PORTRAITS OF PRACTICE: SOCIAL RESPONSIVENESS IN TEACHING AND RESEARCH
AT THE UNIVERSITY OF CAPE TOWN (2005):
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Abstract

This paper will outline how current practices of engaging with the challenges of South African society, involving academics, are informing the processes of developing a conceptual framework for monitoring and evaluating the university’s developmental role in line with the mission of the university and the system-wide goals for the transformation of higher education in South Africa. The paper describes nine ‘Portraits of Practice’ involving the use of different forms of scholarship to address a wide range of development needs and illustrates how these activities involve mutually beneficial interaction which enriches learning, teaching and/or research while addressing development problems, issues and challenges. The lessons from the case studies are used to refine UCT’s understanding of social responsiveness and provide examples of scholarly outputs which emanate from social responsiveness which could be recognised. The paper suggests that SR activities are likely to remain at the margin of the universities as long as the university’s recognition systems do not make provision for recognising a wider range of scholarly outputs associated with social responsiveness. Possible ideas for measuring and evaluating SR activities are provided. Finally the paper acknowledges that the university needs to develop an overarching framework for social responsiveness which would cover different forms of social responsiveness and indicate how these can be monitored, evaluated and strengthened.

1. Introduction

The University of Cape Town (UCT) produces Annual Research and Teaching and Learning Reports which are submitted to Council as a way of accounting for the annual teaching and research activities at UCT. The Research report contains information about current research initiatives to increase research productivity and the number of active researchers and research outputs. The Teaching and Learning report covers information on teaching and learning indicators such as graduate outputs, cohort studies, staff qualifications and course success rates. Neither of these reports explicitly addresses the ways in which the University is responding to the needs and challenges in our local, national, African and global contexts.

The White Paper of 1997 on the Transformation of Higher Education articulates the multiple purposes of higher education which include the need for higher education institutions to contribute to development and critical citizenship. The constant calls of government, industry and other stakeholders in South Africa for higher education to be more responsive to development needs in South Africa raised the need for UCT to critically reflect on its role in development. UCT therefore decided to produce an Annual

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1 The research on the case studies was conducted by Janice McMillan from the Centre for Higher Education, Judith Favish from the Institutional Planning Department and Elrena Van der Spuy from the Law Faculty.
Social Responsiveness report in an attempt to make the multiple ways in which UCT was engaging with social, economic, cultural and political needs more visible to UCT and the wider community and to contribute to debate and discussion internally and externally about the role of higher education in contributing to development.

In 2003 the University of Cape Town conducted its first annual review of social responsiveness, for the 2003 academic year. The mission of UCT was used to guide the development of the audit instrument. An essential goal of UCT’s mission is to produce graduates who are capable of critical and creative thinking and who can also contribute to economic needs, meet diverse social needs, build a vibrant civil society and consolidate democracy. The mission reflects a commitment to playing an “active developmental role in our cultural, economic, political, scientific and social environment” (UCT, 1996: 1).

Questions were included in the audit instrument about contributions to building a vibrant civil society and economic, political, social and cultural development at national, provincial, local and continental levels through research, teaching, and community service. There was a 32% return rate on the 256 questionnaires sent out. The responses were therefore not sufficiently comprehensive to satisfy the requirements of an institutional audit. But the report provided an indication of the multiple ways in which many academic at UCT were engaging with development challenges. Comments on the audit report suggested that the method of collecting the information would need to be revised in order to encourage more staff to provide information. There was also a view that more discussion was needed about the notion of social responsiveness and whether social responsiveness should form part of annual individual performance and institutional reports to Council. (UCT, 2004)

In 2005 a Working Group was established to guide the process of compiling the 2005 Social Responsiveness Report. The Working Group decided to investigate the feasibility of linking the processes of providing information for performance reviews and the social responsiveness report in order to incentivise more academics to provide information on their SR activities. It was felt that this would enable the institution to get a more accurate picture of SR activities across the institution. This approach was endorsed by the Executive. The Working Group also felt that given the different understandings of the meaning of social responsiveness across the university it would be desirable to design the report in a manner what would enable the university to deepen its understanding of the different forms of SR at UCT. It was decided to compile a set of cases or portraits of practice to facilitate informed debate about the nature of SR at UCT and appropriate ways of assessing SR in the performance review system for academics.

