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## **Declaration**

I Sipho Sibanda (201516226) hereby declare that this dissertation is born out of my own labour and has not been submitted for any other qualification in any University. All citations and used material has been duly acknowledged. This treatise is submitted in accordance with the requirements for graduation in Master of African Studies qualification in the Faculty of Social Science and Humanities at the University of Fort Hare, East London, South Africa.

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## **Dedication**

I dedicate this study to my beloved wife Nomalungelo Sibanda and my daughter Bernice Nomqhele Sibanda.

## **Abstract**

The role of universities in contributing to the development of their host cities is a subject of ongoing scholarly debate. This is because the contemporary complex and competitive economic and technological global environment requires rapid adaptation to shifting opportunities and constraints in a global knowledge economy. Higher education has thus become an engine of development for cities and nations in the developing world. In line with this global trend, the South African government has thus mandated higher education institutions to play a more active role in addressing the development needs of the country. Within this context, this study therefore embarked on an appraisal of the University of Fort Hare's (UFH) contribution to the development of its host city, East London in South Africa. The study employed a qualitative approach and used semi structured interviews as a primary data collection tool. The sampling technique was purposive sampling as the study targeted key respondents that had rich information about their departments and organisations.

The study found that the university interacts with the city on a number of platforms and advisory boards established by some university departments. The main contribution was realised through relevant research carried out by academics in different departments within the city which informs developmental policy for the local government and contributes positively to the private sector. The University of Fort Hare also serves as a major labour supplier for both the public and private sector. The study however established that UFH is not producing technical graduates which are a critical skill in the private sector, specifically in the automotive industry which is the back bone of the city. This skills gap presents an opportunity for the university to expand its programmes so as to address the needs of private industry. In terms of policy, the study recommends the need for a convener or an intermediary to champion collaboration of the university with the city and the private sector.

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## **List of Abbreviations**

|               |   |   |
|---------------|---|---|
| <b>BKCOB</b>  | : | Border Kei Chamber of Business                        |
| <b>CHE</b>    | : | Council on Higher Education                           |
| <b>CHET</b>   | : | Centre for Higher Education Transformation            |
| <b>FHISER</b> | : | Fort Hare Institute of Social and Economic Research.  |
| <b>GMRDC</b>  | : | Goven Mbeki Research and Development Centre           |
| <b>HERANA</b> | : | Higher Education Research and Advocacy Network        |
| <b>MCC</b>    | : | Missionvale Care Centre                               |
| <b>NRF</b>    | : | National Research Foundation                          |
| <b>NMMU</b>   | : | Nelson Mandela Metropolitan University                |
| <b>SAIMI</b>  | : | South African International Maritime Institute        |
| <b>UFH</b>    | : | University of Free State                              |
| <b>OECD</b>   | : | Organisation for Economic Cooperation and Development |
| <b>UNISA</b>  | : | University of South Africa                            |
| <b>WSU</b>    | : | Walter Sisulu University                              |

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## **Chapter one: Introduction and overview of the study**

### **1.1 Introduction**

The university in Africa plays a critical role as a generator of knowledge, human capital assets and key elements of national innovation systems (Kortov et al. 2016:2). The university is key in the training of the labour force critical for development processes (Castells, 2001: 14). This arguably determines the capacity of countries and regions to become part of the new world economy (Cloete et al. 2015:5). Universities have been key institutions in undertaking policy research for the new regimes of Africa, as well as providing personnel for the public and private sector (Brennan 2004:34). The contemporary complex and competitive economic and technological global environments require rapid adaptation to shifting opportunities and constraints in a global knowledge economy. Higher education has thus become an engine of development for cities and nations in the developing world (Cloete et al. 2015:12).

The South African government has thus mandated higher education institutions to playing a more active role in addressing the development needs of the country (CHE, 2016:241). However scholars argue that, despite this mandate the country still lacks a clear policy in defining strategies for enhancing the developmental role of universities. This neglect they argue, is of particular concern given the high levels of poverty and inequality, and the continued effects of apartheid which constrain access to quality services and education (CHE, 2016:241). The government has however made efforts to bring universities to the picture even through advocating for university transformation as stipulated in the Council of Higher Education 2004 review, “which asserts the important role of higher education in enhancing national economic competitiveness within a global knowledge-driven economy, and situates that role in the context of transformative goals as put forward in the White Paper of 1997.” This transformation has largely been seeking to make universities relevant to their communities and to conduct meaningful interventions that bring about tangible positive outcomes. It is thus imperative for us to examine if these transformative measures have resulted in a positive outcome especially in the city of East London.

A city pulls the productive age group for the labour force and universities are the major suppliers of that human capital. This has made universities especially in the first world to become key role players in the planning and economic development of cities. Universities have actively become the urban planners (Campbell, 2005) and thus placing them at a critical

position in contributing to the economy. This role of universities has placed them as catalyst of city development and their size has been categorically and synonymous with the size of their cities. The bigger the city the bigger the university (Shaheer, 2008). It is therefore expected that UFH should grow or fall with its host city, thus the need for the appraisal of its role in East London.

Cooper (2001) indicates that current scholarly debates are focused at how universities can adapt to a rapid changing need in industry, where human labour is being largely replaced by technological robots and the basis of economy has become largely bent on the 'Information Highway'. This has seen a number of universities globally and in Africa changing their policy towards their cities and assuming an active role in their development (CHET, 2011:20). In the bid to try and explain the disjuncture between universities and the business sector of their cities Kruss et al (2012:8) reports that, "firms do not interact with universities because their own internal sources are considered sufficient, but equally, because of weak institutions and the lack of university capabilities. They generally perceive that universities have little to offer."

In the same vein Adeoti (2009) states that firms perceive the quality of research in the universities to be low, with the majority reporting that universities do not understand firm's line of business. This is a problematic disjuncture to city development hence the need for building partnerships that can boost the confidence of companies in their local city universities. There is limited literature in scholarly discourse on the engagement of the University of Fort Hare in city development serve for the production of human capital

It is critical for the UFH to diversify its role and become a developmental partner as seen in other post-industrial cities. Barber et al. (2013) argues that;

*the rapid growth in information and communications technology has changed the way research is conducted, and how teaching and learning is undertaken, it is a third major feature of the global higher education landscape and is arguably poised to change its very nature. A number of recent reports posit that the combination of the forces of technology and globalisation are set to transform higher education as a set of traditional 20th century institutions in which the pursuit of knowledge in a multiplicity of fields is located, to entirely new models of institution that seek to exploit these changed circumstances to become globally competitive entities focused on particular niche areas (CHE, 2016:15).*

Debates about knowledge have also shaped questions relating to curriculum in profound ways, with local relevance and global recognition often being seen as the poles of a debate about what should be taught. This has deep resonance with ideas of what a university is for, and this debate is by no means settled in South African universities (CHE, 2016:15). “The first world has seen the university evolving to become conveners and developers, founded upon the principles of relevance, connectivity and productivity (Proenza, 2012)”. “Universities have become drivers of innovation and generator of multiple forms of interaction and now play an important role in economic and social development. This emphasis on the third mission of universities’ research is based on the new ideas on the relationship between pure and applied research (Dill & Van Vught, 2010)”. “The dichotomy between pure and applied research has been challenged since the 1980s” (Lee et al, 2010).

Interaction between scientific and applied research, and interdisciplinary knowledge production has been a major emphasis in the contemporary era. Collaborative knowledge production based on relationship among university-industry-government beyond the ivory tower has been a major feature in these new developments (Etzkowitz & Leydesdorff, 1997; Gibbons et al., 1994). This study is therefore assessing how the University of Fort Hare has positioned its role in contributing to the development needs of its city. It also assesses how the university of Fort Hare has responded to the shifting global role of universities in relating to the developmental needs of their cities. This is imperative in order to establish the engagement commitment of the University of Fort Hare and gauge the positive development outcomes of its transformation efforts.

## **1.2 Context of the study**

The study has sought to understand the engagement of the university with its city in an African context as one notes that Africa has its own peculiar dynamics different from the west. This then presents a slight departure from merely taking a Eurocentric jacket of a university and forcefully fitting our African University of Fort Hare, but rather particular attention needs to be paid to some of those contextual differences as the setting of the University of Fort Hare is in Africa. Cognisance of the mere fact that East London is a secondary city is taken into consideration hence expectations used on metropolitan cities cannot be fully applicable in this setting. This brings on board the importance of briefly discussing the context of African cities in order to position our study within the parameters of reality.

African cities have been viewed by urban scholars as cities wounded by war, famine, disease, poverty and political turmoil. Violence and crime are prominent areas of contemporary research in African urban studies. African cities though different from each other share similar challenges such as; colonial inheritances of poverty, underdevelopment, socio spatial inequality and informality as well as coping with globalisation (Myers, 2011:28). Davis (2005:1) argues that African cities are characterised by jobless growth, a kind of expansion that happens without economic growth. He views African urbanism as comprising of pollution, excrement and decay. The scholar gives examples of Kinshasa, Luanda, Khartoum and Dares-salaam which are growing 'prodigiously despite ruined import-substitution industries, shrunken public sectors and downward mobile middle class. Koolhaas and his project seem to celebrate Lagos as the 'terminal condition of urbanisation (Koolhaas, 2000; 719). This they call the 'nightmare scenario' of modernity (Enwezor, 2003:108).

On the other hand, some scholars view this as an asset, the informal sector is strong in many cities, which creates a vibrant and dynamic environment for people seeking an income. Simone (2004:314) suggests that urban Africa has to do with how peripherised citizens create and re-create 'a new urban society even under dire conditions. Many scholars emerge with emphasis on informality, invisibility, spectrality, geographies of connectivity, movement, fluidity, and flexibility as relevant in the creation of African urban areas. Mama (2007:4) contends that, "there is much to be gained from an African perspective on globalization. The empirical data measuring the impact of global prescriptions on the continent challenge hegemonic theorizations and generate critical perspectives on the applicability of neoliberal policies to Africa." It is however worrying that the view of 'African cities' as 'negative' dominates most urban planners. One can see this in Zimbabwe's use of Operation 'restore order'; where informal houses of many citizens were destroyed thereby leaving them displaced and homeless (IDMC, 2008:23). There has been similar operations in East London and also in KwaZulu Natal (Sipungu et al 2016:14). This goes to show that the colonial effect is still hanging strong over the African cities hence presenting an opportunity for the African universities to come up with plausible ideological approaches of city development to mitigate these anomalies.

In light of the challenges that face African cities, there is need to position African institutions of higher learning in the development fraternity. This study thus positions institutions of higher learning as key players in city development and appraises their role through the community engagement model. The analysis brings forth the value of interaction between the university and its community (private sector, government and civil society). This is significant for the

participation in a knowledge global economy, in order to contribute to sustainable socio-economic growth in the African continent as stipulated by the NRF Strategy 2020 (NRF, 2015:14). The researcher's attention has been drawn to East London because of its great economic potential. The city is well placed with a beach, a harbour and a vibrant international automotive industry. The city is privileged with three universities (UFH, WSU and UNISA) and technical colleges (Buffalo City College etc). This presents a unique opportunity for higher education institutions to work as catalytic development agents.

### **1.3 Statement of the Research Problem**

The role of universities has changed from a traditional classroom teaching approach to a more engaged interactive process. Gunasekara (2004:3) stipulates that learning and teaching activities of universities in the developed world has moved away from a linear model of transmission of knowledge, based upon the classroom, and has become more interactive and experiential. The universities are moving towards an engaged approach where they interact more with industry and business.

Numerous researchers agree that universities are changing their roles in city development (Etzkowitz, H. 2000, Proenza 2012, Castells 2009). Williams (2008:3) stipulates that the university is viewed as an archetype of innovation and research, the industry epitomises the users of the outcome of university research while the government plays the central policy role. In light of the global changes in the role of Universities in their host cities, it is important to investigate the evolving role of the University of Fort Hare (UFH). Currently because of the limited availability of studies carried out on the placement of UFH graduates one cannot say much on their work experiences, thus it is pertinent for this study to be undertaken as it will partially address this dimension by gathering the views of the private and public sector about the University of Fort Hare.

The problem being investigated in this study is how the University of Fort Hare (UFH) is playing its role in affairs of city development in the light of global developments in institutions of higher education. The study shall establish how the UFH has evolved within these global changes and what role it currently plays in the Development of East London. This study shall therefore seek to also gather existing relationships between the university departments and the city (industry, government and community). This research is essential as it will seek to influence the policy of UFH regarding its involvement in city affairs. It is also critical in identifying the adaptation of UFH to global trends as there is a conceived shift in the role played

by universities, thereby placing UFH at a competitive edge. If UFH is to become competitive it is of paramount importance that it places itself at a global competitive level by adapting to current institutional trends.

#### **1.4 Research Questions**

- a) How is the University of Fort Hare (UFH) responding to the changing role of universities in cities?
- b) To what extent has the UFH influenced the development of the East London inner city?
- c) What role has the industry and government played in the University of Fort Hare city campus.

#### **1.5 Research Objectives**

- a) To explore ways in which the University of Fort Hare (UFH) in east London has responded to the changing role of universities in cities.
- b) To examine the extent to which the UFH has influenced the development of East London city
- c) To assess the role of industry and government at the UFH city campus.

#### **1.6 Significance of the Study**

This study is significant in that it shall reveal the role of UFH in the development of the city of East London. The study will also gather perceptions of the city on the current operations of the university and get recommendations that are aimed at influencing its policy towards an active rigorous engagement with its host city, for the East London Campus. The findings of this study about the University of Fort Hare shall therefore add knowledge on the debate of ‘university transformation’ of a Historically Black University and community engagement theoretical framework. This study is essential as it will also establish the performance of UFH graduates in the East London community as there is a general challenge that has presented itself over the years which has been the gap between knowledge and application. This study will be important in adding to the little literature that speaks of the involvement of UFH in East London. It is thus a noble venture for the UFH to start examining its past and influence its future role in a positive way.



## 1.7 Conceptual Framework

Community engagement is the conceptual framework of this study. Community engagement is a highly contested term; scholars raise significant ‘dust’ in agreeing what is community engagement. Nevertheless Lazarus et al. (2008) defines community engagement as, “a part of a set of public goods emanating from higher education and in a South African setting that should include addressing inequality and redressing past injustices.” CHE (2007) broadly defines community engagement as, “a process of creating a shared vision among the community and partners (government, higher education institutions, NGOs, business) in society, as equal partners, that results in a long term collaborative action with outcomes benefiting the community equitably”. Community engagement is viewed and practised as a scholarly activity which provides the context for a dialogue between theory and practice (Lazarus et al. 2008:5). A UNESCO report states that on a global scale universities are realigning their teaching and research missions to embrace ‘community engagement and ‘regional engagement’ which addresses university regional partnerships for development (UNESCO 2009:6).

Schuetze (2010:25) states that, “community engagement is defined broadly as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” Thus ‘engagement’ in this understanding thus denotes a partnership relationship which can involve a range of agencies within and around communities. These community partners may comprise of government and other public bodies as well as industry, private or civil society bodies (Kruss *et al.* 2011). Kruss (2011:5) in the same vein reiterates that community engagement was defined by the Carnegie classification as collaboration between universities and their communities ‘for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity’. CHE (2008) defined Community, as meaning anything from a university’s own staff and students and a *community of practice* to civic organisations, schools, townships, citizens at large and “the people” in general (CHE, 2010:7).

The relationship between higher education and the community presents both opportunities as well as challenges for national, regional and local development (CHE, 2016:241). Community service has been the traditional term for university engagement as the university’s third mission (Preece, 2013:4). There is currently a widespread and formal promotion of ‘community engagement’ in universities, but there is however a conceptual confusion and debate in

interpreting an ‘engaged practice’ (Kruss, 2011:1). Universities are grappling to define what ‘community engagement’ or ‘social responsiveness’ means (Hall 2010, Nongxa 2010, Muller 2010). Slamet quoted by CHET argues that we can properly define community engagement by overcoming its association with the “legislation that initiated the restructuring of higher education” and that this is best done by focusing on how community engagement can advance scholarship. He argues that “community engagement should help the university to perform its core functions in a more meaningful way” (CHE, 2010:4). A great influence on community engagement has also been the Ford Foundation International funding agency, building on the US outreach tradition of extending knowledge in service to society, on a ‘scholarship of engagement’ influenced by the work of (Boyer 1996).

Preece (2013:2) however stipulates that in as much as the international policy literature reflects an economic focus on building partnerships the African context calls that engagement must embrace broader social development partners such as civil society. This is because economic partners in developing countries are fewer and Africa’s range of social development needs is complex and requires a multidimensional approach to development (Kruss *et al.* 2011). Community engagement comes as one of the three key responsibilities of higher education, alongside research and teaching. In South Africa, universities are involved in several activities structured around research, teaching and outreach that entail engagement with a wide range of communities, but these activities are uncoordinated and are the result of individual initiatives, rather than of strategically planned, systematic endeavours CHE (2010:3).

Lazarus et al. (2008:12) states that many universities have established a dedicated office for community engagement in South Africa. However at some universities staffing is limited to one full time post with administrative support and others been more noteworthy to the point of creating a dedicated community engagement and Service Learning post in each faculty. Enabling mechanisms to facilitate the implementation of community engagement policies and strategies have significantly influenced the level of progress at each university. The most critical enabling mechanisms include:

- (1) the appointment of an executive person responsible for community engagement;*
- (2) establishing a campus presence through an office for community engagement;*
- (3) appointing a senior academic and support staff responsible for operationalizing community engagement;*
- (4) establishing institution-wide and faculty based committees for community engagement; and*
- (v) including community engagement in*

*staff promotion and reward systems. At most universities the Deputy Vice Chancellor Academic is the designated executive person responsible for community engagement. The extent to which the designated executive is committed to operationalizing community engagement has been the most critical factor determining success with the implementation of community engagement (Lazarus et al. 2008:12).*

University transformation has been another feature that contributes to engagement with community. This comes on a background of the South African history of apartheid which affected the way in which the universities engaged with their communities, hence the need to overcome historical disparities. “Transformation has been used as much to denote the repositioning of higher education to serve more efficiently as the ‘handmaiden’ of the economy as to signify the drive to align higher education with the democracy and social justice agenda of a new polity as in South Africa (Singh, 2001: 7) .” Lazarus et al. (2008:2) in the same vein depicts that the ‘White Paper’ on the Transformation of Higher Education laid the foundations for making community engagement an integral part of South African higher education. This is because it called for institutions to ‘demonstrate social responsibility.

The fall of apartheid came with various university transformation attempts that were meant to redress the injustices of the past which also meant revision of curriculum in some cases. In the same vein Nyamnjoh (2002) argues that, “there was a violence of cultural conversion in African universities, where education in Africa and for Africans seemed to be a pilgrimage to the Kilimanjaro of Western intellectual ideals. Nyamnjoh further argues that Africa area subjects were relegated from lower levels of education to an abyssal background as inconsequential academic entities. Both the Christian missions and the government schools promoted Eurocentric curricula that sought to denigrate African cultures and achievements (Nyamnjoh, 2002:8).

Cloete et al. (2015:7) argues that, “higher education institutions now have the responsibility to integrate sustainable development into all their teaching, research, community engagement and campus operations.” In the same vein Lazarus et al. (2008:4) states that, “synonymous with this paradigm shift, the term has also been advanced from ‘community engagement’ (Higher Education Quality Committee, 2004) to a ‘scholarship of engagement’ (HEQC/CHESP, 2006).” Preece (2013:4) emphasises that the aim is to demonstrate social responsibility and a commitment to the common good by making available university expertise and infrastructure for community service programmes. The ‘White Paper’ on the transformation clearly

positioned that one of the key responsibilities of higher education is ‘to promote and develop social responsibility and awareness among students of their role of social and economic development through community service programmes’ (Lazarus et al. 2008:2)”.

The scholarship of engagement however calls for the need of university leadership to ensure that the development and engagement interventions embarked upon by academics are embedded in the core activities of teaching, learning and research and thereby enhance the capacity of the university to generate new knowledge and significant innovations through its linkages with external stakeholders such as industry, government and broader civil society. This is reminiscent of Ernest Boyer's notion of the scholarship of engagement (Nel, 2011:3). In Boyer’s words "...the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement" (Boyer 1996: 11). Preece (2013:3) stipulates that, “the introduction of a service learning dimension, specifically to nurture a sense of civic responsibility in students, is an attempt to encourage a more mutual relationship between university and community”. This is also a strategy to embed community engagement in the curriculum whereby students are assessed on their own documented learning as a result of contributing to community needs (Perold 1998). Muller however argues that universities must focus on what they do best, which is contributing valuable knowledge through established research activities. The scholar points out that researchers that are active get “engaged in the public domain in one way or another”

CHE (2016:241) argues that the limited attention on the role of higher education as a major development driver in most national policies has been a major cause of the relegation of community engagement within the system. De Lange (2016:12) states that, “universities that adopt an engagement agenda often undergo significant cultural and structural changes as they redefine relationships and expectations of internal and external partners”. The rising of international university rankings has further exacerbated the marginalisation of community engagement. Habib quoted in CHET (2016:241) posits that these rankings impose indicators related to the multiple global systems, overlooking history and contextual specificity”. The global higher education recognition systems thus steer academics towards generation of knowledge activities perceived to be of international relevance so as to enhance opportunities for publishing in internationally recognised journals. Thus academics neglect devoting time to constructing knowledge networks that could address social and economic development challenges (CHE, 2016:241).

