 85 000 |
| Office of the Premier | | | 1 | 434 211 | 3 | 1 194 557 | 2 | 0 | 2 | 35 088 |
| Provincial Government of the Western Cape | 1 | 1 374 825 | 5 | 6 236 635 | 1 | 98 706 | 5 | 531 089 | 6 | 6 234 886 |
| Western Cape Education Department | 5 | 9 278 601 | 2 | 28 847 956 | 2 | 15 872 288 | 0 | 0 | 3 | 65 670 736 |
| Department of Local Government | | | 2 | 3 000 000 | 1 | | | | | |
| Department of Environmental Affairs and Development Planning | 3 | 699 683 | | | 1 | 115 229 | 0 | 0 | 1 | 654 154 |
| Total | 9 | 11 353 109 | 14 | 38 655 022 | 9 | 17 719 376 | 12 | 787 089 | 17 | 72 679 864 |







Annexure Six: Assessment of Impact of 2013 VCSF Projects

Key

Goal 1: Internationalising UCT via an Afropolitan Niche

Goal 2: Transformation of UCT Towards Non-Racialism - Redress, Diversity, Inclusiveness and the Recognition of African Voices

Goal 3: Working Towards a Desired Size and Shape for UCT

Goal 4: A Vision for the Development of Research at UCT: Greater Impact, Greater Engagement

Goal 5: Enhancing the Quality and Profile of UCT's Graduates

Goal 6: Expanding and Enhancing UCT's Contribution to South Africa's Development Challenges

