



# University of the Free State

## ENGAGED SCHOLARSHIP STRATEGY

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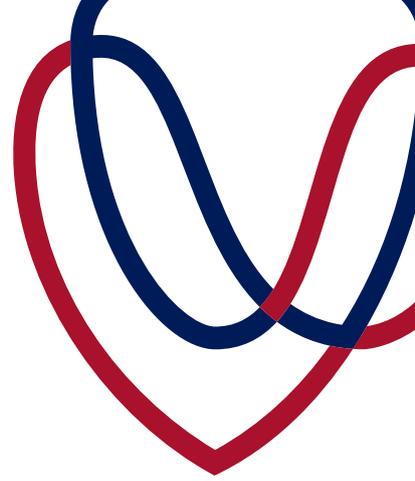
UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
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## 1. INTRODUCTION

The University of the Free State (hereafter the UFS) positions itself as a research-led university focused, among other things, on ‘transforming lives and promoting excellence.’ The UFS thus conceives itself as an engaged institution.

The UFS has, in its 2018–2022 Strategic Plan, foregrounded the primacy of Engaged Scholarship (ES) and its catalytic praxes in the pursuit of social justice. Engaged scholarship has emerged as a fundamental strategic pillar of the UFS scientific agenda, which aims at positioning and applying knowledge the UFS produces in and through its teaching and learning, research and citizenship, for the public benefit. The UFS promotes engaged scholarship in the quest to foster development innovation and advance citizenship and service for the public good. Engaged scholarship is immersed in a set of values linked to knowledge, which explicitly advances the public good. It hinges on the commitment to enhance social justice via the academic project, including but not limited to some of the following:

- Utilising academic scholarly work and competencies to engage external and community constituencies.
- Generating new knowledge in partnership with communities outside the university setting.
- Addressing the knowledge to attend to the disconnect between academic insights and the application thereof.
- Connecting the resources of the university to the pressing societal, social, political, technological and environmental challenges within local, regional, continental and global contexts.
- Enhancing non-formal and formal communicative knowledge sharing, which promotes social justice and quality of life.
- Contributing to the production of knowledge and an environment that enables and underpins the philosophy of caring.

## 2. CONTEXTUAL AND CONCEPTUAL BACKGROUND

Engaged scholarship forms an integral part of the academic project, which it intends to integrate and mainstream into the policies, procedures and systems of the core educational processes. Whereas the UFS had community-engaged scholarship as a component of its academic project, it was voluntary for academics and not rewarded. Although community-engaged scholarship (CES) was structured and coupled with a clear commitment, it was not fully integrated into the core academic processes. Its praxis was dissonant. Therefore, this strategy aims to reposition engaged scholarship as a strategic pillar of the academic project and to implement it as such. Past experiences, as well as statutory and policy imperatives, inform the strategy.

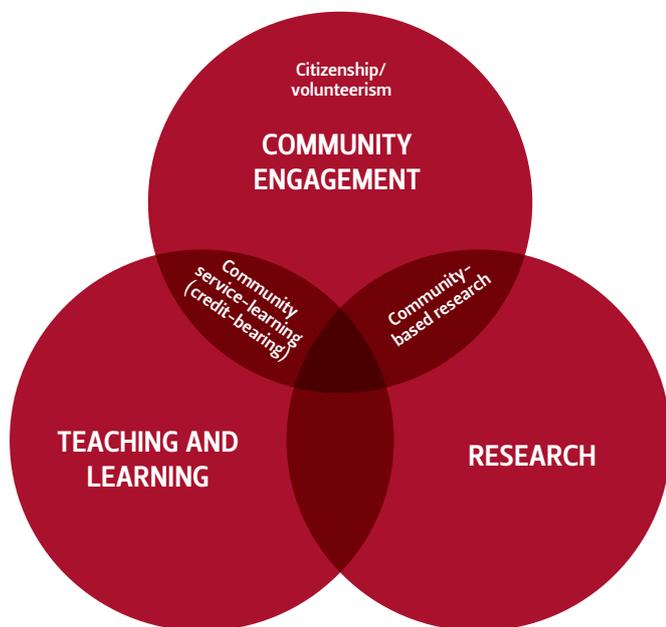
The South African Post-School Policy imperatives legally direct universities to implement community engagement in three main areas. The first is to become engaged in the community, committed to the common good by sharing its resources, infrastructure and expertise. Secondly, to co-create relevant and responsive knowledge with and for the community towards solving socio-economic challenges (RSA White Paper on Education, 1997; RSA Higher Education Act, 1997). Lastly, to educate and groom staff and students to develop citizenship and social responsibility committed to the common good. The intent of community engagement is thus to enrich the functions of teaching/learning and research, with a sense of context, pro-active engagement, responsiveness, relevance and application.