Hall quoted in CHE (2010:3) argues that the lack of progress in implementing community engagement relates to a lack of conceptual clarity, and reflects a need for a better theorised understanding of community engagement. The scholar depicts an “epistemological disjuncture” between community engagement and knowledge structure, and thus proposes that community engagement be viewed as a third sector a part of civil society situated amongst family, state and the market”. Nongxa proposes instead the framing of community engagement as *social responsiveness*, an “easier, elegant and accessible” term that is more widely understood and accepted. He also suggests that well-intentioned policy imperatives cannot take root within an institution unless it speaks to the “academic soul” and is consistent with academic mission. He argues that change in higher education must be driven from the inside (CHE, 2010:4).

## **1.8 Organisation of the study**

Chapter 1: This chapter discussed the overview of the study, deliberated on the context of the study, explained the research problem, the research questions, objective of the study and outlined the significance of the study and its conceptual frame work. Chapter 2 focuses on the literature related to the engagement of universities in development of their communities, with a few examples of what the University of Fort Hare has done in the community of its bigger campus Alice town and surrounding rural community. Chapter 3 deals with the methodology used in the study, instruments of data collection and how the data is analysed. Chapter 4 focuses on data presentation and findings of the study. Chapter 5 is the conclusion of the study and recommendations to the university and the city

## **1.9 Conclusion**

Having outlined the research problem, research questions, objectives, the significance of the study and its conceptual framework the following chapter shall look at literature review.

## **Chapter Two: Literature Review**

### **2.1 Introduction**

This chapter discusses how universities have played a role in development at a global level, in Africa and in South Africa. Higher Education policy is also discussed with particular interest on development and community engagement. The chapter uses examples of engagement activities done by the universities in South Africa. A brief overview of the work of the University of Fort Hare community engagement efforts in Alice Campus situated in the rural town of Alice is also done. The chapter also briefly discusses the social and economic problems of African cities and how scholars view and interpret them as well as what opportunities are available for the universities to explore.

### **2.2 Global trends in Higher Education**

Economic prosperity and social well-being in the 21st century is depending on the availability of skills and human capital. In contemporary knowledge intensive economies and societies, individual and societal progress is increasingly driven by technological advances (Tremblay et al. 2012:18). It is evident that to retain competitive edge nations need to develop and sustain a skilled workforce, thus universities are major players in the success and sustainability of the knowledge economy and are vital to innovation and human capital development (Dill and Van Vught, 2010)". Habib (2016:8) also advances that universities in this modern era must strike a balance between national responsiveness and global competitiveness. Scholars attribute the fast pace newly industrial development of Taiwan, Malaysia and South Korea to a high level of Research and Development (Nelson 2007, Abramovitz 1986). It is of paramount importance that both academics and policy makers now focus their potential role as knowledge producers in technological upgrading firms, and to a more direct contribution to growth, development and competitiveness (Mazzoleni, 2008).

Kortov et al. (2016:1) highlights that there has been a birth of "The Third Wave" which is based on diversified, renewable energy sources and methods of production that makes most factory assembly lines obsolete. These developments have drastically changed schools and corporations, making universities become predominantly important on national agendas (OECD, 2008). This is also reinforced by Altbach et al. (2009) who stipulates that "an academic revolution has taken place in higher education in the past half century marked by transformations unprecedented in scope and diversity" (Altbach et al., 2009).

Kortov et al. (2016:2) points out that in the post-industrial society knowledge plays as special source of unique competitive advantages for economical agents, territories and states. The trend to ‘massification’ has spawned changes in the general curriculum to that considered relevant and useful for economic purposes. Higher education has also changed its organisational structures and systems, from knowledge transmission to competency-based approaches, generic skills transfer, and outcomes-based approaches. Its method of delivery has evolved from pure classroom approach to open learning and blended approaches and an emphasis on applied research and strengthening its relationship with external communities (CHE, 2016:10). Kruss agrees with this notion as he states that in developing countries, it is critical that universities build a national system of innovation by contributing to social and economic development and interacting with a wide range of social partners, such as firms, farmers, civil society and government, at various levels whether regional, national and global (Kruss, 2011:4).

The importance of the contribution of higher education to national, regional and global development needs, is reflected in higher education policy recommendations (World Bank 2000; 2009), academic literature (Waghid 1999; Fourie 2003; Inman & Schuetze 2010) and international initiatives to stimulate ‘engagement’ (OECD 2007; PURE 2010) or service learning (Hatcher & Erasmus 2008; Preece, 2013:2). Brennan quotes a subsequent World Bank report in 2002 which identified four crucial functions of universities in supporting knowledge-driven economic growth:

*the capacity to train a qualified and adaptable labour force (high level scientists, technicians and professionals); the capacity in accessing current stores of global knowledge and adapting it to local use; the transmission of values, norms, attitudes and ethics as the basis of the social capital necessary to build healthy civil societies and cohesive cultures, ‘the very bedrock of good governance and democratic political systems’ (Brennan, 2004:27).*

Kruss (2011:4) highlights that, “there is however a key difference in the low income economies which remain resource based particularly on small-scale agriculture, which have a relatively small industrial base, and the significance of university interaction with firms differs from developed economies.” On the other hand Castells (2001) argues that the ‘generation of new knowledge’ and the research function are the major areas of underperformance in Africa and, to some extent, Latin America. Africa is trailing behind in almost every indicator- based ranking in higher education and science. In agreement Cloete et al. (2015:13) states that, “in

developing countries, there are different forces driving university dynamics, which locates it in a development arena where the leading actors are operating in policy frameworks co-determined by ministries of foreign affairs and development cooperation agencies.” This makes the development mission of the university primarily link to poverty reduction and community support, rather than economic competitiveness, entrepreneurship and innovation. Since the 1990s, globalization has presented opportunities for nations, but lack of investment in telecommunication technology has prevented African countries from fully exploiting these opportunities (World Health Organization, 1998; Gantscho, 2008:14).

### **2.3 Challenges Faced by African Cities: A Synopsis**

The cities of Africa have a significant unique history which so much speaks to the developments of its present day status quo; this in some way has also determined their pace in development. For the university to play its role effectively one finds it necessary to discuss briefly the problems faced by African cities such that, the university can be poised in the right platform of analysis in its role if it does in anywhere address those real practical day to day challenges. African cities though different from each other share similar challenges such as; colonial inheritances of poverty, underdevelopment, socio spatial inequality and informality as well as coping with globalisation (Myers, 2011:28). Davis (2005:1) argues that African cities are characterised by jobless growth, a kind of expansion that happens without economic growth. He views African urbanism as comprising of pollution, excrement and decay qualifying his notion with examples of Kinshasa, Luanda, Khartoum and Dares-alam which are growing ‘prodigiously despite ruined import-substitution industries, shrunken public sectors and downward mobile middle class.

However Oldfield and Parnell (2014:3) strongly argue that resource limits, poverty, informality and growth are not the preserve of the south but is an experience that is shared globally. On the contrary Gantscho (2008:10) argues that because urbanization in Africa has not contributed proportionately to growth in GDP per capita, poverty in the region is becoming predominately an urban issue. At present, a third or more of urban residents in Kenya, Malawi, Mozambique, Nigeria and Ethiopia live in poverty (Kessides, 2005). Simone (2004:314) however tones down the argument and suggests that urban Africa has to do with how peripheralised citizens create and re-create ‘a new urban sociality even under dire conditions. Several studies both post-structuralist and African thought emerge with emphasis on informality , invisibility, spectrality, geographies of connectivity, movement, fluidity, flexibility as relevant in the creation of African urban areas.



Parnell et al. (2014:78) argues that the colonial policies of indirect rule and separate development had profound consequences for urban development, especially in Africa. The scholar advances that the laws governing land tenure were especially significant, as the 'colonial masters' reserved to themselves the right to 'set aside' land required for 'public purposes' such as 'government camps or stations' and 'establishment of townships' (Kenya Townships Act 1902, quoted in Home 2012: 7). This bears a strong effect in the present day urban structure of the African cities. Watson in Parnell (2014:102) also advances this argument by stating that rigid and out-dated urban planning systems, inherited from previous colonial eras, have been a major cause of development problems in southern cities. These have contributed to inefficient and fragmented cities that leave the poor spatially excluded and marginalized. The urban poverty phenomena in Africa reflects the existence of dysfunctional economic and institutional structures. This is illustrated by the urban population which is basically dependent on cash income for all goods and services. Hence macroeconomic shocks tend to hit the urban poor harder. This phenomenon has been exacerbated by income inequalities among city dwellers (Gantsho, 2008:11). This causes the poor to find that the only way to survive in cities is to 'step outside' of urban laws, then the inevitable result is growing informality especially in the rapidly growing and unregulated peri-urban areas of cities (Watson In Parnell ,2014:102).

Scholars agree that If the current economic and population trends remain unchanged, the urban population will grow at an annual rate of 2.9 percent by the year 2030. This implies that the African region shall experience the fastest rate of urbanization in the world, without economic growth necessary to accommodate the urban population (Gantsho, 2008:10). The world bank report predicts that , half or more of the urban residents in countries such as Benin, Kenya, Mauritania, Mozambique, Nigeria and Senegal will live in poverty by the year 2025 (World Bank, 2001).

Gantsho argues that;

*African Governments need to adopt urbanization theories to the specificities of their predominantly agrarian economies. If industrialization is a necessary prerequisite for sustainable urbanization and economic development, then for the predominantly agrarian economies of sub-Saharan African countries, a two-pronged approach targeting both the rural and urban economies is needed to build and establish*

*optimum balance and linkages between them. Neither urban nor rural development should be advanced at the expense of the other; both must be developed hand-in-hand to optimise synergies between them by addressing demographic dynamics, health, education, and forward backward linkages in agribusiness development (Gantsho,2008:25).*

Turok in Parnell et al. (2014:123) argues that urban growth is not automatically or inevitably a progressive force because the negative effects can outweigh the positive, but with careful advance planning and investment in appropriate infrastructure it can contribute to fairer and more durable development. Gantsho (2008:11) argues that poor public services and city management obstruct economic growth in Africa. This is also advanced by Kessides (2005) who stipulates that African “cities have clearly not lived up to their productive potential because of widespread neglect and bad management”. Rapid urbanization and failing economies are expected to put great stress on the ability of local governments to efficiently manage their cities (Gantsho, 2008:11).

Brennan (2004:29) indicates that despite the increasing level of informalisation in Africa, studies have shown that demand for higher education has continued to rise. Thus the challenge of African urbanization is not about the rate at which Africa is urbanizing, but the lack of appropriate planning and growth management tools to take advantage of the urban growth (Gantsho,2008:13). Banks (2011:15) argues that that it is imperative to pay attention to the creation, character, charisma and spirit of urban settlements to understand African cities better than simple focusing on mobility, networks and social connectivity. What Eurocentric writers perceive as the problem of the informal sector is defended by Africanist scholars as creativeness and innovative ways of survival in an environment with no broad sustainable economic base for them hence the creation of their own informal sector which feeds to the main economy and therefore indirectly keeps the city economy flowing. This places the university in a key position to play a major role in coining alternative development strategies that can also accommodate or improve/formalise the informal sector economy. Some of the governments in developing countries are anxious to retain the ability to use universities as key instruments to build up national capacities (Brennan, 2004:20).

## **2.4 Universities in African Development**

Universities are key institutions in the development of African cities, as they are the major suppliers of the human capital that holds the economy of the city. There is an increasing argument that higher education has been a major agent in the development of the more advanced economies (Bloom et al., 2005). The university in Africa has also contributed greatly as an agent of change in the historical socio-political arena. It has previously played an essential role in grooming ideologies of liberation movements (Badat, 2010:2). The university hereafter independence played an essential role of being a developmentalist institution in the African states (Mohamedbhai, 2012:5). In the developing countries that have not attained threshold conditions in health and education, or have severe inequalities of access such as South Africa, it is impossible to ignore issues of human and social development, of poverty reduction and equitable distribution when promoting university's role in development (Kruss, 2011:4). Studies also show the importance of mobilising science, technology and innovation to address problems of health, environmental sustainability and agricultural productivity as a priority and key challenge (Conway & Waage 2010). This reveals the critical significance of the university's role in social and economic development.

The role of the university has been a subject of much discussion in Africa today. Continuing concern that universities address problems caused by the technological changes that have affected the political and socio-economic order in African society have increased interest in the role of the university in development. Failing to cope in an effective way with such changes has led to a disenchantment among legislators, parents, students and the general public about the relevance and quality of university education today (Mosha 1986:1). The 'Accra declaration' elevated the importance of the university in newly independent African countries and declared that all universities must be 'development universities' (ibid.). The Accra declaration was agreements that were made in July 1972, by the Association of African Universities in a workshop in Accra which focused on 'the role of the university in development' (Yesufu 1973). With much controversy the participants agreed that such a task could not be left to academics alone; it thus stipulated that it was the responsibility of governments to steer universities in the development direction (Cloete et al. 2015:7).

Mosha (1986:1) indicates that most of the African countries embarked on establishing at least one national university soon after independence. The major purpose for the university was and still is playing a pioneering role in addressing challenges of poverty, hunger, illiteracy, unemployment, social disorganisation, low production and diseases. This the scholars argued

were results of underdevelopment which appeared to be common on the African continent. On the other hand Brennan (2004:11) depicts that, “universities have historically played a major role as ideological apparatuses, they have been mechanisms of selection and socialisation of dominant elites. They also engage in scientific research and the most traditional function of training a skilled labour force.” Mosha (1986:3) quotes Nyerere defining a university as an institution of higher learning, a place where people’s minds are trained for clear thinking, for independent thinking, for analysis, and for problem solving at the highest level. Modernisation theories emphasise stages of development. According to Rostow at an earlier stage low-income countries were on the same trajectory of economic growth as high-income countries. Technological developments aided the latter to advance faster than the African countries. According to this theory universities are critical agencies of modernisation and development in backward countries (Arnove, 1980:54). Wandira (1981: 256) cautions that the African continent is vast and its problems are diverse hence the role of its universities cannot be entirely the same. Although the scholar does however acknowledge the sharing of greater problems such as poverty (hunger, disease and illiteracy), which are the major obstacles to development. Thus cooperation between governments and higher education institutions could lead a more rapid solutions. It is limited severely to focus on universities’ roles in economic growth and development, without sufficient attention to human and social development (Kruss, 2011:5).

Mosha (1986:8) propounds that, “African universities have three primary roles that must be undertaken in order to enhance national development. These roles are the pursuit of learning; preparation for service; planning, organising, implementing, and evaluating research; disseminating results; evaluating their impact, and effecting changes in research and consultancy activities.” On the contrary other scholars however point that Higher education in developing countries has suffered neglect because of the World Bank policies that discouraged investment in higher education for a long period. This was based on a general assumption that higher education has no significant effect on economic growth, equity, poverty reduction and social development in developing countries (Tilak, 2003:1). Cloete et al. (2015:8) stipulates that it was during this era that based on the infamous ‘rate of return to investments in education’ the World Bank concluded that development efforts in Africa should be refocused to concentrate on primary education. When the Bank realised this position was unsustainable, they modified it to arguing that universities should be trimmed down and restructured to train graduates only in the skills that the market required (Mamdani, 1993).

Brennam (2004:17) argues that scholars must acknowledge that universities play multiple roles, both reproductive and transformative. Within individual institutions, even within individual academic departments, roles played may be multiple and contradictory. ‘Universities must be “citadels not silos”, defending communities around them rather than being inward- looking, if they are to actively advance global development goals’ (MacGregor & Makoni 2010), and that universities must ‘orientate their activities more directly towards supporting UN Millennium Development Goals’ (Cloet et al. 2014:12; MacGregor, 2010). Brennan (2004:18) propounds that another critical role for universities is providing ‘protected space’ (temporal, physical, intellectual and political) to allow people, individually and collectively, to think the unthinkable, to push the limits of the possible, to reflect and re-assess. Not quite an ‘ivory tower’ perhaps, but a safe environment set apart from the interests, orthodoxies and pressures of the day.

Almost all sub-Saharan African universities are struggling to improve their academic research productivity with little success (Hayward, 2015:2). In arguing for teaching and learning to be more innovative in their approach, Van Staden made the point that students of today learn “differently”, an observation reinforced by Professor Neal King, president emeritus of the International Association of University Presidents, who said that the advent of the “digital native” (technologies) represented a “new age” in education (Dell, 2016:5). Professor King further argues that the field of neuropsychology is now grappling with early evidence that incoming students process information differently to their predecessors. He advances that the new generation of student is neurologically hardwired differently and, as a result, out of sync with the professoriate and other traditional stakeholders in higher education (Dell 2016:5).

We live in a global knowledge economy and in societies based on processing information, which is a primary university function. This implies that the quality, effectiveness and relevance of the university system will be directly related to the ability of people, society, institutions, to develop (Castells 2009: 1). Thus Professor King maintains that, there is need to support individuals in adapting to the new era without losing sight of a broader vision of higher education opportunities for everyone Dell (2016:5). However scholars maintain that higher education remains the best, and in most cases, the only institution capable of knowledge production in Africa, in spite of its many weaknesses, and emphasise the importance of efforts to revitalise higher education, especially the research and knowledge production functions Hayward (2015:1). This goes to show the long journey still ahead of many African universities to meet expected developmental impact in their cities and countries.

## **2.5 Overview of SA Higher Education**

Higher education in South Africa is the key factor that determines the success of individuals who have an impact on the development of the country (Ramdass and Kruger, 2009:4).

Since the end of apartheid, the South African higher education and training system has experienced expansion and widening access to a more diverse student population (Puukka et al.2012:17). Higher education is an integral element to development in a modern economy (CHE, 2016:17). In as much as the enrolment has improved, attainment levels remain low, 4.3%, (OECD Education at Glance 2011) and the gaps between population groups significant. The share of black students in South African universities increased from 49% in 1995 to 63% in 2007 and is presently sits at two thirds of the total number of university students. The overall higher education (excluding training) participation rate of 2004-07 stagnated at 16%, with African and Coloureds featuring about 40-30 percentage points lower participation rates (both 12%) than White (54%) and Indian (43%) students. Although 63% of all enrolled students are blacks in public universities Many of them drop out and only 57% of them graduate (Puukka et al. 2012:17).

Habib (2016:3) stipulates that for universities to lead social change, they have to exist within a higher education system that is responsive to the diverse and multiple needs of the economy and society. Dell (2016:1) indicates that, “as reflected in the theme of the 9th Annual SATN Conference – “Partnerships for Innovation and Development: Making it happen. Making it matter” – universities of technology have embraced the concepts of entrepreneurship and innovation as some of the best tools available to tackle South Africa’s socio-economic challenges of unemployment, inequality and growth”. The new policy framework of post 1994 proposed higher education institutions as central sites of knowledge production and technological innovation that should become more responsive to social and economic needs. However, the bias of innovation policy and literature has been focusing primarily on the response of the university to economic needs and promotion of global competitiveness (Kruss, 2011:5).

The goal of the Council on Higher Education is to increase understanding of the role of universities, and the unique contributions that higher education makes to individuals and to society (CHE, 2010:5). The South African Higher education is mandated to enhance national economic competitiveness within a global knowledge-driven economy, although, unlike in many other nations, that role is situated in the context of transformative goals as stipulated by the White Paper of 1997. Thus the universities are expected to be responsive to the needs of

society by producing relevant knowledge and socially committed graduates to contribute positively to the development of the country. This is based on the assumption of a strong link between knowledge production and economic and social development, hence the need to ‘catch up’ in developing high-level skills to increase its international or global competitiveness (CHE, 2016:20). The South African Constitution, demands that its public institutions simultaneously address the historical disparities left by Apartheid and build a collective national identity as well as being both nationally responsive and cosmopolitan at the same time. Managing the balance between these competing imperatives is then the real challenge confronting executives in South Africa’s universities (Habib, 2016:3).

Finding ways of building mutually beneficial ties between industry and universities as a means to produce quality graduates has been a leading debate in Higher education institutions. However a sense of urgency has been noticed as the country with high rates of youth unemployment (Dell, 2016:1). Kruss (2011:8) notes that a shift in innovation policy implementation from the predominant ‘frontier science’ disposition and towards harnessing science and technology for inclusive development has become increasingly evident, away. He gives an example of “NACI which has created an innovation for development group, and DST focusing on human and social dynamics of innovation, promoting community-based technology transfer aimed at poverty eradication, based on partnerships of universities with science councils, government agencies and other development organisations (DST 2008: Target IX)”. The OECD (2007) critique that the policy mission of ‘technology for poverty reduction’ had been poorly implemented stimulated the new thrust towards ‘broad-based social innovation’. Higher education policy was, a decade ago, introduced competitive-bid funding through the National Research Foundation (NRF) and which thus channelled funding to high-priority research areas; which brought a new focus on industry collaboration and public-private partnerships through THRIP. The Technology and Human Resources for Industry Programme (THRIP) is a research and development programme of the DTI and NRF which supports an average of 235 projects per year (CHE, 2016:35).