The following working definition of SR was used by the Working Group in selecting cases:

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2 The members of the Working Group are A/Professor David Cooper (Humanities), Ms Judith Favish (Institutional Planning Department), Professor Frank Horwitz (Graduate School of Business), Professor Sue Parnell (Science), Professor John Simpson (Commerce), A/Professor Iain Louw (Engineering and the Built Environment), Ms Janice McMillan (CHED), Dr Jennifer Moodley (Health Sciences), Ms Elrena Van der Spuy (Law).
Scholarly based activities (including use-inspired basic research) (Stokes 1997) that have projected and defined outcomes that match or contribute to developmental objectives or policies defined by civil society, local, provincial or national government, international agencies or industry.

This definition was influenced by the view that the notion of social responsiveness should embody a recognition of the need for universities to “respond” to the needs of society through the use of scholarship in a way that adds value to society but in a manner that feeds back into research and curriculum in the university. The definition also embraces the fact that most of the university’s socially responsive activities involve relationships of varying kinds with external organisations in the local, provincial, national or continental environment. Whilst other forms of social responsiveness at the university such as volunteerism amongst students and outreach projects were acknowledged, the definition emphasised the scholarly forms of social responsiveness.

The cases were constructed around a multidimensional matrix covering a wide range of scholarly activities, faculty spread, and addressing a range of developmental needs with usefulness and relevance for a constituency outside of campus.

Nine cases covering the following aspects of development were chosen.

- Contributions to the formulation and implementation of economic policy for the motor industry
  *The main impact of this engagement lay in its contribution to a set of policies to guide the restructuring of the automotive industry to enable it to operate in a more competitive environment*

- Providing research and resources to industry: the case of the Minerals Processing Unit
  *The unit focuses on the provision of high-level resources to the South African mining industry through rigorous postgraduate research training and conducts multi-disciplinary research into problems experienced in the industry*

- AIDS and health care modelling in the Centre for Actuarial Research
  *The Centre is a research and teaching unit. The primary focus of the work involves maintaining and developing a model that projects the demographic impact of the AIDS epidemic in South Africa. The products of the unit are also used to assess the impact of vaccines. The unit provides information to government and civil society organisations and help them interpret information*

- Building capacity of organised labour in occupation health and safety through research, advocacy, training, materials and curriculum development: the case of the Industrial health Research Unit
  *It aims to develop the occupational health and safety capacity of trade unions and their members who can in turn use that expertise to transform the role of workers in the field of occupational health and safety. The unit services include research on systems and practices; policy research and advocacy; providing advice to workers around injury and disease cases and their compensation claims; facilitating the development of trade union skills in case work and providing training in workplace accident investigations, health and safety audits; risk assessments; curriculum development and participation action research; popular publications, journal articles and research reports.*

- Mediating the interface between theory and practice to advance social justice in relation to land distribution
  *Professor Ntsebeza draws on his academic research to engage critically with government policy as well as with social movements. He translates his academic material into language that*
Teaching fieldwork through community based partnerships in the field of urban geography
Projects undertaken by the students include the mapping of public and vacant spaces which could be used for development in partnership with community organisation, mapping of home-based businesses, analysing the ways in which factors such as age and gender differentiate the residents’ skills and work, and researching backyard living in Valhalla Park.

Transforming specialist archaeological expertise into a community-based heritage and education project
This project is a community-based heritage and education project aimed at returning the archaeological archive to the community. Over the past 10 years it has informed the curricula for local and visiting schools and established a job creation project ‘designed to generate sustainable small business built around a local archaeological record’.

Community service in the Law Faculty and engagement with the legislative process
The community service part of the case describes activities which the students have initiated to meet the requirement of doing a stipulated number of hours of unremunerated community service in order to qualify. The other part of the case describes how academics get involves in legislative processes to enhance the efficacy of the criminal justice system on the basis of constitutional values.