Since 2002, three points of departure for the transformation of the UFS have been followed, namely to:

- increase democratic and diverse participation aimed at eradicating inequalities;
- create responsiveness to a range of social and economic challenges and a commitment to solutions that might require adaptation in terms of research, teaching, learning and curricula, and
- increase co-operation and partnerships with all role players in society (the community, as well as the public and private sectors).

Historically, there was a shift in 2002, which developed community-engaged scholarship to focus on the imperative of increased democracy and diversification. As part of this policy shift, the UFS embedded community engagement into an integrated approach of scholarship.

Community-oriented research intersected with teaching-learning and research respectively. Still, volunteerism continued where there was no intersection with teaching-learning or research, as depicted in figure 1 below.



**Figure 1. Intersecting model of Community Engagement at the UFS** (Source: Adapted from RSA CHE, 2016).

The UFS adopted the concept of community engagement to implement its commitment to the development of society. Community engagement included partnerships, community service learning, research and community service. Our approach to community engagement was informed by the following:

- **Developmental engagement**
- **Community service learning**
- **Community service/Volunteerism**
- **Partnership**

The UFS believes that engagement must take place in partnership with other stakeholders. A triad partnership model is followed, which includes:

- **staff and students from the university,**
- **community members served by a service sector, and**
- **the service sector.**

In conclusion, it can thus be summarised that the UFS has responded positively to the challenge of transformation in higher education over the past two decades. The community service policies of the UFS (2002; 2006) were continuously grounded in the relevant vision and mission of the UFS, namely to be an excellent, equitable and innovative university. This vision and mission is achieved through the pursuit of scholarship as embodied in the discovery, co-creation, integration, application and transmission of knowledge. This vision is achieved by employing the promotion of an academic culture expressed through quality education, research and citizenship. Therefore, through a commitment to embed community engagement in its institutional framework, the UFS aspires to become a model of a truly robust and responsive university. This aspiration is assisted by mobilising the university's teaching-learning, research and community engagement capacities to make a significant contribution to the development of the province, South Africa and the African continent. Such a contribution, with a scholarship of engagement at its heart, aims to enhance cooperation between the university and its surrounding community, using the UFS as a staging ground for continued and creative interaction.

The UFS's community service policies (2002; 2006) acknowledged the concurrent challenge of operating in a genuinely African reality and reflecting an African consciousness and identity, and undertook to champion the contextualisation of the UFS as a university of excellence in and for Africa. Thus, the UFS followed a pioneering approach for the implementation of its community engagement initiatives, which were increasingly integrated with teaching-learning and research.

Although community engagement is well established, *it is now the time to deepen and integrate* erudite scholarly work into community engagement through engaged scholarship.

Engaged scholarship strengthens and structures the core functions of teaching, learning and research within the context of community engagement. At its heart, the engaged scholarship strategy is underpinned by the ethics of social justice within the broader transformation imperatives. It is also undergirded by the statutory governance structure in which it is a constitutive committee of the Senate.

### 3. DEFINING ENGAGED SCHOLARSHIP

**Engaged scholarship** refers to the application of academic scholarly work and professional expertise, with an intended public purpose and mutual benefit, that demonstrates engagement with external (and non-academic) constituencies. It aims to generate new knowledge integration, as well as to apply or disseminate knowledge.

For the UFS, engaged scholarship includes the following components:

#### 3.1 ENGAGED RESEARCH

Engaged research incorporates reciprocal community engagement practices into the discovery, teaching, integration, application, development and mobilisation of knowledge to the mutual benefit of community and academic interests. Engaged research could also include creative output and other expressions or activities. Of essence is that engaged research must be systematic and rigorous. Results need to be disseminated in publications for debate and critiqued by peers. The relevance of engaged research is not limited to developing science

based on the latest theories and methods. It also includes the integration of theory and practice, as well as the engagement of community partners as active contributors, to identify relevant goals, research questions and methodologies. An essential element of engaged research is to benefit the community, and it actively calls for appropriate research methodologies. These methodologies will include, but not be limited to, communitybased participatory research or community-based research, participatory research or participatory action research and applied research.