After the fall of apartheid the government decided to merge together the Universities and Technikons. This however had a profound effect in the general contribution of High Education to development as the amalgamation process came with its own challenges. Ramdass and Kruger (2009:16) depicts that the merging of universities and technikons has caused problems in higher education. These include demoralization of employee confidence as they seem to be lowerly regarded by their colleagues. Some suggests that the university has totally taken over

the technikon and this affects the entire teaching and learning process and service delivery in organisations. The scholar further states that university has implemented its processes in the technikon environment with some of the Programmes being phased out due to lack of lecturers. Service delivery is a matter of high concern in High Education Institutions, as they have become much larger to handle and communication has become difficult through several layers of hierarchy (Ramdass and Krugger, 2009:18). South African will not make much progress as long as its universities and higher education institutions do not learn to work with each other. Such partnerships must be clearly directed to eliminating the racial and linguistic divide that has traditionally defined the evolution of the higher education system (Habib, 2016:11).

CHE (2016:18) states that in the past it was relatively comfortable at the time for universities to align themselves with the national project of building a developmental state. However the shift from RDP to GEAR is one of the major factors influencing the development of higher education policy. Previous alignment of higher education with the new ideals of reconstruction and development has shifted to a more complex environment whereby higher education is now perceived as a vehicle for the advancement of a knowledge economy which repositions the relationship of higher education and government. Kruss (2011:9) also reiterates that for the past decade, the trend was for higher education and innovation policy mechanisms to operate on separate parallel paths, a dichotomy that weakens the national system of innovation. This compromised the development contribution effort of higher education. Habib (2016:8) lashes out at the government and argues that politicians often complain about lack of African professorate in South African universities while neglecting the systemic interventions and investments required for this to happen. The scholar states that for the past two decades the government has not provided adequate support for Masters and PhD students, and hence without Black postgraduate students, they cannot be black lecturers nor black professors.

## **2.6 Impact of Universities in South Africa: An Overview**

Having engaged the discussion of universities and their role as well as the concepts by which they contribute to the development of their cities, we shall forthwith give an example of a few institutions in South Africa. Nel (2011:2) depicts that, “there is a great interest in understanding the economic impact of universities and the need to reward and encourage universities to enhance their interactions with business, industry and the public service in an effort to contribute to economic growth and competitiveness”. However measuring impact is not a simple task, in as much as there has been some new roles universities play in economic



development, metrics and indicators do not reflect the varied and multidimensional activities contributing to economic development (Uyarra 2006).

Brennan (2004:17) stipulates that the role of universities in marking certain features of knowledge as sufficiently valuable to be investigated, passed on to others and preserved for future generations may be at the heart of questions about the impact of universities. Definitely, it has profound implications for the contribution of universities to social change. Other scholars speak of another form of impact that which is not economic but is negative and is of environment, it also is very complex to measure. Currently there is inadequate indicators existing to evaluate teaching and research activities, but less so in other areas such as the engagement function and aspects such as cultural development and sustainability. There is a need for a much better appreciation of the wide range of activities and impacts of universities since the current set of metrics is not sufficient to deal with the full extent of interactions between universities and their environment (Nel, 2011:2).

The question of placement is central to the long-term impact of higher education. The placing of graduates in 'top' political and market positions offers opportunity for the values and world views of these people to have a powerful effect on the future direction of the society. Depending on the characteristics of the graduates, the economy may be more efficient, the state may be more benevolent, the culture more rich etc (Brennan 2004:18). Thus universities must carry out on-going institutional research of both qualitative and quantitative nature to assess trends and progress made and ensuring that evidence-informed strategies are implemented in respect of enhancing the capacity of the universities to contribute meaningfully to economic development (Nel, 2011:3).

### **2.6.1 NMMU (Nelson Mandela Metropolitan University)**

In this university I shall use the detailed report of De Lange (2012) on the engagement activities of the NMMU University. The engagement activities of this institution are classified into four categories: community interaction, service and outreach; teaching and learning; professional/discipline based service provision; and through research and scholarship (De Lange, 2016:7). Lazarus et al. (2008:20) reiterates that, "universities should be encouraged and supported to take seriously their responsibility to inculcate the notion of citizenship in students through integrating community service into mainstream academic programmes." The engagement activities falling within these categories are often interdependent and integrated (De Lange 2012). The university has championed and now hosts the Nelson Mandela

Bay/Cacadu District Municipality Regional Innovation Forum which aims to stimulate, support and promote innovation in the Eastern Cape.

Ramdass and Kruger (2009:19) emphasizes that it is important to acknowledge that universities do not exist in isolation. The most important stakeholders are industry, the government and civil society. Industry is the primary consumer of talent and technological innovation. In the same vein NMMU established Propella in 2015, the NMMU technology and business incubator. This was done by Inno-volve a wholly-owned commercialisation company of the NMMU in collaboration with a private sector business support company (De Lange, 2016:14). In support of this view Habib (2016:12) states that partnership must encompass the very core activities of the universities and be directed towards joint degrees, combined teaching programs, joint research initiatives, support for the building of institutional capacity, and enabling the mobility of staff and students. This incubator aims to stimulate and support technology based innovation companies in Nelson Mandela Bay. It is funded through a partnership between the NMMU and local corporates. Propella supports also creative arts entrepreneurs at a satellite incubator on the NMMU's Bird Street campus, in Central, the heart of Port Elizabeth's developing cultural precinct (De Lange, 2016:14). "Much of what could be considered the NMMU's development - related activities fell under the engagement mandate (De Lange, 2016:3).

NMMU being the only university in the city, with six campuses situated across the Metro, is one of the largest property owners, rate payers, revenue generators, employers and procurers of goods and services thereby contributing greatly to the city economy. It has actively positioned itself as one of the city's 'anchor institutions' that can effectively attract economic development and contribute to the regeneration of the city (De Lange 2016:15).. Lazarus et al. (2008:5) depicts that community engagement can take on many different forms and shapes within the context of higher education. The university has partnered with the Nelson Mandela Development Agency on a number of urban regeneration and public art projects with success in building the inner city centre and bus station; Donkin precinct in Central; the township economy; and projects linked to the development of the Seaview, Fairview and Joe Slovo informal settlements (De Lange 2016:15). It is also involved in the regeneration of the precinct around its Bird Street campus in the suburb of Central and the area surrounding its Missionvale Campus (De Lange 2016:15).

Through its on-going engagement and partnerships with local and regional government and other stakeholders, the NMMU has managed to gain support for what can be called its 'enlightened self-interest projects' which will also make a positive contribution to the local economy (De Lange, 2016:15). Community engagement allows almost any type of mutual linkage. In seeking to elaborate a working definition of community engagement (CHE, 2007). These mega projects include State approval of a Medical School which will involve partnering with the two hospitals situated close to its Missionvale Campus. The other project is the establishment of a Marine and Maritime Faculty of which the campus will be situated on property situated next to the university which it purchased from the CSIR. As part of this process the NMMU, the South African Marine Safety Authority, the Department of Higher Education and the Department of Transport worked in partnership with other academic institutions and the maritime industry to establish the South African International Maritime Institute (SAIMI) which is based at its Bird Street Campus (De Lange, 2016:15).

De Lange (2016:15) states that in terms of regional development, in 2015 the NMMU signed five year MOU's with the O.R. Tambo District Municipality (Umtata region) and the Mquma Local Municipality (Butterworth region). The partnership is aimed at capacity building of municipal councillors, traditional leaders, ward committees and municipal officials as well as the provision of consulting services, policy development and research. CHE (2010:28) states that the challenge of integrating community engagement into the body of the university does, however, depend on the development of community-based research as a source of new 'scientific' knowledge, if community engagement is to find a consolidated home within modern universities. According to De Lange (2016:15) the majority of the projects show a strong commitment to place and are shaped by the region the university is situated in. The projects are mainly locally focussed in the Nelson Mandela Metropole and its immediate periphery, particularly with government, industry and disadvantaged communities. Some projects have a regional focus, with a few having a national reach, these include projects falling within the, Strategic Energy Technologies, Sustainable Human Settlements and Ecology Biodiversity Conservation and Restoration and Earth Stewardship focus areas. Senior academics are mainly involved with engagement activities and the most prevalent sources of project funding are government departments and agencies (58%), Industry (29%), Foreign Donor Agencies (3%) and NMMU (10%) (De Lange 2016).

Some of the added projects and activities include the following; *Missionvale Care Centre (MCC)* The MCC is situated close to the Missionvale Campus and has an excellent track record

of serving the Missionvale community through the provision of schooling, clinic services, home-based care, feeding schemes and a range of other outreach programmes. De The partnership includes capacity building of MCC staff and services provided by nursing, social work, psychology, education and agriculture students and staff, as well as the provision of wireless connectivity to the Centre and surrounding schools, *Health in Action Programme* Is a partnership between a section 21 NGO, the Eastern Cape Department of Education and the NMMU aimed at promoting nutrition, healthy lifestyles, food security and active play at 30 primary schools within the Metro. *Science, Mathematics and Technology Education Projects*. The projects are offered by three entities: Govan Mbeki Mathematics Education Unit; Science Mathematics and Technology Education Unit; and the Advanced Mechatronic Technology Centre as well as the SANRAL Science Education project. The interventions are aimed at increasing science, engineering and technology diploma and degree enrolments as well as upskilling of educators. Linked to these initiatives is the provision of wireless connectivity to disadvantaged schools (De Lange, 2016:17).

Some of the development initiatives of the university are; *Advanced Mechatronic Technology Centre*. This is an Engineering Faculty and specifically the Centre has developed longstanding partnerships with Metro based industries. The Centre is comprised of a number of units providing training, testing, research, consultancy and problem solving services to the Eastern Cape automotive manufactures and component industries. Included in the Centre are the Volkswagen-DAAD Chair of Automotive Engineering, General Motors Chair in Mechatronics, and Merseta Chair in Engineering Development, Ford engine testing facility and the Festo and Siemens training units. These training units provide internationally accredited training linked to the automotive industry. In 2015 the Centre was tasked to develop a Marine Engineering programme and to support further research in the field of Marine Engineering (De Lange 2016:18).

### **2.6.2 The University of Fort Hare (UFH)**

The university continues to fulfil its mandate in the core areas of teaching/learning, research and community engagement. Teaching and learning in the various disciplines is accompanied by a ground-breaking transdisciplinary module in Life Knowledge and Action done by all first year students (UFH, 2016:5). The university has, since January 2004 incorporated a new campus in the city of East London, formerly a campus of Rhodes University. This momentous occurrence in a new bigger functional environment presents challenges as well as strategic opportunities for the calculated expansion of UFH into new markets, empowering it to play a

catalytic and stimulating role in the development of the Buffalo City region (UFH, 2016:38). The above quote indicates a strong sense of optimism which presented itself in the opening of the East London Campus showing its commitment to playing a catalytic role in regional development.

The University of Fort Hare can be said to have played a key role of development in East London since its inception of its East London campus. This has been realised through infrastructural development which saw the building of the Nursing Health Sciences block and the recent two mega structures of a Joint Venture Library for UFH, WSU and UNISA as well as an Early Childhood Development center. The East London campus, has trebled in size in the past decade, despite a critical lack of facilities, faculty buildings and residences. Fort Hare aims to build a fully-fledged metropolitan campus in the city in future (Bank, 2014). The infrastructure investment has improved the image of the city and serves as an attraction for potential investors and businesses to open around these new structures. One also observes that the student population serves as a major injection to the economy of the city of East London through rentals, grocery and entertainment. The university has also enlarged its city foot print with lease arrangements that has made it take a significant number of flat buildings in Quigney area for student residences thereby contributing to development. The university East London Campus area of focus in this study has an office of Community Engagement. A lot of projects of economic value that engage the community, government and industry are carried out by the Fort Hare Institute of Social and Economic Research (FHISER). This is a multi-disciplinary research institute focusing on critical social, cultural and economic research issues in the Eastern Cape and the Southern African region (UFH, 2016:213).

### **2.6.3 Alice Campus Community Engagements Efforts**

The University has contributed to regional development in Africa as a whole in the sense that it prides itself with a rich history of grooming heads of states and influential politicians. Bank (2014) reports that;

*to understand the other side of the Fort Hare performance equation, one has to recognise the historic connection between the university and the bureaucracy. Since 1916, Fort Hare has always been more of a college for the production of African public servants — teachers, social workers, nurses and administrators — than a high-end research and postgraduate university. To its credit, Fort Hare has produced five African heads of state: Seretse Khama (Botswana); Robert Mugabe (Zimbabwe); Ntsu Mokhehle (Lesotho); and Nelson Mandela and Thabo Mbeki (South Africa). It has also*

*produced its fair share of leading African intellectuals. Since the mid-1990s, the university has perpetuated its historical role.*

The Alice campus serves as the headquarters of the University of Fort Hare and is much bigger in size, although being hosted by a small rural city. Its surrounding community is largely poor and survives on farming, hence the university has done a number of significant projects that seeks to improve their farming methods or process their harvests in order to give them access to the economy. Below is a picture of one such example where students engage with the community of Nkonkobe district and interact with them over conservative practices.



Figure 2.1: Small-holder farmers, UFH staff and others view maize grown using conservation agriculture practices at the UFH research farm near Alice (GMRDC, 2015:11).



Figure 2.2: Beekeeping Farmers: Beekeeping practices FORT Hare researcher Amon Taruvunga has been awarded a grant from the National Research Foundation to research and map beekeeping practices in the province and, criti-

cally, to train local farmers in optimum commercial beekeeping.

Taruvigna, a lecturer in the Department of Agricultural Economics and Extensions, had previously researched the various strategies Eastern Cape farmers are adopting to adapt to climate change, including switching to drought resistant crops and indigenous livestock breeds, which are more tolerant to water stress, under the CIRCLE program funded by DFID/UKaid (GMRDC, 2016:9).





Figure 2.3 I.T Literacy Access: Extensive research was conducted into designing an intervention aimed at bridging the digital divide which was sensitive to socio-cultural considerations. The team insisted that unrestricted and full access to the internet was a prerequisite for allowing communities to reap the full

benefit of internet access (GMRDC, 2013:10). This figure 2.3 picture depicts an adult being oriented to Information technology. The UFH gives access to computer services for community members.



Figure 2.4: Fort Hare Nguni Cattle Project (GMRDC, 2013:14).

The Nguni Cattle Project has been operating at the UFH in the Eastern Cape province, the University of Limpopo (Limpopo and Mpumalanga provinces), the University of the Free State (Free State and Northern Cape provinces), the

University of Zululand (KwaZulu-Natal province) and North West University (North West province) for some years now. Three of the universities are DRUSSA participants, namely the Universities of Fort Hare, Limpopo and the Free State. In the Eastern Cape, this joint project between the Eastern Cape Department of Rural Development and Agrarian Reform (DRDAR), the IDC and the UFH has significantly contributed to rural development, knowledge generation, human resource development and improved incomes. So far, more than 70 communities have benefited since the project's launch in 2004. But it is not only rural communities that have benefited. The project has demonstrated the efficacy of

university/community engagement in one of the poorest provinces in the country. It has provided fertile ground for research and the University has produced and continues to produce PhD and MSc graduates from it (GMRDC, 2013:14).

There is other many other projects of community engagement that the University of Fort Hare is involved with in the rural community of Nkonkobe district, but the mentioned examples are sufficient. These above mentioned projects all speak to development as they improve the conditions of people from bad to better and feed them so as to eliminate hunger and poverty, with those goods that they manage to process they then get income from selling. This contributes to the rural and development of the economy of Alice Town. These agricultural projects have improved livelihood and given a source of income for the community around the University all through the community engagement model.

## **2.7 Conclusion**

This chapter looked at the role universities have played in Africa and discussed the common problems facing African cities. The chapter also went on to give examples of universities developmental activities with host communities to illustrate how South African universities play their role in city development. The next chapter shall focus on methodology, and will seek to explain the data gathering process.



## **Chapter Three: Research Methodology and Methods**

### **3.1 Introduction**

This chapter is focusing on the methodology used to assess the University of Fort Hare initiatives in the city and its community. The sampling technique employed was purposive sampling. The study used in-depth semi structured interviews to gather its data. The study sought to answer how the UFH is responding to the changing role of universities and gathered what relations exist between the university and the city and what impact it has made in East London. The data was then thematically analysed.

### **3.2 Research Approach**

This study employed a qualitative research approach. “Qualitative research is the search of what meanings people attribute to the experiences, situations and circumstances. This approach focuses more on words and text as opposed to numbers as is the case in quantitative research (Hesse-Biber and Leavy, 2011:4)”. Strauss and Corbin (1990:17) define qualitative approach as, “a study that brings findings that are not obtained by quantification or statistical procedures. Qualitative research according to Creswell (1998) entails an enquiry process of understanding and investigation into specific social or human problems, based on building complex, holistic pictures of issues under investigation. The prime purpose of a qualitative research approach is to describe and clarify experience as it is lived and constituted in awareness. It deals with the *life-world* as it is lived, felt, undergone, made sense of, and accomplished by human beings (Schwandt 2001: 84). Furthermore, qualitative research is used to study an occurrence within the environment in which it naturally occurs and supported by social meaning from the individuals who were subjected to the occurrence (Denzin and Lincoln, 1994:2)

The study chose to use qualitative research because of its naturalistic approach that seeks to understand phenomena in context-specific settings, such as "real world setting. The researcher does not attempt to manipulate the phenomenon of interest" (Patton, 2002: 39). Qualitative research seeks understanding, illumination and extrapolation to similar situations whereas quantitative research seeks causal determination, prediction, and generalization of findings, (Hoepfl, 1997). In the same thought Elliott and Timulak (2005:1) states that, “Qualitative research requires emphasis on understanding phenomena in its own right rather than from an outside perspective and uses open exploratory research questions rather than closed-ended hypotheses.” The methodology serves as a paradigm that guides the study throughout the research experience, which is however flexible and not rigid and can be altered during research

(Hesse-Biber and Leavy, 2011:6). It is upon this basis that qualitative research was deemed the ideal research method to apply in this investigation.

The researcher also employed the qualitative approach because of its descriptive capability which brings a deeper understanding to the subject under study. It explores a social or human situation and gives a researcher a holistic picture through the analysis of words and reports detailed views of informant...the study is conducted in a natural setting (Creswell, 1998:15)". Denzin and Lincoln (2000: 3) in the same thinking notes that qualitative research can be used to address questions relating to how social experiences are created and/or given meaning, which then creates illustrations of the experience within a specific environment and makes that experience visible. Bhattacharjee (2012) believes that employing an interpretive paradigm is the more productive way to study social order and that it is achieved through "subjective interpretation of participants involved, such as by interviewing different participants and reconciling differences among their responses using their own subjective perspectives".

Qualitative methods are specifically constructed to take account of the particular characteristics of human experience and to facilitate the investigation of experience (Polkinghorne, 2005: 138). Bhattacharjee (2012) describes qualitative analysis as the analysis of data (e.g. data from interview transcripts) and "heavily dependent on the researcher's analytic and integrative skills and personal knowledge of the social context where the data is collected" whilst quantitative analysis is "statistics driven and largely independent of the researcher". However, in qualitative analysis, rather than explaining or predicting; sense-making must be the emphasis in order to understand the experience. For researchers using qualitative analysis, it is imperative to have a creative, ethical, investigative and participant-in-context attitude (Miles and Huberman, 1984). Thus it mainly focuses on understanding, describing and clarifying social experience. Qualitative research therefore calls for the collection of full-intense inundated descriptions of the experience under investigation (Polkinghorne, 2005: 139).

In the same vein Merriam et. al. (2015:3) indicates that qualitative researchers are more interested in how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. Communication and interpretation are considered cognitive and interactive processes that can be tacit and subconscious whilst occurring within a specific context. If reduced to quantitative measures, such processes would not be capable of maintaining their embedded and essential features (Van Esch et. al.2013:5). Braun and Clarke reiterate this point by stipulating that qualitative research uses words as data collected and

analysed in all sorts of ways. Quantitative research in contrast uses numbers as data and analyses them using statistical techniques”, whereas, “qualitative research is a situated activity that locates the observer in the world consisting of a set of interpretive, material practices that make the world visible (Denzin and Lincoln, 2013:6)

### **3.3 Study Population or Research Setting**

My study population was mainly the staff members of the University of Fort Hare and two participants representing business and industry as well as one government department. The target population was head of departments, directors and deans. It was however not plausible to get participant of similar job descriptions, however precautionary measures were taken in situations where the intended participant was not found that the secondary participant was well informed and a credible source of information for the department in interest as was the case with the Law Department. Efforts to get the Legal Office to give the researcher information pertaining to the Memorandums of understanding that the university has with organisations, companies and government were not fruitful. The legal office told the researcher that the information requested was confidential and could not be disclosed. Another major participant that could not be secured was a respondent of Mercedes-Benz Car manufacturing company. The efforts were met with a diversion and a referral to the website for all information. Many attempts to persuade the responsible efforts did not yield positive results.

### **3.4 Sampling Techniques**

The sampling technique in this study was purposive sampling. The primary purpose of sampling is to collect specific cases, events or actions that can clarify and deepen understanding (Neuman, 2000:196). A purposive sample is not selected randomly, but for some particular reason (McBurney, 2013:229). The study selected ten key participants who hold positions of leadership in their departments and companies. Purposive sampling is used in qualitative research as a common sampling strategy for the satisfaction of gathering saturated information. This criterion is employed as it assures the covering of central decisive aspects of the investigated phenomenon (Elliot and Timulak 2005:6).

