



CHET

CENTRE FOR HIGHER EDUCATION TRANSFORMATION

KNOWLEDGE REQUIREMENTS FOR MANAGING RESEARCH AND INNOVATION

Bringing Research into Research Management

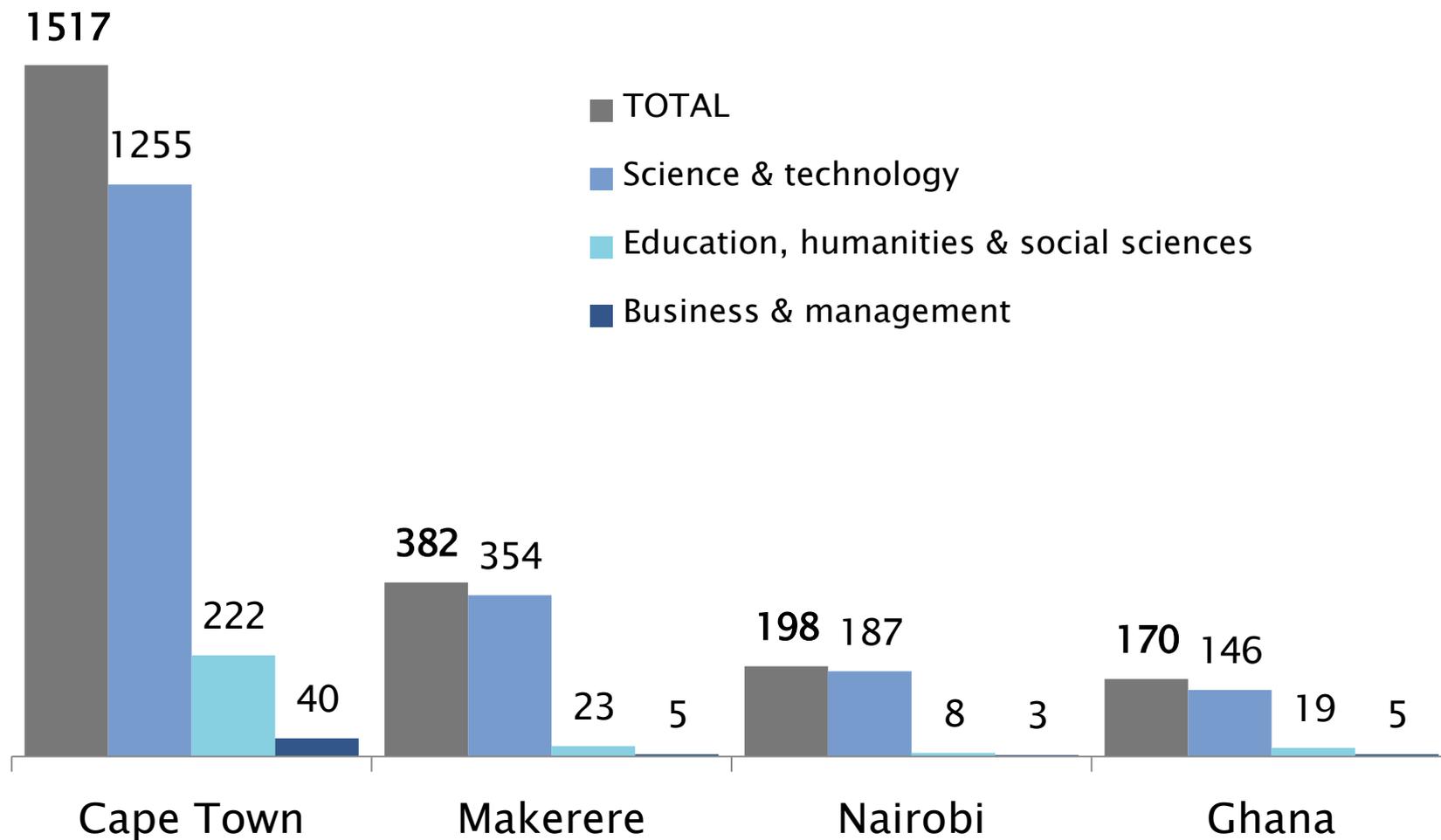
Marseille

1-2 July 2013

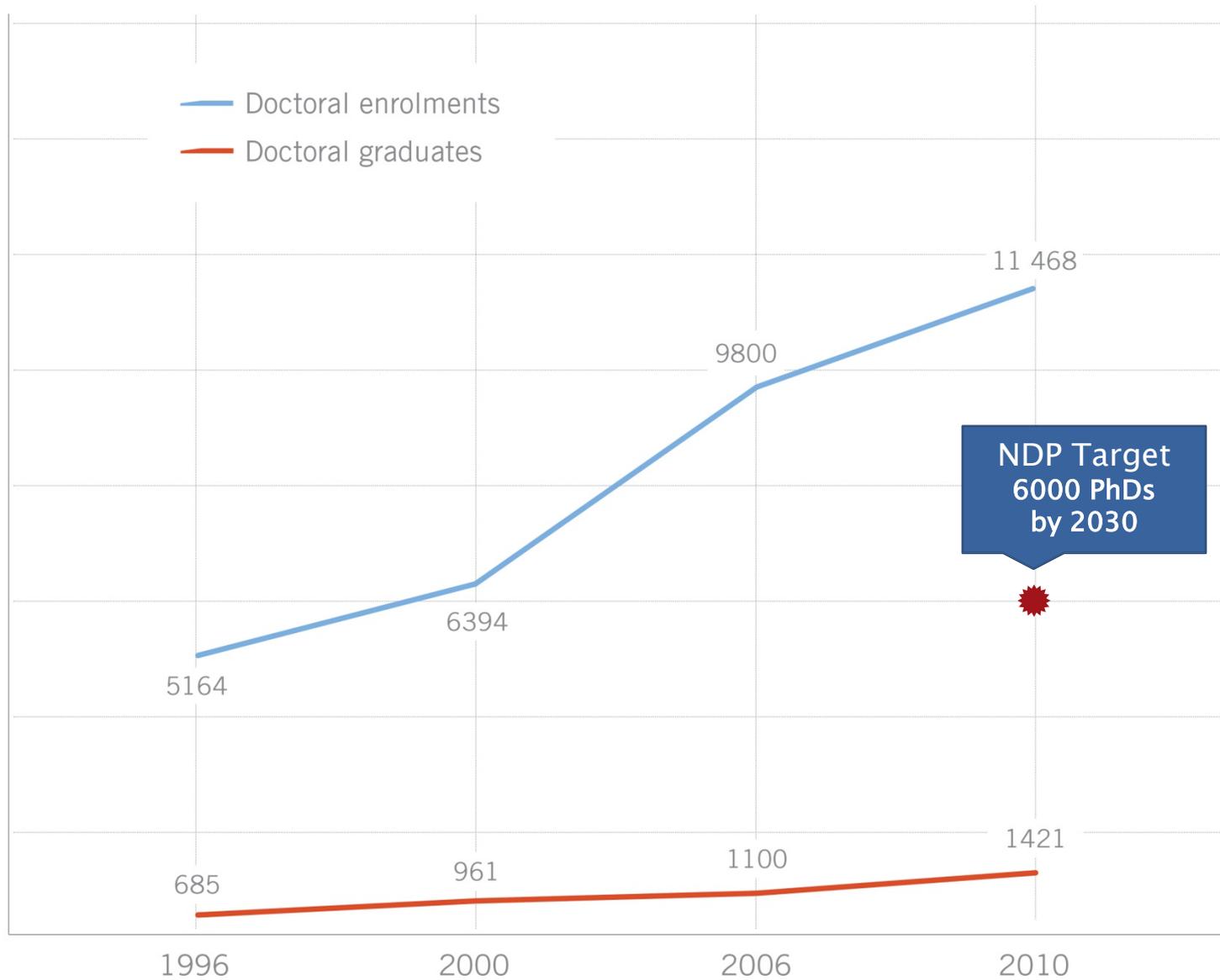
1. Strengthening knowledge production is a matter of training but needs to be informed by research, and not be mimicking ‘so called global best practices’
2. Higher education is supposed to be about new knowledge and innovation, but it is largely about imitation of high status institutions or ‘global fads’
3. Through a process of mimetic normative isomorphism, the ‘new’ professionalising management’s notions of ‘successful’ institutions have been mimicked and exchanged through professional networks to promote and consolidate their position in the institution and in the complex dynamics between government, market, community.
4. Country and institutional differentiation seems to be largely ignored in ‘universal prescriptions’ (medicine)
5. Peter Maassen’s ‘snake dilemma’ in higher education

