



**WALTER SISULU UNIVERSITY**


**COMMUNITY  
ENGAGEMENT  
POLICY**

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# Community Engagement Policy

<b>Sponsor Division</b>	<b>Academic Affairs and Research Division</b>
<b>Responsible Department</b>	<b>Community Engagement and Internationalization Directorate</b>
<b>Related WSU Policies</b>	
<b>Policy Name</b>	<b>Policy Name</b>
Work-Integrated Learning Policy	Quality Assurance and Management Policy
Research Development Policy	Policy on Research Ethics
Service-Learning Policy	Short Learning Programmes Policy
Professional Community Services Policy	Policy on Learnerships
Teaching and Learning Policy	
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**WSU: COMMUNITY ENGAGEMENT POLICY**

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### APPENDICES

## 1. PREFACE

The WSU's commitment to community engagement is reflected in its vision and mission and specifically in its Institutional Strategic Plan 2015 – 2019 and Annual Performance Plans.

The Institutional Strategic Plan states that: "**Walter Sisulu University should be a world class community engaged comprehensive university that is a leader and institution of choice in selected flagship programmes**", **that address community and country needs, in partnership with government, non-governmental organizations, business and other institutions of higher learning and communities it serves, especially the rural and underserved. Goal 3 of the ISP is: To promote community engagement that enriches scholarship while addressing community needs.** Through mutually beneficial partnerships with a broad spectrum of stakeholders/communities, a range of community engagement activities are offered that contribute to meeting diverse needs, addressing social and economic problems and enhancing quality of life and the learning experiences of its students.

At WSU, Community Engagement is defined as "**the partnership of university knowledge and resources with those of the external community to enrich scholarship, research, curricula content and process and benefit students while addressing community needs, problems, issues and challenges** (Pretorius, 2003)."

- However, it must be emphasized that in the WSU context, the ultimate goal of Community Engagement is development.
- It is important to contextualize our own understanding of community as a concept that embraces all types of communities that WSU deals with including, but not limited to business, government, surrounding communities, the education sector and so on.

The utilisation of the resources, expertise and intellectual capital of the university to serve its communities, defines the unique contribution the university can make. This has become known as community engagement, together with teaching and learning and research forms the three core functions of the university. The university recognises the importance of and promotes the notion of a scholarship of engagement and public scholarship, both as concepts and as practical means of advancing its goal of contributing to the well-being and sustainability of the communities it serves.

## 2. AIMS

**The aims of the policy are to:**

- 2.1. Clarify what we mean by community engagement;
- 2.2. Assist to infuse curriculum-based community engagement within the teaching, learning and research activities of WSU;

- 2.3. Nurture existing community engagement activities and promote new ones;
- 2.4. Establish sustainable quality co-operative partnerships with communities;
- 2.5. Raise awareness of the University community regarding community engagement and outreach, and disseminate what is best practice regarding community engagement;
- 2.6. Promote the recognition of the scholarship of community engagement as a valid pedagogy;
- 2.7. Facilitate collaborative research with communities;
- 2.8. Regulate community engagement at WSU;
- 2.9. Establish broad principles for planning, implementing, monitoring and evaluating community engagement
- 3.0. Set up or streamline mechanisms/structures to promote, record and coordinate community engagement and outreach

### 3. DEFINITIONS

**Community** refers to communities, in terms of community engagement, which are "specific, collective groups' that are 'partners' with a 'full say' in that they identify their needs, 'participate in defining the service-learning and development outcomes; identify the relevant assets that they have in place; evaluate the impact; and contribute substantially to the mutual search for sustainable solutions to challenges.

**Community engagement** refers to "the partnership of university knowledge and resources with those of the external community to enrich scholarship, research, curricula content and process and benefit students while addressing community needs, problems, issues and challenges". Community engagement is a two-way relationship in which the University forms partnerships with the community that yield beneficial outcomes such as productive research outcomes, human capital development and the development of cultural and intellectual assets for the community.

**Community outreach** refers to the voluntary outreach to communities by academics, University employees, alumni or students in response to the social, economic and political needs of communities. This is a one-way initiative from the University, its students and alumni to communities.

**Community participation** See definition of community engagement

**Curriculum-based or curricular community engagement** is the "teaching, learning, and scholarship, which engage academic staff, students, and the community (service sectors) in mutually beneficial and respectful collaboration. Their interactions address community identified goals or needs, deepen students' civic and academic learning, enhance the well-being of the community, and enrich the scholarship of the institution.