Patton defines these rich sources as “those from which one can learn a great deal about issues of central importance to the purpose of the inquiry” (Patton, 2002: 230). Hence the researcher interviewed the Head of department for Social Work and Information Technology, Senior Administrator of Community Engagement, Deputy-Dean of Commerce and Management , P.A of the Dean of Law Department the Vice-Chancellor of UFH, manager of Foxtech Ikhwezi,

Eastern Cape NGO Coalition and Chief Executive Officer of Border Kei Chamber of Commerce) and manager of Social Development department (East London). The leadership respondents are key as they run all affairs of their organisations and departments, make decisions, approve projects, create partnerships with community and tend to have a collective overview of the work done by each of the units in their organisations or departments. This is why respondents were identified by the role they play to the experience being investigated, hence Polkinghorne (2005: 140) states that, “participants must be selected not based on the fulfilment of representative statistical inference but based on the ability to provide vast contributions to the structure and character of the experience under investigation”.

Anthropologists have long maintained that purposive sampling is logical as long as one seeks to discover what occurs, the implications of what occurs and the relationships linking occurrences (Honingmann, 1982:84). Purposeful sampling is based on the fact that the researcher wants to discover, understand and gain insight and therefore must select a sample from which the most can be learnt (Merriam et al. 2015:96). Patton (2002:53) posits that, “the logic and power of qualitative purposeful sampling derives from the emphasis on in-depth understanding of specific cases. In practice of course a researcher does not have access to an entire population. Nevertheless, a purposive sample is frequently preferable to a random sample. The main problem with purposive sampling is that an error in judgement by the researcher in selecting the sample may influence the results (McBurney, 2013:229).

In this study the researcher managed to secure the following participants Senior Administrator of Community Engagement, Deputy Dean of Commerce and Management, Head of Department of Social Work, Head of Department of Information Technology department, the Vice chancellor of UFH, and as for the Department of Law I could not get the head of department but however managed to secure a credible respondent the Personal Assistant of the Dean of Law, The Chief Executive Officer of the Border Kei Chamber of Commerce, the manager of Foxtech Ikhwezi Pvt Ltd, Eastern Cape NGO Coalition and the Manager of the government Department of Social Development in East London.

### **3.5 Data Collection Instruments**

The study used both primary and secondary sources in the pursuit of fulfilling the objectives set out. The secondary data helped in building up as part of literature review which helped the study position itself in a theoretical framework of engagement. The primary data was gathered through interviews in natural settings of the participants.

### **3.5.1 Interviews**

This research study conducted ten semi-structured interviews. Methods are the tools that researchers use to collect data from individuals, groups and texts in any medium. Sandra Harding defines research methods as a technique for gathering evidence (Hesse-Biber and Leavy, 2011:5). The interview sessions were conducted in a semi-structured format so as to give room for flexibility and follow-up on points of interest raised by the participants. The interviews were conducted on a one-on-one basis with every participant and they carried an in-depth aspect for the full understanding of the situation. Attention was paid to detail as the participants expressed themselves in a way they wished to be understood, thus the researcher could also understand their perspective on their role and engagement.

The qualitative interview method assumes everyone has a story to tell, thus the researcher was very attentive to the story of participants and gave them enough room to express themselves (Bogdan and Biklin, 2007: xiii). The interview questions focused on gathering the different roles that the university departments have played in their engagement with the East London community (Civil society-industry-Government). It was also important to gather the views of industry about the way they perceive the university in playing its role in the city and to what extent it is engaged with the business sector.

Hesse-Biber (2006) affirms this by stating that semi-structured interviews have a positive rapport between the interviewer and interviewee and they are a very simple, efficient and practical way of getting data about things that can't be easily observed (feelings and emotions, for example). This also offers the opportunity for complex questions and issues to be discussed and clarified. The interviewer probed areas suggested by the respondent's answers, picking up information that had either not occurred to the interviewer or of which the interviewer had no prior knowledge. The interview guide was critical in guiding the interview process so that it did not wander away from the relevant subject matter although this was not rigid on matters of interest. The notepad was good in jotting down critical elements of the interview process in point form so as to remember them. However it was also limited as the researcher was not fast enough to jot all the necessary points, thus he used a recorder to bridge that gap of weakness. The recorder was an added benefit as it helped the researcher recall a number of significant points that he may have missed to jot down and also revealed the emphasis on certain points by listening to the tone of the participant. The possibility of recorder malfunctioning or being damaged was covered by the researcher jotting down points on a notepad during the interview process in case the worst happened.

### 3.6 Data Analysis

The study used a qualitative approach and employed descriptive analysis in conjunction with thematic analysis. This sought to capture and present a descriptive analysis of the situation gathered on the ground and to present findings in a thematic approach. Dey (1993:31) defines data analysis as a process of resolving data into its constituent components, to reveal its characteristic elements and structure. Elliot and Timulak (2005:6) argue that, “qualitative research also requires flexibility during the analysis phase as well, with procedures developing in response to the on-going analysis.” The researcher used constant critical self-reflection with regard to the analysis methods and the emerging results. All steps of the analysis were taken prudently with much reflection. Dey also argues that in the absence of analysis, people tend to lean on intuitions and impressions about the data entirely. However in as much as intuitions and impressions count, there is greater benefit in using the more logical and rigorous procedures of analysis. The analysis of data, seeks to describe the experience and interpret it in understandable terms (Dey 1993:32).

The first step of analysing data in this study was preparation. This step took recorded data from a notepad and a voice recorder and transcribed it. The notes were interlinked with the transcripts and a third narrative approach was used for the purpose of distinguishing the response of the informant from the researcher’s voice. Elliot and Timulak (2005:7) emphasise that in this stage of analysis, the researcher must read the whole data set, in order to get a full understanding of phenomena under study. Thus the researcher delved in his gathered data and synthesised it for deducing plausible meanings speaking to the research topic, questions and objectives. This began to facilitate insights and understandings which were written down as notes. As much as quantitative research credibility depends on instrument construction, in qualitative research, “the researcher is the instrument”. Patton expounds that in this situation;

*where quantitative researchers speak of research reliability and validity, they are usually referring to a research that is credible while the credibility of a qualitative research depends on the ability and effort of the researcher. Though validity and reliability are treated separately in quantitative studies, these are viewed to relate to each other in the qualitative research. Thus qualitative research employs vocabulary that encompasses both, such as trustworthiness, transferability and credibility (Patton, 2002:14).*

The next phase was categorizing the data into distinctive themes or meaning units. These are elements of the data that communicate adequate information in few words thereby providing meaning to the reader. Thematic analysis facilitates the understanding of the structure of meaning in the qualitative data (Glesne & Peshkin, 1992:8). Elliot and Timulak (2005:7) argue that the length of the unit depends on the researcher because, the longer unit is, the bigger the number of meanings it contains but the clearer its contextual meaning will be. These meaning units are the frame by which the data is analysed. It is however good for them to be traceable back to the full data protocol. This helps in cases where there is need for clarification of any item from the context (Elliot and Timulak, 2005:7).

Thematic analysis has been identified as one of a range of potential methods for research synthesis alongside meta-ethnography (Braun and Clarke 2006, Silverman 1997). Boyatzis (1998: 4) states that thematic analysis is “not another qualitative method but a process that can be used with most, if not all, qualitative methods...” The analysis takes the form of three stages which overlap to some extent: which are the line-by-line coding of the findings of primary studies; the organisation of these ‘free codes’ into related areas to construct ‘descriptive’ themes; and the development of ‘analytical’ themes (Thomas and Harden, 2007:7). Logically, different sets of meaning units describe different aspects of the phenomenon. Consistent with this practice, Hill *et al.* (1997) recommend sorting the data into domains that provide a conceptual framework for the data, referred to in grounded theory as *axial coding* (Strauss and Corbin, 1998).

### **3.7 Research Delineation and Limitations**

The focus of this study was limited to the University of Fort Hare-East London Campus and those companies and government departments operating in East London. The study did not deal with perceptions of other Universities in East London but solely focused on information concerning the University of Fort Hare. The study has not been detailed enough to the level of generalisation of findings due to limited resources and time frame hence it gathered the perceptions on the role played by UFH in the city of East London.

### **3.8 Ethical Considerations**

Interviews were conducted with prior consent and appointment with participants. Informed consent is the right of every individual when participating in research (Couchman and Dawson, 1990). This is important for participants to weigh any potential risks with the benefits of their participation (Hesse-Biber and Leavy, 2011). Confidentiality of participants was maintained,

and sensitive matters were distanced from the source and avoided to be written about. It is the standard practice of social science research to maintain anonymity and confidentiality of respondents (Kadushin, 2005:140). Research involving human subjects requires that anonymity and confidentiality is guaranteed (Couchman and Dawson, 1990). Every human being has a right to privacy hence some research subjects may not want their views and attitudes to be identified and made available in the public domain (Behi 1995:2). Brown (1993) propounds that, 'control of personal information is viewed as an expression of autonomy and as an individual's right to protect his or her social vulnerability and identity.'

The researcher took consideration to also cite the authors of the materials used in this study as stated by Babbie and Mouton (2001) who speaks of three layers of ethical obligations which are the academic, professional and subjects of study ethical considerations. The researcher also submitted an application for an Ethical Clearance certificate to the Faculty of Humanities and Social Sciences, whereupon the study received clearance to proceed. The study also received approval and support from the Fort Hare Institute of Social and Economic Research.

### **3.9 Conclusion**

This chapter focused on research methodology and research methods employed in the study. A discussion was made on the research approach and justification of the use of qualitative approach was made. An outline of the study population and research setting was given. The chapter also deliberated on the sampling techniques and expounded the data collection instruments. The chapter indicated the data analysis used in the study and undertook to state the limitations of the study and its research delineation. It finally explained how the study observed ethical considerations of the research paying particular attention to the subjects of study and materials of other scholars used in the study.



## **Chapter Four: Data Presentation and Analysis**

### **4.1 Introduction**

The main aim of this study as highlighted in chapter one is to understand the role played by the University of Fort Hare in contributing to the social and economic development of East London. Its specific objectives are the following:

- 1) To explore ways in which the University of Fort Hare (UFH) in east London has responded to the changing role of universities in cities.
- 2) To examine the extent to which the UFH has influenced the development of East London city
- 3) To assess the role of industry and government at the UFH city campus.

This chapter therefore focuses on data presentation and analysis.

### **4.2 Role of UFH in East London**

The study interviewed ten participants, two from the business sector, one governmental department, one from a civil society organisation and six from the UFH East London Campus. Oyewole (2010) provides a useful overview of what could encompass engagement; he identifies nine types or strategies of engagement that might be undertaken: outreach programmes; speciality extension programmes; community expertise in university programmes; student work experience; community-business research engagements; technological consultancies; specialised university government engagements; community based learning/service learning; and cross-cultural volunteering (see also Percy et al, 2006; Inman and Schuetze, 2010). In South Africa, the post-apartheid university is seen as a critical contributor towards the national development agenda. Community Engagement was established as the principle through which universities would participate in social and economic transformation (Thakra, 2015, DoE, 1997).

The following themes were established in the findings.

- Community Engagement office exists but focuses in Alice community due to lack of resource.
- Engagement through relevant research
- Existence of Platforms of Interaction
- Need for Engineering Graduates in industry

- Participation in the Integrated Development Plan
- Graduate Retention very low
- Less formalisation of relations with the Small business sector
- Private sector ready to support joint campus venture.
- Fort Hare Institute of Social and Economic Research

#### **4.2.1 East London Campus Community Engagement Office**

The university has an office of community engagement, which aims to facilitate a number of interaction activities with community. The study learnt that the community engagement office comprises of two staff members and is underfunded hence its services and initiatives are compromised. Due to the minimum funds the office caters mainly for the Alice community of UFH main campus. During the interview when the respondent was asked why focus in Alice community and neglect East London, she replied, “Because thus where there is a greater need”. This is interesting in the sense that Alice indeed comprises of the poor farming community and is located 120km into the deep rural areas far from major cities. One wonders if this justifies the neglect of the East London community (civil society, government and industry). The study gathered that the function of the community engagement currently due to limited funds, resources and personnel is generally to be an intermediary between faculties and the community. They train students and equip them with necessary skills on how they can best work with the community during their field work and research.

Thakrar gives a reflection on this tragedy, by quoting one respondent of her study saying, “From Fort Hare’s point of view the community continues to mean the rural...poor, predominately black, human ecology within which the university finds itself” (Thakra, 2015:146). In the interview with the Vice Chancellor of UFH on the 22<sup>nd</sup> of September 2016, he stressed that the university main campus is also in a drive to merge with Alice town, thus some of its future plans are underway for learning facilities that shall be in the city itself and already some of the staff quarters are in the Alice town. The V.C summarised the symbiotic relationship that, “Alice town and UFH cannot exist independent of each other, they are inseparable”. The interview respondent of the Community Engagement office of East London on the 13<sup>th</sup> of June 2016 revealed that its office formulated a platform of interacting with the traditional leaders of Nkonkobe Municipality which has been a greatest achievement considering the strain in the relationship in the past years.

This platform helps interaction between the community and the university which informs the University of the Specific Areas of need in the community such that research can become also relevant to the communities being researched. This also helps in giving feedback to the community on research findings and recommendations, which are taken by the traditional leaders to their villages. This community falls also within the Alice main Campus. The office also indicated that they do research as well when they manage to secure funding and have recently successfully brokered a partnership between the Nkonkobe chiefs and the universities after a series of meetings with village chiefs. The traditional leaders are key in that they are in charge of the land whereupon the source of water that supplies the main campus seats and they are the gatekeepers of the community of research interest to many students.

This office of community engagement may have done a lot of work but lacks documentation and publication of its work. This is because when the respondent was asked material of their published work, they was non to be offered. This handicap is not only in the physical offices but is also seen in the UFH website which scarcely has any detail about the work of community engagement office. This is also reiterated by Thakrar (2015:73) who states that, “anyone outside of UFH seeking information through electronic media, that is, the UFH website, would find no direct reference to community engagement on its homepage, It would require someone to know that it is incorporated under Corporate Services”. In the bid to enrich this study I undertook to go through the mentioned section of corporate services only to find an illustration of what is intended to be done than a report of what has been done, which could have added more value to the public image of the University. In the analytic sense the community engagement office has not done much to the development of the city of East London due to limited resources.

#### **4.2.2 Engagement through relevant Research**

One of the major avenues by which the university of Fort Hare engages with the East London community is through conducting relevant research. These research activities reach out to all the sectors of the community of East London (government, industry and civil society). This is achieved through the several departments that exist in East London as they conduct research in all these sectors of the community as part of their core activity embedded within their post graduate studies. The interview with Department of Commerce and Management on the 30<sup>th</sup> of March 2016 reflected strongly this aspect as the respondent was asked on what role they play in the development of the city, she replied, “We conduct relevant research that informs policy makers and the city on what programmes of development are needed the most in the

East London community”. This is critical because at times politicians may bring irrelevant development projects to the communities or that addresses secondary needs.

#### 4.2.3 Analysis of Research Dissertations

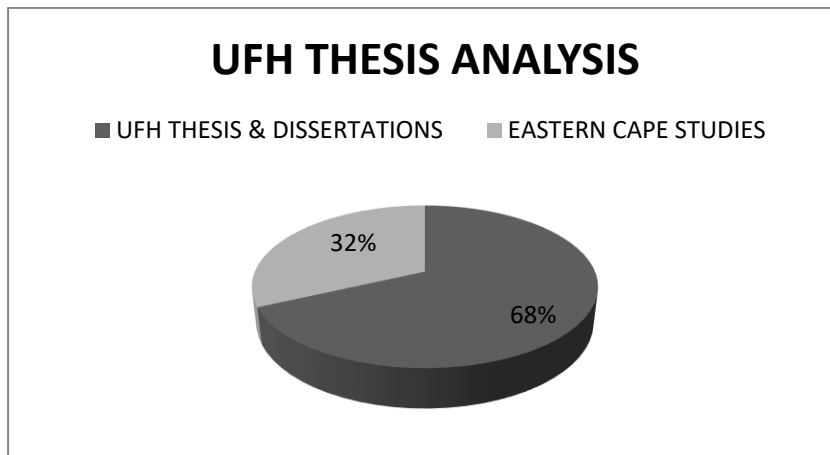
The following is the analysis of the dissertations that were carried out by the university in the period of 2007-2014.

**Table 4.1: Analysis of thesis and dissertations from 2007-2014**

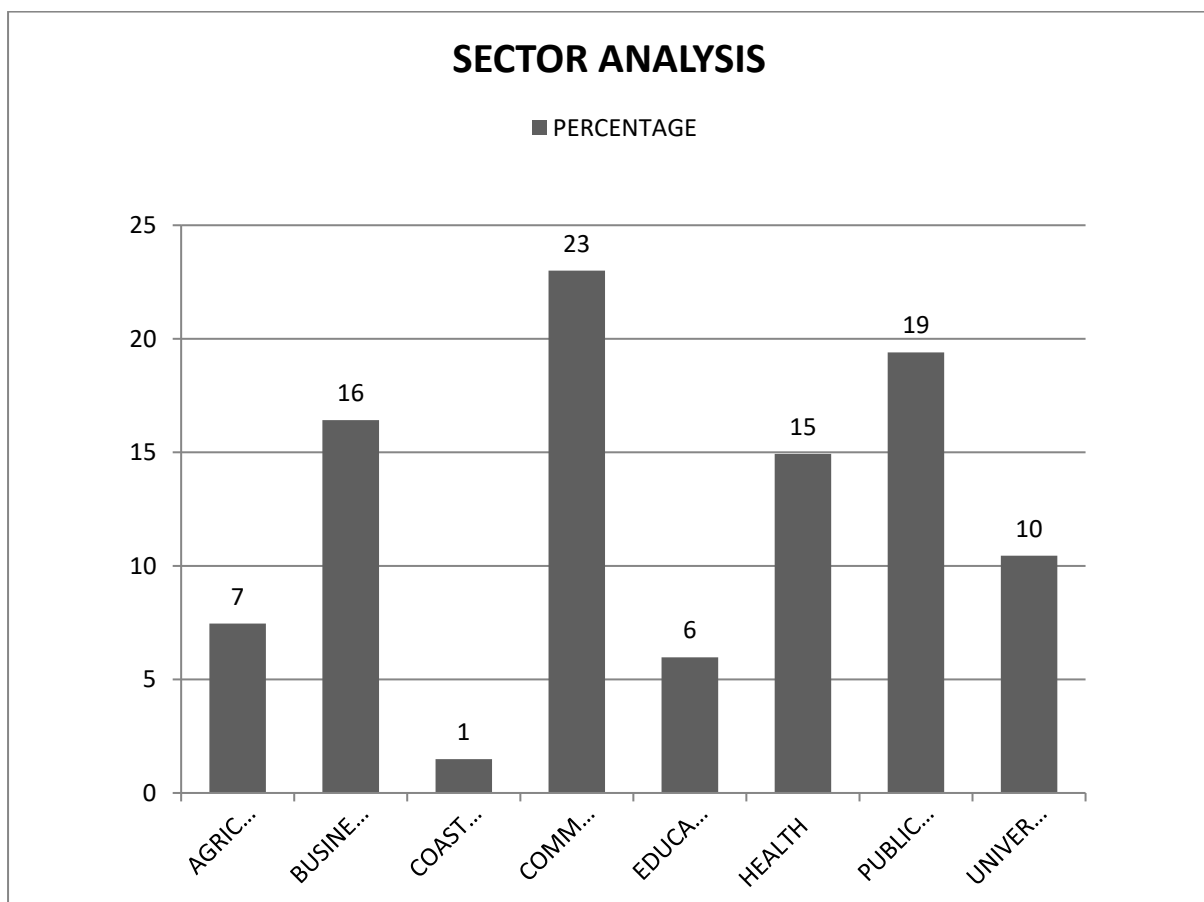
| <b>UFH Thesis And Dissertations From 2007-2014</b> |                   |                 |
|--|-------------------|-----------------|
| <b>UFH Thesis &amp; Dissertations</b>              | 100%              | 493             |
| <b>Eastern Cape Studies</b>                        | 47%               | 231             |
| <b>Buffalo City Municipality</b>                   | 14%               | <b>67</b>       |
| <b>Sector</b>                                      | <b>Percentage</b> | <b>Quantity</b> |
| <b>Agriculture</b>                                 | 8%                | 5               |
| <b>Businesses</b>                                  | 16%               | 11              |
| <b>Coastal Activity</b>                            | 2%                | 1               |
| <b>Community</b>                                   | 24%               | 16              |
| <b>Education</b>                                   | 6%                | 4               |
| <b>Health</b>                                      | 15%               | 10              |
| <b>Public Sector</b>                               | 19%               | 13              |
| <b>University</b>                                  | 10%               | 7               |

The table above shows a total number of dissertations that were in the Library online repository as per the manner of things that when post graduates graduate their work is advertised. The table reveals that there was 493 dissertations in total loaded between the period of 2007 and 2014. Among these 493 the ones that conducted their study within Eastern Cape Province were 231 dissertations. Further analysis relating to the study area of our focus shows that only 67 dissertations were covering Buffalo City Municipality. This shows a clear relegation of East London even by post graduates, one wonders why there is little studies pertaining to this host city. This shows the city has failed to appeal and be attractive to be of any interest in conducting a study there by the post graduates students.