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------|---|--|--|--|---|--|------------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| CHED | COL Entry re entry support seed funding | No revenue generation model yet. The course could perhaps be done as a pre-requisite for gaining entry into Master's and candidates can register as occasional students. | Course was successful. Activity subsumed into the portfolio of the Director: Postgraduate Education. | Director: Postgraduate Education can use the materials in future courses. | Seed funding used to prepare full project proposal for fund raising. The materials are available for use across the University. | Promoting access to postgraduate studies. | Goals 2, 3 and 4 |
| CHED | Growing and institutionalising UCT Open Content | If academics get into the habit of uploading their documents then will not require additional outlay. | Attained the set objectives and thereby enhanced visibility of UCT's educational resources. | Lessons on how to build support amongst academics for making their teaching resources accessible | Opened up possible new partnerships. | | Goals 1, 3, 5 |
| CHED | Careers Service, Pre-Admissions | Challenge to develop a sustainable model. Will need to develop a network of Life Orientation teachers. | Developed educational materials which can be used beyond the lifespan of the project. | | The materials can be used to assist with recruitment efforts. | Addresses lack of access to career guidance in many schools. | Goals 2, 5 |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------|---|--|--|---|--|--|---------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| CHED | Global Citizenship Programme | Have mainstreamed through introduction of EBE elective but limited access to students from other faculties. | Piloted the development of a sustainable model with EBE but limited reach across the rest of the University. | Piloting innovative pedagogical approach to promoting critical citizenship. | In EBE have offered this as an elective to meet the requirement of doing a course outside EBE. | Includes a module on community service and is designed to nurture ongoing commitment to active citizenship with focus on social justice. | Goals 5, 6 |
| COM | Transformation of the Commerce foundation course "Evidence-Based Management" into a blended learning format | Sustainable, as it is part of a full qualification and as such earns fees and subsidy. | Development of blended learning approach to curriculum design. | Tested infrastructure and model of curriculum design and learning support. | Supplements face to face tuition and thus enables students to learn at their own pace. | Potentially enables access to people who cannot attend residential classes. | Goals 1, 3, 5 |
| COM | Raising the platform higher for research on social well-being in South African and in the rest of Africa | Levered external funds from within and beyond SA. Developed a sustainable cost recovery model, and generated research subsidy. | All the original objectives were achieved. | Enabled scaling up of an existing activity. | Contributed to the development of new partnerships. | Contribution to evidence based planning. | Goals 1,3,4 |
| COM | Climate Change, Climate Justice and Behavioral Responses to Climate Risk | Has levered external funding and is self-sustaining. | Helped to entrench establishment of new and valuable permanent research infrastructure. | | Enabled the development of new interdisciplinary collaboration. | Contribution to climate development strategic initiative. | Goals 4, 6 |
| | | | | | | | |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------|---|---|---|--|---|---|------------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| COM | Studies of Risk, uncertainty and the costs of waiting in the dynamics of African Poverty Development | Has levered external funding and is self sustaining. Has expanded its complement of supported research Master's and PhD students. | More than achieved all objectives. Has hosted two workshops for African experimental and behavioural economics researchers. | | Enabled the development of new international partnerships. | Contribution to Poverty and Inequality Initiative. | Goals 1, 3, 4, 6 |
| COM | Digital Forensics Unit | | Objectives not achieved. Money to be returned. | | | | Goal 4 |
| COM | A 'mini-ethnography' and 'before' risk preference study for one planned Starting Chance campaign centre | Built sustainable research infrastructure, generated research subsidy and attracted external funding. | Research was completed. The activities to date have already attracted PhD students. Built fieldwork infrastructure which will enable UCT social scientists to conduct surveys in townships. | The fieldwork infrastructure will enable other UCT social scientists to conduct surveys. | Leveraged collaborators from abroad to study an African problem. The fieldwork infrastructure will enable other UCT social scientists to conduct surveys. | Contribution to social and economic development. | Goals 1, 3, 4, 6 |
| COM | Development of a blended-learning product for the first year accounting course within the College of Accounting | Levered external funds. | Developed a blended learning model which has improved the efficiency of the teaching and learning process. | Piloted the development of a blended learning delivery model. | Piloted the development of a blended learning model which can be extended to other courses. | Potentially enables access to people who cannot attend residential classes. | Goal 5 |
| | | | | | | | |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------|--|---|---|---|---|------------------------------|------------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| COM | African Institute for Financial Markets and Risk Management (AIFMRM) | Used the seed funds to leverage sufficient external funds to launch the AIFMRM. Expect the Institute to be moderately profitable. Will also attract subsidy from Master's students. Will also generate funding through short courses. | Expanded UCT's capacity in the area and increased our profile. No institute of the envisaged kind currently exists in Africa. | | Will attract collaborators from abroad and foster interdisciplinarity. The scope of the Institute is intended to be continent-wide. | | Goals 1, 3, 2, 4 |
| COM | RUBEN | Generated research subsidy. | Supported an extensive seminars series, a Master's project and several publications. | | | | Goals 1, 4. |
| DSA | Student Development Programme | Levered funding from DHET | Still need to evaluate the impact of mentoring programmes across the institution on retention | Contribution to knowledge about effective practices which can be extended across campus | Lessons from the pilot and other initiatives are informing future planning. | | Goals 2, 5 |
| EBE | Future of the Cape Town Foreshore | No need to repeat | Levered new partnerships with the City of Cape Town, profiled UCT in the city and interdisciplinary collaboration | Creation of opportunities for community based education | Integration of Community Based Education as part of the curriculum | | Goals 2, 5, 6 |
