

**University of Fort Hare**  
**Govan Mbeki Research and Development Centre**  
**Research Uptake Policy**  
**Working Document: 5 September 2013**

**Introduction and background**

Universities are increasingly expected to demonstrate the relevance of publicly funded research to society, government and funders and other stakeholders. This introduces a new dimension to research management which traditionally has been predominantly concerned with the provision of the necessary infrastructure and support mechanisms to improve the quantity and quality of research (Mouton, 2012: 1)

The focus needs to be expanded to also include the management of research uptake and processes and support mechanisms to facilitate the utilisation of research findings by policy-makers, practitioners and other user groups. Ultimately, research impact assessment processes and mechanisms must be an integral part of the research uptake process.

In the context of the above-mentioned the University of Fort Hare was included in the Development Research Uptake in Sub-Saharan Africa (DRUSSA) programme. This programme is designed to support universities with a genuine interest in focusing on "Research Uptake". More than delivering good research outputs and developing strategies toward better research utility, research uptake focuses on building administrative functions and systems to really connect research with the community -- be it local communities, industry, policymakers and other stakeholders in society, with returns for both the university and for external stakeholders.

This can mean coordinated capacity and systems across departments and thus linking up university research agendas with national development priorities wherever appropriate. It can also mean that Intellectual Property policies and research management systems can be designed to better shore up the university's research uptake strategy -- all part of adopting a truly institution-wide approach to getting important research into use.

In addition, the research uptake policy assists the university in tackling development challenges in positioning it in such a way to take on more development-focused research. To win research funding in an international environment that favours strong evidence-based development strategies. This requires that the university should build their capacity to manage research, to communicate it effectively and to measure its impact.

To allow universities to get research into use and thus fulfil their public engagement mandate. These structures and functions relate to two major issues. Firstly, the capacity to identify, disseminate, communicate and deliver research findings to stakeholders who are interested and/or affected by these. Secondly, Research Uptake Management, namely internal processes and procedures needed to effectively get the research featured and

published in formats and media that are attractive and accessible to external stakeholders.

In short developing a policy and practical guide to improve the adoption of especially but not exclusively publicly funded (applied) research would be the main aim of the research uptake strategy. Knowledge adoption is defined in this context as the uptake of information, practices, instruments or gadgets as innovations for example that have been generated through research (DRUSSA: 2012)

### **Aims and Objectives (Grobbelaar: 2012; Boshoff: 2012)**

The research uptake strategy being managed by GMRDC has the following aims and objectives:

- Facilitate through workshops, university research policies and in the interaction with researchers, the relevance of research uptake for public funded research initiatives by linking university research agendas with local, regional, national and continental development priorities wherever appropriate.
- To promote institutionally research uptake principles, policies and practices through research management practices, research human capacity development, research methodology training, academic writing and the publication of research findings with the aim to shore up the university's research uptake strategy
- Building administrative, networking functions and data base systems to connect researchers with stakeholders
- To facilitate in conjunction with researchers the utilisation of research findings by for example policy makers, communities and other stakeholders
- To facilitate and encourage the granting of research funding that favours strong evidence-based development strategies
- To identify, disseminate, communicate and deliver research findings in collaboration with researchers to stakeholders who are interested and/or affected by these
- To facilitate processes to get the research featured and published in formats and media sources that are attractive and accessible to external stakeholders
- To develop, manage and assist researchers with research impact assessment processes and to analyse and act on the findings where needed

### **Principles to consider in the development of a research uptake strategy (Mouton: 2012)**

In order to develop an institutional strategy that addresses research uptake or knowledge uptake a number of key principles must be acknowledged and factored into such a strategy: These include:

- **Take into account differences in modes of knowledge production:**  
This includes for example research that is being regarded as basic or applied or experimental or strategic. It could also be viewed as pure research or use-inspired research of pure applied research. Mode 1 and Mode 2 research could also be included here. Traditional, collaborative research and participatory research fall in this category
- **Different modes of knowledge production will lead to different pathways of knowledge use or research uptake:**

To address this principle and example to illustrate the point being made is important. For example: A strategy focusing on the uptake of research regarded as fundamental research would aim at maximizing the uptake amongst scientific peers. Applied development research for example at community level will aim at maximising uptake and impact amongst the community and relevant stakeholders. Commissioned policy development research will aim at maximising uptake amongst decision makers and the development of implementation and the assessment of the policy

- **The meaning of knowledge use or research uptake differs across scientific fields and context of application.**

The important point to recognise is that the nature of research and knowledge produced by different disciplines will require different strategies. For example, in the theoretical sciences, a different strategy will be followed to ensure uptake than in agriculture or engineering sciences

- **There is a need to acknowledge that there is a difference between those researchers who view knowledge production as an end in itself and those who view knowledge production as a means to an end**

The point here is whether the emphasis is on the division of labour in terms of knowledge and action where the researcher has no role to play in actioning the research. And a position where the researcher features intricately in the knowledge-in-action process as a continuum.

- **The strategy must be clear about the context and purpose of the intended or expected use and impact of the research**

For example is the purpose to provide evidence for or against a view point; would it be driven by advocacy interests; would it be to solve a problem in an instrumental way or for example, would it be needed to improve a particular practice hence the formative nature of the research uptake needed?