Shaping policy for children through evidence-based advocacy: the case of the Children’s Institute.
The Institute was established to harness the collective academic capability in the University to promote enquiry into the situation of children, to share this capacity through teaching and training programmes, and to present evidence to guide the development of laws, policies and interventions for children.

The cases therefore covered engagement around economic growth, health related challenges, urban and regional development, human rights, justice, social reconstruction and identity, political empowerment, and employment creation.

2. Analysis of the Portraits of Social Responsiveness at UCT

The sources of data were in-depth interviews with individuals or unit/centre heads or representatives, documents, annual reports and other publications. Questions for the interviews were drawn up by three members of the SR Working Group.

The broad themes explored in the interviews were:

- Background to the project/work/unit
- Reasons for initiating the work
- Values underpinning the work
- Link to academic identity or job
- Relationships between social responsiveness, the multiple purposes of higher education and disciplinary expertise
- Value added for UCT
- Evaluation or assessment of the impact of the activity
- Time devoted to the activity
Links with teaching and research
Ideas about how SR could be recognised at UCT
Nature of outputs emanating from the SR activities

Two factors impacted on the quality of the case descriptions. Firstly, the researchers had varying levels of knowledge about the particular cases and secondly, the data collection was sometimes limited to one interview. Where there was additional knowledge or longer relationships with the individual academics or units, the case descriptions could be rendered in greater depth.

2.1 The Scholarly nature of social responsiveness at the university

Most of the cases show the interconnections between the scholarship of the university and engagement in the wider society with the academics concerned acting as a bridge between the academy and the society at large through appropriate forms of knowledge transfer or knowledge management. Several interviewees argued that activities based at the university had to be informed by scholarship to distinguish them from activities provided by NGOs but also that the links with scholarship were vital in strengthening the SR activities themselves.

The range of scholarly outputs referred to in the cases includes:
- Policy documents including legislation
- Monitoring reports
- Short courses
- Patents, artefacts and instruments
- Web-site information e.g. the AIDS model
- Popular journal articles or booklets
- Newspaper articles
- Submissions to government
- Evaluations or project reports
- Maps
- Discussion papers
- Case studies

The outputs referred were described as scholarly in that they are grounded in research, disciplinary expertise, or the application of technology. This link with scholarship was described as absolutely critical by all of the interviewees. This was captured by Professor Ntsebeza, “being an advocate of the poor means advocacy documents must not be found wanting” and by Ms Shung-king, “When they make submissions to parliament they don’t shoot from the hip. They combine research and discussions with stakeholders to inform submissions”.

Several cases, particularly the cases on fieldwork in urban geography and the Clanwilliam heritage project, raise profound knowledge related questions in that they describe different modes of research including participatory and field-based research, demonstrate that knowledge is produced in different sites and utilize practices that affirm reciprocal benefits to the university and the community through the SR engagement.
“Communities have all sorts of knowledge and that knowledge is all over the place... knowledge is not [just] something that’s found up here [at UCT]... this is a very important value. So [while] it’s the experience of the students and the skills of the students, it’s [also about] knowledge of situations in all sorts of places and which is articulated in lots of different ways”. (Interview with Dr Oldfield, 12/10/05)

Or as the Industrial Health Research Group indicates “The work of the Industrial Health Research Group seeks to develop and explore dialogue [between occupational health and safety specialists and workers]. It seeks to facilitate the recognition, validation and expression of workers’ experiential knowledge in transforming the negligent culture of occupational health and safety”. (UCT, 2006, p 22)

### 2.2 Values underpinning the activities

Several of the cases reflect an explicit commitment to using scholarship to empower disadvantaged communities and promote the public good and social justice, whilst others reflect a commitment to using scholarship to address a wider range of needs such as economic growth, environmental protection, and improvement of productivity in industry. Ntsebeza, for example, describes himself as an “academic and activist who sees one of his roles as being to use scholarship to advance social justice”. (UCT, 2006, p26). The case of the Children’s Institute illustrates how the choice of activities, “is informed by a desire to inform policy and service needs in relation to child rights, with a particular focus on the needs of the most disadvantaged”. (UCT, 2006, p 51)