1. In Africa many national policies are consultant-driven and ‘cut and pasted’ from ‘successful countries’ (and OECD and World Bank)
2. Interdepartmental, and national and institutional policy coordination requires a Pact to become effective – Ghana, Uganda and Kenya don’t have agreement on role of research on development
3. In South Africa a policy and implementation strategy to strengthen knowledge production had very different effects
4. In producing more doctorates an input subsidy contributed to increased enrolments, but not no increase in graduation numbers
5. In line with ‘mimicked’ policies, the National Planning Commission has now set 6000 graduates as 2030 target (goals without diagnosis)
6. An output subsidy for research contributed to steady increase in ISI publications, with a limited increase in staff
7. The output had subsidy had markedly different institutional effects

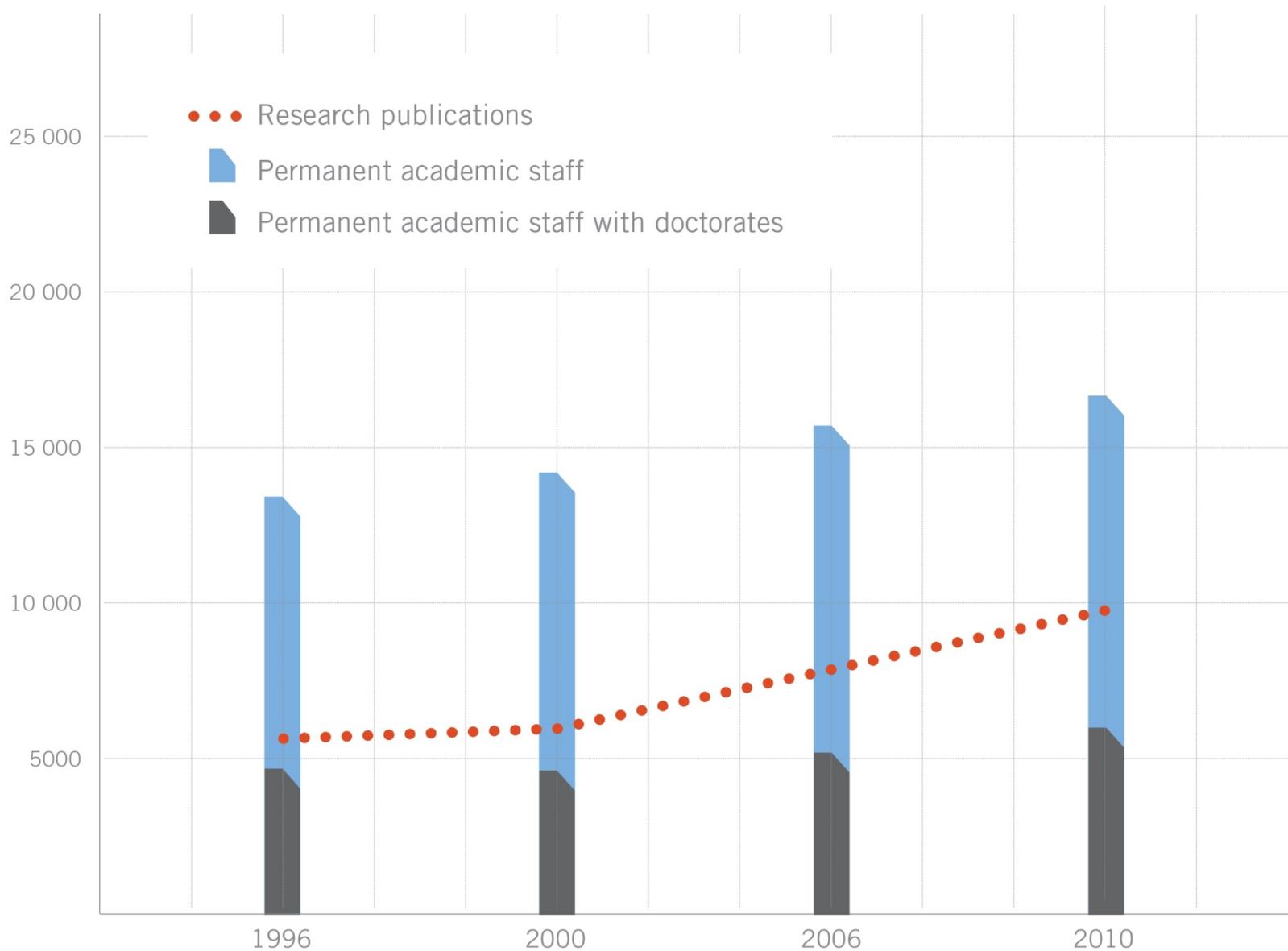
Africa: ISI Publications by Fields of Study