Aligning the above to the University of Fort Hare's research strategy is an important point of departure. The following section provides the broader strategic framework within which research uptake embeds itself.

### **The University of Fort Hare's Research Strategy (UFH:2009)**

The University of Fort Hare's **Vision** states that it aspires to become a vibrant equitable and sustainable African University committed to teaching and research excellence. This Vision is underpinned by a **Mission** that promotes:

- Meaningful and critical participation in the social, economic and political development of society
- High quality of education of international standards
- Contributing to the enhancement of knowledge that is socially and ethically relevant
- As well as to applying knowledge that contributes to the scientific technological and socio-economic development of the nation and the wider world

The Govan Mbeki Research and Development Centre (GMRDC) align its own Vision, Mission and Values to the institutional strategic intent through its **Vision to:**

Facilitate and develop a research culture of excellence at individual, group, Faculty and research Centre levels defined and enhanced by:

- Conceptual and operational support that ensures the integration of teaching, learning and community engagement in order to deliver on research that facilitates the development of a new generation researchers, educators and innovators
- The rewarding of excellence, and,
- Research practices that are nationally and internationally benchmarked in order to:
  - Promote critical engagement and the production of knowledge
  - Research that is relevant and responsive and that can provide leadership to society
  - Research that is innovative and problem solving by providing insights into the best paths for development
  - Research that is inspiring and role modelling enriching
  - Research that is formative
  - Research that is transformative

Having stated the above, our **Values** that underpin the above are:

- *Ethically* conducted research
- *Transparency* in what we doing
- *Fairness* to researchers
- *Equity* in line with national priorities
- Facilitation of *quality*
- *Academic freedom*
- *Commitment* to facilitating research
- *Accountability* for our work

The above provides a **framework of strategic principles and objectives** that focuses on:

- Curricula Renewal
- Internationalization
- Stakeholder partnerships
- An enabling research environment
- Sustainability through administrative, financial and capacity development support and facilitation
- The rewarding of excellence
- Critical human capital development as a priority skill
- Qualitative and Innovative integrated Teaching, Research and Community Engagement

These strategic principles and objectives are cross cutting imperatives in terms of the breath, depth, focus and context of GMRDC's operations. GMRDC's strategic objectives align with the institutional strategic objectives, namely:

- Financial viability and sustainability
- Institution of first choice
- Research excellence
- Learning and growth

**The following substantiates what is meant by the qualities of this broad strategic framework:**

*Curricula Renewal*

This involves the conceptual and operational involvement that ensures the integration of teaching, learning and community engagement in order to deliver on a research culture that facilitates the development of a new generation researchers, educators and innovators

The premise in this respect is operationalised by research at the University of Fort Hare that is inherently facilitated through processes that bring together in an integrated way the elements of teaching, learning and community engagement through the following practices:

- Curricula renewal that takes the best conceptual and applied practices into consideration, locally, nationally and internationally
- A human pedagogy that recognises the potential of each and every partner in the knowledge chain in an ethical way
- Academic leadership that is visionary and innovative: Leading by example as the eternal scholar
- An eagerness that the production of knowledge is driven through critical and rigorous research practices and public dialogue, and,
- Through coherent strategies ensure that research is an integral part of scholarly performance from the earliest possible moment in the academic careers of students and scholars

*Internationalization involves research practices that are nationally and internationally benchmarked*

The premise of this statement operationalises in the following way:

All research activities must conceptually, contextually and operationally be benchmarked in active ways through continuous scholarly exchanges such as the presentation of papers at national and international conferences, the publication of papers in national and internationally refereed journals, externally and internationally supervised and examined dissertations and theses and the provision of research leadership through research projects

Recognition of the African context should be the contextual and conceptual premise of internationalization initiatives

*Stakeholder partnerships*

Research does not take place in isolation from particular contexts. Partnerships play a significant role in the research strategy and it is supported through collaboration and

engagement with stakeholders that produce mutual benefits to all who had been involved in the research process. All research activities should incorporate demonstrable quality assured outputs. This includes for example the formal sharing and dissemination of research results and research uptake through accredited publications and feedback sessions to stakeholders such as communities who had been involved in the research as well as the provision of support to these communities in order to enhance beneficiation beyond the proverbial class room or laboratory context.

#### *An Enabling Environment*

The fourth layer that underpins the research strategy is to maintain, develop and improve an enabling environment that is supportive of the research mission of the University through the provision of infrastructure and research leadership development.

#### *Sustainability*

The fifth layer that underpins the research strategy is excellence in terms of administrative, financial and capacity development support. The GMRDC office is the focal point of all research administration and record keeping. Policy and procedural requirements are contained in the various documents. Partnerships and stakeholder management such as the NRF for instance, forms an integral part of the office's activities. Research support depends on effective and efficient administrative practices which would enable the office to do researcher profiling through record keeping and the analysis of data.

#### *The rewarding of excellence*

The premise is that benchmarked research should be rewarded as the product of commitment and scholarly application. The development of excellence through incentive driven recognition by the University of Fort Hare is an investment and recognition of a task performed at the highest level. Such recognition also serves as a role modelling and reputation building activity in the community of scholars and should enhance the ethos of excellence.