**Service** In the context of social transformation "service" at a higher education institution can be defined as "social accountability and responsiveness to

development challenges through the key functions of teaching and research in close cooperation with communities and the service sector. On the one hand, this encompasses making available the institutions' intellectual competence and infrastructure to improve service delivery. On the other hand, it is a focused modification and contextualisation of what is taught, learnt and researched.

**Service-sector** refers to "Any sector responsible for service-delivery in or to a community. This includes the public sector at national, provincial and local level, as well as the private sector. At the community level it can also include Non-governmental Organisations (NGOs), Faith-based Organisations (FBOs) and Community-based Organisations (CBOs).

**Service learning programmes** (or community engagement learning programmes) describe "In service learning programmes students are engaged in activities where both the community, as well as the students are primary beneficiaries. The goals are to provide a service to the community and to enhance student learning. It is characterised by reciprocity, mutual enrichment and integration with scholarly activities."

Lazarus (1999) defines service learning as "an experiential teaching methodology that combines community service with student learning in a reciprocal manner".

## 4. **PRINCIPLES**

### 4.1 **Principles regarding community engagement**

- 4.1.1 Community engagement is a core function of the University, together with teaching and research.
- 4.1.2 Community engagement must promote the social, environmental, economic and cultural development of communities.
- 4.1.3 Community engagement must promote the mutually beneficial interaction between WSU and communities. There should thus be collaboration on the development of academic programmes and research projects by all stakeholders.
- 4.1.4 Community engagement is an integral part of teaching (formal and non-formal), learning and research.
- 4.1.5 Community engagement is a scholarly activity that must enrich and contextualise the curriculum and research. "Engagement scholarship is the knowledge, discovery, integration, application, and teaching that results from university-community collaborations"
- 4.1.6 Community engagement must promote contextualised, relevant teaching and learning.
- 4.1.7 For community engagement to be an integrated part of tuition, curriculum planning must be undertaken in consultation with the community.
- 4.1.8 Collaboration and partnerships are the cornerstones of community engagement.
- 4.1.9 Relationship building is a core principle in all community engagement initiatives. The University must develop relationships with local and regional authorities, governmental and non-governmental agencies, civic / community-based organisations and other WSU communities.
- 4.1.10 Planned and resourced community engagement must enhance the relevance of WSU's curricula and research agenda.
- 4.1.11 All community engagement projects must be needs-focused/driven. The development priorities of communities must be aligned with the needs of WSU in terms of teaching, learning and research. Each academic programme or research project will require unique and contextually appropriate actions in terms of needs analysis and asset mapping.
- 4.1.12 Student learning in community engagement academic programmes must be assessed, especially in terms of the link between theory and practice. Students' critical reflections on their experiences must inform curricula changes.
- 4.1.13 Community engagement in teaching (formal and non-formal) and its impact must be evaluated every year.
- 4.1.14 After the completion of a research project that involves community engagement, the effectiveness of community engagement must be evaluated.