#### ENGAGED TEACHING AND LEARNING 3.2

Engaged teaching and learning involve the transmission, transformation and extension of knowledge, which includes learning with various audiences through either formal or informal arrangements. The focus is primarily on higher education teaching, where students engage in collaborative learning platforms to learn with and from the communities. Thereby, students learn to think about and act on local and global issues of real importance, as well as to integrate theory and practice for the development of praxis. In engaged teaching-learning, students are broadly prepared with in-depth knowledge and professional skills and attributes required for the world of work. They also gain a sense of existing social, political, economic and ecological complex and dynamic challenges in greater society. Therefore, engaged teachinglearning educates students to live as socially responsible citizens, mobilising multiple forms of knowledge to make the right decisions, and to use their capacities to contribute to the well-being of society. To ingrain the principles of engaged scholarship, the university curricula must unify the acquisition of knowledge with concrete actions, so that the teaching model is anchored in a real-life situation.

#### ENGAGED CITIZENSHIP 3.3

Engaged citizenship is an educational platform that prepares and supports staff and students to play a leading role through building sustainable partnerships with other stakeholders, to respond to pressing societal challenges by deploying intellectual human and other resources for the development of communities.

The university will pursue the following three categories of engaged citizenship to ensure that all staff and students are offered an opportunity and the necessary support to fulfil an active citizenship role in our communities:

### 3.3.1 ACADEMICALLY ENGAGED CITIZENSHIP

Academically engaged citizenship refers to all the professional work, skills, time, and involvement of academics in professional, community and other bodies rendered for the benefit of such communities, outside the standard university work. This may include:

- consultancy work for policy development;
- fundraising activities;
- community leadership roles;
- training provided to outside university organisations;
- the facilitation of workshops;
- serving on professional boards and community organisations;
- serving on expert panels;
- providing expert help and advice to professional and community organisations;
- providing expert advice to government departments;
- presenting public lectures.

### 3.3.2 STUDENT ENGAGED CITIZENSHIP

The student-engaged citizenship category refers to all the work and involvement in community development done through professional and voluntary student organisations and residence programmes, as well as student affairs management programmes. This may include:

- Gateway and Kovsie ACT
- Professional voluntary student organisations
- Student voluntary associations
- Residence programmes
- Leadership roles in student formations
- Student leadership training and development
- Fundraising activities

### 3.3.3 UNIVERSITY ENGAGED CITIZENSHIP

University-engaged citizenship refers to the university as a corporate citizen and its contribution to the development of communities. This is done in a partnership formed at institutional level to

facilitate the development of communities. This may include:

- Broad-Based Black Economic Empowerment
- Fundraising activities
- The higher education sector
- Technical and vocational education training education
- Government
- Community organisations
- Religious and faith-based organisations
- Traditional leadership organisations
- Business and industry organisations
- Professional bodies
- Sports organisations
- Cultural organisations, etc.

To promote engaged scholarship as a strategic pillar, it requires the following key features:

- Scholars who engage, think and act as members of society, to develop knowledge towards the well-being of society.
- To generate knowledge and to take action as a single integrated process in which theory informs practice and practice informs theory, in all of the stages of research.
- A focus on the co-creation of practical knowledge for positive change, which involves work that demonstrates a high level commitment to academic scholarship and calls for collaborative inquiry with the public for the common good.
- The codifying of engaged scholarship as an emerging and evolving learning process, contextually sound and shaped with care and passion.
- Placing research within the existing field of knowledge, i.e. research in context, which incorporates the analysis and synthesis of existing knowledge, as well as a critical reflection thereon.
- To challenge the traditional forms of scholarship by emphasising the transformational significance of research coproduced with multiple communities.
- To address local action through cogeneration and application of knowledge to global thinking and trends.
- To promote multipronged, inter-, multiand transdisciplinary engagement at the interface of multi-stakeholder partners.
- To integrate and collaborate across sectors and disciplines, both nationally and globally, as well as to be in touch with the demands of the 21st century.

- Networks created through engaged scholarship are central to the well-being of humanity, economy and ecology, underpinned by the principles of social justice, reciprocity and the mutual benefit of partners in university-community partnerships.
- To open a platform for holistic transformation linked to geographical location and economic, social and environmental wellbeing within the frame of knowledge innovation for sustainable development.