#### *Qualitative and Innovative integrated Teaching, Research and Community Engagement*

This gives recognition to the fact that there is no substitute for quality output as a benchmarked activity but the integration of teaching, research and community engagement requires an approach that would practically give credence to the activity. This is true for the conceptual, operational and dissemination of knowledge production aspects of research. For example, the establishment of a research chair or the development of research projects ,or the renewal of curricula should reflect the quality and innovative aspects as end products of an integrated approach.

#### *Human Capital Development*

Research is conducted by people who are centrally involved in the production of knowledge that should benefit humanity. Given the historical context of the University, the country and Africa priority is given to the development of critical / scarce skills among African

researchers. The policy is informed by the equity requirements but not only that. It is believed that the University has a moral and ethical obligation to invest and to develop such scarce skills.

**The above processes are underpinned by the following, (UFH:2009):**

#### **Promote critical engagement and the production of knowledge**

- Scholarly depth, context and breadth are enhanced through rigorous dialogue and engagement with the fields of knowledge and with scholars that might hold paradigmatically and contextually apposing and contentious positions with the view of contributing to the production of critical knowledge. These views must be disseminated as contributions to enriching the community of scholars. It is recognized that research starts at the individual level and is driven off the expertise and interests of the individual researchers or collaborating groups of researchers

#### **Research that is relevant and responsive and that can provide leadership to society**

- The developmental context of the University requires that the need for solutions to addressing the issues such as poverty, unemployment, food security, gender matters, ethics, diversity and cultural complexities, to mention a few, be prioritized. Leadership in these matters would be essential in the partnering with stakeholders.

- 

#### **Research that is innovative and problem solving by providing insights into the best paths for development**

- Not only should research be responsive to developmental and other matters, but it should also be addressing the urgent needs for problem solving. Solutions to problems should be sustainable and interventions should lead to best practices. Not only is the focus on the functionality of such practices but also on the conceptual and fundamental contribution that such research can make towards the quality of life.

#### **Research that is inspiring and role model enriching**

- Research as a process does not simply produce in a mechanical way answers to research problems. The process is an intercreative journey where mentoring and role modelling act as an inspiring foundation for growth, development and sustainability. Experienced researchers play the role of mentoring excellence through their involvement in research projects with inexperienced scientists.

#### **Research that is formative**

- Knowledge production is inter alia the end result of conceptual and applied output. At the core of these processes is a deep understanding of and an engagement with the subject matter, through grounding in research methodologies and an ability to analyse and to construct a synthesis or a profile of syntheses. The pedagogical philosophy of humanizing these processes is underpinning the formative qualities in the class room

situation. Research is also intended to be disseminated in such a way that allows for formative processes to take root beyond the class room or laboratory contexts. In this context research uptake becomes a critical aspect for the University. A humanizing pedagogy recognizes and involves partnerships in the educational process as contributing agents and processes that underpin these formative processes that in turn aspire to contribute to a better quality of life for all.

### **Research that is transformative**

- The complexities of the local, regional, national and African context place exciting challenges on the research agendas of all Higher Education Institutions. This is equally true for the University of Fort Hare. Not only places it an enormous responsibility on the quality of the research endeavour, but it also requires from the University to contribute towards the development of human capital across all spheres of activity and involvement in a transformative manner in an African context. Developing and addressing in unique ways the challenges of a post-colonial, post-apartheid South Africa is at the root of a transformative agenda. The production of knowledge is embedded firmly in a set of values that is African based and informed. Quality assurance is at the core of all of this and it must lead to the sustainability of quality of life that is in the best interest of the human good.

**The University's research strategy operates at a number of interlinking levels that promote in an integrated way the development of a culture of scholarly excellence through research strategies that focus on the fundamental aspects of scholarly practices.**

1. *The research strategy embeds itself at the "bottom end" of the scholarly process. It is achieved through processes that facilitate research methodology curricula renewal, applied research practices and through integrated community engagement initiatives as basic and advanced teaching, learning, research and community engagement experiences*
2. *It continues to support the well established areas of excellence and to facilitate the growth of these research nodes as areas of inter and trans- disciplinary opportunities*
3. *It aims to identify new research foci of excellence and facilitate the development and support of those areas in alignment with the University's strategic research objectives*
4. *The research strategy is facilitated by an enabling and rewarding research context supported by human capacity development, internationally bench marked quality assurance practices and networks as well as by professionally facilitated and administrative support systems, processes and policies.*

### **Management of research uptake and governance**

**The Govan Mbeki Research and Development Centre (GMRDC):** The research uptake strategy is managed and facilitated by GMRDC as an integral part of the University of Fort Hare's strategic research plan. GMRDC is mandated by the University to fulfil that role. The emphasis is on the implementation and governance of the plan by ensuring that institutional



structures and systems are in support of the aims and objectives of the strategy. It also includes the need to establish appropriate procedures for example in situations where contractual arrangements need to be concluded. Ensuring that research capacity building is done as well as awareness amongst researchers of the role and importance of research uptake and the need for research impact assessment. Furthermore, the development and enhancing of an organisational culture that promotes research uptake as an integral part of the University's relationship with its stakeholders, internally and externally, is a key function of GMRDC in the University.