**Figure 4.2: UFH Thesis Analysis**



**Figure 4.3: Analysis of Thesis by Sector**



An analysis by sector reveals that public sector research constituted 19%, business 16%, agriculture 8%, university 10%, coastal activity 2%, community development 24% and education 6%. The study sector with more attention is community development, however great as this sector is it so goes to show that many students favour conducting their developmental

studies outside Eastern Cape. This is a very worried trend as the city is losing vital talent necessary to hold it up in future.

#### **4.2.3 Platforms of Interaction for the university and community (government, industry and civil society).**

The study revealed a strong interaction between selected departments with government departments (local, provincial and national). This is because of availability of funding for research projects thereby causing constant interaction between the parties. The platforms of interaction between the university and its East London community are the Border Kei Chamber of Business (BKCOB) Meetings, Mayor's Council, Eastern Cape Socio-Economic Consultative Council (ECSECC) which is a part of National Economic Development and Labour Council (NEDLAC). The interview with BKCOB on the 3<sup>rd</sup> of March 2016 revealed this interaction as the respondent was quoted saying,

*“within this context, ECSECC was constituted as an inclusive council comprising representatives from provincial government, the labour movement, organised business and the NGO sector and since 2006, the council has additional representation from local government and institutions of higher learning.”*

The respondent further illustrated that, “this is an open platform for stakeholders to bring issues of the city on the agenda”, thus in this space the University of Fort Hare engages with key development agents of the city of East London and thereby contributes deliberations that result in economic value and betterment of the community.

The Chamber further indicated that they are various ‘Chamber’ committees where department of these three entities (university-government and industry) engage such as infrastructure; manufacturing economic affairs agriculture and trade; energy; tourism and sports. These committees meet monthly to discuss areas of business concerns in the metro. There are over 150 members altogether attending the Chamber's consultative committees, representing business and essential state owned companies such as the ELIDZ, ECDC, ESKOM, TELKOM, TRANSNET and IDC (BKCOB, 2015:4). The working group and infrastructure committee has representatives from universities where they focus on issues around campus development, student accommodation and some of the areas where the business sector can assist.

The University also engages with the city through the Mayor's Forum where it interacts with the leadership of the Metro. The BCM Mayor is its chairman; the deputy mayor is part of that council and all portfolio of councillors all the directors of departments. It comes together on a quarterly basis. This top level platform also brings together the Vice Chancellors and Heads of major companies in east London e.g Mercedes Benz, Border Kei Chamber of Business etc. The business and the university also engages with the local government on the Metro Growth Development Strategy. This creates the opportunity to engage on issues that affect the metro e.g. cleanliness of the city, development of the port and roads. The BKCOB interviewee stated that, "one of the critical points which comes up often is the development of the sleeper-side and the alignment of Cambridge Street to Buffalo Street to avoid trucks going through town and connecting N2 through Amalinda for efficiency. This will also enable manufacturers in the IDZ to have a road linking R72 directly from industry to N2 avoiding the city."

The interview with the UFH department of Law on the 30<sup>th</sup> of June 2016 also revealed that it is in high level engagement with law firms in the city which gives its students a placement of work after finishing their degrees. These law firms takes them under training learning until they become fulltime practising lawyers. The Law department also has interaction with East London Mortuary where students of their Medical Jurisprudence course go through a practical experience of medical issues involving post-mortems. The UFH Law department also runs a short learning course with SALGA (South African Law Government Association) working with all municipalities in the Eastern Cape where they conduct lectures with local government staff on weekends so as to empower them on legality issues around their field. This programme started in 2007 and has yielded positive results. The department of Law also offers the community free legal advice services through their Legal Aid office Lawyer services.

The respondent from the Commerce and Management Department of Fort Hare revealed a strong relationship with the office of the premier and the department of education. Their department is currently working on creating an Advisory Board which shall constitute industry and other key stakeholders. The relations with the government office of the premier are realised through policy based research which gathers evidence on ground to inform policy makers. The department also indicated that it works with the department of Education in training educators on new elements of the syllabus in economic subjects. The respondent mentioned that its top leadership of the department also sits in chairs of some of the key banks of the city and they have managed to secure a continuous post graduate funding scheme from Bankseta. There is

however little that links this department with industry serve for the provision of a skilled labour force.

The study also interviewed the NGO Coalition of Eastern Cape and gathered that NGOs have little to do with the university serve for consultation on training programmes. The coalition however indicated a better relationship with the industry and business sector as it stipulated that industry is their financial support base and they occasionally engage with ECSECC which supports their programmes and initiatives. The pilot interview with REHAB an NGO dealing with physically challenged people also revealed a much stronger engagement with the university of Fort Hare than the NGO coalition, as it revealed that it brings in students from the Social Work Department of Fort Hare for six month in-service training which makes both entities benefit simultaneously. This could be developed to a more effective relationship by lengthening the time for practical engagement. It is the right path to a more engaged relationship.

The interview with the department of Social Work on the 18<sup>th</sup> of October 2016 revealed a strong interaction with the Social Development provincial government, which sponsors some of the students to study the course and absorb them in their departments in a 5 year agreement of payback service. This is a good interaction which has produced good results however it is limited by funding hence it only takes a few student per year and thus the impact of its effects is minimised. When asked where do their students get employment the respondent answered that, “if you (student) get your bursary in the Eastern Cape you work back in the Eastern Cape, of course there are unemployed graduates that are not deployed for numerous systemic reasons ,funding has decreased from 80 to 30 students on social work” . This engagement has value to the city development as the funded students remain within it for a period of 5year service thereby ploughing back to the city economy.

The interview with the Vice Chancellor of UFH on the 22<sup>nd</sup> of September 2016 revealed that,

*“ the main campus of Alice town has attracted the opening of sporting facilities there such as Virgin Active and the university also allows community to use its recreational facilities which brings the community youth in contact with university students which also contributes in inspiring them to learn and become part of a university community too.”*



The Vice chancellor indicated that the university implemented through its agriculture department a farmer's programme in the Alice community. Interaction with traditional leaders of Nkonkobe municipality made them give the university land for the development of educational facilities. The community also gave water rights to the university, which has boosted its agriculture department which also trains community members on effective farming methods. The university is also working with the community in the agri-park project which teaches farmers to process their farm produce and make business out of it. Another initiative of UFH in Alice community is the Nguni project in partnership with IDC where the community is given a Nguni Bull and nine heifers and they get trained on how to raise Nguni cattle. These cattle get returned after they have produced another ten and the initiative is replicated with other people as well.

The Vice chancellor also reiterated that the university has a strong relationship with the government from local, provincial to national government. This he also stated because of its rich history of grooming most of the prominent people who are holding many influential positions in the government and some who have become heads of state. This close relationship with the government has resulted in beneficial symbiotic relationship with the Nursing School department under the Public Health Administration as it is in in-service training collaboration with the hospitals in the city e.g. Frere Hospital, St Dominic etc. where nursing students do their practical work throughout their study course facing real life situations. This prepares and quickly matures the students in the nursing department as they graduate ready and experienced to execute their duties with efficiency. At the same time this enriches the image of the university and contributes to the socio economic development of the city and speaks strongly to "Community Engagement". The department of Public Health Administration has entered into an agreement with the national Department of Health to train some of its personnel in a programme of Masters in Public Health Administration. This is a sure demonstration of one strong unit of interaction and community engagement in the UFH East London Campus.

#### **4.2.4 Need for Engineering Graduates in industry**

The business sector suggested that the Universities must produce graduates for this local market, who can relate to the present needs of industry and society. The interview with Border Kei Chamber of Commerce revealed that investors are very much interested in knowing the capacity of human resource that is available in the city before engaging in any business thus bringing in the University of Fort Hare, Walter Sisulu University (WSU) and University of South Africa (UNISA) as critical partners for the development of East London. The East

London manufacturing plant for Mercedes Benz happens to be the best in efficiency and low cost and has won awards in annual rewards with fellow global plants such as Germany, Brazil etc. This has been achieved through its efficiency, meeting of deadlines, quality and low cost which has attracted more investment for this local plant thereby boosting the city economy. The university is at the door step of a major global plant and could utilise this advantage of proximity as NMMU which has engaged its auto manufacturers in its projects (De Lange 2016:18).

The interview with Foxtech on the 30<sup>th</sup> of June 2016, stressed that it is in dire need of graduates in engineering, sciences, technical curriculum and high level of information technology as well as all range of business studies of which the earlier does not exist in the University of Fort Hare. Most of the engineering graduates have to be hunted from bigger towns like Joburg. It is high time that the province should produce its own competent quality engineers. The company says it also sponsors some students at NMMU and CPUT on mechanical engineering but often get disappointed as they either dropout or change programme to something else that does not address the needs of the company. When the respondent of Foxtech was asked if the UFH programs meets their need of the labour pool? He answered that, “The UFH does not sufficiently address they labour demand as we are more inclined to technical subjects and engineering, therefore if the university could introduce a programme of Industrial Engineering it will meet our need as industry.” IDZ is trying to come up with innovative measures however it seems it has been more of a talk than practical outcomes which companies in industry could benefit, maybe they do have good products but do not market them well. The university is geographically near to industry yet so far removed with its programs for the industrial need. This presents a gap that could bring it in close collaboration with industry. The company has also a programme of conducting school awareness sessions on various topics as a corporate social responsibility.

The interview with the Vice Chancellor however revealed that plans are already underway for the development of a bigger city campus that will incorporate new programmes that address the need of the automotive industry and marine sciences. The chancellor stated that the funding of such a major project is the challenge however campus plans and programme documentation has been submitted to the relevant authorities. UFH vice-chancellor said, “the Eastern Cape Development Corporation (ECDC) had already commissioned land to construct an enormous complex to house both a business and public management and finance school focusing on building environment and planning. The schools will be linked to research projects and will

take up land behind the Windmill roadhouse close to the department of economic development and tourism's existing economics hub. Part of the bottom of Oxford Street, taking up a lip of land overlooking the East London port, will be the marine science, oceanography and environment hub. The planned facility will take derelict space and buildings and construct or re-invent them to modern, mixed-use facilities, such as flats, student centres, public avenues and mini-clusters where academia, business and local government will gather to create a new, young and innovative African city. An auto engineering hub driven by a UFH engineering and technology school will connect to the light business districts off Commercial Road, Quigney and Fitzpatrick Roads" (Daily Dispatch, 2013).

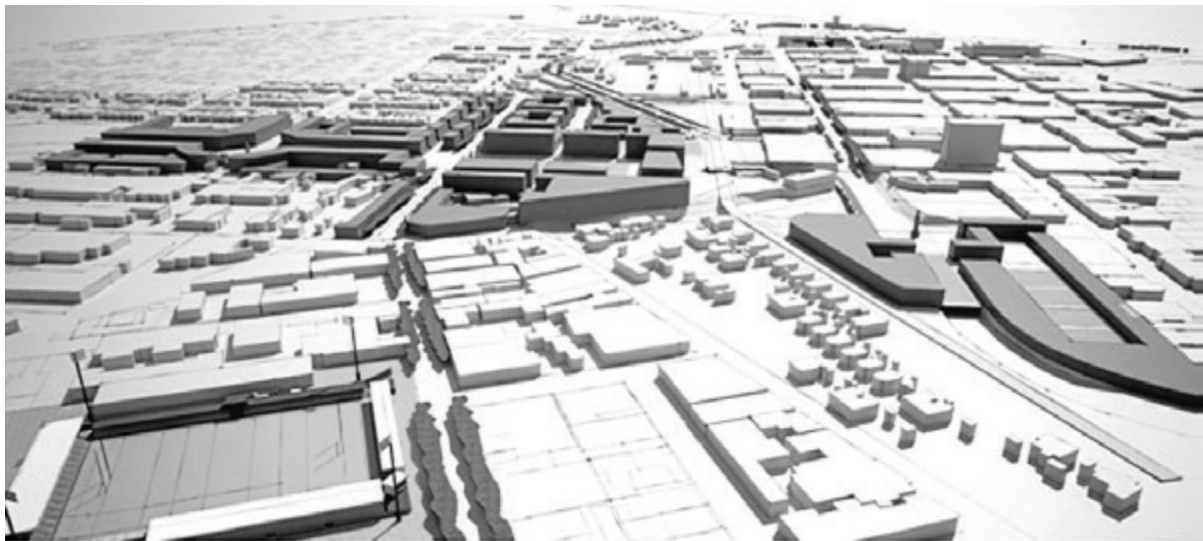
#### **4.2.5 Participation in the Integrated Development Plan**

The interview with the Vice Chancellor of UFH indicated that the university has representation in the planning of the Integrated Development Plan (IDP) of the City though the published document has little to show on what is the role that the university should play.

Bennelworth (2010:8) suggests that, "a university working together with regional partners can build a strong local presence that underpins the university's global networks and strengths. When a university is involved in the planning of city development, it becomes informed and can best position itself on what roles to take and how to model its own strategy with relevance to its city.

FHISER has also participated strongly in the coining of city campus development plans and building strategies which have been submitted to the university authorities and presented in platforms of interaction with city officials. FHISER coined and proposed a Fort Hare-East London long range plan based on a few design principles that enable urban vibrancy. These included horizontal and vertical mixed land use patterns, with commercial and retail activities at street level and academic and residential activities on the upper floors. Secondly, because the sleeper site is spatially extensive, they broke it down into functional districts, or precincts, each with a strong academic and commercial identity. Third, emphasis was placed on making strong spatial connections between the new and existing built form fabrics, in the form of streets, walkways, quadrangles, squares and foot bridges. Fourth, important movement intersections are marked by monuments celebrating the histories of Fort Hare and East London. Fifth, the sequence of spatial districts allows for a flexible phased approach to urban reconstruction which is a hallmark of traditional city growth. Below is one of their 3 D graphic image showing their development plan, a notable contribution to the community of East London.

**Figure 4.4 FHISER City Campus plan (Bank, 2013)**



**A VIEW FROM JAN SMUTS:** With the rugby stadium in the foreground, the railway line into town running down the middle and the sea in the distance, this 3-D graphic starts to imagine the new built form on part of East London's sleeper site. The grey structures represent a new city-campus, mixed-use precincts in and around the city.

#### **4.2.6 Graduate Retention**

The city that cannot keep its young talented labour force has no future. Many graduates leave the City of East London as soon as they complete their studies. The city lacks capacity to absorb and retain its graduates due to lack of job opportunities. The researcher also interviewed the banking sector in the pilot study and picked up a strong presence of UFH graduates which is a ray of hope for the contribution to the labour force which drives the city economy. The interview with Social Work department revealed that most of their graduate students because of the scholarship programme that sponsors their study period they get to remain and work in the Eastern Cape region with a payback service of 5 years. This is a good element that contributes to the boosting of the labour force for the market and enhancing effective service delivery in the Social Development departments. It is important that the UFH starts doing something about this situation of losing graduates to other cities. Finding ways of increasing entrepreneurship could be an effective strategy to facilitate graduate retention and job creation. There is scope to improve universities "contribution to entrepreneurship. The focus could be on growth-oriented technology-based entrepreneurship, social entrepreneurship and strategies that facilitate transition from the informal to formal economy (Puukka et al. 2012:21).

#### **4.2.7 Quality of Graduates queried**

Interview with Foxtech a private company in manufacturing of spare components for the automotive industry revealed that, they engage students from WSU, UCPUT and WITS as part of a training programme, and some from National Institute of Tool Makers (Mdantsane). The respondent was excited to inform that, “the thesis of the WITS student actually made very significant input which helped the company implement some conduct certain things in a more effective way.” The respondent however raised up a worrying concern and stated that, “we bring students from Germany for a certain period every year, when we compare with our local students they are way far beyond. The industry seems to be chiefly in need of artisans more than the humanities graduates which are mass produced by the University of Fort Hare.

Kruss et al (2012:8) depicts that, “firms do not interact with universities because their own internal sources are considered sufficient, but equally, because of weak institutions and the lack of university capabilities. They generally perceive that universities have little to offer. Firms perceive the quality of research in the universities to be low, with the majority reporting that universities do not understand firm’s line of business and that the focus of universities is ‘big science’ (Adeoti,2009).” This therefore puts UFH in the spotlight to endeavour to capacitate its graduates to be globally competitive.

#### **4.2.8 Private sector ready to support joint campus venture.**

The interview with BKCOB on the 3<sup>rd</sup> of March 2016 indicated a serious interest in supporting the growth of the East London university campus. BKCOB was quoted saying, “whether it be project, contract or tender based, the business sector is open to assist in a development of a “City-Campus Model” which is popularly known as a “multi user type of approach” an all in one type of a setting where accommodation, lifestyle, education is in one place. Thus a space like the sleeper-side will be ideal for such campus development. It is strategically positioned.” This also was reiterated by the Vice Chancellor of UFH who was quoted saying, “the UFH is committed at driving towards making East London a university city. It is very interested in making UFH a city campus.” The BKCOM highlighted its full weight in supporting the idea of allocating the ‘sleeper side’ vacant land to the university. This also brings into light the possibility of a joint university facility for both UFH and WSU.

The BKCOB expressed that it is committed at supporting any venture or platform that will bring all the higher education institutions of East London together. When asked on this point of a joint university facility expressed by the business sector the Vice Chancellor was not

enthusiastic to the sentiment of support by the business sector, as he queried why the business sector has not shown much support at current building projects hence casting a shadow of doubt to the validity of their claim over a multi university joint facility. The interview with the Social Work Department also revealed an inclination that supports a Buffalo Metro University. The respondent was quoted saying, “East London exports its majority of talented graduates to other cities who do not come back. We would love to see our city retain its talent. To break away from some traditions will take vision. The private sector could form a partnership with the government in making a purpose built high-tech first world Buffalo city university that will address the needs of the city.

Bennelworth (2010:12) qualifies the viability of the idea of a city university campus, with an illustration of the University of QUT in Brisbane, Australia established in 1989. This university created a strategy to increase public and business engagement, especially around cultural and creative industry activities, involving significant physical developments, improving the quality of place and public access to the main city centre campus. In that came the development of a cultural city district to attract visitors as an extension of the city centre, and a new creative industries precinct on a brownfield redevelopment site linked with office and residential development. The initiative developed alongside restructuring within the University to bring together a range of creative industries into a new integrated faculty, which seeks to encourage better collaboration between performance, production, writing and design disciplines. The studios were available for use by QUT staff and students as well as by private sector partners. This city campus became a successful dynamic hive of activity and a big attraction for undergraduate students (QUT, 2000).

#### **4.2.9 Challenges in the Relationship between UFH, Industry and Government.**

There is however challenges that present themselves to hamper the effective role of the University in matters of city development. The interview with Border Kei Chamber revealed that the BCM local government is plagued by slow bureaucratic processes that are not favourable for business at all. It states that business transactions and processing of necessary documentation for building development projects and approvals take too long until the city loses potential investors. The respondent gave a comparative example, “Other cities have managed to be efficient in this regard such as Port Elizabeth, Durban, Joburg, Pretoria and Cape town as they have mastered the quick flow of a business environment which is critical to economic flow and growth, hence they attract more investors”.

A favourable efficient government and industry relationship is critical at stimulating company support of University projects of city development. Once the government develops an easy to go system of interaction between key stakeholders of the city, it results in a positive chain reaction which flows to the city economy. The Vice Chancellor of UFH in the same vein reiterated that the local government political systems are not favourable at all to long-term development plans. This is because the working terms of office of the mayor is shorter than some of the long-term development plans, this hinders progress of planned projects as it sometimes takes a great deal of time for the new appointees to gather momentum and in some cases to take interest on such initiatives.

The interview with Social Work Department of UFH revealed a serious lack of the capacity of the university in handling the student demand of enrolling for the undergraduate programmes. He was quoted saying, “ever reiterates that a big chunk of potential students are turned away because the University doesn’t have capacity to take them. In my department we get about 6000 applications and have to only 170 seats. The government is also not able to fund the students hence takes only a limited number of students per year and hence we select the best of the best. This is arguably the same scenario across all faculties.

#### **4.3.1 Fort Hare Institute of Social and Economic Research (FHISER)**

The department of FHISER is located in the East London campus and this study is actually done under this same umbrella. This is a multidisciplinary research Institute, established in 2004. Its mission is to promote social, cultural and economic development in Eastern Cape and the Southern African Region through the delivery of high quality academic, applied and policy research, as well as through teaching and training within the University and broader community. FHISER plays a key role in socio-economic development issues and seeks to expand a dynamic research culture in the East London campus. The institute achieves its objectives through dedicated research programs, focusing on critical social, cultural and economic research issues in the Eastern Cape and beyond.