| GSB | Workshop 17 | Will be launching a new specialisation in inclusive innovation which will be precursor to the opening of W17. The students will attract subsidy. | Have been delays largely related to problems around the approvals for the physical space. The bulk of the income and expenditure will shift out to 2015 and beyond. | | | | Goals 4, 6 |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------------|--|--|---|---|--|--|-------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| Health Sci | Disability Inclusion in Research to Enable Curriculum Transformation | Are challenges with regard to sustainability. | Produced a publication on disability inclusion in higher education and have attracted more postgraduate students. | The publication encourages reflection that each faculty may employ to further their own understanding of and engagement with disability issues. | The focus of the project is on curriculum modifications to accommodate disability. | Addressing social inclusion issues. | Goals 2, 5. |
| Health Sci | Clinical Scholars Program | Operating costs amount to more than what is generated from the subsidy. There is a need to address the sustainability of the initiative. | Piloted the new programme and tested the demand for it; and promoted the development of clinical researchers. | | Piloted a new model to fast track the development of clinical researchers. | | Goal 4. |
| Health Sci | Specific Pathogen Free Unit (ARU) | There is a possibility of getting funding from government to support the unit as a national resource. | Project date for completion extended to December 2014. The delays are related to staffing challenges. | | | | Goal 4 |
| Health Sci | Merit based 2 year awards for SFARS | Still needs to demonstrate that the model can be self-sustaining. | Too soon to assess whether the model is effective. | The aim of the project has been to determine whether the model can be sustainable and extended to other parts of the university. | The model can potentially incentivise increased research productivity. | | Goals 2, 4 |
| Health Sci | Children's Institute | Enabled the leverage of external funding. | | | Enables interdisciplinary approaches to the study of children's problems and needs | Aligned with the Schools Improvement, Safety and Violence and Poverty and Inequality Initiatives | Goals 4, 6 |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------------|--|--|---|----------------------|---|------------------------------|------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| Health Sci | Physiotherapy collaboration with Rwanda | The collaboration around a Master's training programme resulted in attracting two PhD students. Has also led to joint publications which will generate research subsidy. | Collaboration well established with the Kigali Health Institute and will help build the next generation of academics. | | Enabled the development of a new partnership with universities in other parts of Africa | | Goals 1, 4 |
| Health Sci | Collaboration with the College of Medicine, University of Malawi | | Still need to get a clearer understanding of the outcomes of the project. | | | | |
| HUM | Memories of Apartheid | Not sustainable. | Digital archive of material created. | | Can potentially attract PG students. | Recording our history. | Goals 2, 4 |
| HUM | African Cinema Unit | Proposals for continuing some aspects of the work will be submitted to the Board as the Director feels it is not possible for the unit to continue in its current form. | All the original objectives not achieved due to capacity constraints. | | | | Goals 1, 4 |
| HUM | Field trip for Xhosa Intensive B students | The trips were beneficial for the students but there is a lack of capacity to continue with them. | | | | Promoting multilingualism. | Goals 2, 5 |
| | | | | | | | |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------|---|---|--|----------------------|--|---|----------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| HUM | Teaching Africa in International Studies | | Not a great success as the bulk of funding was intended to enable participants from various African countries to attend a workshop and they were not able to attend. | | | | Goal 1 |
| HUM | Caldi - Centre for African Language Diversity | Still need to develop a sustainable model of continuing the research. | Stimulated research productivity and several resources have been digitalised. | | | Addressing social inclusion issues. | Goals 2, 4 |
| HUM | Khayalitsha 100 Up Project | Ongoing need for funding. | Are 300 Grade 10 - 12 learners participating in various activities. Of the 155 learners from Grade 12, 41 'early' and 56 conditional offers have been made. | | | Forms part of the Schools Improvement Initiative. | |
| HUM | Training in quantitative research methods | Need discussion with Dean and the Department of Sociology regarding ongoing funding for the initiative. Is evidence of an increase in research productivity which will generate research subsidy. | Hosted a 4-week residential Summer School in collaboration with the Afrobarometer network. 30 researchers participated from across Africa. | | Classes are also provided for various departments at UCT which are in line with our desire to strengthen research attributes of social scientists. | | Goals 1, 4 , 5 |
| | | | | | | | |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------|--|--|--|----------------------|--|---|---------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| HUM | African Legislatures Project | Could be repeated if funding is available. | Delay in completing the project due to a lack of staff capacity. However a scholar has recently been hired to help. Potentially helped to profile UCT. | | Still need to learn about impact on the curriculum. Has generated new partnerships in other parts of Africa. | Contribution to building democracy in Africa. | Goals 1, 4, 6 |
| HUM | Transformation at UCT: Initiatives to Promote Interracial contact at UCT | | Project completed. Will be research publication. | | Created a handbook for orientation and residence leaders. | Contributing to building non racialism. | Goal 2 |
| HUM | Institute for Humanities in Africa | | Delays in the Continental Connections initiative as continental colleagues were not able to visit in 2013. Visits are planned for later in the year. Several other events postponed to 2014. | | Enabled the development of new partnerships and the promotion of interdisciplinarity. | | Goals 1, 4 |
| HUM | Digital Repositories Project | Could be repeated if funding is available. The advice of the ED: Libraries on the future of the initiative still to be obtained. | The project will enable a significant increase in research outputs through digitalising important collections and can assist with recruiting PhDs. | | Enabled the development of new partnerships through profiling UCT resources. | | Goals 1, 3, 4 |
| | | | | | | | |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|------|---|--|---|---|--|---|---------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| HUM | Afropolitanism and Internationalisation | There are questions about the sustainability of the initiative which still need to be explored. | The initiative has helped to attract postgraduate students. | | Enabled the development of new partnerships. | | Goals 1, 3, 4 |