The following institutional structures will play a supporting roles in this respect: (UFH: 2009)

**The University Senate:** The Senate is the highest academic body in the University and it is overseeing and approving all matters related to the core business of the University. Research policy approval is but one such role of Senate. The research uptake policy and strategy as integral aspects of the University's research strategy need to be approved by the Senate. It also plays an oversight role in terms of quality assurance matters as well as the funding of research in the University. The executive leadership of the University as well as of the various academic Faculties are represented in this forum which allows for regular oversight of the strategic research plan.

**The University Research and Development Committee:** The Committees main mandate is to a mechanism to quality check the operational and governance matters related to research in the University. Quarterly research reports from GMRDC as well as from all entities that oversee research in the University serve at the committee. This includes reports from Faculties and research entities associated with the Faculties and University. Matters related to the research uptake strategy would typically serve at the quarterly meetings. This committee serves an excellent purpose in monitoring what has been happening with the implementation of the University's strategic research plan. Each academic Faculty is represented at this level which serves the purpose of direct insight into the strategic research plan and its performance.

**The University Research Ethics Committee:** This committee is mandated to monitor and quality assure all research matters related to ethical conduct in the planning and executing of research. Research uptake matters are equally important as an ethical matter that will be receiving the attention of this committee. The central University Research Ethics Committee is the ultimate clearing house for the issuing of research ethics clearance certificates. The five Faculty Research Ethics Committees play a supporting role in their recommendation to the University Research Ethics Committee.

**Faculty Higher Degrees and Research Committees:** From a quality assurance and monitoring perspective the five Faculty Higher Degrees and Research Committees play a crucial role in assessing the incorporation of research uptake in research projects. All research proposals, including postgraduate Master's and Doctoral proposals, are submitted to the committee for quality assurance purposes. Overseeing the inclusion of research uptake as a practice and as an integral part of the research project should be fairly easy to manage. This would include having a thorough understanding of the complexities that face

researchers in terms of the kind of research, knowledge production approaches, research designs including the type of methodologies etc.

### **Research Uptake: Process model and activities**

The following approach is presented as a process model including the accompanied activities which GMRDC is mandated to manage. These include the required organisational systems, organisational procedures that need to be followed and managed as well as the facilitation of capacity development projects to ensure organisational sustainability.

#### **Organisational systems:**

- Develop a proper data base of all researchers based at the University by using RIMS
- Develop a data base of all research projects, including postgraduate research, contractual research etc by using RIMS
- Develop a data base of all local, regional, national and international research stakeholders and networks with the view to identify research uptake potential
- Include and monitor the inclusion of research uptake in university research strategic plans for Faculties and research units
- Liaise regularly with institutional stakeholders such as Faculties, research units, the University Library and the Projects Office
- Liaise with the Advancement Office (Communication and Marketing Division) for the issuing of press releases as well as for arranging opportunities for media exposure, interviews, awareness programmes etc.
- The Advancement Office to do content analysis on media exposure regarding research uptake
- Liaise regularly with Fort Hare Solutions on the commercialisation of research uptake
- Develop a system for impact assessment and evaluation of research uptake
- To include in the research budget funding for research impact and evaluation studies

#### **Organisational policies and procedures:**

- Include the need for a research uptake strategy in all research funding applications
- Include the need for a research uptake strategy in all research proposals including postgraduate Master's and Doctoral research proposals
- Establish a clear identity for the research output associated with UFH by always including the University logo
- Include research uptake as an appraisal requirement with regular reports on what has been achieved and incentivise such successful efforts
- Annually report on the research uptake initiatives including for example innovations and technology transfer successes
- Budget for the inclusion of a research uptake strategy in all research project
- Include the need for a research uptake strategy in all contractual or commissioned research
- Include the requirement for impact assessment and evaluation and the required budget to perform such a task

- Include the concept of research uptake in all GMRDC offered research methodology training
- Include the concept of research uptake in all research methodology curricula in undergraduate and postgraduate courses
- Library reports of data base usage and impact factor analysis of research papers being published by university staff members
- The research strategic plan must state the need to produce research findings for a wider use
- The usefulness of research that can impact on the socio-economic and developmental state of communities must be promoted
- Research uptake as strategy must be included in all research policies and strategies
- The University's research strategy must be facilitated and coordinated by GMRDC and it must be overseen by the University's Research and Development Committee and Senate
- Research uptake procedures must be included in all Departmental, Faculty or associated units research plans
- The University's research policy and strategy must be communicated frequently to all staff
- Policies on Research Ethics and Intellectual Property Rights must be promoted with the view of enhancing research uptake strategies
- The impact of research uptake must be assessed and data must be used to improve existing research policies as well as future policy developments
- Include research uptake practices and targets in all employee contracts
- Designate research uptake to specific GMRDC staff and Deputy Deans
- Promote research uptake through integrated and coordinated actions between GMRDC, Community Engagement, Internationalisation, the Teaching and Learning Unit as well as the Director of Transdisciplinarity
- To apply the University's private work policy with reference to contractual research and the sharing of income
- The Community Engagement Office to assess annually the nature of research uptake in the University

#### **Capacity development:**

- Capacity development training on research uptake for research management staff
- Capacity development training on impact assessment and the evaluation of research uptake
- Capacity development and awareness workshops for all researchers and postgraduate students
- Provide research uptake strategy development templates for easy use and referencing
- Provide training for researchers who would like to do contractual research and the implications for research uptake

The following section will be dealing with a framework for research uptake as well as a knowledge and research uptake template that should assist researchers in their planning of

the research project. These models are conceptual and should be adjusted for the specific context in which it is used.