The work of FHISER in East London has been quite significant too. It involves BCM Inner City Regeneration Survey (2015), Scholar Survey (2015) and Fees must fall Student Survey (2016). The BCM Inner City Regeneration Survey, by FHISER which I participated as a Research assistant, revealed that the university population contributes significantly to the city economy and that the money injected by students alone into the East London city economy

through rentals, grocery, communication and entertainment is in the range of millions of rands per month. This money is absorbed by property owners and informal shops around student residences. This entails supermarkets and spaza Shops, restaurants, Hair Salons and night clubs. This informal sector hardly has any formal relationship with the university, whereas it is one of the greatest benefactor from UFH. These provide the university students and staff with groceries and food take aways.

The Spazas play an important role of providing affordable daily sandwich popularly known as amagwinya (fat cooks) which sells for two rand (R2) each. This has become the survival staple food for the broke university students. When funds are low the “amagwinya” becomes the standard of survival for students. This makes these spaza shops a key role player in the matrix of relationships and thus it is imperative that they be not ignored or side-lined by the city stakeholders as they also indirectly play a part in the development of the city. The night clubs comes in with the aspect of entertainment and liquor for students, as they are a social spaces for gathering and letting off pressure after school hours. This customer service relationship was also found on laundry shops which service students with laundry washing.

The BCM Inner City Regeneration Survey conducted in 2015 also profiled the city precinct and gathered immense data which involved the conditions of each building, its age, what business is done in it, is it formal or informal and estimations of the student population in the places of residences and privately rented homes. This data helps the city in planning and development strategies as well as crosschecking and verifying their municipal data for excellent efficient results for the betterment of the city. Through this department the University of Fort Hare has played a significant role in the socio economic development of the City but however one unit cannot have sufficient impact hence the need for all departments of East London campus to be actively engaged with the city.

#### **4.4 Conclusion**

The chapter discussed how the University of Fort Hare has positioned its role in city development through various ways of engaging the community of East London. The chapter noted that the university engages with industry, government, businesses and NGOs in various ways that encompass research, participation in planning, advising and the supply of the labour force. However the impact of UFH in East London is not sufficient enough to be given an applause as they is still a higher need of improvement and active engagement across all departments not a handful as in the current state.



## **Chapter Five: Conclusion and Recommendations**

### **5.1 Introduction**

This chapter focuses on the conclusions that are drawn from the analysis of findings and make critical recommendations which are aimed to influence policy, encourage introspection by the university so as to enhance its contribution to the development of East London. The study was initiated to help better understand the role that is played by the University of Fort Hare in East London. The researcher embarked on understanding the role of universities from a global level cascading down to examining African universities and South African cases, then drawing my focal point of conclusion with the University of Fort Hare. The study also occupied itself with analysing the impact of the community engagement efforts of UFH and assessing how they translate to a positive socio-economic impact in East London.

### **5.2 Main Findings and Recommendations**

The findings have revealed that the University of Fort Hare is truly involved in its city of East London, but certainly not through the community engagement model but rather through the different academic departments. The departments revealed their commitment to the community through carrying out relevant research, free community service through the departmental clinics e.g. Legal Aid clinic. The researcher also learnt that the Student Counselling Unit also offers its services to the community. The other departments engage with the community through Advisory Boards and platforms of interaction.

#### **5.2.1 Revision of the curriculum**

The university curriculum is good enough for any traditional university. However in light of the changing role of universities as indicated in literature it may be the time to revisit the curriculum and make it more responsive to the needs of the city and the global knowledge economy at large. Habib (2010:10) advances that a differentiated higher education system enables responsiveness to the diverse and multiple needs of an economy and a society. In South Africa, it would allow some universities to play a bigger role in the teaching of undergraduate students and the production of professionals, which is necessary if the economy is to become more productive and competitive. But it would also allow other universities to focus on postgraduate students and undertake high level research, which are equally essential if the country is to develop a knowledge based economy of the 21st century.

Bank (2014) argues that, “the university needs to shift beyond its colonial liberal arts training model. It needs an engineering faculty, an expanded faculty of health sciences, including animal health, a top-end school of business and public management, a faculty of architecture, planning and the built environment, perhaps with a rural focus, a faculty with marine science and coastal studies, and so on”. Puukka et al. (2012:25) also suggests that there is need for professional development programmes for university lecturers, of whom many were educated during the apartheid education system, in order to help them to address a larger and more diversified student population.

Bank (2014) also argues that the stagnation of the economy in the Eastern Cape region and the moribund state of its public service is not distinct to the difficulties Fort Hare has experienced in transforming itself into something new. There is no more capacity for absorption, and the regional economy is collapsing. Many Fort Hare graduates are now unemployed. Due to this challenge students are looking at the university in a different way. They desire a more competitive curriculum with academic programmes that offer real access to the productive economy that they may be competitive in the wider world.

### **5.2.2 Formal Documentation of Community Engagement Activities**

The interaction with different departments of Fort Hare revealed that there is a number of activities that are done towards having a positive effect in the development and economy of the city. However poor systems of write-ups and reports about these activities deprives the university of its glory and makes it hard for the departments themselves to evaluate their progress. Puukka et al. (2012:33) depicts that it is important to broaden the understanding of knowledge transfer, knowledge utilisation and exploitation and place less emphasis on immediate and direct financial return to the university. By focusing on how the university research support jobs, industry productivity and innovation in the region, the university technology transfer offices could move towards a system that is based on continuous collaboration with industry, government and other partners.

### **5.2.3 Need for Intermediaries and Conveners**

The study picked up that the university is limited in its engagement in matters of development in the city maybe because of the lack of collaboration space and the absence of a driver of these interactions and engagements. This presents an opportunity to employ a “convener” popularly known as development brokers, as they become intermediaries between the university and stakeholders of development. It is of paramount importance that the relationships between the

three institutions of interest in this study (University-Industry-Government) be understood from a social perspective as there is many underlying dynamics that determine the ways in which they relate positively and negatively.

One borrows David Mosse's concept of the role of brokers in Development which rather focuses on aid for development but in the context of this study will take particular interest in the importance of intermediaries between institutions of development (Mosse and Lewis, 2006:13). This is due to traditional relations of competition and lack of confidence between these institutions, thus making it a difficult task for them to automatically relate in a productive way. Some scholars have observed that conveners help to smooth out some of these obstacles and thus facilitate collaboration (Gray, 1985; Brown, 1991; Gray and Vredenburg, 1991, 1997; Brown and Ashman, 1996; Kaleongakar and Brown, 2000). Conveners are 'the catalytic agent(s) bridging unaware, unsure or skeptical actors to explore the possibilities of cooperation' (Kalegaonkar and Brown, 2000, p. 9). Brokers are seen as intermediaries between development institutions...and are, as it were, by-products of the situation, entrepreneurial agents of the "developmentalist configuration" (Bierschenk et al. 2002: 13).

Mosse (2007: 2) argues that policy ideas are never free from social contexts. They begin in social relations in institutions and travel with undisclosed baggage, and get unravelled as they are translated into the different interests of social/institutional worlds and local politics in ways that generate complex and unintended effects. Cloette (2015:17) advances the argument and states that, the role of a collaborative intermediary organisation involves changing the way in which a development system functions, in order to meet stated economic transition goals. This is inherently a relatively long-term process. However, short-term return on investment of stakeholder time, energy and funds in partnership building needs constantly to be demonstrated to sustain longer-term participation.

Bierschenk and others (2000, 2002) examine the role of development brokers at both national and international levels in Africa as an important, and often understudied, mode of political action within the context of international aid. Focusing on a specific group of social actors who specialize in the acquisition, control, and redistribution of development "revenue," they mark out a new ethnography of the social spaces. Cloette (2015:7) also reflects on the importance of intermediaries in Partnerships by stating that, Partnerships can take many forms, beyond simple formal public-private partnerships. A partnership can exist for dialogue purposes to establish a shared vision and common agenda, and as a vehicle for project implementation, or both. A

collaborative intermediary organisation is useful in providing an independent or neutral platform to guide and stimulate partnership formation.

Impressive examples of intermediaries exist abroad (U3 Advisors) and locally (EDP) which East London can learn from. A US based organisation called the U3 Advisors (Lazo, 2014) has done significant successful efforts in its brokering role. The role of brokers is however without its challenges. Mosse and Lewis (2006:13) argue that development brokers have key institutional positions, but often unscripted, informal, personalized, and highly unstable ones. Cloete (2015:15) indicates that, the perception of competing and overlapping mandates can lead to role confusion and institutional territorialism. Other scholars argue that collaboration does not always work in a positive way, and more often than not, collaboration results in inefficient use of resources, turf battles and inaction (Gulati and Singh, 1998; Huxham and Vangen, 2000a). As public sector budgets are increasingly squeezed, agencies funded by government compete for public sector funding with increased intensity. Manabu Eto quoted in Leydesdorff & Etzkowitz (1998) advances this argument by stating that, “too much competition among otherwise equivalent partners in one of the dimensions can be a disturbing factor in the collaboration.” This is the generic trend of traditional relations in these institutions, thus therefore the need of a convener can never be overemphasised in order to boost collaboration confidence among partners.

Many of the obstacles common in collaboration processes can be eased with the development of trust between the parties (Ring and Van de Ven, 1994). The creation of cooperative interpersonal relationships and processes promoting communication, mutual influence and joint learning may facilitate the development of this trust (Ashman, 2000: 2). Empirical research has shown the crucial role that conveners can play in developing these conditions (Brown, 1991; Gray and Wood, 1991). The U3 Advisors CEO Omar Blaik is quoted indicating difficulties in one of the ventures where he states that, “he sensed cynicism within the university community toward any development projects and failed to see productive collaboration between the university and the city of College Park.” However three years down the line their efforts paid as they resulted in collaboration with Prince George’s County, the city, the University of Maryland College Park Foundation, College Park City-University Partnership, alumni, local developers and other groups. Ulman a development strategist in this venture was quoted saying. “We want more people to work here, to live here and to study here and to be entertained and dine and shop here, and it’s all part of creating the university town

(Lazo, 2014).” This was a result of effective collaboration and excellent brokerage by the convener.

#### **5.2.4 Creating more in-service training partnerships**

In as much as some of the UFH departments indicated a form of in-service training it is however perceived as limited by time frame and of course some departments do not have it at all. Increasing the time frame of in-service training would expose students to more practical work and better prepare them for immediate absorption in the working industry. The interview with Foxtech gathered that many of the African university students graduate not ready to execute their full duties as many lack the experience. Puukka et al. (2012:23) reinforces that in the interest of sustained regional development, the university must make every effort to establish a collaborative culture between the university, public and private stakeholders in the region. This would articulate a vision of the socio-economic development of the region and foster co-operative projects between institutions.

Hassan (2006:11) maintains that contributing to problem-solving research needs teamwork between competent research teams within universities to address critical regional problems (AAU) and links between universities and research institutions / parastatals within government ministries will produce better results. The partnership between faculties of agriculture and national and international agricultural research centres (CGIAR). It is thus critical to establish links between university research units and NEPAD’s networks of excellence.

#### **5.2.5 Creating a follow-up system for graduates**

There is a lack of robust data about student progress, graduate performance, employment outcomes and graduate destinations (where students find work) at the national, provincial and institutional levels. The provincial government does not have a mechanism to provide an adequate vision of graduate employment. The universities themselves have not yet established methods to track graduates as a way of informing curriculum development and better understanding how education meets the needs of society and the economy.

The problem of graduates fleeing their cities of study can eventually affect the economy at a national level through brain drain. Ramdass and Kruger (2009:26) states that universities must develop plans to develop a new generation of academics as the country is suffering a brain drain and skill shortages where doctoral graduates are too few. Universities are battling to develop sufficient young academics that would replace the ageing academic population.

Another reason of professionals flight is the remuneration of academics, which is lower than packages offered by industry. A well-educated population is key to the social and economic well-being of a region. Education provides individuals with knowledge and competencies to participate effectively in a society and to break the heredity of disadvantage (OECD, 2009).

### **5.3 Recommendations on Urban Regeneration Models**

These are systems or vehicles by which universities in the first world engage with their cities in playing their role of development. Borrowing some of them may prove an easy conceptual approach for the various departments of the university to know how to go about their engagements in order to bring economic developmental value at the end. A number of such urban regeneration models are in place to demonstrate how to engage with the city in matters of effective development with a positive impact. To name a few among them is the Tripple Helix, Entrepreneurial university, Anchor Institutions, Innovative Districts, Creative Cities, Embeddedness etc.

#### **5.3.1 Entrepreneurial university**

Kruss (2011:6) elaborates that some institutions and some academics adopted the model of an ‘entrepreneurial university’ and proposed strategies to commercialise their intellectual property as a source of ‘third stream’ income, such as spin-off firms. Puukka et al. (2012:25) stresses that it is important for the university to work together with public and private sectors to improve the quality and labour market relevance of university education, and alignment with the regional needs in a systematic way. Focus on strengthening the regional employability and entrepreneurial skills of all graduates providing them with the skills and competencies needed in the globalised knowledge economy.

The Entrepreneurial University creates ties between students and regional employers in fields of critical importance to the region through internships and co-op programmes. This ensures that all students have access to well organised high quality work- and problem-based learning opportunities to help improve graduate retention in the region. Monitor student progress, as well as students’ labour market outcomes and graduate destinations (Puukka et al. 2012:25). Kortov et al. (2016:5) argues that, the entrepreneurial university aims to measure influence on surrounding community. Regrettably, in this model neither cities nor universities witness each other as natural partners who create competitive advantages for each other in case of elaboration and realization of congruent strategies of sustainable development.

The engagement of universities' core activities can be effectively fostered through quality assurance, funding allocation, as well as criteria and processes for faculty appointment, promotion and tenure. Funding policy is the most influential policy tool that governments can use to impact the behaviour of higher education institutions and their faculty (Puukka et al. 2012:36). Kortov et al. (2016:8) recommends that as regards to the growing universities' role in development of their cities, the principle of considering scale and dynamics of university activity have a bearing on sustainable city development. In applying this approach it is necessary to develop the system of quantitative indicators, reflecting entrepreneurial university growth.

### **5.3.2 Universities as Anchor Institutions in Development**

Friedman (2014:1) states that universities have committed themselves to greater engagement in their communities, this past quarter century. Their physical presence is vital to the economic, social and cultural wellbeing of the community and thus they are increasingly seen as "anchor" institutions. The universities based in cities in particular have come to an understanding that their fortunes are tied in part to those of their neighbours and physical surroundings. Many higher education institutions have thus expanded their efforts to engage new partners in addressing pressing issues of the community. In this process, they the education of students is broadened, thus improving cities and regions, as well as strengthening other anchor institutions.

### **5.3.3 Innovation Districts Approach**

East London falling under Buffalo City Municipality has striking historical similarity with the American city Detroit, both cities rose through industrialization chiefly through the automotive industry and textile producers. Interestingly they share also related characteristics of their fall which happened synonymous with deindustrialization of Detroit and in Buffalo City the unwise deliberate closure of industries by the new ANC government that thought to dismantle structures of apartheid. Kirkpatrick (2015:2) states that, "at its peak, Detroit was a Fordist-era industrial powerhouse: the fourth largest city in the country and home to a thriving automotive industry, dynamic unions, and a robust urban culture. From 1947 to 1954, East London became the fastest growing industrial city in South Africa, with an overall industrial growth index of 260, compared to 220 of the southern Transvaal and 198 of Port Elizabeth. It was during this industrial expansion in the city, largely driven by new British investment interest that Exide batteries followed up on the CDA investment with a new production facility worth more than £1-million and the coming in of the automotive giant Mercedes-Benz (Bank,2016). In the

intervening decades, however, processes of decentralization ravaged the Motor City, as both jobs and households spread away from the urban core. Detroit's population fell from a peak of 1.85 million in 1950 to 706,000 in 2011, a staggering 62 percent drop."

However the 21<sup>st</sup> century has seen Detroit rising from the ashes and once again entering the global competitive platform. This has been achieved through the implementation of a dynamic urban regeneration model of 'Innovation District'. The Detroit Innovation District model is a collaboration of key organizations dedicated to economic growth and place making which include the Mayor's Office, Wayne State University, Midtown Detroit Inc., Detroit Economic Growth Corporation, Invest Detroit, Downtown Detroit Partnership and Detroit Rock Ventures / Quicken Loans. This initiative is, "an outgrowth of the Detroit Future City's Economic Growth Plan strategies, developed to expand the City's creative, information technology and innovation sectors, in addition to strengthening Detroit's industrial infrastructure and businesses" (Akhtar, 2015: 14). This is a great lesson that the UFH can learn on how to engage with a rust belt post-industrial city and engage in robust partnerships for the development of East London.

### **5.3.4 The Triple Helix Approach**

Another model whereby universities elsewhere have successfully engaged in the development of their cities is The Triple Helix approach. This approach emphasizes the partnership of three key entities for the development of a city i.e universities, government and industry. It follows an interactive approach rather than a linear model of innovation. Gunasekara (2004:3) stipulates that learning and teaching activities of universities in the developed world has moved away from a linear model of transmission of knowledge, based upon the classroom, and has become more interactive and experiential. Leydesdorff et al (2003:1) stipulates that the, "Triple Helix provides a neo-evolutionary model of the process of innovation that is amenable to measurement. Economic exchange, intellectual organization, and geographical constraints can be considered as different dynamics that interact in a knowledge-based economy. Each of the helices develops internally, but they also interact in terms of exchanges of both goods and services, and in terms of their functions."

Following this approach in East London one would bring about the collaboration of University of Fort Hare, Walter Sisulu University and UNISA to partner with Buffalo City Municipality and the IDZ together with various private entities and forge a cross platform city developmental relationship. This shall see university faculties being directly involved in industrial activity and



companies responding directly to the university according to performance on ground and the city departments partnering with faculties of the engineering and the built environment and the nursing school being merged together with government hospitals. This will put our universities in direct relationship with city stakeholders thereby causing them to modify their curriculum and policies to suit industrial and market needs which will place them on a competitive edge. Gunasekara (2004:10) states that, “the global platform has become competitive for universities to become more relevant to the aspirations of their proximate communities and to provide tangible support for regional and community development initiatives”

Benneworth (2010:1) propounds that, “partnerships between universities and city authorities can develop around projects of mutual benefit, especially based on campus development.” He suggests that spatial development of universities could be a main meeting point between the city and university and states that it would stimulate economic development and growth. He however stresses that collaborative initiatives focused on the university properties have produced creative and competitive new urban spaces, which have reinforced the role of university and the city in the global economy.

### **5.3.5 High Tech Engagement Model**

Benneworth (2010:3) speaks of the 'high technology engagement model' whereby universities are changing their space-using behavior (Ame, 2008) (Akhtar, 2015) (Badat, 2010) (Benneworth, 2010) (Boyer, 2002) (Çamlıbel, 2015) (Castells, 2001) (CHET, 2011) as their spatial needs change, in response to remote student enrolment. The universities are positioning their flagship facilities to attract the best researchers and are becoming commercial landlords that exploit their land holdings. This makes the University become a core business property entity thereby forging relations with estate companies. Universities interested in city development are seeking assistance from regional partners to adapt to these new pressures and to improve their competitiveness, and to achieve this, they are developing science parks and incubators, which are termed the “high-technology engagement” model. The university of Fort Hare could pursue this approach though arguably its financial position is in a precarious state. Bank (2014) First, the university needs to shift beyond its colonial liberal arts training model. It needs an engineering faculty, an expanded faculty of health sciences, including animal health, a top-end school of business and public management, a faculty of architecture, planning and the built environment, perhaps with a rural focus, a faculty with marine science and coastal studies, and so on

### 5.3.6 Embeddedness and Engagement Approach

One possible way for the University of Fort Hare to engage with the city is the Embeddedness and engagement approach. Kirkpatrick (2015:8) describes this concept as the institutional relationship between markets, society, and the state. This concept argues that economic activity is naturally embedded in a complex array of social, moral, and regulatory expectations and restrictions. City systems are embedded within a complex web of structures, processes, and relationships. This seeks to embed a focus on regional engagement as a core strategic objective. Benneworth (2010:8) suggests that, “a university working together with regional partners can build a strong local presence that underpins the university’s global networks and strengths. Warwick in the UK exemplifies a strongly locally embedded institution, working closely with local manufacturing industry and using these local resources to compete very effectively in becoming a world-class institution (Clark, 1998).” Another example is a case study involving a peri-urban university in Australia established in 1989, where;

*“an office of Regional Development was created to provide practical support for the creation of linkages with industry and communities in the region. The university introduced a cooperative education programme (CEP) to encourage links between academic staff, students and regional firms and other organisations. Since 1995, over 480 students from a wide range of disciplines, including Agriculture, Business, Computing and IT, Education, Engineering, Environmental Studies, Law, and Science and Technology, have participated in the cooperative education programmes, which have involved sponsorships by approximately 250 organisations, predominantly from the public sector. In an evaluation of the 87 projects, 56% of organisations believed the projects had yielded results that were of commercial potential and relevance. A similar percentage reported that the projects were useful to the organisation. This is broadly consistent with the results of previous years. (Gunasekara, 2004:8).*

This example is equally applicable to the University East London city which could create an office or body that would motivate all stake holders to get involved and sponsor student projects that can be evaluated from time to time. The state support from the Australian government was the key aspect that fed life to the projects. This in the long run will result in the establishment of upcoming competitive business entities born out of these experimental projects as is the case with the Australian universities. Kruss et al (2012:8) adds upon this and reports that, “firms do not interact with universities because their own internal sources are considered sufficient, but equally, because of weak institutions and the lack of university capabilities. They generally

perceive that universities have little to offer. Firms perceive the quality of research in the universities to be low, with the majority reporting that universities do not understand firm's line of business and that the focus of universities is 'big science' (Adeoti and Nabudere, 2012)."