#### 4. THE RATIONALE FOR ENGAGED SCHOLARSHIP

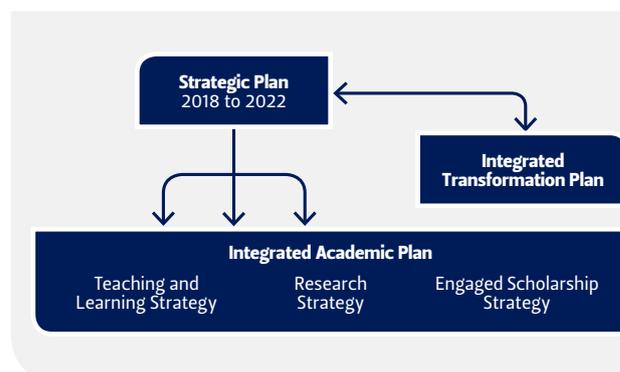
According to the UFS Strategic Plan 2018–2022, the university supports the development of social justice through engaged scholarship. This is further articulated through the Integrated Transformation Plan (ITP) 2018–2022, which envisions engaged scholarship as a core function, among teaching–learning and research, innovation and internationalisation. National policy directives inform our engaged scholarship strategy. The following are relevant:

- The White Paper (1997) reaffirms the purpose of higher education concerning social responsibility and articulates one of the systems-level goals at national level:
  - “To promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmed [sic]” (1997: 10);
  - “To demonstrate social responsibility of institutions and their commitment to the common good by making available expertise and infrastructure for community service programmed [sic]” (1997: 11);
  - The White Paper on Post-School Education and Training, 2013: “The postschool education and training system is a centrally crucial institutional mechanism established by society and must be responsive to its needs.”

Engaged scholarship strategy takes into account the United Nations Development Plan (UNDP) Sustainable Development Goals 2030, the African Union (AU) Agenda 2063, the National Development Plan 2030 and the National Education Plan, which emphasises the centrality of social justice as a crucial catalyst for the transformation of higher education.

#### 5. UFS ENGAGED SCHOLARSHIP STRATEGY

The Engaged Scholarship Strategy is aligned to and integrated with the UFS Strategic Plan 2018–2022 and the Integrated Transformation Plan (ITP). This strategy forms an integral part of the Teaching and Learning Strategy and the Research Strategy. These three plans collectively inform the strategic pillars of the academic project.



These pillars foreground the strategic intent of the UFS engaged scholarship strategy, namely to create and coordinate a supportive and enabling environment for engaged scholarship in the context of community engagement, towards sustainable development for the common good of society.

This intent is achieved through:

- **creating an enabling environment for engaged scholarship;**
- **promoting relevant, engaged research methodologies;**
- **promoting the incorporation of engaged teaching–learning strategies into the curricula;**
- **instilling the consciousness of responsible citizenship and social justice within the staff, students and communities;**
- **prioritising engaged scholarship in the UFS funding model.**

The following integrated plan gives expression to the strategic intent to instil engaged scholarship into the core activities of the university.

#### 6. GOVERNANCE

The governance of the Engaged Scholarship Strategy will be overseen by a subcommittee of the Senate on **Engaged Scholarship and Social Impact**.

## STRATEGIC GOAL 1 Improve student success and well-being

### KPA 1.1 Increase student success and throughput rates, and reduce the achievement gap.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for ES	Infuse ES into all Faculty Teaching and Learning Plans	Aligned Faculty Teaching and Learning Plans	UFS Teaching and Learning Strategy reviewed to infuse ES by June					<b>Accountable:</b> VR: IC, SA & CE and VR Academic <b>Responsible:</b> Deans
			Faculty Teaching and Learning Plans aligned and ES integrated by August					
	Develop and facilitate ES projects	Number of projects		At least one ES projects per faculty	At least three ES projects per faculty	At least five ES projects per faculty	At least eight ES project per faculty	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community <b>Engagement:</b> Management <b>Responsible:</b> Deans

### KPA 1.2 Develop graduate attributes in curricular and co-curricular interventions.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for ES	Promote ES as part of the student learning experience	Number of student ES learning opportunities	At least 20% of all programmes have an ES learning experience opportunity	At least 30% of all programmes have an ES learning experience opportunity	At least 50% of all programmes have an ES learning experience opportunity	At least 80% of all programmes have an ES learning experience opportunity	All programmes have an ES learning experience opportunity	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community <b>Engagement:</b> Management <b>Responsible:</b> Deans

### KPA 1.3 Improve student safety and health issues.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for ES	Support and build on the Safe Province, Safe City, Safe University Programme	Number of students participating in the programmes	At least 10% uptake	At least 20% uptake	At least 25% uptake	At least 30% uptake	At least 35% uptake	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community <b>Engagement:</b> Management <b>Responsible:</b> Deans  SRC