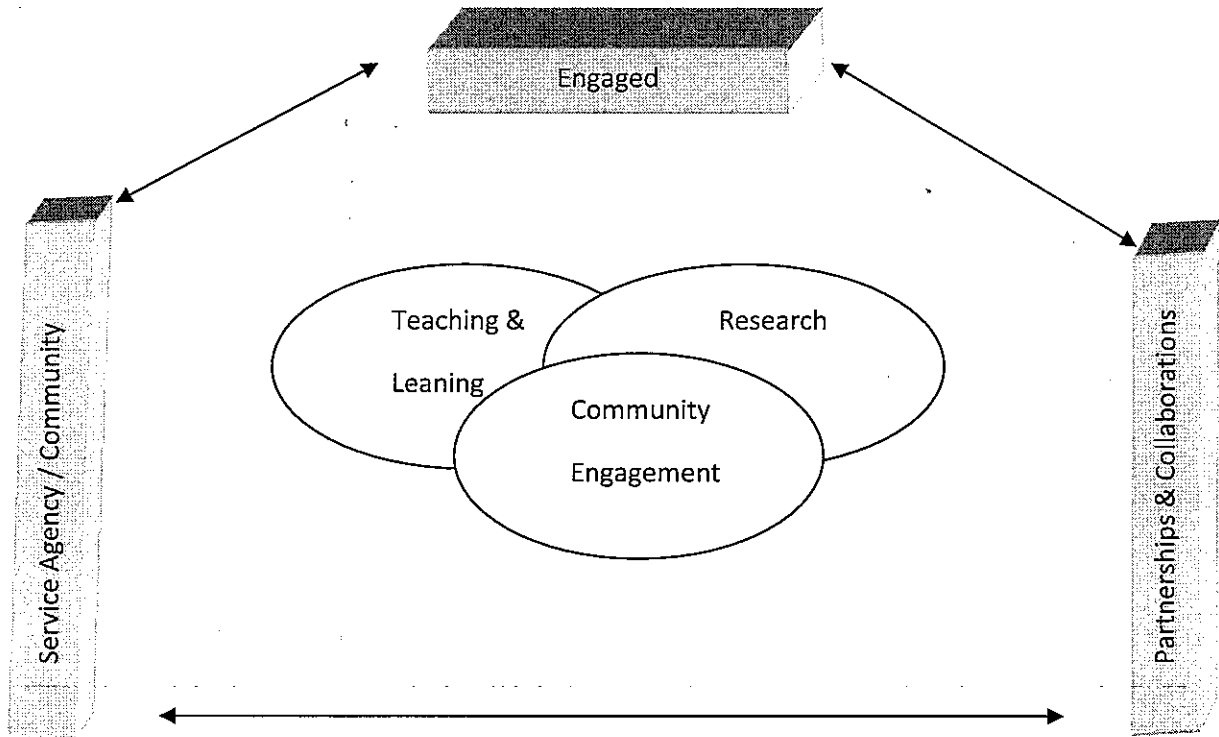
### 4.2 **Principles regarding community outreach**

- 4.2.1 Community outreach is not seen as a core function of the University.
- 4.2.2 The effectiveness of community outreach must be evaluated and reported on by taking into consideration how WSU's image is enhanced by the outreach initiative as well as its impact on the community.
- 4.2.3 Services rendered to communities in outreach initiatives must be monitored by the department/centre/institute/ involved.

## 5. THE WSU ENGAGEMENT CONCEPTUAL FRAMEWORK AND TYPOLOGY

### 5.1 CE MODEL & PROCESS OF IMPLEMENTATION

- The Community Engagement Model that was adopted and approved by the WSU 2010 March SENATE was the INFUSIÓN MODEL.



**Figure 1: The Infusion (cross-cutting) model of CE**

(Source: Bender, 2008)

Some of the reasons cited by the commissions for choosing the infusion model were:

- Significant engagement – embedded, ownership, life long relationship NOT a token
- University & Community to own each other
- Emphasise involvement of potential graduates
- Problem Based Learning (PBL) including project/patient based learning
- Problems must be in the community

### 5.2 A DIAGRAMMATIC REPRESENTATION OF THE CE CONCEPTUAL FRAMEWORK

Outreach & Community Service	Professional/Discipline Based Service Provision	Teaching & Learning	Research & Scholarship
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**WSU: COMMUNITY ENGAGEMENT POLICY**



<ul style="list-style-type: none"> <li>• Graduate Placement</li> <li>• Networking and Partnership Development</li> <li>• Open Days/Careers Fairs</li> <li>• Clinical Service</li> <li>• Non-disciplined based volunteerism</li> <li>• Media Consultation</li> <li>• Outreach programmes to under serviced communities</li> <li>• Winter Schools</li> <li>• Counselling Services</li> <li>• Socio-cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>• Consulting and professional services</li> <li>• Partner in socio-economic projects</li> <li>• Contribute to public debate/Conferences</li> <li>• Partnerships with local and national agencies</li> <li>• Research based policy recommendations</li> <li>• Expert testimony</li> <li>• Public scholarship</li> <li>• Technology Commercialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Service Learning</li> <li>• Work-integrated/Based learning/Clinical Practice</li> <li>• Discipline related Volunteerism</li> <li>• CPD/Customised Programmes/SLP's</li> <li>• Part-time off-campus programmes</li> <li>• Project based learning</li> <li>• Internships</li> <li>• Clinical Practical</li> <li>• Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Participatory</li> <li>• Action Research</li> <li>• Applied Research</li> <li>• Collaborative Research</li> <li>• Professional Services</li> <li>• Technology Transfer</li> <li>• Contract Research</li> <li>• Evaluation and Impact studies</li> <li>• Problem analysis and solving.</li> </ul>
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The engagement activities of the WSU can be categorised into four broad categories. It should however be noted that these engagement activities are often linked, interdependent, synergistic and integrated and may fall within more than one category, but for the purposes of ordering and recording these activities and providing structure, the conceptual framework attempts to categorise these activities as accurately as is possible. These four broad engagement categories are reflected in the table above.