### Framework for Research Uptake (Andrews: 2012)

Factors	Pre-research	Research	Post-research	Scale up Activities	Application / Utilisation
Research Process	<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• Relevance</li> <li>• Location of knowledge</li> <li>• Credibility of researchers</li> <li>• Feasibility</li> <li>• Ethical</li> <li>• IP</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriateness</li> <li>• Of methodology</li> <li>• Quality/reliability</li> <li>• Local development</li> </ul>	<ul style="list-style-type: none"> <li>• Credibility of results</li> <li>• Translation into action</li> <li>• Assessment of needs</li> <li>• Impact of findings, e.g. policy, practices</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Planning</li> <li>• Resource Allocation</li> </ul>	<b>Evidence Based</b>
					<ul style="list-style-type: none"> <li>• Contribution to evidence</li> <li>• Stimulation of new research</li> </ul>
					<b>Advocacy</b>
					<ul style="list-style-type: none"> <li>• Media coverage</li> <li>• Use of results</li> <li>• Key decision makers</li> </ul>
Stakeholder Involvement	<ul style="list-style-type: none"> <li>• Nature of the relationship</li> <li>• Existence of formal and informal networks</li> <li>• Extent of participation e.g. research design, research questions etc</li> <li>• Are there any advocacy groups involved?</li> </ul>			<ul style="list-style-type: none"> <li>• Development of tools</li> <li>• Technical assistance</li> </ul>	<b>Policy</b>
					<ul style="list-style-type: none"> <li>• Policy Change</li> <li>• Organizational change</li> <li>• Commitment of resource</li> </ul>
					<b>Programme</b>
<ul style="list-style-type: none"> <li>• Organisation / system change</li> <li>• Actions / training</li> </ul>					
Communication	<ul style="list-style-type: none"> <li>• Level and type of communication during the research process</li> <li>• Involvement of the media</li> <li>• Packaging and delivery of messages</li> <li>• Allocation of resources</li> </ul>			<ul style="list-style-type: none"> <li>• Monitor and evaluation for scale up</li> </ul>	<b>Practice</b>
<ul style="list-style-type: none"> <li>• Behaviour change: stakeholders</li> <li>• Availability / use of product/ service</li> </ul>					
Macro contextual factors	<ul style="list-style-type: none"> <li>• Broader political / socio-economic climate</li> <li>• Sensitivity of research questions and findings</li> <li>• Cost considerations</li> <li>• Time line in research and policy cycle</li> <li>• Culture of evidence research policy / service delivery interaction</li> <li>• Compatibility and contribution of results to current research practices</li> <li>• External interest such as donors, etc</li> <li>• Capacity to implement findings / policy</li> </ul>				

### Interpreting and contextualising the model:

The model consists of four interlinking sets of factors and processes all contributing in cross cutting and intricate ways to the research uptake process. These are:

Factors such as the research process, stakeholder involvement, Communication and macro-contextual factors

- These four factors are cross cutting and influencing the **pre-research process, the research process as well as the post-research process**. For example, if one argues that stakeholder involvement is a key aspect in research uptake the question is in what way does it play a role in these three interlinking research processes? For example, were the stakeholders such as a community or a sample of interviewees involved in the research methodology and research design process? Did they play an active role during the research process as well as in the processes of interpretation, assessment and synthesis of the findings. The macro-contextual factors are indeed very relevant in the context within which the University is functioning. The emphasis on the developmental mission of the University requires a great level of sensitivity for the socio-economic socio-cultural and related challenges that are impacting on the rural and semi-urban context. Researchers have to factor these matters into determining for example the relevance of what they are doing or planning to achieve with their research.
- Scaling the research finding up means that **a series of activities** and processes need to be taken into consideration such as planning, resource allocation, which relates to the budget needed for up scaling purposes, technical assistance as well as the monitoring and impact analysis of the uptake.
- The ultimate goal is **to be successful in the uptake and utilisation of the research findings**. This manifests in five interlinking ways such as how the evidence contributes to existing evidence and in what way does it stimulate new research or insights? Getting a greater sense of awareness established means that well planned and professional communication and media strategies must be used to disseminate the information. This can take a variety of forms and format from social media to high quality research conferences to community imbizos. Where the research would have policy development or policy change implications the required processes need to be developed and resourced. The policy environment manifests in various contexts such as for example in organisational, and government departments. Ultimately these policies impact on the day to day activities of ordinary people. Research uptake also influences training programmes in communities, organisations and related systems. At the core of these activities would be the hope for behavioural change to be affected and or the utilisation of new practices or instruments through a tech-transfer process.