In most instances the academics were explicitly responding to needs or requests articulated by government or other constituencies to use their disciplinary expertise to help contribute to development or to make knowledge accessible to the wider community. However, there were also examples of academics themselves identifying needs out of a desire to help shape the trajectory of development engagement through the application of scholarship. For example the case of the Children’s Institute outlines various ways of choosing activities, including the scanning of law reform, government web-sites and parliamentary debates to identify processes underway where interventions may be appropriate.

The case studies capture the enormous sense of personal growth and development which people have experienced as a result of their SR activities. They describe how SR afforded them with the opportunity to apply theory to practice and deepen their understanding of issues. They also illustrate how the SR activities open up new possibilities for research or knowledge generation. For example, Black’s “involvement in the motor industry policy process was beneficial for his research because it made it possible for him to gain access to industry players which would not normally be possible”. (UCT, 2006, p 11).

Hence whilst all the cases illustrated different forms of social responsiveness they all reflect a strong desire on the part of the academics involved to determine their research and teaching activities in relation to the needs of South Africa and the African continent.

### 2.3 Impact on teaching
All of the interviewees described how they draw on their SR activities in their teaching. The manner in which this is done ranges from using SR activities to illustrate or explain theoretical constructs, reviewing the design and content of the formal curriculum to ensure that appropriate knowledge and skills are covered, introducing new courses to address gaps identified through practical experience in the field, and providing sites for postgraduate students to acquire research skills. Students involved in service learning projects gain opportunities to learn how to apply theory in practice and operate in different contexts, postgraduate students get opportunities to develop research skills through their involvement in the SR activities.

Given the focus on different “knowledges” raised by some of the cases, there is a view that the SR activities can “challenge the boundary of what constitutes the discipline by involving a wider range of stakeholders”. (Oldfield) Hence the SR activity is seen as enhancing teaching directly through structuring the teaching experience as one that takes place in both the classroom on campus as well as in the community. All the cases illustrate that engagement in the community and national or regional development initiatives provided academics with opportunities to reflect on theory through practice. As Dr. Oldfield states, “students treasure the opportunity to work on projects that are real, enjoy the friendships that grow with the community-based participants… and the richness of these experiences cast the conceptual issues we deal with in lectures in more nuanced and complex layers”. (UCT, 2006, p32)

The Industrial Health Research Group describes its value to UCT as follows:

“Our experience, expertise and the special value that we offer to the university, lie in the socially responsive content and methodology of our OH & S advice service, education and training work, and participatory research programmes”. (UCT, 2006, p25)

Parkington describes how “almost none of the (archaeology) students now would imagine going and doing something without, say, inviting some of the local school children to come along… when they make a GIS model of rock art sites on the landscape, it’s not just a research tool… (it) would have some other kind of utilisation, amongst other things in eco-tourism, some kind of local community development project … so they become embedded in the community as well…” (UCT, 2006, p42)

Staff from the research units outlined how they are drawn into teaching various components of undergraduate or postgraduate courses related to their SR activities. In this way the students benefit directly from the knowledge staff acquire through socially responsive activities. For example, staff in the Centre for Actuarial Research teach courses on demography and population studies to equip students with the technical expertise for deriving demographic estimates in developing countries. They also offer a series of short courses on topics such as population projections, modelling the demographic impact of HIV/AIDS and migration estimation.