### 5.3 THE WSU'S APPROACH TO CE

#### 5.3.1 Community engagement

Community engagement is a two-way interaction between the University and a community in which the University forms partnerships with the community that yield beneficial outcomes for both the community and the University.

Community engagement can be conceptualised as a continuum 'determined by two important distinctions:

- (1) Who the primary beneficiaries of the service are (i.e. community or student); and
- (2) What the primary goal of the service is (i.e. community service or student learning)'

##### 5.3.1.1 Curriculum related community engagement

This includes formal, accredited programmes or modules (national certificates, diplomas and degrees), as well as credit bearing short learning programmes of which the purpose is service learning. In service learning programmes, students are engaged in activities where both the community, as well as the students are primary beneficiaries. The goals are to provide a service to the community and to enhance student learning. It is characterised by reciprocity, mutual enrichment and integration with scholarly activities. It enriches the scholarship

of academic employees in the institution. WIL, Experiential learning, internships and learnerships leading to formal, registered qualifications fall in this category.

#### **5.3.1.2 Non-curriculum related community engagement**

This entails the professional involvement of employees in community engagement initiatives where the community benefits from the engagement, as well as the employees. The community engagement initiatives are not linked to a curriculum, or to research. Employees apply their expertise of their discipline to community development initiatives. Knowledge of employees is enhanced due to their experiences in the community.

#### **5.3.1.3 Research-related community engagement**

This is the advancement of scientific knowledge because of community engagement. The community is involved as a partner and the University's research capacity is used to address community problems. Engaged research must result in knowledge transfer and exchange, and/or the improvement of communities. Furthermore, through engaged research significant social and economic benefits could result. Engaged research can be opportunity-driven or demand-driven. Thus research-related community engagement includes research programmes with a community engagement focus.

#### **5.3.1.4 Community development and capacity building**

This entails the development of skills and knowledge of individuals in order to address specific needs of communities, resulting in capacity building. Short learning programmes (credit-bearing and non-credit-bearing) with social developmental or capacity building (skills programmes) aims, fall in this category.

### **5.3.2 Community outreach**

This is the voluntary outreach to communities by academics, University employees, alumni or students in response to the social, economic and political needs of communities. This is a one-way initiative from the University, its students and alumni to communities.

## **6. RELEVANT POLICIES**

This Policy acknowledges that there are several policies at WSU already approved by Council, or in the planning stage that are relevant to community engagement. They are:

- 6.1.1. Professional Community Services Policy
- 6.1.2. Draft Policy on Advisory Boards
- 6.1.3. Work-Integrated Learning Policy
- 6.1.4. Quality Assurance and management policy

- 6.1.5. Research Development Policy
- 6.1.6. Policy on Research Ethics
- 6.1.7. Service-Learning Policy
- 6.1.8. Policy on Teaching and Learning
- 6.1.9. Short Learning Programmes Policy
- 6.1.10. Policy on Learnerships

## **7. QUALITY ASSURANCE**

- 7.1 Quality-related arrangements for community engagement must be formalised and integrated with those of teaching, learning and research.
- 7.2 Approval of new formal academic programmes/modules that involve community engagement must follow the approval route of formal academic programmes/modules and eventually the approval of the by Senate. After approval, the new programme/module that involves community engagement must be submitted to the Directorate: Community Engagement and Internationalization for inclusion in the database.
- 7.3 Research proposals involving community engagement must be submitted to the Faculty Research Ethics Committee and eventually to the Research Directorate for approval. After approval, the research proposal must be submitted to the Directorate: Community Engagement and Internationalization for inclusion in the database.
- 7.4 A new community outreach project must be approved by the Head/Director of the Department/Centre/Institute. After approval, the outreach project must be submitted to the Directorate: Community Engagement and Internationalization for inclusion in the database.