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## Appendices

### Appendix I: Ethical Clearance



**University of Fort Hare**  
*Together in Excellence*

#### **ETHICAL CLEARANCE CERTIFICATE** **REC-270710-028-RA Level 01**

Certificate Reference Number: CON071SSIB01

Project title: **Assessing the role of Universities in city development: A case study of the University of Fort Hare in East London.**

Nature of Project: Masters in African Studies

Principal Researcher: Sipho Sibanda

Supervisor: Dr T Connor

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

**Special conditions:** Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
  - Any unethical principal or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely



**Professor Wilson Akpan**  
**Acting Dean of Research**

24 January 2017

## **Appendix II: Interview Guide for UFH Departments**

**Topic: An appraisal of the role of universities in city development: A case study of the University of Fort Hare in East London.**

1. How is your department involved in BCM? (Who is involved and when did this occur)?
2. What initiatives is your department involved with in respect of the government?
3. Who are the role players and when did this occur?
4. What initiatives are you involved with the business sector/industry?
5. What are the ways in which UFH connects with East London? (Names of businesses or initiative).
6. What is your view of the city in relation with the University (safety, infrastructure linking university and city, recreational facilities etc)?
7. Kindly detail any existing platforms where you engage with City stakeholders (government and industry) on development issues of East London?
8. What could you say about the agreements that come from these platforms in relation to implementation?
9. Do you have an MOU with the private and public sector?
10. What recommendations could you give in strengthening the role of the university in the city of East London.
11. What recommendations do you have concerning the relationship between industry, university and the government towards the development of this city?

## **Appendix III: Interview with Border Kei Chamber of Business**

**03/03/2016**

### **Introductory remarks**

**Interview session:** The respondent opens by reiterating that it is beyond doubt that there is essential need for the business sector to collaborate with key stake holders of the city. The Chamber has been around for 137 years. He states that every metro with a university has a competitive advantage, which puts East London at a competitive edge. He even gives an example of the University of Free State (UFS) whose city is marked with university structures all around it. The UFS has a strong spelt presence in Bloemfontein and plays a key role in its city.

East London has two universities and the respondent stated that he is involved in Universities and infact is a chair of the council of Walter Sisulu University. One of his functions is to serve on the strategic planning group, thus he serves as human resource committee. Universities should be working together. He highlighted that the chairman of University of Fort Hare (UFH) is ...Mr Everton... Mr Evans...Mr Evers...(verify spelling) who is the head of Mercedez Benz. He further stated that right at the top we have business engagement. Universities are important as many of their programs are focused on providing resources to the economic (business) sector. The business sector wants graduates in engineering, mathematics, science and I.T and all range of business studies.

What the industry wants is that Universities produce graduates for this local market, people who can relate to the present needs of our society. We are the Buffalo City Metro hence the importance of the relationship between university and business. In the long run what the investors want is the stability in the local environment (not a highly political volatile environment with politicians making unprofitable decisions). This can either make or break business. An example of Mercedez has wonderful University engagement programmes, such as Graduate programs, Technical subjects. The best manufacturing plant for Mercedes is east London. Every year they win awards in competitions with fellow Mercedes plants in Germany, Brazil and etc. When their mother body wants to invest in a new project they look for key elements among their plants “quality, delivery on time and price”. Everything comes to add on that.



That is what a big investor like Mercedes looks at when they want to invest in a town. They look at the small and medium sector. They want to know who will supply them with security, catering etc. In the old days Mercedes used to have what was called the ‘thumb portion’. It was in the days when they did not have so much good labour relations. They want to know they are investing in a city with a future. Who is going to do their research and development, who is going to train their employees etc. That is the critical value of the relationship between business and universities. Check a very important website called [www.investbufallocity.com](http://www.investbufallocity.com). We as Border Kei Chamber we looking at trying to institutionalise the relationship between these key stakeholders. In this website we have four key areas called a) invest b) work c) live and d) play. This is the slogan. The website is ran by Saskia, I recommend you engage with her. In this we trying to highlight this relationship that when an investor comes to East London say they bring expatriates with them they want to know where will their kids go to school where will they attend university. That spells us the importance of that relationship between universities and the business sector.

Another key body is ECSECC (verify acronym) which is part of .....NEDLAG....(verify acronym) National Education Bargaining Council...This is about relations between government, business and labour as well as higher education sector. The Higher Education sector came in later. The eastern cape NEDLAG is called ECSECC. On this ECSECC we have got labour, government, education and NGOs and business which is represented by what is called organised business. In this organised business you have the Nelson Mandela Bay Chamber, NAFCO and the Border-Kei Chamber. ECSECC is the strategic think tank and the relationship and on the board is of course representatives council members of University of Fort Hare, Rhodes University and.... not from....Walter Sisulu University. The collaboration between government, business, labour and education starts there. This is an open platform open for stakeholders to bring items on the agenda. If business wants to bring an item that is focused on education it starts there so that we can engage on the business, labour and government side of it.

On our working group and infrastructure committee we have representatives from UFH where we look at issues around campus development, student accommodation and some of the areas where the business sector can assist. Whether it be project, contract or tender the business sector is open to assist in a development of a “Campus Model” which is currently commonly called a “multi user type of approach” an all in one type of a setting where all your accommodation, lifestyle, education in one place. Thus a space like the sleeper-side.... (verify spelling) will be

ideal for such campus development. It is strategically positioned. We would support the idea of allocating that land to the university. This also brings into light the possibility of a joint campus university both UFH and WSU. The business sector will promote all the education institutes even bringing along Nelson Mandela Metropolitan University NMMU which features from time to time, Unisa and Buffalo City College.

The Chamber supports the goals and aims of UFH on the element of strengthening the University experience here in East London. In the long run when students are no longer radical maybe ten years from now we could talk of moving Alice Campus to East London. That is why it is critical to start creating that space now. From an Infrastructural point of view the business sector is prepared to work on private public partnership model, where university create a demand and the business sector develops the facility or infrastructure. Student accommodation demand always goes high every year. Student demand it as a right. That is why it is critical to start planning on how to address that. The relationship therefore is most important on how can we meet what the university wants and how it meets what the business sector wants. From a manufacturing point of view it is clear the business sector needs technical studies, Technical curriculum and high level information technology.

Francis then asked if the business sector has tried to influence UFH in the direction of that kind of curriculum. Mr Holbrook answers that definitely Mr Evans chairman of UFH council from Mercedes has. There is only a few places for business to find their skills base. Because they don't have the resources to establish these training centres, if they be need for artisans they look in the newspapers and recruiting agents. The average age currently for artisans is 55. Very few education institutes are doing that and investors look for such issues. Mr Holbrook also works with East London Industrial Development Zone on the investment promotion side. They want the Chamber to meet investors who usually come with high demands and ask pertinent questions about availability of labour, cost of labour, their housing requirements, what shipping lines comes to this port, can it export directly to Europe etc. We often meet these things in trying to sell the region. For example when Philips came to East London ten years ago they wanted to know two key things the supply of natural gas and the skills labour. If they wanted 150 Electrical engineers can they get them tomorrow not just tertiary skills but even technical skills which encompasses all the education institutes even the TVETS.

Universities need to plan to meet industry requirements. Who is engaging and at what level is the engagement. In the business side the UFH has no representative to engage the business

sector. When it comes to a long term vision and campus growth of UFH the business sector supports it and have endorsed it to the municipality. The municipality always consults the business sector. The chamber also wants a “Connected City” a “World Class City” and a “University City”. It looks at its long term in the city. Its future plans are spelled out in the Metro Development strategy. It all gives detail on its key requirements and how they expect it to happen what they view as a connected city and world class city. The Border Kei Chamber of Business is committed at seeing the East London Campus Develop to a super campus. The Chamber promotes the city in two areas 1) Invest in Buffalo City Website (under Saskia). This website gives detail about the city and the universities their goals faculties and what they offer as well as the links to their website. This web is not to replace but to complement 2) Specific Focus groups- these have a Portfolio for Education which has a space there for UFH and WSU. This is where issues are put on the table, maybe they bring student accommodation on the table and say how can the chamber help then it will go through the plans and bring in developers.

The Chamber on collaboration with government it works with the municipality on the Integrated Development Plan (IDP) which is a five-year plan, where it has contributed 30pages of a comprehensive detail on economic. It spells out the spatial development, inner-city development, economic requirements, roads, networks and connectivity of the city. The chamber also engages on with the municipality on Metro Growth Development Strategy. There is also a Mayor’s forum where the chamber engages with the leadership of the Metro, the Mayor is a chairman, the deputy mayor is part of that council, all portfolio of councillors all the directors of departments . It comes together once every 3 months. Create the opportunity to engage on issues that affect the metro e.g cleanliness of the city, development of the port, roads, one of the things which comes up is the development of the sleeper-side alignment of Cambridge street to buffalo street or oxford street to avoid trucks going through town and connecting N2 through Amalinda for efficiency on trucks to avoid going through town and even for the manufacturers in the IDZ to have a road linking R72 directly from industry to N2 going to P.E avoiding going through the city.

We are willing to support Prof Leslie Bank ideas of city development that he has been proposing lately. We however note that he is frustrated by the unfortunate slow Buffalo municipality bureaucratic wheels of authorisation processes. We note that business transactions and processes of necessary documentation and approvals take too long to be approved until the city loses potential investors. Other cities have managed to be efficient in this regard such as Port Elizabeth, Durban, Joburg, Pretoria and Capetown as they have mastered the quick flow

of a business environment which is critical to economic flow and growth. Collaboration with other stakeholders is essential for a competitive city and thus the Chamber is committed at strengthening those relations. If for instance the University has difficulty in accessing the Mayor the Chamber is willing to facilitate that as it seats in a number of platforms with him and his office. Finally the Chamber is also committed at supporting whatever findings our study brings and its recommendations as it seeks to also strengthen collaboration with stakeholders.

## **Appendix 1V: Interview with Foxtech Ikhwezi**

**30/06/2016**

The manager reported that they manufacture suspension components for Mercedes benz. The company is a subsidiary of a German company called Foxtech which is born out of a partnership with local South Africans. They supply only Mercedes-Benz, which is their main buyer. We export 86% of our parts basically to Mercedes or a 5 year contract that we tend for every interval. All engineering and developing work is done in Germany. They get incentive through Mercedes which becomes their vehicle of collaboration with the government. They hardly interact directly with the government. They can always claim back 20% tax refund for their exports and imports from the government. Mercedes-Benz has a new forum of suppliers which tries to partner with BCM, where interaction and complaints of infrastructure (roads) can be made to the local government.

They have engaged with universities for example they took a WSU student as part of a training programme, and some from National Institute of Tool Makers (Mdantsane), WITS University and Capetown Peninsula University of Technology. The thesis of the WITS student actually made very significant input which helped the company do certain things in a more effective way. The company is not big enough to take several students. Even though it is however worrying that the students of South Africa seem very incompetent when we take them on board. They are not able to execute the practicability of their acquired knowledge. Most of the engineering graduates have to be hunted from bigger towns like Joburg. It is high time that the province should produce its own competent quality engineering. We also sponsored some students at NMMU and CPUT on mechanical engineering but somehow the students disappoint us as they either dropout or change programme to something that does not address the need that we sponsored them for.

The UFH programs do not sufficiently address their labour demand as they are more inclined to engineering therefore if the university could introduce a programme of Industrial Engineering that will meet the greatest need of industry. They have also sponsored up-coming small scale transport business enterprise with a loan to be their transporter for the product to the required destination. IDZ is trying to come up with innovative measures however it seems it has been more of a talk than practical outcomes which companies in industry could benefit, maybe they do have good products but do not market them well. The university is geographically near to industry yet so far removed with its programs for the industrial need.

This presents a gap that could bring it in close collaboration with industry. The company has also a programme of conducting school awareness sessions on various topics as a corporate social responsibility. We also develop staff internally through a learnership programme.

The city is not doing well in maintaining the infrastructure, many a times we have to fix the potholes themselves. This presents a challenge as we have to compete with other suppliers better positioned from other countries. So the problem of infrastructure presents a negative image to the bosses when they arrive to inspect our conditions. The constant strikes also affects production and competitiveness as they will be companies in Germany waiting for our components for their assembly plants. Foxtech Ikhwezi recommends elimination of working in isolation and encourages collaboration among the universities, industry and the government. This will also help universities know the concerns and burning issues in the industry. May the government invest more education like Singapore which did such in the 1970s and now reaping the benefits. We realise when their students come down to us they outpace our local graduates by far in performance. May they also utilise the abandoned industries of Dimbaza, Wilsonia and various places.

## **Appendix V: Interview with Deputy Dean of Commerce and Management**

**30/03/2016**

**Interviewer:** Siphosibanda

**Interviewee:** Respondent 2

The interviewer started by elaborating the scope of the study and what it entails. And then asked the interviewee to give an overview of their relations with key stakeholders in the city. The interviewee stated that they have a strong relationship with the Premier's office which has also funded them for a project called Champion Now / Championing the evidence-based policy-making process. Their department carries out research work for the government. Currently they are running a research project called Programme to Support Pro poor Policy Development (PSPPD) sponsored by government and the European Union. This helps gather evidence that will help Policy makers formulate relevant policy for the poor citizens of the country. They as a department believe in research that has an impact in the community, they do not just do research for the sake of it. They also have a good relationship with Bankseta which is funding all of their Honours Degree students. They also have a good relationship with ECCSEC which absorbs a lot of their students and are currently working on cementing their relations with the Treasury as well.

She is also a Nedbank platform chair, where they are doing a community project of identifying bright young minds in High Schools from disadvantaged backgrounds doing their matric to encourage them to pass and come and study economics at University of Fort Hare. They also sit on a platform with Department of education, for example where they were recently asked to help teachers understand the new economics syllabus for the high schools. They are currently working on constituting an advisory board to inform their curriculum, this board shall engage key stakeholders such as industry and government. This advisory board would also reflect on performance of their graduates in the employment industry. This will also encourage employability. She highlights that globally there is a concern that universities are producing graduates that are not able to apply their theoretical knowledge practically when they are absorbed in the employment industry. She highlighted a weakness in the present curriculum which does not give students an opportunity for in-service training or attachment with companies during their period of study which helps them to be fully ready for work when they graduate as done in the United Kingdom.

When asked whether studies carried by post graduate students of the economics department address the city of East London, she highlighted that she is not privy of the entire departmental scope but can only speak for the students that she has supervised. Among those she supervised she could remember two that has a study focusing on Eastern Cape as a region. She however highlighted that most of the economics research studies tend to have a macro-approach and hence may not particularly address East London selectively. Their studies are usually desktop oriented because of limited funding. When asked about the implementation of their findings and recommendations, she said she does not know but from a general perspective she thinks they are hardly implemented. She however related that there is a drive from both the government and university that policy must be informed by research hence the emergence of serious consideration of research findings and recommendations.

When asked on where their students get placed for jobs, she highlighted that she does not have sufficient information on the entire departmental throughput and referred me to the head of their department, but indicated that however they know a number who are already placed. Most of these that she knows are employed outside East London. She also emphasised the value of those graduates that get placed outside the city also do remit to their families thereby increasing demand in a way, so that aspect should not be overlooked. When asked on what could be done for the City to retain its graduates she indicated that the city must grow its capacity to absorb its graduates. When asked what role can the university play in growing the city's capacity to absorb graduates, she said the University should continue providing policy relevant research. On whether the University can produce entrepreneurs she said it does produce them but the city's economy has little demand for services and products hence many do not succeed in East London and relocate to bigger cities. She highlighted that the university is already overloaded and cannot assume the role of development practitioners but can only focus on education and research. She gave an example of some areas with poverty rates of 72%, and such areas are not even viable for business because there is no sufficient demand for the products or services.

When asked on who should take the mandate to develop and expand the city, she said it should be a joint effort between university, government and the industry making a Tripple Helix approach. She further stated that the government should also work together with the communities. When asked if she would be interested in participating on platforms of meeting other stakeholders, she stated that she will be very happy to participate because they need to make an impact in the community as a department. She also highlighted that she has been invited to setup a community practice by ECCSEC. This works on analysing community



livelihoods from a south African perspective and coining a unique methodology to our situation. When asked in conclusion to comment on the relations between university, industry, government and community she said that there is still a relative disconnect but indicated that there is now a strong drive for collaboration especially between the government and the university. The industry and university however still have a bigger gap in their relations with the university.

## **Appendix VI: Interview with Social Work**

**(18/08/2016)**

Question: How does the social welfare department interact with BCM?

Answer: we don't have that much interaction with the local government, we got more interaction with the provincial government with district offices of social development in East London and Mdantsane that we specifically interact with, as far as BCM goes I believe we do internships at the wellness programme, EAP ;Employee Assistance Programme, we also call them Wellness programmes, BCM has got these programs, social work students have to do internships in fourth years and so having some of them passed,

Question. Do they get to work in the Eastern cape region or they go in different places

Answer. if you get your bursary in the eastern cape you work back in the eastern cape, of course there are unemployed graduates that are not deployed for numerous systemic reasons, funding has decreased from 80 to 30 students on social welfare.

Question. So roughly what percentage of your students does the government take

Answer. I don't want to give you the whole information but it has been up to 80 percent of our students

Question. And the NGO sector.

Answer. It gets absorbed in NGO sector even some schools

Question. Relationship you have with provincial government is on a memorandum of agreement

Answer. Yes recently I went to Johannesburg for national workshop, I took fourth year students with me, from Alice and 1 from East London, discussion on the fees must fall and we were looking at updating and amending the social development scholarship.

Question. After they finish the pay back service

Answer. The pay back service is for 5 years and some get absorbed and chose to go and work elsewhere, others become teachers, others lifetime social workers and come and post graduate

Question. Do you have any form of interaction with the business sector

Answer. We have interaction mainly with NGOs, we interact with those businesses that have something to do with social welfare such as Johnson and Johnson, Eskom, Mercedes Benz and ST Dominics hospital, we really don't have cooperate sponsors like big banks to help with funding

Question. When did your relationship with provincial government start

Answer. 2007, East London exports its majority of talented graduates to other cities who do not come back. We would love to see our city retains its talent. To break away from some traditions will take vision. The private sector could form a partnership with the government in making a purpose built high-tech first world Buffalo city university that will address the needs of the city.

Do you have any platform where you interact with both government and industry?

Answer: No there is no real platform although we do have a social work forum coordinated by social workers and usually hosts academic speakers. Thus a space where social workers get informal learning.

Would you love to have such a forum?

Answer: we have considered an advisory board like Information systems but we thought it will add just another layer of bureaucracy whereas we have so much going within our accountability structures already such as Social Council, Council of Social Services Profession and practising social workers and Forum of Social Educators guide us into our curriculum.

The respondents however reiterates that he love East London campus but a big chunk of potential students are turned away because the University doesn't have capacity to take them. In my department we get about 6000 applications and have to select 85 seats first years in Alice I get 3000 and 3000 in East London and for both we have to select only 170 seats hence we select the best of the best but the city has a massive amount of people wanting to study. The government is also not able to fund the students hence takes only a limited number of students per year.

## **Appendix VIII: Interview with Law Department**

30/06/2016

Introductory remarks: Respondent was not a head of department but a Personal Assistant (PA) to the Dean, who is well informed of all that happens in this department.

Question: How is your department involved with the city or industry in East London or Alice?

Respondent: In East London we work with the public, we offer legal aid clinic free of charge to the East London community for those who show proof that they cannot afford a lawyer. We also work with the high court and take our students there.

Interviewer: So with students do you take them to the high court during court sessions or in an empty court room.

Respondent: In their LLB lessons they attend court sessions, but they also get the opportunity to use the empty venue to practice role playing. They also learn how government works in the court and what happens in court.

Interviewer: Do you have other law practising firms that you interact with?

Respondent: The way we interact with industry is this, Donary Ree Attorneys takes candidates from Fort Hare only, even recently requested for prospective candidates. And lots of our students go to SMITH TABATA Attorneys, a big law firm here in East London, they are excellent. Many a times Dumi Tabata the owner visits occasionally our department to meet my boss. We have endless students going there when they finish their LLB, and many go to other law firms here in East London which I can't recall, thus how we work with industry. There is candidate attorneys and full time lawyers, some when they finish their candidateship they go to other cities.

Interviewer: Do you get sponsorship from government or elsewhere for any of your programmes?

Respondent: Yes we have Attorney Utility Fund that sponsors us every year, I am not sure if they are government. The GMRDC also sponsors our post graduate students.

Interviewer: How many do they sponsor?

Respondent: I am not aware of the number, they do it every year?

Interviewer: How about platforms of interaction with industry or municipality?

Respondent: What I know is that the municipality assists us on our medical jurisprudence. We take 3<sup>rd</sup> year students for tour of the mortuary where they can see how a post-mortem, as part of their study. Medical jurisprudence has to do with the medical laws.