## STRATEGIC GOAL 2 Renew and transform the curriculum

### KPA 2.1 Develop curricula that are locally relevant and globally competitive.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Promoting the incorporation of engaged teaching-learning strategies into the curricula	Enable access to opportunities for students to build their civic awareness and citizenship capacities	Number of CSL learning modules		At least 5 CSL learning modules per faculty	At least 8 CSL learning modules per faculty	At least 10 CSL learning modules per faculty	At least 15 CSL learning modules per faculty	<b>Accountable:</b> VR Academic <b>Responsible:</b> Deans

### KPA 2.2 Revise the structure of the curricula in terms of pathways and graduate employability.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Promoting the incorporation of engaged teaching-learning strategies into the curricula	Develop and deliver credit and non-credit-bearing Short Learning Programmes, as well as credit-bearing modules to guide the application of engaged teaching, learning and citizenship	Number of SLP	At least 1 credit-bearing SLP per faculty and 3 non-credit bearing SLP's	At least 3 credit-bearing SLP per faculty and 6 non-credit bearing SLP's	At least 5 credit-bearing SLP per faculty and 8 non-credit bearing SLP's	At least 8 credit-bearing SLP per faculty and 10 non-credit bearing SLP's	At least 10 credit-bearing SLP per faculty and 13 non-credit bearing SLP's	<b>Accountable:</b> VR Academic <b>Responsible:</b> Deans

### KPA 2.3 Transform the pedagogic relationship between students and lecturers.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for engaged scholarship	Design staff development programmes to support engaged scholarship	Timeous development of the programme	ES programme designed by September and launched					<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement Management <b>Responsible:</b> Deans
		% uptake of academic staff		At least 10% of academic staff trained by December	At least 20% of academic staff trained by December	At least 50% of academic staff trained by December	All academic staff trained by December	

### STRATEGIC GOAL 3 Increase UFS contribution to local, regional and global knowledge

#### KPA 3.1 Focus resource allocation for research and innovation on UFS areas of strength and distinctiveness.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Promoting relevant, engaged research methodologies	Infuse ES into all Faculty Research Plans	Aligned Faculty Research Plans	UFS Research Strategy reviewed to infuse ES by June		Faculty Research Plans reviewed by August		Faculty Research Plans reviewed by August	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
			Faculty Research Plans aligned and ES integrated by August					

#### KPA 3.2 Transform the profile and increase the diversity of UFS researchers.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Promoting relevant, engaged research methodologies	Design an ES mentorship and support programme	Timeous development of the programme	ES mentorship and support programme designed by September and launched					<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
		% uptake of academic staff		At least 10% of academic staff trained by December	At least 20% of academic staff trained by December	At least 50% of academic staff trained by December	All academic staff trained by December	
	Establish a community of practice in ES (CoPES)	Timeous establishment	A community of practice in ES (CoPES) established by first inaugural meeting held in September	Quarterly meetings held to support, monitor and quantify the practice and implementation of ES	Quarterly meetings held to support, monitor and quantify the practice and implementation of ES	Quarterly meetings held to support, monitor and quantify the practice and implementation of ES	Quarterly meetings held to support, monitor and quantify the practice and implementation of ES	
Creating an enabling environment for engaged scholarship	Develop and engaged research development strategy for emerging scholars	Timeous development	Engaged research development strategy for emerging scholars finalised by June					<b>Accountable:</b> VR Institutional Change, Student Affairs and Community
		% uptake of emerging scholars	At least 5 new scholars per faculty	At least 8 new scholars per faculty	At least 10 new scholars per faculty	At least 12 new scholars per faculty	At least 15 new scholars per faculty	Engagement: Management <b>Responsible:</b> Deans
	Develop a recognition and reward programme for scholars	Programme consulted and implemented	Reward models benchmarked against best practice by May and development commenced	Engagement with HR concluded by March and integration with Performance Management, and Reward System commenced	Integrated ES reward system fully functional by March		Reward system reviewed by March	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans

## STRATEGIC GOAL 4 Support development and social justice through engaged scholarship

KPA 4.1 Increase the number of academic staff who are involved in engaged scholarship.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for engaged scholarship	Create and maintain an ES governance structure	Fully functional portfolio committees	Faculty-based scholarship of engagement portfolio committees established by June and first quarterly meeting held by September	Quarterly meetings held and minutes shared for noting by Senate	Quarterly meetings held and minutes shared for noting by Senate	Quarterly meetings held and minutes shared for noting by Senate	Quarterly meetings held and minutes shared for noting by Senate	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
	Ensure that engaged scholarship is an agenda point at all faculty's board meetings	ES represented agenda	Faculty board meeting agenda inclusive of ES	Faculty board meeting agenda inclusive of ES	Faculty board meeting agenda inclusive of ES	Faculty board meeting agenda inclusive of ES	Faculty board meeting agenda inclusive of ES	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
	Identify, establish and encourage relationships with communities	Number of active communities	At least 2 active communities per faculty	At least 3 active communities per faculty	At least 4 active communities per faculty	At least 5 active communities per faculty	At least 8 active communities per faculty	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
	Develop a workload model to inculcate ES into the academic project	A fully functional and integrated workload model	Workload model benchmarked and revised by October					
	Review the current performance system (PMS) to promote ES	Reviewed and aligned PMS	Current performance management system reviewed to promote ES by May  PM templates integrate ES as a core pillar of the academic project by June	ES performance monitored up to Dean level by December	ES performance monitored up to Heads of Academic Departments by December	ES performance monitored up to Heads of Academic Departments by December	ES performance monitored up to Heads of Academic Departments by December	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
Instilling the consciousness of responsible citizenship and social justice within the staff, students and communities	Promote ES within faculties through awareness campaigns, and other related programmes	Number of staff uptake	At least 10% uptake within the first year	Additional 10% uptake from 2020	Additional 10% uptake from 2021	Additional 10% uptake from 2022	Additional 10% uptake from 2023 and impact assessment conducted	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans  Co-responsible for impact assessment DIRAP

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
	Promote effective partnership with the province, city, broader communities, and other key stakeholders	Uphold strategic forums	<b>Uphold and maintain strategic forums:</b> <ul style="list-style-type: none"> <li>Non-profit Organisations Forum</li> <li>Business Leaders Forum</li> <li>People with Disabilities Forum</li> <li>Faith and Spiritual Leaders Forum</li> <li>Professional Sport Forum</li> <li>Traditional Leadership Forum Schools Partnership Programme</li> <li>Faculty to provincial government departments' Forum</li> </ul>	<b>Uphold and maintain strategic forums:</b> <ul style="list-style-type: none"> <li>Non-profit Organisations Forum</li> <li>Business Leaders Forum</li> <li>People with Disabilities Forum</li> <li>Faith and Spiritual Leaders Forum</li> <li>Professional Sport Forum</li> <li>Traditional Leadership Forum Schools Partnership Programme</li> <li>Faculty to provincial government departments' Forum</li> </ul>	<b>Uphold and maintain strategic forums:</b> <ul style="list-style-type: none"> <li>Non-profit Organisations Forum</li> <li>Business Leaders Forum</li> <li>People with Disabilities Forum</li> <li>Faith and Spiritual Leaders Forum</li> <li>Professional Sport Forum</li> <li>Traditional Leadership Forum Schools Partnership Programme</li> <li>Faculty to provincial government departments' Forum</li> </ul>	<b>Uphold and maintain strategic forums:</b> <ul style="list-style-type: none"> <li>Non-profit Organisations Forum</li> <li>Business Leaders Forum</li> <li>People with Disabilities Forum</li> <li>Faith and Spiritual Leaders Forum</li> <li>Professional Sport Forum</li> <li>Traditional Leadership Forum Schools Partnership Programme</li> <li>Faculty to provincial government departments' Forum</li> </ul>	<b>Uphold and maintain strategic forums:</b> <ul style="list-style-type: none"> <li>Non-profit Organisations Forum</li> <li>Business Leaders Forum</li> <li>People with Disabilities Forum</li> <li>Faith and Spiritual Leaders Forum</li> <li>Professional Sport Forum</li> <li>Traditional Leadership Forum Schools Partnership Programme</li> <li>Faculty to provincial government departments' Forum</li> </ul>	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement Management <b>Responsible:</b> Deans

## STRATEGIC GOAL 5 Increase the efficiency and effectiveness of governance and support systems

KPA 5.1 Revise and update all UFS policies to reflect the university transformative drive.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for engaged scholarship	Develop a new ES policy and procedure	Timeous development	Council-approved ES policy by November Senate-approved ES procedures by December		ES policy and procedure reviewed by December for implementation 2023 onwards		ES policy and procedure reviewed by December for implementation 2025 onwards	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement Management <b>Responsible:</b> Deans
	Conduct Quality Reviews	Relevant QMS for ES		QMS for ES developed by June and tested	First quality review on ES conducted by March and improvement plan developed	At least 8 credit-bearing SLP per faculty and 10 non-credit bearing SLP's	At least 10 credit-bearing SLP per faculty and 13 non-credit bearing SLP's	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement Management <b>Responsible:</b> Deans Co-responsible for QMS DIRAP