In assisting researchers in the planning of research or knowledge up take the following template could be of some assistance:

It is important to keep in mind the contextual dynamics when using the instrument. This would refer to the nature of the research, knowledge orientation etc. This was discussed in the section that deals with basic principles of knowledge or research uptake.

#### **Knowledge and research uptake planning template (Andrews: 2012)**

<b>Problem or research focus:</b>
<b>Intended impact and objectives of the project:</b>

	<b>Who: target, sample?</b>	<b>Method / Methodology?</b>	<b>Monitoring evaluation of impact?</b>	<b>Time line</b>	<b>Budget</b>
<b>Engagement / Interaction</b>					
<b>Communication: What? Who? When? Where</b>					
<b>Info provided</b>					
	<b>What should be done to manage the legacy of the project? Who should take the responsibility and who will fund it? This includes:  Research data; Innovations and concepts; academic products such as papers; infrastructure; social capital such as research networks, etc</b>				

The purpose of the template is to assist the researcher in planning for research uptake. The template should be use in the following way: Three interlinking processes namely the engagement process, the communication process and the information providing processes all have implications in a cross cutting way with the population, sample or research target, the choice and development the methodology, methods and research designs as well as with the monitoring and impact of the research uptake. These intricate processes are dependent on the available resources, such as funding and it takes place over time.

**Engagement / interaction.** This includes for example:

- Participatory or action research or stakeholder initiated research
- Partnerships and collaboration
- User groups
- Capacity development
- Participatory research governance

- Networking

**Communication.** This includes:

- Tailored interactive activities for example imbizos with rural communities
- Research papers, brochures, websites, fliers etc
- Decision making systems
- Mass media specific and general

**Information.** This includes

- Non accredited papers
- Indigenous knowledge
- Non-commercial sources

In using the above mentioned template the following aspects would provide further direction and understanding of the project (Andrews: 2012):

**1. Scoping**

What does the research project intent to address and has a specific need been identified? Why has it been identified and should this be a priority?

**2. Targeting**

What impact does the researcher have in mind and what are the possible outcomes? Who are the target groups and what is known about them and why should they be included

**3. Implementation:**

How would the communication be managed with the stakeholders? Who will do this and when will this be done and how?

**4. Barriers to uptake:**

What are the possible barriers and how will this be addressed? What are the relative advantage, trialability and compatibility? What would the potential impact be on the research outputs and success of the project?

**5. Legacy:**

Will the legacy be managed and who will do so? Have resources been allocated? When will this process start?

**6. Monitoring and evaluation:**

How will uptake be measured and what instruments or methods will be used? Who is going to do that? And what will happen to the findings? For example, policy changes and or the introduction to new policies

**Action plans:**

Operationalising the research uptake policy poses particular challenges to the University. Managing such a system without the required support systems and budget would put a lot of strain on GMRDC and all involved parties.

The following is suggested and it should be integrated into the existing University Research plan and strategy being managed by GMRDC. Three interlocking levels have been identified

with cross cutting applications, namely the organisational system level, procedures and policies and capacity development needs of the system.

**Objectives: Organisational systems**

**Develop a proper data base of all researchers based at the University by using RIMS**

Measures	Who?	Targets	Time line	Budget	Frequency
Use RIMS	Research Manager	All	June 13	NA	Ongoing

**Develop a data base of all research projects, including postgraduate research, contractual research etc by using RIMS**

Measures	Who?	Targets	Time line	Budget	Frequency
Liaise with Projects Office to get data base. RIMS data base info	Research Managers and Admin staff	All	June 13	NA	Ongoing

**Develop a data base of all local, regional, national and international research stakeholders and networks**

Measures	Who?	Targets	Time line	Budget	Frequency
Use RIMS and Projects Office data bases. Liaise with International Office	Research Managers and Admin staff	All	June 13	NA	Ongoing

**Include and monitor the inclusion of research uptake in university research strategic plans for Faculties and research units**

Measures	Who?	Targets	Time line	Budget	Frequency
Get copies of existing plans and analyse	Dean of Research Deputy Deans of Faculties	All	June 13	NA	Ongoing

**Liaise regularly with institutional stakeholders such as Faculties, research units, the University Library and the Projects Office**

Measures	Who?	Targets	Time line	Budget	Frequency
----------	------	---------	-----------	--------	-----------



Meetings and electronic communication	Dean of Research and Director of Postgraduate studies and Research Managers	All units twice a year	June / October	NA	Ongoing
---------------------------------------	---	------------------------	----------------	----	---------

**Liaise with the Advancement Office (Communication and Marketing Division) for the issuing of press releases as well as for arranging opportunities for media exposure, interviews, awareness programmes etc.**

Measures	Who?	Targets	Time line	Budget	Frequency
Send info and invite CMD to write stories and press releases, etc	GMRDC and Deputy Deans and all researchers	All research	As it becomes known	NA	Ongoing

**The Advancement Office to do content analysis on media exposure regarding research uptake**

Measures	Who?	Targets	Time line	Budget	Frequency
Monitor all media	Advancement Office	Produce annual report and to influence policies on research uptake	Ongoing with an annual	Needed	Ongoing