| HUM | On-line Teaching French as a foreign language Masters | Been able to leverage external funding and recruit students who would otherwise not have been able to come to UCT. | The development of online course material has enabled the recruitment of students who do not live in Cape Town and cant afford to spend prolonged periods of time at the University. | Lessons can be learned from the experience of online delivery. | Will potentially enable the development of new relationships through the Research colloquium that took place in November. The lessons from online delivery can be shared with others in the University. | | Goals 1, 3, 4 |
| HUM | New School Initiative | There are questions about the sustainability of the initiative which still need to be explored. | Progress has been made with regard to the establishment of University-wide course on Africa. Moves to establish an Association of African Studies of Africa are at an advanced stage. Two post doc fellows and three visiting fellowships have been hosted. | A seminar series has been launched to encourage people to reflect on key debates in/on African studies. | Has enabled the development of new partnerships, and networks in Africa and Europe. The university wide course on Africa would help to ensure that more students graduate with deeper knowledge about key debates in/on African studies. | Contribution to producing graduates with deeper knowledge about Africa. | Goals 1,4,3 |
| ICTS | Enterprise Content Management Programme | Dependent on funding. | Key milestones have been achieved. | | Will have a significant effect on administrative processes and profiling UCT. | | |
| | | | | | | | |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|-----------|---|--|---|--|---|---|---------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| LAW | Chair and Institute for Comparative African Law | Has secured an endowment and will generate increased research subsidy. Has also enabled the leverage of other sources of external funding. | Has contributed to increase in number of PhD students. | | Has enabled the development of new partnerships, and networks in Africa. Opened up new disciplinary field of study for UCT. | | Goals 1, 3, 4 |
| LAW - AAH | All Africa House Fellowships | Could be repeated if funds available. | Revived All Africa House as a vibrant academic hub. Recruited 5 fellows. Has helped to profile UCT. | | Has resulted in new relationships and research collaborations. | | Goals 1, 4 |
| PGFO | POSTGRADUATE STUDENT SUPPORT | Funds will be allocated in 2014. | Contributed to recruitment of PG students. | | | | Goals 2, 4 |
| PLANNING | UCT Knowledge Co-op | Different models are being explored to build the sustainability of the project, including partnerships related to Corporate Social Responsibility. | Provided PG students with relevant dissertation topics whilst meeting needs of community organisations. | Staff development series launched to enhance knowledge about practices of engaged scholarship. | The use of MoUs helps to build sustainable relationships with NGOs and community organisations. | Helped to address development needs | Goals 5, 6 |
| SCIENCE | Marine Multiscale data and models | Will generate research subsidy. Funding complemented other funding. | Led to increase in research outputs | Creating an enabling environment for interdisciplinary work in a common theme. | Has helped to promote interdisciplinarity. Are plans to link with partners in Africa, Europe and North America. | Contribution to the Climate Development initiative. | Goals 1, 4, 6 |
| | | | | | | | |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|---------|--|--|---|--|--|---|---------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| SCIENCE | Centre for African Origins | Could be repeated if funds available. Potential to generate additional research subsidy through recruitment of PG students. Otherwise sustainability would be difficult. | Enabled student and staff exchanges. Helped to establish UCT as a key centre for training of students interested in heritage studies on the African continent. | | Has enabled the development of new partnerships in several African countries. | | Goals 1, 3, 4 |
| SCIENCE | Citizen Scientists: Ambassadors for Biodiversity | Could be repeated if funds available. They need to develop a sustainable revenue model. | Promoted engaged scholarship and the profile of UCT. 99 citizens have contributed papers to an online popular journal. New innovations on the ADU website. Big increase in the number of records. | | | | Goal 5 |
| SCIENCE | Building a Climate Smart capacity for climate services | Firm foundation on this aspect of climate services has been established. | Development of e-learning modules which enhances access to the materials. 21 people from across Africa attended the Winter School. The information portal has been consolidated. | Lessons can be learned from the experience of online delivery. Have developed exemplar case studies on how to incorporate climate information into decision making and management practices. | Helped to consolidate and expand partnerships in other parts of Africa resulting in additional requests for courses. Exemplar case studies have been developed which can be used in the curriculum. Lessons from the experience of online delivery can be transferred to other contexts. | Contribution to the Climate Development initiative. | Goals 1, 4, 6 |

| Unit | Proposal Title | Assessment of Impact | | | | | |
|---------|---------------------------------------|--|---|--|--|------------------------------|-------------------|
| | | Sustainability | Objectives achieved | Transferable lessons | Shifts in practices related to core processes | Addressing social challenges | Goals |
| SCIENCE | Summer UG Research Experience | Could be repeated if funds available. | Still need to track how many UG students who participated in the initiative went on/will go onto PG studies. Final evaluation planned for Dec 2014. | The funding enabled the department to test an innovative way of exposing UG students to research | Enabled the Department to help develop graduate attributes deemed desirable by UCT. The innovative model of exposing UG students to research can be extended to other parts of the University. | | Goals 2, 3 and 5. |
| SCIENCE | Astronomy and Cosmology/Gravity Grant | Increased research outputs will generate research subsidy. | Enabled the Department to organise weekly seminars and bring out international visitors who interacted with PG students. | | Has enabled the development of new partnerships. | | Goals 1, 4 |
| URC | URC Incentive Funding | The funding can end at any time but in the short to medium term can lever gains for the University in line with our vision. Can generate research subsidy. | In 2014 an assessment will be done of the impact of the membership of WUN. | | Has enabled the development of new partnerships and research collaborations. | | Goals 1, 4 |