## **8. FINANCES**

### **8.1 Community engagement**

- 8.1.1 The finances of short learning programmes that involve curriculum related community engagement and those aimed at community development and capacity building are governed by the SLP Policy: See Short Learning Programmes Policy.
- 8.1.2 Finances of formal academic programmes and research projects that involve community engagement are governed by the relevant WSU policies for formal tuition and research.

### **8.2 Community outreach**

- 8.2.1 Faculties/Departments/Institutes/Directorates that plan to roll-out community outreach initiatives must plan and fund these from the approved budgets.

### **8.2.2 Development and Delivery of Community Engagement**

See **Appendix A** (WSU Strategic Guidelines for Community Engagement and Appendix) and

## **Appendix B (WSU Service-Learning Implementation Guidelines)**

### **9. ETHICAL CONSIDERATIONS**

- 9.1 Professional ethical codes that normally apply to a professional within his/her field of expertise will apply in community engagement activities.
- 9.2 Students and employees are bound by this policy and other relevant policies as well as a code of conduct for working in communities.
- 9.3 The Policy on Research Ethics applies to all community engagement activities.

### **10. IMPACT**

10.1 The impact of community engagement must be determined and reported on annually by the institution in consultation with relevant internal and external stakeholders. The Director: Community Engagement and Internationalization must interpret the findings in the reports and take the necessary actions.

10.2 The following are some of the criteria that could be used in the evaluation:

- Partner satisfaction with the process and results
- Number and nature of projects according to the typology, as well as the number of students/communities involved and the nature of involvement
- Student satisfaction
- Community satisfaction
- Benefits for WSU
- Geographic areas impacted
- Number of courses that include work-integrated learning (WIL) and/or service learning
- Number of students in service-learning programmes or WIL and/or service learning
- Number of research projects with a community engagement focus, as well as the nature of the research projects
- Number of students involved in research projects with a community engagement focus, as well as the nature of the research projects
- Number of employees involved in community outreach programmes and the nature of involvement
- Number of employees involved in community engagement programmes according to typology, as well as the nature of involvement
- Number of employees engaged in research with a community engagement focus as well as the nature of involvement
- Number of employees/students voluntarily involved with community outreach
- Changes to the quality of life of communities as a result of community engagement and outreach
- Changes to quality of learning and research.

## **12. DIRECTORATE: COMMUNITY ENGAGEMENT AND OUTREACH (DCEI)**

- 12.1 The Directorate: Community Engagement and Internationalization is responsible for:
- coordinating and managing WSU's community engagement initiatives.
  - promoting and communicating WSU's community engagement initiatives.
- 12.2 The Directorate: Community Engagement and Internationalization should assist:
- With networking and liaising with communities where possible.
  - In establishing partnerships with stakeholders to enable the linkage of resources with communities where possible.
  - Faculties/Departments/Directorates/Institutes/Centres with community engagement and outreach initiatives where possible.
- 12.3 The Directorate: Community Engagement and Internationalization must maintain a database of all community engagement academic programmes and research projects, as well as community outreach initiatives.

## **13. REVIEW AND REVISION**

The Deputy Vice-Chancellor: Academic Affairs and Research is responsible for initiating the review of this policy every third year according to the Policy on Policy Formulation.

## **14. IMPLEMENTATION OF POLICY**

Related policies of the former institutions that were in force prior to the commencement of this Policy are replaced with effect from the date on which Council approves this Policy.

## **APPENDIX A**

### **STRATEGIC GUIDELINES FOR COMMUNITY ENGAGEMENT**

#### **Introduction**

In this section, strategic guidelines are presented for developing the WSU into a fully engaged institution. The strategic guidelines are written in the form of general principles for action. A prerequisite for the successful implementation of the strategic guidelines presented is that the entire University embraces the conception and definition of community engagement articulated in this document.

Community Engagement is conceived as a form of scholarship that cuts across teaching, research and service. It is defined as the partnership of university knowledge and resources with those of the external community to enrich scholarship, research, curricular content and process and benefit students while addressing community problems, issues and challenges. Community Engagement, therefore, involves the institution generating, transmitting and preserving knowledge for the direct benefit of the external community in ways that are consistent with university and academic unit missions. As a cross-cutting function it therefore covers the full spectrum of knowledge functions.