These extracts show how SR activities help to expand and enrich the curriculum as a result of the personal engagement of academics whilst also providing opportunities for students to acquire more relevant knowledge and skills.
2.4 Impact on research
All the interviewees felt that it was important to publish articles about SR activities because many of these activities help to generate new knowledge that is relevant for third world contexts. In this endeavour was the possible complementarity of being globally recognized for new knowledge production and simultaneously locally relevant is illustrated. Ntsebeza, for example, describes how “sometimes his work with communities informs his research while at other times his research strengthens the capacity of communities to take action. His research has been used to help communities develop proposals, backed up by solid evidence, to gain access to commercial farms. On the other hand his work with social movements involved in land struggles will be part of a research project on the role of land in poverty eradication. (UCT, 2006)

However, some interviewees indicated that not all the work they do is conducive to the production of peer review articles. For example monographs are usually large documents which are not easily converted into research articles. Sometimes researchers, particularly those working in units, centres or institutes, are commissioned to do particular pieces of work and this may prevent them from publishing the research product.

Several of the case studies highlight the need to take account of different kinds of scholarly outputs such as discussion papers, fact sheets, submissions to parliament, monitoring reports, case studies and policy evaluations which are evidence based in they draw on primary and secondary research and the experiences of local communities. “For example, in the case of the Children’s Bill the Children’s Institute coordinated a national children’s sector campaign to highlight the need to improve the Bill before it became law. A working group was established and successfully prevented the fast-tracking of the Bill before the 2004 elections. Organisations from rural areas, community based organisations and sub-sectors that tend to be marginalised in law reform alliances, were purposively recruited to participate in the process. Information gathered from the institute’s investigations on social assistance for child-headed households also helped inform the submission”. (UCT, 2006, p 52)

Despite the commitment to producing conventional research outputs which are peer reviewed, the interviewees pointed out that it may be absolutely essential to ensure that the products or outcomes are accessible to other constituencies such as government, local communities and industry. This necessitates writing in a non-academic style, publishing articles in popular journals, or writing booklets or newspaper articles or producing CDs. This kind of knowledge transfer is time intensive and may militate against being able to produce conventional research outputs as well.

Overall, the cases illustrated how academic research can benefit from SR activities but that if SR activities are to be properly recognised and rewarded in academia, the concept of scholarly outputs would need to be broadened without compromising on the need for mechanisms to be put in place to evaluate the quality of these outputs.

2.5 Impact on UCT
Much of the work described in the case studies was seen as having indirect spin-offs for the university because it helps to promote the university amongst government, industry and the
wider community. It was suggested in some of the cases that SR activities helped to widen the base from which university students are recruited.

As Professor Parkington comments the activities enable “communities to see the university not simply as a kind of ivory tower but as an involved institution”. Several academics spoke about the networking benefits at various levels because of the range of stakeholders that they interact with through the SR activity.

A major benefit perceived for UCT is that the SR activities enable research findings to impact on the wider community and the good of the nation because they help to bridge the academic and community environments. In this way the “good academic work that so many of our colleagues produce doesn’t just sit and collect dust on the shelf but helps to inform policies and processes on the ground”, (Interview with Ms Shungkung-king) and in so doing furthers the mission of higher education institutions to promote the public good. Interviewees stressed the reciprocal nature of SR because SR activities help to enrich the university’s curriculum and stimulate research. Or as Parkington says about the Living Landscape Project in Clanwilliam, the project “offers UCT a chance to deepen its understanding and possibilities of engagement because the (archaeological) site offers unique opportunities for a range of disciplines to work together to develop a ‘thick description’ and because interest in the project ‘has snowballed with academics in other departments now involved in various projects at Clanwilliam as well’”, (UCT, 2006, p 42). SR activities also serve to act as a ‘broker’ or bridge between the university, and the constituencies involved in the SR activities. (UCT, 2006, p 25)

2.6 Contributions to public discourse

Several people spoke about the need for academics to publicise their research more, for example by writing leader articles for newspapers or publishing in popular journals. This was sees as important because it helps to put research into the public domain. However it was suggested that this would only happen if academics were encouraged to devote time to “knowledge transfer” through an appropriate incentive system.

3. Assessment of policy implications arising from the analysis of the cases

3.1 Defining Social Responsiveness

The first implication for policy making arising from the SR report, was the need to review the definition of SR for UCT’s context.