South Africa: Doctoral enrolments versus graduates



South Africa: Research output of academic staff



1. Mission statements – UCT and TUT shows the ‘snake problem’
2. Institutional profiles show high differentiation in knowledge production capacity, output and funding
3. While UCT’s Research Office (44 staff) is much bigger than TUT’s (14) – TUT has 6 management positions vs UCT’s 5
4. Management professionalisation and consolidation with little regard for differentiation in roles, functions and skills required

Mission statements

University	OVERALL STATUS GOALS				RESEARCH & SCHOLARSHIP GOALS			
	High quality	International recognition	Africa-wide and regional recognition	National recognition	Meet international standards	High quality and innovative research	Southern African recognition for research	Link research to development and innovation
University of Cape Town		X				X		
University of KwaZulu-Natal			X		X			
Fort Hare University	X					X		
Nelson Mandela Metropolitan University			X				X	
Tshwane University of Technology		X						X

Institutional profiles 2008–2010

University	Students FTE	MA + PhD %	Senior staff %	Staff PhD %	Publication Units (ISI) 2010	Publication\ Staff Ratio	Government research income USD**
University of Cape Town	20 000	19	68	59	1253 (4)*	1.28	99
University of KwaZulu–Natal	30 000	13	43	26	1147 (7)	0.59	91
Fort Hare University	9 000	9	39	26	142 (12)	0.27	2
Nelson Mandela Metropolitan University	19 000	7	51	36	256 (7)	0.32	10
Tshwane University of Technology	37 000	3	42	17	188 (14)	0.13	8