#### **1. Strategic Guidelines**

##### **1.1. Integrate the Philosophy and Culture of Engagement into the Core Functions, Structures, Processes and Policies of the WSU.**

As a form of scholarship that cuts across and connects teaching, research and service, the philosophy and culture of engagement should be integral to the intellectual life of the WSU. This way of thinking should be incorporated into the policies and practices of the institution in order to ensure that clarity of understanding exists about engagement at the WSU. It is an important first step in connecting institutional rhetoric with institutional practice.

Engagement should therefore not be viewed as a 'bolt-on' feature that occurs through separate centres and units. It must become as much part of the culture as is research and teaching, i.e. it must be built into the fabric of the WSU (institutionalized) and integrated into all key processes of the university, including:

- resource acquisition and allocation
- salary, reward and promotion processes
- determination of curricular requirements, review and approval processes

##### **1.2. Develop an Institutional Engagement Priority Framework**

An engaged institution takes its shape from the community and region it serves. It should therefore focus on addressing the future of the community and region

as well as the future of the WSU. The first step is to assess the needs of the community and region served by the WSU. The assessment should be based on data about demographics, the economy, social conditions and quality of life. The Community Engagement priorities must be developed in consultation with the community. Priorities should be aligned with regional integration plans, the Eastern Cape Provincial Development Plan, and by expanding the existing advisory committee system of the WSU to comprise of internal and external stakeholders.

Because the needs of the community and resulting demands for assistance from the WSU are practically limitless, setting priorities will prove more difficult than identifying them. The Community Engagement priorities will include problem-focused engagement, service and empowerment, as well as professional services and continuing education.

As WSU will not have the ability, time and resources to meet all the needs of the community, the setting of priorities will not only be determined and shaped by the external community, but also internally by the WSU. The institutional management priority framework should therefore be set on the basis of its expertise, knowledge resources, facilities, vision, mission, core values, strategic thrust and focus areas.

### **1.3. Allow for an Integrated and Decentralised Approach to Community Engagement Planning**

Community Engagement planning should be undertaken with the understanding that the primary responsibility resides at the faculty, unit and department level. The planning, however, should involve multiple parties in open and continuous dialogue with the internal and external community. Decentralisation allows planning to be done on the basis of unit missions, faculty and staff strengths and preferences, and external community needs. It should be understood that with decentralized planning goes corresponding responsibility. The planning and associated Community Engagement activities should, however, be aligned to the institutional Community Engagement priority framework.

This approach recognizes and accommodates the fundamental tension associated with academic planning: the need to balance the activities of the university as an institution, as it responds to external pressures to fulfill its mission, remain financially and politically viable, with the activities of the University as a community of scholars. It will allow members of Council, Executive Management, Deans and other levels of central administration, as well as the external community, to retain the capacity to encourage and support Community Engagement activities related to priorities set at institutional level.

### **1.4 Strengthen Community Engagement through University-wide Leadership**

The office of the Vice-Chancellor, the Deputy Vice-Chancellor: Academic Affairs

and Research should provide leadership, co-ordination, facilitation and support for the institution's Community Engagement mission. The primary decision on Community Engagement and the planning thereof as stated previously should be lodged in the academic units.

While the programme responsibility for Community Engagement resides in academic units, the DVC: Academic Affairs and Research and Director: Community Engagement and Internationalization should be charged with overseeing all aspects of the WSU's Community Engagement efforts. The oversight should ensure that the Community Engagement efforts are internally co-ordinated, externally linked, responsive to community needs and consistent with the University's mission and aligned to its focus areas, strengths and priorities. These offices should be responsible for stimulating, supporting and encouraging an integrated and interactive network of Community Engagement programmes and activities across the various campuses of the WSU.

It must, however, be emphasized that if Community Engagement is to become more fully integrated throughout the university, it cannot be 'owned' by these two offices. Leadership from these two offices is necessary but not sufficient for advancing the Community Engagement mission of the WSU. Leadership in terms of Community Engagement must also be exercised by faculty staff, the deans, DVC's, the VC and the Council.

## **1.5 Enhance Access and the User-Friendliness of the WSU to the External Community**

The users and potential users of the WSU's knowledge resources and capabilities, like customers everywhere, expect to be able to identify, access and use these resources with considerable ease and efficiency. The WSU should be easy to contact and should market its expertise, facilities and services.