**Liaise regularly with Fort Hare Solutions on the commercialisation of research uptake**

Measures	Who?	Targets	Time line	Budget	Frequency
Establish Senate Innovation and Tech-Transfer Committee	Dean of Research, IP admin and TT-Transfer Director	June 13	Twice a year or as the need arises	NA	Ongoing

**Develop a system for impact assessment and evaluation of research uptake**

Measures	Who?	Targets	Time line	Budget	Frequency
Planning and checking electronic	Dean of Research	One system with supporting	June 13	To be investigated	Ongoing

systems. Costing and human resources and system. Policy and procedures to be developed. A feasibility study must be developed. Liaising with Director of Community Engagement		capacity and budget			
--	--	---------------------	--	--	--

**To include in the research budget funding for research impact and evaluation studies**

Measures	Who?	Targets	Time line	Budget	Frequency
Costing must be done of such a system and software must be obtained	Dean Research and Research Managers	Budget: Operational, human resources	November 13	Will be determined	Ongoing

**Objectives: Organisational policies and procedures**

**Include the need for a research uptake strategy in all research funding applications**

Measures	Who?	Targets	Time line	Budget	Frequency
Include such a clause in all GMEDC application forms as well as in all MOU's, research Contracts for projects. Do workshops for awareness and	Dean of Research, Research Managers	All research	June 13	NA	Ongoing

implementation					
----------------	--	--	--	--	--

**Include the need for a research uptake strategy in all research proposals including postgraduate Master's and Doctoral research proposals**

Measures	Who?	Targets	Time line	Budget	Frequency
Include in postgraduate policy	Director and Manager of postgraduate Studies, Deputy Deans and supervisors	All	June 13	NA	Ongoing

**Establish a clear identity for the research output associated with UFH by always including the University logo**

Measures	Who?	Targets	Time line	Budget	Frequency
Include the need in the postgraduate policy guide	Director and Manger of Postgraduate Studies, Deputy Deans and supervisors	All	June 13	NA	Ongoing

**Include research uptake as an appraisal requirement with regular reports on what has been achieved and incentivise such successful efforts**

Measures	Who?	Targets	Time line	Budget	Frequency
Line managers such as HODs and Deans	All researchers	All	June 13	NA	Ongoing

**Annually report on the research uptake initiatives including for example innovations and technology transfer successes**

Measures	Who?	Targets	Time line	Budget	Frequency
Faculties and research units and GMRDC to report, use Bulletin and Annual Research Report	Deputy Deans, Research Managers and Dean of Research Advancement Office	All	December of each year	NA	Ongoing

**Budget for the inclusion of a research uptake strategy in all research projects**

Measures	Who?	Targets	Time line	Budget	Frequency
Researchers to plan carefully and costing of research uptake. Scope to be determined	All researchers. Director, Community Engagement	All	June 13	Depending on scope	Ongoing

**Include the need for a research uptake strategy in all contractual or commissioned research**

Measures	Who?	Targets	Time line	Budget	Frequency
Develop and insert such a clause. Legal Department to be included	Projects Office, GMRDC, Fort Hare Solutions and all researchers	All	June 13	NA	Ongoing

**Include the requirement for impact assessment and evaluation and the required budget to perform such a task**

Measures	Who?	Targets	Time line	Budget	Frequency
To be selective at first and concentrate on applied research projects	Dean of Research, Deputy Deans, research managers	Selected projects	August 13	NA	Ongoing

**Include the concept of research uptake in all GMRDC offered research methodology training**

Measures	Who?	Targets	Time line	Budget	Frequency
Include in all workshops run by GMRDC	Dean of Research and relevant presenters	All	March 13	NA	Ongoing

**Include the concept of research uptake in all research methodology curricula in undergraduate and postgraduate courses**

Measures	Who?	Targets	Time line	Budget	Frequency
----------	------	---------	-----------	--------	-----------

Do a curricula analysis and include in curricula renewal strategy	Director of Postgraduate studies, Deputy-Deans	All	October 13	NA	Ongoing
---	--	-----	------------	----	---------

**Library reports of data base usage and impact factor analysis of research papers being published by university staff members**

Measures	Who?	Targets	Time line	Budget	Frequency
Liaise with Library and the use of InCites	Research Managers and Dean of Research, Deputy Deans	All	June 13	NA	Ongoing

**The research strategic plan must state the need to produce research findings for a wider use**

Measures	Who?	Targets	Time line	Budget	Frequency
Insert clause in research strategy and all relevant research contracts	Research Managers and Dean of Research, Deputy Deans, Researchers	All	Ongoing	NA	Ongoing

**The usefulness of research that can impact on the socio-economic and developmental state of communities must be promoted**

Measures	Who?	Targets	Time line	Budget	Frequency
Insert clause in research strategy and all relevant research contracts	Research Managers and Dean of Research, Deputy Deans, Researchers	All	Ongoing	NA	Ongoing

**Research uptake as strategy must be included in all research policies and strategies**

Measures	Who?	Targets	Time line	Budget	Frequency
Insert clause in research strategy and	Research Managers and Dean of	All	Ongoing	NA	Ongoing

all relevant research contracts	Research, Deputy Deans, Researchers				
---------------------------------	-------------------------------------	--	--	--	--

**The University's research strategy must be facilitated and coordinated by GMRDC and it must be overseen by the University's Research and Development Committee and Senate**