*Annual Growth %

**US\$1=ZAR9.00

Figure 1: UCT Department of Research and Innovation

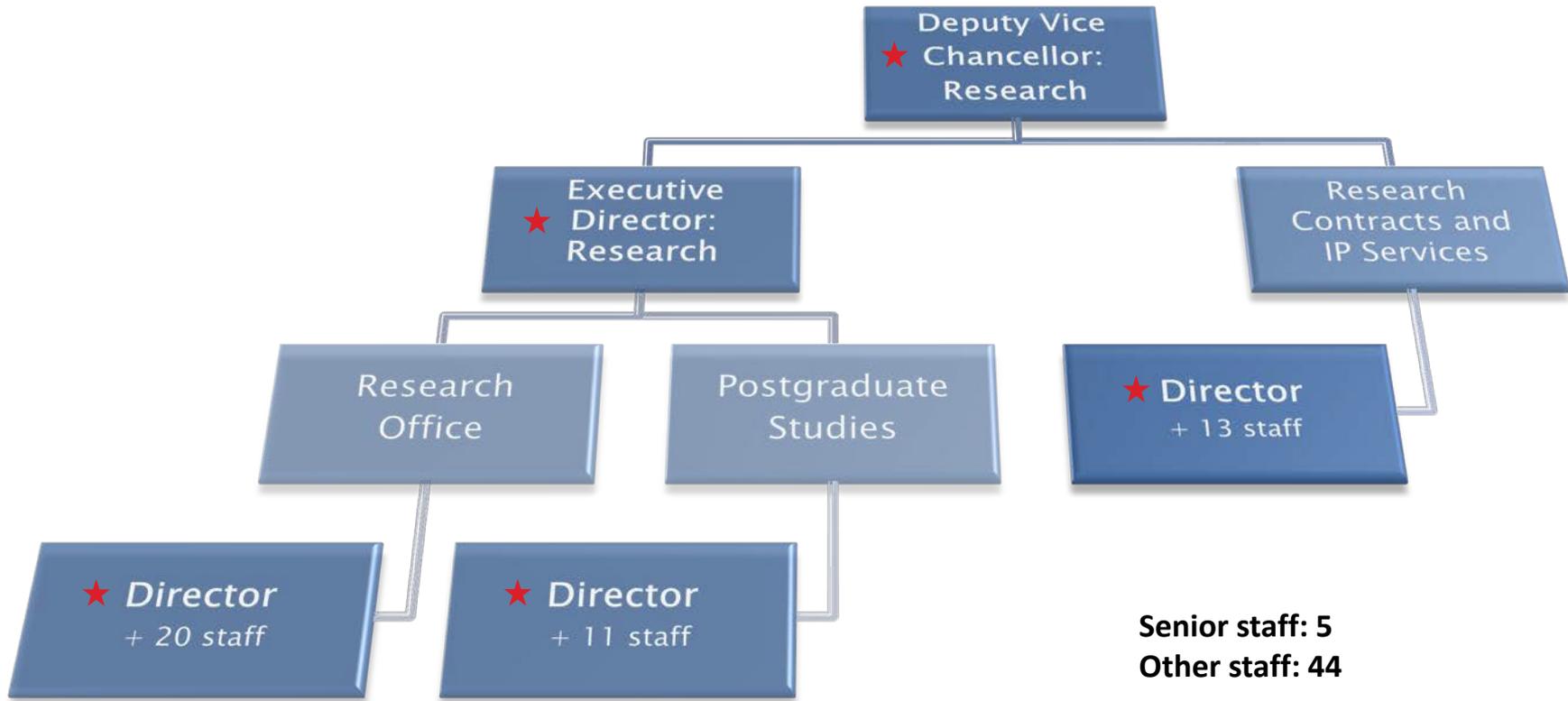
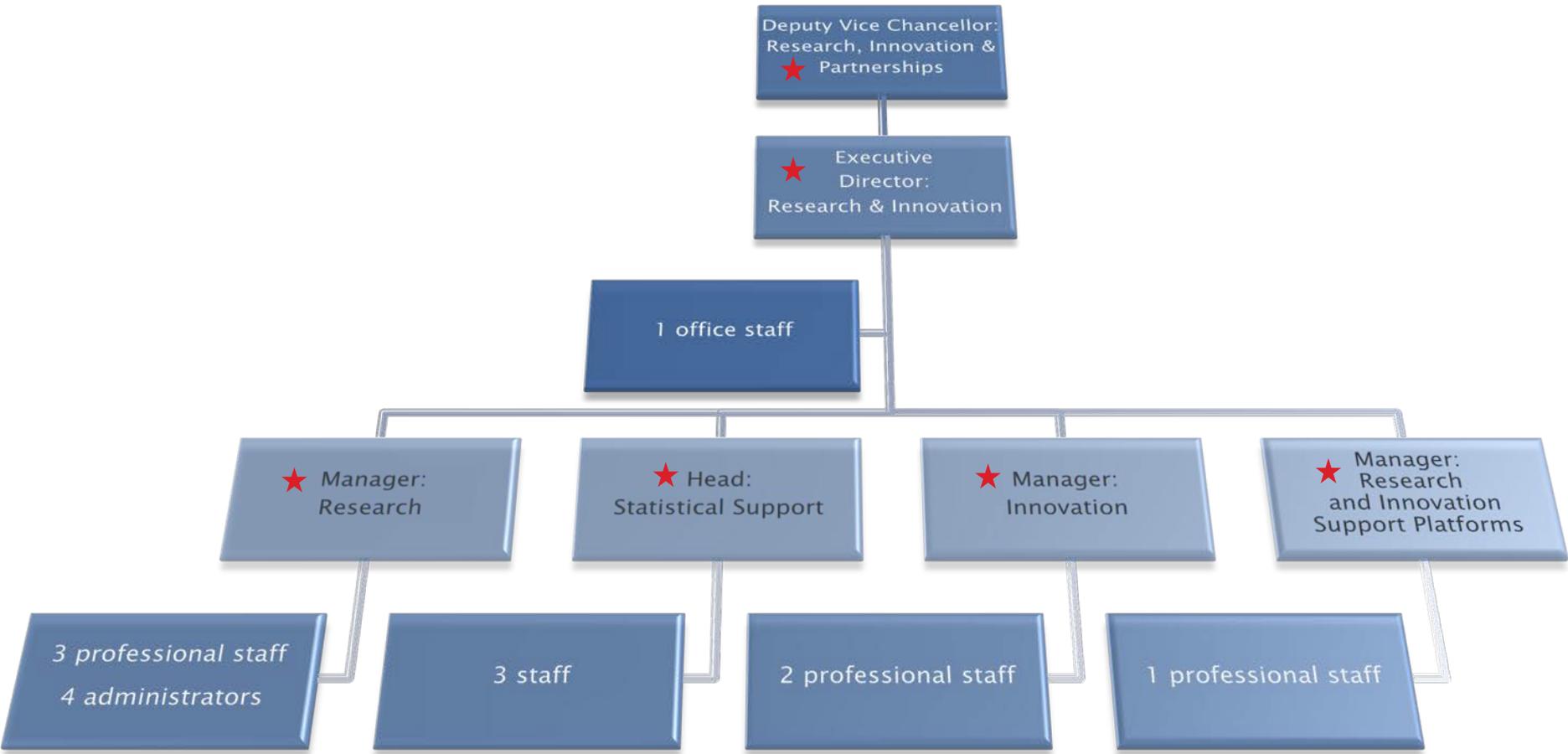
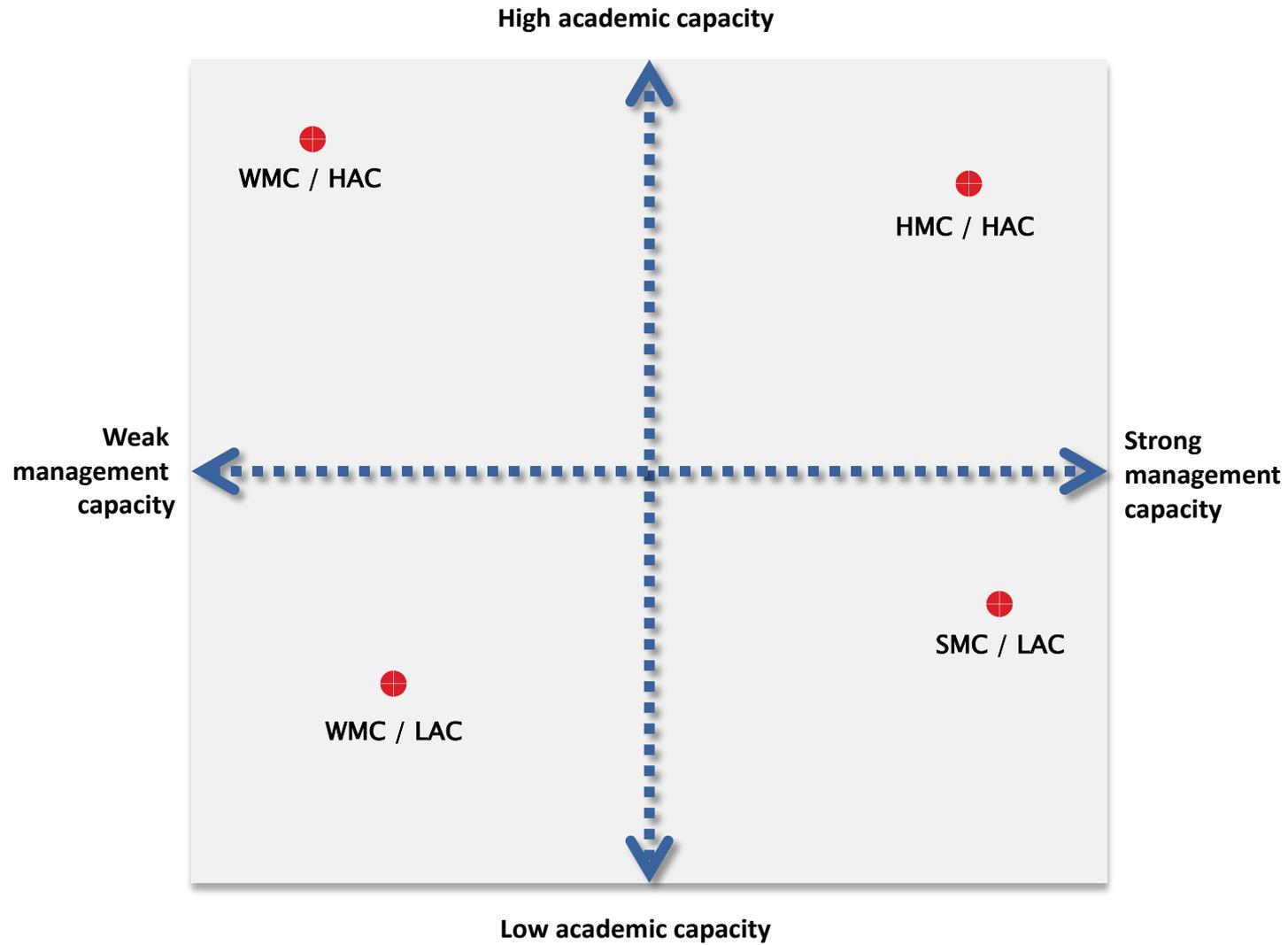


