A holistic strategy to develop the research scholar at a research constrained institution

JM Frantz and T Sokupa
28 March 2019
Changing research environment

Position UWC as one of the leading research universities in South Africa with local relevance, regional impact and global recognition

Research focus areas with sustained reputation for innovation, relevance, research and teaching linkages

- Critical mass of contented, inspiring research leaders & mentors that are well supported by research services
- Well-prepared corps of next-generation researchers through supportive approaches to postgraduate training & early career staff development
- Increase in research that contributes to focus areas & matters of real significance at the highest levels of competence
- Flexible, efficient governance & management systems that value continuous improvement, accountability & fast decision-making
- Growth in technological and social innovations contributing to development

Establish an enabling environment within which cutting-edge research and knowledge transfer can be effectively and efficiently supported and nurtured, including a leading library

Develop productive relationships and partnerships locally, in Africa and globally that enable a substantial place in the knowledge economy and add value through knowledge transfer

Ensure financial sustainability through increased revenue and diversified funding sources

SOUTH AFRICAN SHIFT
Academia in South Africa has historically been disproportionately white, but the proportion of black academics has risen over the past decade.

- Black*
- White
- Coloured†
- Indian origin

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
<th>Coloured</th>
<th>Indian origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Does not include foreign black academics.
†A recognized racial classification in South Africa.

GOVERNANCE
- ethics
- decision making
- board
- mission
- staff
- responsibility
- policy
- mittees

FUNDING
Changing to a research led teaching and learning university
Research output and quality have improved dramatically during the last few years and we have received recognition for excellence in various areas.

**DHET ACCREDITED RESEARCH OUTPUT**

- Number of Staff with NRF rating:
  - 2014: 117
  - 2016: 123
  - 2017: 140

- 21% of the number of permanent staff held an NRF Rating in 2017. 140 researchers held NRF rating in ~32-32% percent of whom are women & 43% of from historically disadvantaged groups.

**UWC IS THE FIRST**
- Historically disadvantaged university to be awarded an NRF Centre of Excellence.
- Jointly hosted with the University of Pretoria

**Research Chairs have increased by more than 16% over the past 8 years**

- 2010: 8
- 2014: 11
- 2016: 14
- 2018: 18

**654**
- Masters and PhD Graduations in 2017 across seven faculties. 397 Masters, 101 Masters (Cum Laude) and 156 PhD/LLD

**21% of UWC students enrolled at POSTGRADUATE level**

**3 A-RATED RESEARCHERS Working on Astrophysics**

- The number of disclosures received from January to December 2017
- The number of patent applications filed from January to December 2017
Ageing academic population versus new academic scholars

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Under 25 years</th>
<th>25-34 years</th>
<th>35-44 years</th>
<th>45-54 years</th>
<th>55-59 years</th>
<th>60-62 years</th>
<th>63-65 years</th>
<th>66-69 years</th>
<th>70 years and over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor/Associate Professor</td>
<td>0</td>
<td>72</td>
<td>766</td>
<td>1542</td>
<td>960</td>
<td>427</td>
<td>242</td>
<td>19</td>
<td>6</td>
<td>121</td>
</tr>
<tr>
<td>Director/Associate Director</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>67</td>
<td>43</td>
<td>25</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>2</td>
<td>656</td>
<td>1,504</td>
<td>1,419</td>
<td>592</td>
<td>230</td>
<td>112</td>
<td>4</td>
<td>0</td>
<td>656</td>
</tr>
<tr>
<td>Lecturer</td>
<td>43</td>
<td>1,998</td>
<td>2,598</td>
<td>1,906</td>
<td>580</td>
<td>151</td>
<td>67</td>
<td>9</td>
<td>0</td>
<td>2,477</td>
</tr>
<tr>
<td>Junior Lecturer</td>
<td>64</td>
<td>432</td>
<td>246</td>
<td>107</td>
<td>23</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>446</td>
</tr>
<tr>
<td>Below Junior Lecturer</td>
<td>5</td>
<td>56</td>
<td>44</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>71</td>
</tr>
<tr>
<td>Undesignated</td>
<td>7</td>
<td>92</td>
<td>99</td>
<td>22</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

20% are ageing population >64 years
The role of the research director and manager

• Articulate the importance of research to the mission of the institution
• Articulate trends in research nationally and internationally
• Prepare researchers for the new world of collaborative, trans-disciplinary research
• Evaluate research productivity
• Create an enabling environment
RESEARCH DEVELOPMENT FRAMEWORK

Researcher Development Framework
Knowledge and intellectual abilities

The knowledge, intellectual abilities and techniques to do research.
Domain D

**Engagement, influence and impact**
The knowledge and skills to work with others and ensure the wider impact of research.

Domain C

**Research governance and organisation**
The knowledge of the standards, requirements and professionalism to do research.

Domain B

**Personal effectiveness**
The personal qualities and approach to be an effective researcher.

Domain A

**Knowledge and intellectual abilities**
The knowledge, intellectual abilities and techniques to do research.

**Knowledge base**

**Cognitive abilities**

**Creativity**
INTERVENTIONS TO DEVELOP RESEARCH AND RESEARCH SCHOLARS

DEVELOPING THE RESEARCH SCHOLAR PROGRAM

StoRM
UNDERSTANDING

AWARENESS

ACTION
OUTCOME

Academic Status

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Lecturer</td>
<td>4</td>
</tr>
<tr>
<td>Lecturer</td>
<td>20</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>0</td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
</tr>
</tbody>
</table>

Gender

- Male: 33%
- Female: 67%
Research scholar

- Mentor/supervise
- Knowledge creators
- Grant writer
- Disseminate

Networker
Generally this was excellent. I also appreciated the shared space provided to write in the company of others embarking on the same journey, this was also far more useful than various other sessions where I’d tried to sit myself down and write.

I feel that the entire experience, be it research or otherwise, has given me new skills. I have learned more about my level of interest in research, strengths and interests too.

These modules gave me a sense of empowerment because I have learnt so much, and I believe that the knowledge I have gained, is assisting me with my current research....

I can confidently say that my competence and confidence in PhD studies improved as I experienced and completed the various modules used as building blocks to produce the expected outputs for the programme requirements and also for my own study outcomes.
Empowerment and improved confidence

Building blocks

New skills

Shared Experience

UNIVERSITY of the WESTERN CAPE
THANK YOU/GRAZIE