Measures	Who?	Targets	Time line	Budget	Frequency
Manage and update strategy and submit regularly to relevant committees, e.g. Senate	Research Managers and Dean of Research, Deputy Deans	All	Ongoing	NA	Ongoing

**Research uptake procedures must be included in all Departmental, Faculty or associated units research plans**

Measures	Who?	Targets	Time line	Budget	Frequency
Include in Departmental, Faculty Research plans	Deans, Deputy Deans	All	Ongoing	NA	Ongoing

**The University's research policy and strategy must be communicated frequently to all staff**

Measures	Who?	Targets	Time line	Budget	Frequency
Put on website, publish in Research Bulletin	Research Managers and Dean of Research, Director of Postgraduate Studies	Three times a year	June 13	Needed	Ongoing

**Policies on Research Ethics and Intellectual Property Rights must be promoted with the view of enhancing research uptake strategies**

Measures	Who?	Targets	Time line	Budget	Frequency
Use Research Bulletin, Website and	Research Managers and Dean of Research,	All	Ongoing	Needed	Ongoing

e-mail	Deputy Deans, Tech-Transfer Manager				
--------	-------------------------------------	--	--	--	--

**The impact of research uptake must be assessed and data must be used to improve existing research policies as well as future policy developments**

Measures	Who?	Targets	Time line	Budget	Frequency
Identify projects with research uptake potential	Dean of Research, Deputy Deans, Director of Community Engagement	Selected projects	Annually	NA	Ongoing

**Include research uptake practices and targets in all employee contracts**

Measures	Who?	Targets	Time line	Budget	Frequency
Identify relevant researchers and set output target depending on the nature of the project	DVC:AA , HR	Selected group	Ongoing	NA	Ongoing

**Designate research uptake to specific GMRDC staff and Deputy Deans**

Measures	Who?	Targets	Time line	Budget	Frequency
Include in IPAs	Research Managers and Dean of Research, Deputy Deans	All	Annually	NA	Ongoing

**Promote research uptake through integrated and coordinated actions between GMRDC, Community Engagement, Internationalisation, the Teaching and Learning Unit as well as the Director of Transdisciplinarity**

Measures	Who?	Targets	Time line	Budget	Frequency
Set meetings and develop agenda	Dean of Research to coordinate	All	June 13	NA	Ongoing

**To apply the University's private work policy with reference to contractual research and the sharing of income**

Measures	Who?	Targets	Time line	Budget	Frequency
Promote the private work policy, put on website	Research Managers and Dean of Research, Deputy Deans	All	June 13	NA	Ongoing

**The Community Engagement Office to assess annually the nature of research uptake in the University**

Measures	Who?	Targets	Time line	Budget	Frequency
Select projects and run a pilot	Dean of Research and Director of Community Engagement	Selected target	November 2013	Needed	Ongoing

**Objective: Capacity development:**

**Capacity development training on research uptake for research management staff**

Measures	Who?	Targets	Time line	Budget	Frequency
Develop workshops and use SARIMA workshops to build capacity	Dean of Research and Research Managers	All in GMRDC to do with research admin and management	November 13		Ongoing

**Capacity development training on impact assessment and the evaluation of research uptake**

Measures	Who?	Targets	Time line	Budget	Frequency
To identify a provider to do impact assessment and evaluation of research uptake. To	Service provider to be identified	GMDRC staff and Deputy Deans, research Community Engagement Office	October 13	To be determined, may use skills levy	Ongoing



approach HR about skills levy					
-------------------------------------	--	--	--	--	--

**Capacity development and awareness workshops for all researchers and postgraduate students**

Measures	Who?	Targets	Time line	Budget	Frequency
Develop workshops and invite experts such as SARIMA	Dean of Research and Research Managers	All researchers and postgraduate students	November 13	TBD	Ongoing

**Provide research uptake strategy development templates for easy use and referencing**

Measures	Who?	Targets	Time line	Budget	Frequency
Develop user friendly template	Dean of Research	One	March 13	NA	Ongoing

**Provide training for researchers who would like to do contractual research and the implications for research uptake**

Measures	Who?	Targets	Time line	Budget	Frequency
Promote, identify researchers and develop material for training workshops	Dean of Research, Deputy Registrar, Projects Office	All relevant researchers	Ongoing	NA	Ongoing

**References used:**

1. Andrews, K. 2012 Knowledge for Purpose. Managing Research for uptake – a guide to a knowledge and adoption program, Australian Government, Department of Sustainability, Environment, Water, Population and Communities
2. Boshoff, N. 2012. Science Utilisation and Impact. Centre for Research on Evaluation, Science and Technology. University of Stellenbosch, Stellenbosch
3. DRUSSA 2012. Correspondence to the University of Fort Hare
4. Grobbelaar, S. 2012. Science Utilisation and Impact. Centre for Research on Evaluation, Science and Technology. University of Stellenbosch, Stellenbosch
5. Mouton, J. 2012. Science Utilisation and Impact. Centre for Research on Evaluation, Science and Technology. University of Stellenbosch, Stellenbosch
6. University of Fort Hare Strategic Plan: 2009 – 2016. University of Fort Hare, Alice