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
	Develop an ES annual report	Integrated reporting with the Institutional Annual Report	An annual report that quantifies the extent of engaged scholarship, its impact on the community, and the associated research outcomes and third-stream income to published by May	An annual report that quantifies the extent of engaged scholarship, its impact on the community, and the associated research outcomes and third-stream income to published by May	An annual report that quantifies the extent of engaged scholarship, its impact on the community, and the associated research outcomes and third-stream income to published by May	An annual report that quantifies the extent of engaged scholarship, its impact on the community, and the associated research outcomes and third-stream income to published by May	An annual report that quantifies the extent of engaged scholarship, its impact on the community, and the associated research outcomes and third-stream income to published by May	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans  Co-responsible for Institutional Annual Report

**KPA 5.2** Optimise the student lifecycle from recruitment to graduation.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for engaged scholarship	Train and support voluntary student associations and organisations	Percentage uptake	At least 10% uptake within the first year	Additional 10% uptake from 2020	Additional 10% uptake from 2021	Additional 10% uptake from 2022	Additional 10% uptake from 2023 and impact assessment conducted	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans  SRC
Promoting the incorporation of engaged teaching/learning strategies into the curricula	Support the Short Learning Programme (SLP) of the Gateway to Glocal Citizenship and train students	Percentage uptake	At least 10% uptake within the first year	Additional 10% uptake from 2020	Additional 10% uptake from 2021	Additional 10% uptake from 2022	Additional 10% uptake from 2023 and impact assessment conducted	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans  SRC
Creating an enabling environment for engaged scholarship	Support a Kovsie-ACT programme	At least 10% uptake within the first year	Additional 10% uptake from 2020	Additional 10% uptake from 2021	Additional 10% uptake from 2022	Additional 10% uptake from 2023 and impact assessment conducted	Additional 10% uptake from 2023 and impact assessment conducted	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans  SRC

**KPA 5.3** Improve the integration of data and electronic systems to support both tactical and strategic decision-making.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for engaged scholarship	Develop the required dashboards on PowerHEDA to view, monitor and report on all scholarship programmes and projects	Fully functional dashboard	Dashboard prototype developed by April based on information provided  Dashboard tested and fully functional by June	Reports readily available	Reports readily available	Reports readily available	Reports readily available	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Senior Director DIRAP
Creating an enabling environment for engaged scholarship	Design a dedicated, engaged scholarship database to capture, secure and maintain all relevant data	Fully functional database	A database designed by May and information gathered from all sources by June  The population of database commenced by July and first prototype available by August	Extract, transform and load data onto a dedicated database by November and build the requisite cube and update the relevant dashboards	Extract, transform and load data onto a dedicated database by November and build the requisite cube and update the relevant dashboards	Extract, transform and load data onto a dedicated database by November and build the requisite cube and update the relevant dashboards	Extract, transform and load data onto a dedicated database by November and build the requisite cube and update the relevant dashboards	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> ICT DIRAP  Faculties to provide information
Creating an enabling environment for engaged scholarship	Design an online data capturing tool writing back to the database to capture all ES activities including  a) service-learning activities, b) engaged citizenship, c) citizens' empowerment, d) applied action research, e) public collaborative research, f) public scholarship and research partnerships	Capturing tool developed and functional	Specifications developed by May  Tool designed and developed by September and functional	100% utilisation by all relevant stakeholders	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> ICT DIRAP			