The Social Responsiveness Working Group adopted a working definition of social responsiveness that was used to guide the selection of cases to include in the report. This was:

Scholarly based activities (including use-inspired basic research), that have projected and defined outcomes that match or contribute to development objectives or policies defined by a legitimate civil society organization, local, regional or national government, international agencies or industry.
This definition is similar to the conceptual framework embodied in the World Declaration on Higher Education for the Twenty-First Century which states that

“Relevance in (or responsiveness of) higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection...Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation, and disease. The concern is to provide access to both broad general education and targeted, career-specific education, which equip individuals to live in a variety of changing settings.” (Unesco, p8, 1998)

Using a definition that focuses on contributions to development is in line with models that describe engaged universities as key (regional) locational assets and powerhouses for economic development. (Goddard, 2000)

“Whilst universities have always contributed to the social and cultural development of the places in which they are located through a sense of civic responsibility, the emerging regional development agenda requires regional engagement to be formally recognized as a “third role” for universities not only by sitting alongside but fully integrated with mainstream teaching and research”. (Goddard, 2000, p1)

The cases illustrate that locating UCT’s engagement with development within a framework of community engagement, however broadly ‘community’ is defined would exclude a wide range of current UCT activities geared to addressing development challenges at national, provincial and sectoral levels. Such a narrow view of engagement would not take account of the fact that “territoriality is an extremely complex and problematic concept for HEIs (and that) universities operate within multiple and overlapping territories and usually manage a portfolio of activities ranging from the global to the local”. (Goddard, 2-3) Nor would a narrow focus on the local community encourage institutions to critically reflect on their role in regard to provincial development within the “broader context of globalization and the changing nature of regional development and governance, notably the shift in emphasis from material to non-material assets (knowledge, skills, culture, institutions) and resurgence of the region as an important arena for political and economic activity.” (Goddard, 4)

However, the analysis of the cases suggested that it was necessary for UCT to review its definition of SR to:

- Embrace the notion of being responsive to local, provincial, national and continental needs
- Encompass proactive engagement of academics and students with development challenges facing society
- Profile the role of higher education in fostering public dialogue about development challenges and strategies
- Recognize the connections between social responsiveness and knowledge transfer
Include cultural, social, economic, political and environmental dimensions of development within the ambit of social responsiveness

Affirm the role of universities in promoting the public good and service to society

Recognise the importance of providing students with opportunities to develop skills for active citizenship

UCT is currently debating a conceptual framework for social responsiveness which provides descriptors of different kinds of SR activities and outputs but doesn’t seek to provide a single definition which would encompass all possible forms of SR.

In terms of this approach, the notion of Social Responsiveness covers the following kinds of activities:

- Externally applied scholarly activities that match, contribute to, or engage with development and transformation challenges, policies or plans at international, continental, national, provincial, local or community levels
- Production and dissemination of knowledge for the public good
- Engagement with non academic external constituencies
- Public dialogue about development challenges
- Volunteerism amongst students
- Community-based education or service learning
- Compulsory and non-compulsory community service

Examples of scholarly activities would include:
- Strategic research
- Monitoring, evaluation or project reports
- Policy document preparation and review
- Teaching in continuing education courses
- Patents, artefacts and instrument
- Models and Monographs
- Knowledge transfer through articles in popular journals, booklets, or the production of learning materials
- Public dialogue e.g. through newspaper articles
- Submissions to government
- Discussion papers
- Maps and plans
- Consultancies or contract research for public benefit
- Contract research
- Service Learning programmes

3.2 The role of leadership

The cases illustrate that there are many different kinds of SR activities taking place at UCT but these are strongly driven both by individual academic interests and values and external agencies. However if institutions are to be “effectively engaged with their communities and regions, they cannot do so with activities at the margin – engagement must become a core
value of the institution and incorporated into all key activities of the enterprise” (AASCU, 2002, 15)

This view is also reflected in the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education in which higher education institutions are encouraged to:

“embed public responsibility through personal example and the policies and practices of our higher education institutions and to create institutional frameworks for the encouragement, reward and recognition of good practice in social service by students, faculty, staff and their community partners (because of the belief that) universities have the responsibility to foster in faculty, staff and students a sense of social responsibility and a commitment to the social good, which we believe is central to the success of a democratic and just society”.