Because of its size and multi-campuses, the WSU may be overwhelming, especially for persons trying to access the institution for the first time. On first contact, the Community Engagement and Internationalization Directorate should serve as the 'front door' or 'window' to the community and act as a clearinghouse of requests, by putting the community in contact with the expertise required within the WSU. The Directorate should be responsible for the generic marketing and publishing of the array of Community Engagement services and products and assist the external community in connecting with the required knowledge source and service within the WSU. Departments, units and centres should be provided with the necessary support to actively market their products and services to targeted markets.

The WSU should take full advantage of the location of its multi-campuses and its existing infra-structure for Community Engagement. Staff within the WSU need to be made aware of the Community Engagement opportunities, facilities and the potential that exists on the campuses on which they work as well as the other campuses.



## **1.6. Continually Communicate the Importance of Community Engagement and the formation of Partnerships with the External Community**

The success of Community Engagement partnerships hinge on communication and a sense of trust. This means that:

- The Vice-Chancellor and Executive Management continually reinforce the importance of Community Engagement in their internal and external public appearances and statements.
- The Vice-Chancellor, Executive Management and Senior Academics need to spend significant time in the community, serving on local boards and committees, for example, Border-Kei Chamber of Business, ECDC and local government structures.
- WSU staff at all levels, are in the community meeting with city and government officials, business and local authorities.
- WSU staff are publicly celebrated with awards for their Community Engagement work.
- Community organizations, advisory committee members, mentors in the workplace, business, donors, are publicly recognized for their involvement and partnerships with the WSU.
- The WSU and its partners publicly celebrate their relationship through jointly sponsored activities, for example, breakfast events, publications and annual reports.

## **1.7 Reward Units and Staff Appropriately for Community Engagement Activities**

Community Engagement will not become an integral part of the WSU mission unless the WSU demonstrates that Community Engagement is a valued activity. It must be reflected in the promotion policies. The university should develop explicit guidelines regarding the criteria to be used in making staff merit increases and promotion decisions. This should be done in an academically rigorous way. Academics should be rewarded for strong Community Engagement portfolios, these portfolios should meet academic standards of rigour, quality and impact and meet standards for documentation, peer review and publication. In many ways valuing and rewarding staff participation in Community Engagement activities represents the centrepiece for advancing Community Engagement at the WSU.

## **1.8. Stimulate, Support and Recognise Community Engagement at all levels of the University**

If Community Engagement is to be consistently affirmed as a major function of the WSU, it must be stimulated, supported and recognized. This can be achieved by providing academic staff and units with adequate resources and enabling Community Engagement support structures.

Although the WSU is operating in a highly constrained fiscal environment, Community Engagement is so deeply bound with the institution's overall mission and values that it must be supported along with the WSU's other mission related areas of concern. A stable, long-term revenue flow must be established for Community Engagement and its supporting structures. This revenue flow should consist partly of university funds and of new revenues raised through 3<sup>rd</sup> stream income generating activities and donor funding.

Recognize Community Engagement in the form of:

- **Recognition at Executive Level**

The offices of the DVC and Campus Rectors should continue declaring the importance and value of Community Engagement at the WSU. Institutional leaders can affirm and reinforce the centrality of Community Engagement at the WSU in what they say and do about Community Engagement.

- **Recognise Community Engagement through University Awards**

Awards that consider Community Engagement excellence as a requisite for honouring academics for general scholarly excellence will enhance the progress towards the integration of Community Engagement.

- **Recognise Community Engagement through the Academic Governance System**

An important strategy for strengthening Community Engagement is to ensure that Community Engagement-related issues, concerns and needs are given adequate attention in the academic governance system. This will, however, be a delicate matter, given the cross-cutting feature and nature of Community Engagement. The goal should be to enhance the WSU's Community Engagement capacity, but this should not be done in a way that positions Community Engagement against other university functions.

## **1.9 Develop Community Engagement Measuring and Evaluation System**

The system should be flexible in order to accommodate differences across units and disciplines. It is not possible to plan effectively for Community Engagement unless a system is established to track the amount, variety and quality of Community Engagement activities that is taking place at the WSU. It should be credible both to members of the university and the external community.