## STRATEGIC GOAL 6 Achieve financial sustainability

### KPA 6.1 Increase non-government derived sources of income.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Creating an enabling environment for engaged scholarship	Promote access to research grants for an engaged scholarship that advances development goals	Number of organisations	Organisations on engaged scholarship funding identified and communicated by April	At least 2 more organisations on engaged scholarship funding identified and communicated by April from 2020 baseline	At least 3 more organisations on engaged scholarship funding identified and communicated by April from 2021 baseline	At least 4 more organisations on engaged scholarship funding identified and communicated by April from 2022 baseline	At least 5 more organisations on engaged scholarship funding identified and communicated by April from 2023 baseline	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
Creating an enabling environment for engaged scholarship	Promote access to research grants for engaged scholarship that advances development goals	Number of organisations/ partnerships	Availability of engaged scholarship research grants and other sources communicated by March each year	Availability of engaged scholarship research grants and other sources communicated by March each year	Availability of engaged scholarship research grants and other sources communicated by March each year	Availability of engaged scholarship research grants and other sources communicated by March each year	Availability of engaged scholarship research grants and other sources communicated by March each year	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Directorate of Community Engagement Directorate of Research and Development
Creating an enabling environment for engaged scholarship	Promote access to research grants for engaged scholarship that advances development goals	Number of MOU with strategic partners/ designated funding for ES	At least 5 MOUs signed by December and maintained/ designated funding for ES	At least 6 MOUs signed by December and maintained/ designated funding for ES	At least 8 MOUs signed by December and maintained/ designated funding for ES	At least 10 MOUs signed by December and maintained/ designated funding for ES	At least 15 MOUs signed by December and maintained/ designated funding for ES	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
Creating an enabling environment for engaged scholarship	Promote access to research grants for engaged scholarship that advances development goals	Signed SLA	SLA with the Centre of Teaching and Learning, Research Office and Post Graduate School signed by March to coordinate capacity building for the writing of research grant proposals and application of ethical clearance					<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> CTL Research Office Post Graduate School
Creating an enabling environment for engaged scholarship	Promote access to research grants for engaged scholarship that advances development goals	Active relationships	Build relationships with both government and non-government sectors to link researchers and practitioners to potential resources					<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
		Number of research grants	At least 10 research grant proposals signed by December	At least 12 research grant proposals signed by December	At least 16 research grant proposals signed by December	At least 20 research grant proposals signed by December	At least 30 research grant proposals signed by December	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement; <b>Management:</b> Management <b>Responsible:</b> Deans

**KPA 6.2** Optimise the cost drivers in academic programmes and support service departments.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Prioritising ES in the UFS funding mode	Review the budget allocation process to promote ES	% allocation of operational budget to ES	At least 2% allocation of Council-controlled Recurring Income to ES	At least 2,5% allocation of Council-controlled Recurring Income to ES	At least 2,8% allocation of Council-controlled Recurring Income to ES	At least 3% allocation of Council-controlled Recurring Income to ES	At least 3% allocation of Council-controlled Recurring Income to ES	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement; <b>Management:</b> Management <b>Responsible:</b> Deans

**STRATEGIC GOAL 7** Advance an institutional culture that demonstrates the values of the UFS

**KPA 7.1** Operationalise a UFS Institutional Multi-Stakeholder Group (IMG) responsible for the identification of interventions in relation to the UFS's institutional culture.

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
Instilling the consciousness of responsible citizenship and social justice within the staff, students and communities	Promote effective partnerships with the province, city, broader communities, and other key stakeholders	Increased number of partnerships	UFS in its localities re-imagined by April					<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement; <b>Management:</b> Management <b>Responsible:</b> Deans
			The draft Town and Gown Programme reviewed by May					<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement; <b>Management:</b> Management <b>Responsible:</b> Deans

Engaged scholarship objectives	Actions	Key performance indicators	Milestones /Targets					Accountable/ Responsible
			2020	2021	2022	2023	2024	
			At least 4 platforms for engagement with community stakeholders created by July	At least 6 platforms for engagement with community stakeholders created by July	At least 8 platforms for engagement with community stakeholders created by July	At least 10 platforms for engagement with community stakeholders created by July	At least 12 platforms for engagement with community stakeholders created by July	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
			Rector and Mayor joint projects at every municipality created by August	Rector and Mayor joint projects at every municipality maintained	Rector and Mayor joint projects at every municipality maintained	Rector and Mayor joint projects at every municipality maintained	Rector and Mayor joint projects at every municipality maintained	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans
			10% increase in partnership agreements from 2019 baseline	10% increase in partnership agreements from 2020 baseline	10% increase in partnership agreements from 2021 baseline	10% increase in partnership agreements from 2022 baseline	10% increase in partnership agreements from 2023 baseline	<b>Accountable:</b> VR Institutional Change, Student Affairs and Community Engagement: Management <b>Responsible:</b> Deans

## 7. CONCLUSION

The Strategy sets out a detailed action plan. Integral to the core business of the UFS, this function calls for involvement, commitment and ownership of leadership at all levels and in all sectors of the UFS (i.e. Council, Rectorate, Deans, University Management Committee, Student Representative Council (SRC) and Trade Unions).

Engaged scholarship is prioritised within the institutional funding model as critical to the introduction and implementation of engaged scholarship, which seeks to respond to social justice imperatives of the university. This will also help to unlock the local and global funding opportunities for engaged scholarship.



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