Adopted by 29 University Presidents/Vice Chancellors/Rectors from 22 countries on September 17, 2005 at Tufts University in Talloires, France.

If SR is to become a recognised and equal third function of higher education institutions, then there is a need for strong leadership to drive policy formulation and model the values entailed in the process of institutionalising SR as a core function.

3.3 Developing institutional recognition systems

As with Teaching, so with Social Responsiveness, it is not possible to institutionalise, recognise, or reward SR activities unless it is possible to measure them. Whilst recognizing the difficulties of measuring SR activities and also the importance of continuing to encourage academics to write up their SR activities in publishable articles, the cases provide ideas for measuring SR activities such as:

- Measuring the nature of representation on structures such as boards
- Measuring the nature and volume of invitations from social movements and government to give talks, facilitate workshops or seminars, chair panels or commissions or task teams
- Measuring the scale of involvement in continuing education programmes
- Measuring the number of successful funding applications and contracts awarded
- Measuring the outputs emanating from SR activities e.g. booklets, articles, reports, policy documents, evaluations, monographs etc.

Ideas for evaluating the quality of the scholarly contributions or outputs include:

- Evaluating the impact on development goals or challenges
- Using peer review for evaluating the quality of the scholarly outputs
- Obtaining feedback or references from constituencies involved in the SR activities

In addition it was suggested that the institution should explore the introduction of a special institutional reward for outstanding contributions to development to recognize professional service and engagement that integrates socially responsive teaching, research and national, regional or community engagement and can be given to people who demonstrate

“A sustained effort in societal engagement and professional service; utilizes innovative and imaginative approaches; has an internal institutional impact and can show evidence of
external success (through scholarly output, developmental impact and/or student learning” (ASHE Announcements (7).

The Working group at UCT has recommended that scholarly SR activities should receive recognition and be identified for the purposes of ad hominem promotions. It has proposed that summaries of scholarly outputs related to SR could be presented by individual academics on an annual basis and appropriately recognised through the annual performance reviews.

For the purposes of measuring and assessing SR outputs, HoDs could rate different kinds of outputs/activities along a continuum. This would allow for contextual differences and flexibility regarding the extent to which it may be possible to differentiate expectations about performance for different levels of staff within the academic hierarchy based on the nature and form of the intellectual contributions made.
Examples of categories within which activities can be rated include:

- **one** — several
  - funding applications/contracts or prize awarded
- **Member** — Chair/leader
  - Involvement in structures e.g. boards/commissions
- **Participant** — Facilitator/Speaker/Chair
  - Seminar/workshop/conference
- **Contributor** — Lead Author/Designer/Negotiator
  - Policy/Monitoring/Evaluation Reports/Monograph/Patents/Artefacts
- **Occ. Commentator** — Frequent Writer/commentator
  - Public dialogue/debate
- **Support** — Advisor/Consultant/Secondment
  - Agencies/Community organisations/government departments
The Working Group has also recommended that future SR reports include high level summaries of faculty outputs based on information gleaned from performance reviews. This would enable the institution to get a more comprehensive profile of activities which could be integrated into an xtraNet which would facilitate partnerships with external constituencies. The group has also recommended the introduction of an institutional award for SR. (Social Responsiveness Working Group, 2006)

Conclusion

This paper has shown how UCT has used the analysis of the report entitled ‘Portraits of Practice’ to deepen our understanding social responsiveness at UCT, to review our conceptual framework for SR, and to generate proposals for the recognition of different kinds of scholarly activities without compromising on the need for rigorous standards in evaluating the outputs. However, further debate is still needed on the kinds of activities and products that would be subsumed within social responsiveness and those that are not. UCT also needs to review whether there is a need to develop an integrated institutional policy framework for social responsiveness that would cover scholarly activities involving academics, community based education, service learning, and different forms of community service.

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