Interview: Do you have any forums or platforms that bring you

Respondent: We have project running with SALGA, excellent one, a short course, with SALGA (South African Local Government Association). Most of our Lecturers are involved, and this projects works with all the municipalities of Eastern Cape and some other regions (Kimberly , Northwest). This is run on weekends, where they give the lectures to the municipality and local government personell. There is thousands of students from the municipality that attend, and they get a certificate after the course. Mayors and councillors also attend.

Interviewer: in your view as a university department is the city playing its role properly.

Respondent: Personally I think the city can do more, especially on student accommodation. The city also should afford graduates employment. They also should understand the needs of students when they protest. The city should also provide special rates for students, as in other cities which lower the rates for the students. They should, because one of the biggest parts of East London is the students. Anyway that how best I can answer.

Interviewer: What is your view of industry?

Respondent: I don't think they in particular absorb students from Fort Hare because they are more of technical oriented and Fort Hare does not have such programs. As I said before the industry is not too good with that, they can still absorb more graduates of UFH. But industry is not too bad, as a number of attorneys absorb our students as candidate attorneys.

Interviewer: How do you view your role as a university to this city?

Respondent: We have a very important role as a big institution, because we have so much to offer the community at the end of all these degrees for employment. When students leave here with their degrees they will be yearning for a job.

Interviewer: What can you recommend on strengthening the relationship and collaboration between university-industry and government?

Respondent: I think the entities do meet with the Vice Chancellor Dr Tom at a high level. But I think some more like seminars, conferences and get together must happen more often between the entities to inform each other of developments of what is happening with each other. We can get to meet the person in-charge of the services in the municipalities, engage on future plans and what we can do as a university. The departments that count must be together on this and give each other feedback.

## **Appendix IX: Interview with Community Engagement**

**13/06/2016**

Introductory remarks

Respondent: Your name is Siphon

Siphon: Yes

Respondent: How are you doing? Are you doing your doctorate?

Interviewer: No Masters half course and half research.

Respondent: Your course work is in what?

Interviewer: African studies...also do African cities thus why the interest in the city for me.

Respondent: Who is your supervisor.

Interviewer: Dr Teresa Connor

N:B The interviewer gives a brief overview of his study and its interest and answers questions for clarification to the interviewee.

Respondent: I need to understand your conceptual framework as I see in your questions you have already a predetermined view of community engagement. I need to understand that in order for me to give you the right answers. So, what is your theoretical framework that you used to understand community engagement?

Interviewer: Considering that my main study is not community engagement as such, I did not base my study on community engagement but rather the role of community engagement and thus I leaned more on the triple helix model as a as model of engagement that universities are using and of course borrowing a bit of community engagement.

Respondent: And how do you understand that model?

Interviewer: Well my understanding of community engagement is that universities engage with the communities and do research that is directly relevant to the communities and is of benefit to the community and can inform policy with the government. And well some universities have taken it to an extent of creating projects that create employment opportunities and give a number of benefits to their communities. And so community engagement is not essentially looking only in the rural setup but also the urban setting of the university, thus the understanding I have of community engagement. And that the universities are the key stakeholders of the city and they do collaborative ventures that make them to have strong relations...

Respondent: How do you differentiate the role of the university in development and an NGO, and how are we going into look different?

Interviewer: Look obviously the NGO is a non-profit organisation that deals with specific issues and that trouble communities and tries to alleviate them and a university comes with knowledge to the economy giving the necessary expertise to the people that are going to satisfy the employment industry as well as research projects that can help the communities. So I am expecting that from the questions that I will ask, it's not really that I have a predetermined understanding of your department, it's not necessarily so, but I want to understand what your department is doing...

Respondent: No...no...no thus fine, I also wanted to get where you come from. Its not a questionnaire...it's a semi-structured interview right...will you be comfortable that I focus through...not question for question because that will be very difficult...the way you setup your questions, it tells me that you have a very...very specific idea actually already about what community engagement is, and why am I saying that because you single out municipalities, government into this, which...

Interviewer : Well this questionnaire is not necessarily its supposed to go question by question..It is an interview guide...

Respondent: Yaaah I understand...understand what I am saying, I am not saying you are wrong, not at all! But I am saying is that you have to understand community engagement how we practice it. I will give you a bit of some history...

Interviewer: That will be great...be free to take me through what you as a department have been doing and how you perceive your role, I am happy with that, then I can ask additional questions that speak directly to my interests. So I am not trying to arm twist you into my thing, I just want to know what you are doing, then I can take those essential parts which speak to my study.

Respondent: Hmm Sipho (interviewer's name) how are you going to verify your information at the end of the day?

Interviewer: Hmm what...in what sense?

Respondent: What's the data verification...?

Interviewer: Hmm...Can you expand...

Respondent: Ok, data verification in qualitative research is what will determine the truthfulness of the data that you get there, how are you going to determine that.

Interviewer: Hmm I am dealing with heh...the relevant specific authorities of the departments, just as I am speaking to you. First if you initially remember, I asked you if you have a publication of your work, and then you said there isn't much on the literature, but I can come and then you can give me...if you had such publications, I could easily reference that.

Respondent: Right, we published a book about the importance of getting to know the community, its irrelevant whether its rural or urban setting. When I look at your questions they talk of the government. We don't work like that, we work upside down. Now before we start. We rather talk of the scholarship of engagement and we then can look at Boyer's work, how Boyer defines scholarship of engagement, where you will discover knowledge with the people. If we look at the role of the university to do research that is embedded on the community, yes thus what we consider. We believe that with grass root community...we discover knowledge. Thus what Boyer also says. We discover what knowledge is already there, how do you do it through research. Then we together analyse, share that knowledge and then apply that knowledge. If you talk about Integration, it is not the application in this setting. Thus just a little bit of theory.

So how do we start, now we must look at the pragmatics of everything? We seat with a community engagement office of only two people.

Interviewer: Ok...you are just only two?

Respondent: It's the Director and me. And of all practical reasons all the work falls on me. Maybe the director is busy with other issues and the meetings. If you look at models that are out there nationally and internationally, you see that is the ideal but then you ask how you are going to do that with only two people. We also don't have any funding of any project, we don't have a budget for it. We simply have a basic budget. SO now I have to pragmatically initiate and use your creativity to make things work.

We use action research as a vehicle to inform participatory community development. We use action research to inform community engagement. Our primary role in this office is...community engagement feeds and links back to research as a feature of learning. We train students of departments (e.g education, industrial psychology) on how to engage with the community and facilitate them to do practical work in schools and community. We train them in skills to get to know children of different levels and to connect with the community. We mobilise the community to link up with students and they meet with elderly people for a whole year where they work together on things they feel important for their community.

Interviewer: Which year was that?

Respondent: 2014, and the end of the year we seat with the departments and the students and the community engagement department quickly analyses the data and gives it back to the community. This is where discuss with the community verifying the data gathered by students, and feedback and misunderstandings are then corrected. In this way we discover what is important for the community. In this process we got to know the traditional leaders. Something you hear the students or faculties saying is that the community do not want to speak to them



because university comes to do research and goes and they don't benefit from it at all. We got to improve our relationship with the Nkonkobe District traditional leaders with the help of community gate keepers. We then got to know what the traditional leaders want to be researched in their communities.

Interviewer: Thanks for the overview, do you have some examples of your work that you have done in East London?

Respondent: In East London we worked with an NGO on after care project but it did not go well. We train also social work students who are now working in the villages of Nkonkobe.

Interviewer: May you indicate why you focus more in Nkonkobe District (Alice Campus Community)?

Respondent: Because the need is greater there and the resources are limited. And we work with people that come to us, and most of the people that come are from that area. What we did in East London was the training of Education students who get posted to 150 schools of the surrounding area doing their practical work (teaching practice and community engagement) in 2016...

Interviewer: Do you probably happen to work with Institutional Advancement?

Respondent: I am glad you asked, there is a huge difference, many people think community engagement must flagship the university in terms of 'PR' (Public Relations) Community engagement helps students to be relevant to the community not just during the time of study but even afterwards. If you look, we have a huge service delivery issue; its people who don't know how to work with people. Our role is to teach students and academics not to seat in their little isolation but to have the ability to work with the people on the ground, in that process you will link up with councillors; you will link up with municipality...

There is always distrust of the university from community leaders...

Interviewer: So just maybe to conclude I understand now the basic picture that you work from the bottom up, do you have any platform where you meet with NGOs, companies or entities that also concerned with community

Respondent: No, no, because we work, so it depends with the project that we work with, we can't go and seat there, not that it can't be useful, but we don't have manpower. If we had staff, we will. Our platform is that of Nkonkobe with traditional leaders,

Interviewer: How long has been your department operating?

Respondent: Like I said to you, the office was closed before I came here, It opened and closed a number of times...and was opened in 2014.

Interviewer: So, maybe as a summary or basic overview can you say the university has been successful in its community engagement or what can you comment?

Respondent: Yes in a sense and I can't go and say give me more money, they only have 'x' amount, its not a university problem but a national problem, I think our university has an understanding of what the role of community engagement is . Our success story is... we have an entrance into the community in an ethical manner and the training of the students, we are satisfied, but there is far more work that is outstanding. We cannot say...but we are satisfied where we are now with what we have...but there is still more to be done.

Interviewer: Thank you very much.

Respondent: Remember I spoke to you how you going to validate your data, it will be important for you to give me your analysis.

Interviewer: Thanks a lot.

Respondent: My pleasure.

## **Appendix X: Interview with I.T Department**

**27/08/2016**

Introduction remarks

Respondent: We are engage with the city through research Involvement, research projects involvement as well for example my NRF project is Sales in participation in government. There is quite a few studies that I have done with financial institutions as well.

We have an Advisory boards and the companies involved are Real People, Mercedes Benz, ELCB, Government (Office of Premier, Treasury) , Fort Hare CROs, H-tech, IBM, Microsoft, Vodacom, BBD in Joburg and these are the main employers of our graduates as well.

Interviewer: Do your graduates before their finish their course have an engagement with companies or some form of internship.

Respondent: No, we don't anymore, the companies aren't willing to host those anymore. We used to have during in the middle of the year, they would do a month in the company. But now companies are favouring 6-8months internship in the year following graduation.

Interviewer: Oh so your curriculum does not have that gap that allows them to interact with industry.

Respondent: No they are not interacting with industry but we have a project that they have to do at the end which simulating a work case. So they are working on a project which is expected to deliver an industry standard and such but its not actually dealing with industry itself.

Interviewer: Do you have maybe a few examples of success stories of some of the projects which they created that were adopted by companies.

Respondent: Recently we have asked them to find business opportunities rather than actually implement something for a company. Based on the last few years my student won a best Microsoft competition, they developed a health app and the opportunity was something that looked like Frere Hospital to help in the record management. Instead of people waiting for folders to see a doctor they created an automated thing, but Frere hospital hasn't implemented that due to other issues entirely. Another group also created a system to manage a taxi rank, to be able to analyse which routes are more popular and need more taxis.

Interviewer: Where they doing that for the city or to give the private taxi association.

Respondent: The project is still being built and is not yet implemented.

Interviewer: So they work as a team of how many?

Respondent: Four to five students.

Interviewer: So these venture that they do, do you have maybe a few examples that they have made them like entrepreneurs or to start their own companies

Respondent: There is one student who started a business out of her favourable project.

Interviewer: What was the project about?

Respondent: This was about reservation systems for bed and breakfast. She made an entire own system software. And the students that created the health have have gone on and created many other app as as well.

Interviewer: When was the advisory board created?

Respondent: 2004

Interviewer: Do you have a connection with the Alice campus as well.

Respondent: We don't have a presence there yet, but they is a new degree that will require us to be teaching some of the modules.

Interviewer: What's the name of the degree?

Respondent: BCOMM degree.

Interviewer: Beside your advisory board do you have any other platform that brings you together with the industry and maybe city.

Respondent: I can't think of any.

Interviewer: How often do you meet with the advisor board.

Respondent: Officially we meet once a year, but we do meet with individuals members when need arises. Once a year.

Interviewer: So this kind of relationship is it a result of an MOU with each company?

Respondent: Well there are terms of references to our advisory board which they agree to when they get invited

Interviewer: Ok, excellent, what recommendations could you have in strengthening the relations between the industry and city.

Respondent: I think the city based on our experiences we need championing on the city side for example projects that will make it viable.

Interviewer: Do you have any interaction with Border Kei Chamber of Commerce.

Respondent; No we don't.

Interviewer: The Chamber of Commerce offered to facilitate a direct communication with the heads of major companies and the city e.g mayor.

Respondent:

Interviewer: What can you say in general about the city, infrastructure and the way it relates to the university.

Respondent: East London is not accommodating to the university, we don't have a university town. There is a safety issue on students.

Interviewer: The local companies how many percent can you estimate on those who get employed here in East London and those who go elsewhere.

Respondent: About 70% remain in East London. Recently East London Computer Bureau (ELCB) employed a lot of students.

Interviewer: Woow thus great so which make Mercedes and other companies. Do they give feedback on how are students performing.

Respondents: Yes they do report, and general feedback is received from the advisory board as well. They indicate if our students are lacking in exterior skills. So we also try to run other programmes to prepare students for the workshop more like a life orientation.

## **Appendix XI: Minutes of Interview with Vice Chancellor**

22/09/2016

The Vice Chancellor stated that the university has various ways in which it engages with the city. The university has a council which is a government structure where it is a beginning point of engaging with the government. The university has engages with city through its representatives in all spheres of the government (local, district and provincial) which is local Buffalo City Municipality (BCM), Nkonkobe (Alice), and Amathole provincial representation) serve for the national government.

The university is an active participant in the structures of the local municipality such as V.C is part of a mayoral council where issues around strategic development of the city and future plans are discussed. A good example is the development of the sleeper site. It is the UFH that took the initiative to approach the owners who were Transnet and negotiated for that piece of land to be ceded to a partnership between the university and the local municipality. The business sector is also planned to be involved in that development of the sleeper site, a good example of all three key entities collaborating in City development. Concerning the sleeper site development the UFH engaged with the National Treasury and the ECDC (Eastern Cape Development Cooperation) to assist the university to be a full participant in that collaborative venture. The university also sends representation in the IDP (Integrated Development Strategy).

In Alice, the university engages with the Mayor of Nkonkobe and his office on developmental issues. The UFH has even approached Aspire in East London to ensure development of Alice's small town. ASPIRE is an Amathole District Municipality entity focusing on stimulation of spatial economic development and regenerating of small town economies which includes Alice. The UFH participates in a number of platforms IDP, Mayor's Council, Border Kei Chamber of Commerce. In the IDP they engage the university on its future plans so that the city officials my make the two entity future plans are dovetailing. In these platforms the university also raises the issues that affect the students such as security and cleanliness of the city. The sleeper site project has been hampered by the change of mayors at the end of their terms, which presents challenges if the next mayor does not have an interest in that project. However the University is hopeful that the project may kick-start in the next. The collaborative ownership of the sleeper side will cater for student facilities and residences as well as few teaching blocks. However some parts of the land shall belong to business and the municipality.

The unfortunate changes in the mayoral candidates and political will has affected the implementation of this project.

The role of the university in the city is to produce human resources, promoting investment in the city, also render programmes such as public administration attract municipal workers to enrol and learn and acquire knowledge on the effective running of the local government. This is particularly so, with Bisho where the government provincial offices are located. The university also attracts international presence which brings international partners who also involve the city in their ventures with the university. The infrastructure of the university promotes the ambiance of the city. The university has considered in its plans to open a department of electronics (electrical engineering) so that they assist the automotive industry. The university avoids civil engineering because its already on offer in Walter Sisulu University which is present in the city. There is also plans to open a programme on marine biology and marine and maritime sciences. Nelson Mandela Metropolitan University also asked for a partnership in this venture of which the UFH is glad to do that hence plans are underway. The Capetown Peninsula University of Technology also proposed that we partner on Maritime studies. This is in the bid to address the needs of the local industry. There is a trust appointed to develop these programmes in collaboration with the department of Education is expected to materialise within an expected period of 3 to 5years. The university shall however start with electronics and marine biology.

When asked how the UFH is responding to the global change of the role of the university in their cities from traditional classroom approach to a more engaged role especially with industry, the Vice Chancellor indicated the university approach is three pronged which is teaching, learning and research which speaks to community engagement. The third aspect of community engagement speaks to the shifting role more and thus the Vice Chancellor stipulated that the UFH has become more engaged with its surrounding community according to their specific needs not only treating them as subject of study. This has been greatly done in the Alice Community where the university has century history of existence in that town of Alice. The university has also attracted opening of sporting facilities such as Virgin Active and also allows community to use its recreational facilities which brings the community youth in contact with university students which also contributes in inspiring them to learn and become part of a university community too.

The University also implemented through its agriculture department a farmer's programme. Community engagement and Interaction with traditional leaders of Nkonkobe municipality

made them give the university land for the development of educational facilities. The community also gave water rights to the university, which has boosted its agriculture department which also trains community members on effective farming methods. The community also is working with the university in the agri-park project which teaches farmers to process their farm produce and make business out of it. Another initiative is the Nguni project in partnership with IDC where the community was given Nguni Bull and nine heifers and trained on how to raise Nguni herds. These get returned after they have brought another ten and the initiative is replicated with other people as well. The university is also in a drive to merge Alice town with the university, thus some of future plans are underway for learning facilities that shall be in the city itself and already some of the staff quarters are in the Alice town. In a nutshell the V.C stated that Alice town and UFH cannot exist independent of each other, they are an inseparable.

This however is not yet so with East London, but the UFH is committed at driving towards making East London a university city. It is very interested in making UFH a city campus. The UFH however does engage with a few firms in East London through its department of Law, Accounting and Social Work. The research also has been driven to be Afrocentric in its approach wherein its findings can be used in its immediate environment. When asked on a joint universities facility which the business sector indicated willingness to support, the V.C was not enthusiastic at that due to the fact that the business sector is not supporting any of its current building project has casting a shadow of doubt for their claim over a multi university joint facility.



## **Appendix XII: Pilot Informal Interviews**

**01/07/2016**

### **Interview with Social Development (East London)**

Partnership exists at a provincial level and all decisions are executed from there. The department selects students every year and funds them in their tertiary education to take social work studies and then absorbs them to work for a period of 5 years for the government. The universities provide the necessary professional expertise for the Social Workers who become the main drivers for the programs of Social Development Department. They thus work in that manner with the university.

They fund the private sector through NGOs and NPOs as well as CBOs that offer similar services to their department in the community and thus meet on a regular basis with these organisations engaging on issues of social services provision. When the department doesn't have any vacancies it places the graduates in the private sector

Minutes of Informal interviews

### **Interview with NEDBANK**

The Nedbank interview revealed a weak inactive relationship with other city stakeholders serve for the provision of banking and financial services. The bank assists the university students with opening of student bank accounts. What was of interest was to find a strong presence of UFH graduates employed in this Bank which is positive ray of hope about the University throughput. The participant was managing only a particular section of the bank and could not answer entirely for the bank especially on matters relating to any platforms of the bank engaging with government and university and referred me to the website.

Interview with Public Health Administration revealed a strong relationship with the National Government where there is a Memorandum of Agreement with the University to train Department of Health staff on a Master's degree programme in Public Health. This department also has an arrangement with the Department of Health where they engage Nursing Students from UFH to have a practical experience of work in the government Hospitals (Frere and Mankiwane Hospital). However the interview revealed a non-existent interaction between this department and the industry.

### **Interview with Shoprite Supermarkets**

The Supermarket has a relationship with the university but not in Eastern Cape but in Western Cape which is CPUT (Cape Peninsula University of Technology). They have a programme that engages CPUT on university students for experiential training. They also have a bursary for students who are studying Retail Management and other courses related to their business and they do absorb some of the participants after finishing their degree programmes. The supermarket has university students who are on managerial positions but from Universities outside East London namely NMMU (Nelson Mandela Metropolitan University) and CPUT.

### **Interviews with Jet stores**

This interview revealed that the store has no formal relationship with the University but does provide university students with a facility to buy clothing and small household items on account. Jet stores had more of Walter Sisulu graduates as employees. The interviewee revealed that they do not have a platform that brings them together with city stakeholders and referred me to the Head office for more information.

### **Interview with ECDC (Eastern Cape Development Co-operation)**

The participant first of all indicated that they are not in capacity to speak on behalf of the ECDC but referred me to the Communications Office for more detailed information about the department's relations with City Stakeholders. She was speaking on behalf of the unit under her management as an Export Held Desk Development Coordinator. The participant revealed that the department has an arrangement with Walter Sisulu University where they train potential upcoming business enterprises and help them to transit from informal to formal operations. She also indicated that her departments promotes talented innovative individuals who may have prototypes of their projects but are limited with funds, they see them through funding and help in managing the project until its establishment. They also help local manufacturers who wish to grow their businesses to an export level by linking them with the relevant entities and customs information and assessment of potential markets. Thus this government revealed a strong relationship with both business( industry) sector and university.

### **Interview with GMRDC**

The researcher interviewed the Goven Mbeki Research and Development Centre. The interview revealed that the department only focuses on funding the post graduates in undertaking their research work. It thus interact with other city stakeholders in conferences and

events but does not have a strong relationship with industry to the effect of Memorandum of Agreement. It submits the research documents to the national government.