

**14th South African Marine Science Symposium/49th Estuarine and Coastal Sciences
Association International Conference: welcome & opening**

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Introduction

The officials of and the Scientific and Organising Committees for the 14th South African Marine Science Symposium and the 49th Estuarine and Coastal Sciences Association Conference, distinguished guests, presenters and participants from local and international universities, molweni, good morning

It is a great privilege to host the 14th South African Marine Science Symposium and the 49th Estuarine and Coastal Sciences Association Conference at Rhodes University, and a great pleasure to welcome you all to Rhodes, to Grahamstown, to the Makana region and to the Eastern Cape province.

To our African compatriots from the rest of Africa and participants from numerous countries around the world, a warm welcome also to South Africa.

I wish to extend my thanks to Professor's William Froneman and Alan Whitfield, to our academic departments and SAIAB, and to our Conference and Events Office for their efforts in organising and hosting this symposium and conference, and to all of you for entrusting Rhodes with this conference, and for travelling considerable distances to grace us with your participation.

I am especially pleased by the presence of colleagues from elsewhere in Africa. The conference's Pan-African nature gels well with our University's aspiration to be an outstanding African university, 'which proudly affirms its African identity', and is rooted in the aspirations, challenges and struggles of the continent.

For transport, logistic and costs reasons, compared to universities in Johannesburg, Cape Town and Durban, Rhodes academics have to work hard to attract and host national and especially international conferences.

That we do so with considerable success is testimony to the quality of the scholars to be found at Rhodes and the recognition that the University enjoys nationally and internationally.

As a 107-year old institution, and the smallest university in South Africa, we take pride in a number of features of Rhodes. 59% of our 7400 students are women; 26% are postgraduates and 20% are international students from some 50 countries around the world. Among South African universities we possess among the best pass and graduation rates and among the best research outputs per academic staff member.

Some imagine and like to say that our successes have to do with the fact that we are a quaint small town and that there is very little to do in our town. This is hardly the case!

This is an intellectually and culturally vibrant town in which there is lots to do, if you are enterprising.

We like to think that our successes and achievements have to do with the fact that as Rhodes we have a good understanding of what it means to be a university, that we take knowledge, scholarship and learning very seriously and that we work hard to create an institutional culture that embraces academic freedom and intellectual autonomy and debate, and values creativity, knowledge and scholarship.

It is especially appropriate that a conference related to marine sciences is being held at Rhodes University. We and our associate institutes have a long and prestigious track record in this field and have the second highest publication rate in the marine sciences in South Africa – not bad for a University that is 55km from the coast. Further, Prof. Christopher McQuaid of Rhodes occupies the DST/NRF Chair in Marine Ecosystems Research – one of five DST/NRF Chairs at Rhodes.

Colleagues, ladies and gentlemen: during recent decades and today there are pernicious economic and social orthodoxies that are hugely harmful to how we think about the value, purposes and goals of universities, and about education and knowledge.

These orthodoxies approach higher education and investments in universities from the perspective largely of the promotion of economic growth and the preparation of students as productive workers for the labour market and economy.

Of course, higher education must cultivate the knowledge, competencies and skills that enable graduates to contribute to economic development. In a world of obscene economic and social inequalities, such economic development, which is environmentally sustainable, can facilitate initiatives geared towards greater social equality and wider social development.

Moreover, in many cases there is need for extensive restructuring of qualifications and programmes to make curricula more congruent with the knowledge, expertise and skills needs of a changing economy and society.

However, an instrumental and purely utilitarian approach to higher education which reduces its value to its efficacy for economic growth, and calls that higher education should comprise of largely professional, vocational and career-focused programmes and should prioritise 'skills' is to denude higher education of its considerably wider social value and functions.

So too does the creeping and horrendous notion of students as 'customers' and 'clients' of universities. Much the same can be said of the obsession of a number of universities and administrators with the new fads of global and national university rankings. I share the lovely sentiments of a Japanese University fellow vice-chancellor who says: 'A farmer wanting to breed a big cow should focus more on nutrition than the weighing scales' (cited in Charon and Wauters, 2007). And as Einstein has said: 'Not everything that can be counted counts and not everything that counts can be counted.'

In the *Financial Times* Martin Wolf writes: "We talk as if nothing mattered except a country's ability to create material wealth" and criticizes Britain's skills agenda and its "emphasis on practical utility". He goes on to say:

This narrow agenda now dominates policy for education and training. What, the reader might ask, is wrong with that? Why should anybody pay attention to airy-fairy notions of education for its own sake? The answer is straightforward: these attitudes represent not merely a confusion of means with ends. They represent a perverse placing of means above ends.

Education is also a goal in its own right. If we must put this in economists' language, we can say that understanding is a form of wealth.

Wolf goes on to add:

All this, however, today's depressingly utilitarian debate implicitly rejects. Thus the reason for compelling young people to stay on in school...is to make them not wiser or even better citizens, but more productive. Yet to glory in the utilitarian over the fulfilling, and in practical knowledge over understanding, is more than a mistake; it is perverse.

This is financial correspondent who displays great insight.

It is vital that as academics and university administrators we revalue and reclaim knowledge and education as fundamental cornerstones of human development and restore to universities their important and varied social purposes.

We must also insist on the core purposes of higher education.

The first is to *produce knowledge*, so that we can advance understanding of our natural and social worlds and enrich our accumulated scientific and cultural heritage.