## **1.10 Develop Community Engagement Information System**

An integrated information system should be developed to track the extent and nature of Community Engagement activities. This can be used as a management tool as it can be used to identify:

- the extent and nature of Community Engagement activities falling within specific categories
- areas of mutually reinforcing activities
- multi-disciplinary teams

- low and high priority activities
- third stream income generating activities

**1.11. Develop Enabling Structures and Policies to Support and Govern Community Engagement Activities**

The Policies and Procedures governing Community Engagement activities need to be developed to regulate the relationship between the WSU and the external community. The necessary enabling structures required to stimulate and support Community Engagement activities are in place and form part of the interim organizational structure of the WSU.

**1.12 Involve Internal Community**

Involve the entire WSU internal community in debate on what can be done as extensions of the institution's core academic and organizational pursuits to become engaged with the external community. Aligned to the mission and focus areas of the WSU, the objective should be to link the activities of the various campuses to the needs and strengths of the external community in a truly symbiotic relationship.

The institution should provide professional development opportunities to staff with the aim of assisting them to engage effectively with the external community as part of their normal academic activities. This includes the development of short learning programmes, integrating service learning and work based experiential learning into academic programmes as well as staff involvement in community service and empowerment projects.

## **APPENDIX B**

### **SERVICE-LEARNING GUIDELINES AT WSU – QUICK OVERVIEW**

#### **Service learning**

Service-Learning is a course-based, credit-bearing experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to get further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle and Hatcher, 1995).

#### **Role of Service-Learning (SL) Unit**

The role of the SL Unit is to coordinate SL projects and assist academics from all faculties and campuses to integrate community engagement into mainstream academic programmes and research. Another role of the SL Unit is to nurture and develop mutually beneficial partnerships between communities, higher education institutions and the service sector. The unit also provides academics with the resources, materials and guidance in the planning, implementation, assessment, and evaluation of SL projects.

#### **How does the SL Programme work?**

The SL project or programme is divided into three main phases; The Planning Phase, The Implementation Phase and the Evaluation Phase. The activities which are linked to these phases are as follows:

##### **The Planning Phase**

- Registration of SL project
- Design SL curriculum
- Establish mutually beneficial partnerships
- Manage Risk for students
- Compile site visit schedules
- Plan budget and explore funding
- Plan project assistance (lectures, community site mentors, group leaders, etc.)

##### **The Implementation Phase**

- Distribution of educational materials
- Students implement on community sites
- Students are monitored on site
- Assessment of students' projects
- Student Reflection is conducted

## **The Evaluation and Review Phase**

- Partners reflect on project
- Project is evaluated and project is revised
- Reports are compiled and submitted
- Research opportunities are explored

Although the project activities are allocated to three respective phases, some activities can overlap depending on the nature of the project and the agreement between partners.

## **Service-Learning Partnerships**

Service-Learning has a triad partnership model that consists of WSU staff and students, Community Partners and Service Providers (government departments and agencies). These partnerships are based on mutual trust, respect and a culture of sharing resources, skill and knowledge. Collaborative conceptualization of projects involves consultations with all partners throughout the project phases. The purpose of tripartite partnerships for SL is to foster:

- Community Empowerment and development
- Transformation of the higher education system in relation to community needs
- Service delivery to previously disadvantaged communities (JET, 1999, in Lazarus, 2001:1).

Partnerships are also developed between corporate and large community organizations in cases where additional funding is required.

## **Benefits of Service-Learning for the different participants**

Service-Learning projects aim to be beneficial to all the parties involved namely community partners, service providers and students.

### **Benefits for students**

- Students learn to apply principles from the module/course to new situations. This means that students are provided with a learning synergy that enables them to value academic learning along with community-based experiential learning.
- Their sense of social responsibility and commitment to the greater good is advanced.
- Students are provided with opportunities for active learning and problem-solving through participation in the community (Howard, 1998: 23-24).

### **Benefits for academic staff**

- Service-Learning allows lecturers to approach their curriculum creatively and in a way which can benefit both students and the broader society.

- The role of the academic staff in the classroom is expanded from a provider of knowledge to a facilitator of critical synthesis and learning.
- Lecturers are provided with opportunities for collaborative research on community development with internal and external partners.

### **Benefits for community and service partners**

- Community development is enhanced through staff and student involvement and students become more invested in the community.
- The community builds links with the HEI and gets increased access to institutional resources.
- The quality and efficiency of services offered to the community increase as the community and service agencies receive an infusion of creativity and enthusiasm from students.

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