Figure 2: TUT Research Management Structure



Senior staff: 6
Other staff: 14

Institutional capacity



Effects of Research Office in Relation to Academic and Management Capacity

1. In SMC / HAC – a probability of conflict over research agendas – with management leaning towards national responsiveness and academics to international
2. In WMC / HAC – research office effect may be modest, mainly symbolic (domain consolidation)
3. In SMC / LAC – a strong incentive regime could result in a substantial initial increase in research output before reaching a ‘glass ceiling’ (domain seeking)
4. In WMC / LAC – expect ‘unrealistic aspirations’ or tensions about the mission of the institution (domain crisis)

- At the University of Botswana, academics want the university to re-focus on its academic mission.
- Academics recently conducted a survey amongst themselves and compiled a report which contained multiple criticisms of the university's operations, including a top-heavy bureaucratic system and a growing deficit in academic staff numbers:
 - “the present structure has never been reviewed, instead it has grown bigger and bigger, which is why presently there are more than 25 directors, numerous deputy directors, assistant directors and managers. The governance structure is top-heavy and therefore contradicts the vision and mission of the University, and is not properly aligned to its core business.”
(UB Academic Staff 2012: 1)

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3. François van Schalkwyk – presentation



Nico Cloete
ncloete@chet.org.za
www.chet.org.za