This means that we “test the inherited knowledge of earlier generations”, we dismantle the mumbo jumbo that masquerades for knowledge, we “reinvigorate” knowledge and we share our findings with others (Boulton and Lucas, 2008:3).

We undertake research into the most arcane and abstract issues and the “most theoretical and intractable uncertainties of knowledge”. At the same time we also strive to apply our discoveries for the benefit of humankind (ibid., 2008:3).

We “operate on both the short and the long horizon”. On the one hand, we grapple with urgent and “contemporary problems” and seek solutions to these. On the other hand, we “forage” into issues and undertake enquiries “that may not appear immediately relevant to others, but have the proven potential to yield great future benefit” (Boulton and Lucas, 2008:3).

As a university our second purpose is to *disseminate knowledge* and to *cultivate minds*.

Our goal is to ensure that our students can think imaginatively, “effectively and critically”; that they “achieve depth in some field of knowledge”; that they can critique and construct alternatives, that they can communicate cogently, orally and in writing, and that they have a “critical appreciation of the ways in which we gain knowledge and understanding of the universe, of society, and of ourselves” (The Task Force on Higher Education and Society, 2000:84).

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At the same time, we should also seek that our students should have “a broad knowledge of other cultures and other times”; should be “able to make decisions based on reference to the wider world and to the historical forces that have shaped it”, and that they should have “some understanding of and experience in thinking systematically about moral and ethical problems” (ibid., 2000:84).

Implicit, here is the idea that our societies require graduates who are not just capable professionals, but also sensitive intellectuals and critical citizens and that we are “tasked with the arduous formation of a critical, creative and compassionate citizenry” (O’ Connel, 2006).

The idea of a contribution to democratic citizenship, and to the general “cultivation of humanity”, means the development of “three capacities” (Nussbaum, 2006:5). “First is

the capacity for critical examination of oneself and one's traditions"; Second, is students seeing themselves "as human beings bound to all other human beings by ties of recognition and concern" – which necessitates knowledge and understanding of different cultures and "of differences of gender, race, and sexuality" (ibid:6). Third, it is, however, more than "factual knowledge" that is required. Also necessary is "the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person's story, and to understand the emotions and wishes and desires that someone so placed might have" (Nussbaum, 2006:6-7).

Our final purpose as a university is to undertake *community engagement*.

On the one hand this involves our students' voluntary participation in community projects. On the other hand, it involves service-learning, in which through academic courses our students and academics take part "in activities where both the community" and we benefit, "and where the goals are to provide a *service* to the community and, equally, to enhance our *learning* through rendering this service".

Conferences such as these involve considerable resources and efforts. These resources are, not infrequently, public resources. In as much as they provide valuable important 'breathing' spaces from the daily routines of teaching, tutorials, meetings and work, conferences are vitally important spaces for the respectful clash of theories and ideas, for the advancement of knowledge and understanding, and for the thinking through of the implications of such knowledge and ideas for day-to-day practice.

Colleagues, beyond communicating, as we do at conferences such as these, with peer scholarly communities, our universities and scholars have the responsibility to also, in the words of Stephen Jay Gould, "convey the power and beauty of (knowledge) to the hearts and minds" of the general public (2006).

The issue of communicating beyond the confines of universities and scholarly communities poses whether our universities and scholars engage sufficiently with the public and serve adequately as catalysts of critical public education and intellectual and

cultural debate, as part of higher education's rationale of advancing the public good. I sincerely hope that some of the papers being presented here will be shared with a wider public in the forms of magazine and newspaper feature articles and opinion pieces.

The theme of this 14th Symposium and 49th Conference is 'Estuarine, Coastal and Oceanic Systems: Breaking Down the Barriers'. Over the next four days an impressive almost 200 papers and presentations covering a wide-range of themes and issues will be covered.

Economic, social and environmental problems and challenges rather stubbornly do not distinguish between nor neatly compartmentalise themselves into academic disciplines and fields. Yet, our epistemology, methodology and orientations and objects may create unnecessary conceptual barriers to knowledge and understanding and generating more effective social policies, interventions and practices. In this case it may be necessary to erode or dismantle the barriers and disarm and re-orient the border guards.

However, while there may be much to say for interdisciplinary and multidisciplinary endeavours, and many new innovations take place at the boundaries of fields and disciplines, we should be cautious of making an unadulterated virtue of such endeavours.

A university education must, ideally, induct students not only into knowledge but also into how knowledge is made and into the making of knowledge. Still, it is not axiomatic that the boundaries between disciplines and fields must be dismantled, especially at the level of undergraduate education.

Natural barriers and boundaries as well as humanly created ones may not be all bad and may serve important purposes.

I am incredibly pleased that there almost half of the participants and presenters at this symposium and conference are postgraduate students. Such occasions are critical for cultivating the next and new generations of scholars and specialists that are much needed by society.

Our postgraduates are precious talents that must be given every support and opportunity to succeed and to contribute to the production and enrichment of knowledge. Having involved in a two-hour engagement with the Minister of Science and Technology last week, I am confident and excited that the coming years will bring wonderful new opportunities and heightened levels of support for enhancing the quantity, quality and equity profile of South African postgraduates and new and emerging scholars.

In closing, I trust that you will enjoy a stimulating and productive symposium and conference in this lovely Eastern Cape location, and that through vigorous and critical discussion and disputation there will be new insights and ideas that will help advance discovery, knowledge, understanding and practice.

I wish you an enjoyable stay at Rhodes and in Grahamstown and I am confident that you will find your Rhodes colleagues friendly and hospitable hosts.

References

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