

# Portfolio Report



## Social Cohesion

Prof Puleng LenkaBula, Vice-Rector: Institutional Change,  
Student Affairs, and Community Engagement

# 2020

*Inspiring excellence, transforming lives  
through quality, impact, and care.*

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA







“Everyone can rise above their  
circumstances and achieve success if  
they are dedicated to and passionate  
about what they do.”

Nelson Mandela



# COMMUNITY ENGAGEMENT



Engaged scholarship at the university is geared to apply academic scholarly work and competencies to generate new knowledge in partnership with communities outside the university settings. The offices are located in the President Steyn Annex.

## 5.1 INTRODUCTION

In 2020, the UFS Council approved the move from Community Engagement to Engaged Scholarship, including the accompanying strategy and other supporting policies. Engaged scholarship at the university is geared to apply academic scholarly work and competencies to generate new knowledge in partnership with communities outside the university settings. The university is committed to connecting its resources to address pressing societal, social, political, technological, and environmental challenges in local, regional, continental, and global contexts.

This report reflects the work done in the portfolio of Engaged Scholarship (ES), while some elements of the work will be reported in faculty and support services departments. The period under review was very difficult, as there was almost no physical contact with the economically disadvantaged communities served, due to the lockdown – a result of the COVID-19 pandemic.

Despite restricted interactions, the Directorate of Community Engagement created new platforms for its students and staff to implement the university's commitment to Engaged Scholarship. This was a period of hard work to transform the concept and practice of scholarly engagement with communities.

We wish to thank all members of the Community Engagement Management Committee for their work in developing all the necessary policies and manuals that guide this new dispensation.

The year 2021 will focus on the institutionalisation of the ES strategy.

All the strategic documents about Engaged Scholarship can be found at:

<https://www.ufs.ac.za/docs/librariesprovider43/community-engagement-documents/resources-tab/strategy-of-engaged-scholarship-2021.pdf?sfvrsn=c70e6720>.







# TRANSFORMING OUR ENGAGEMENT VEHICLE

The Directorate Community Engagement.

Like all other universities, the UFS has in recent years been involved in the implementation of one of its core functions, namely 'community service'. This core function has taken on different forms and names over a period of time. As an outcome of the Institutional

Transformation Plan (ITP), the university took a strategic decision to transform community service to Engaged Scholarship. The following highlights how community service developed at the University of the Free State:

## TRANSFORMATION OF 'SERVICE' AT THE UFS

COMMUNITY OUTREACH	COMMUNITY OUTREACH	COMMUNITY OUTREACH	COMMUNITY OUTREACH
Voluntary, Student Affairs-driven, No link to curricula No link with graduate attributes.	Community Service Learning-driven, Credit-bearing modules, Not integrated into Performance Management, Partnership-based model.	Partnership model, Community Service Learning, Link to Graduate Attributes, Engaged Research, Regional engagement.	Engaged Teaching and Learning Engaged Research, Engaged Citizenship, Regional development, Recognition and rewards, Institutionalised.

A diagram showing the transformation of 'service' at the UFS.

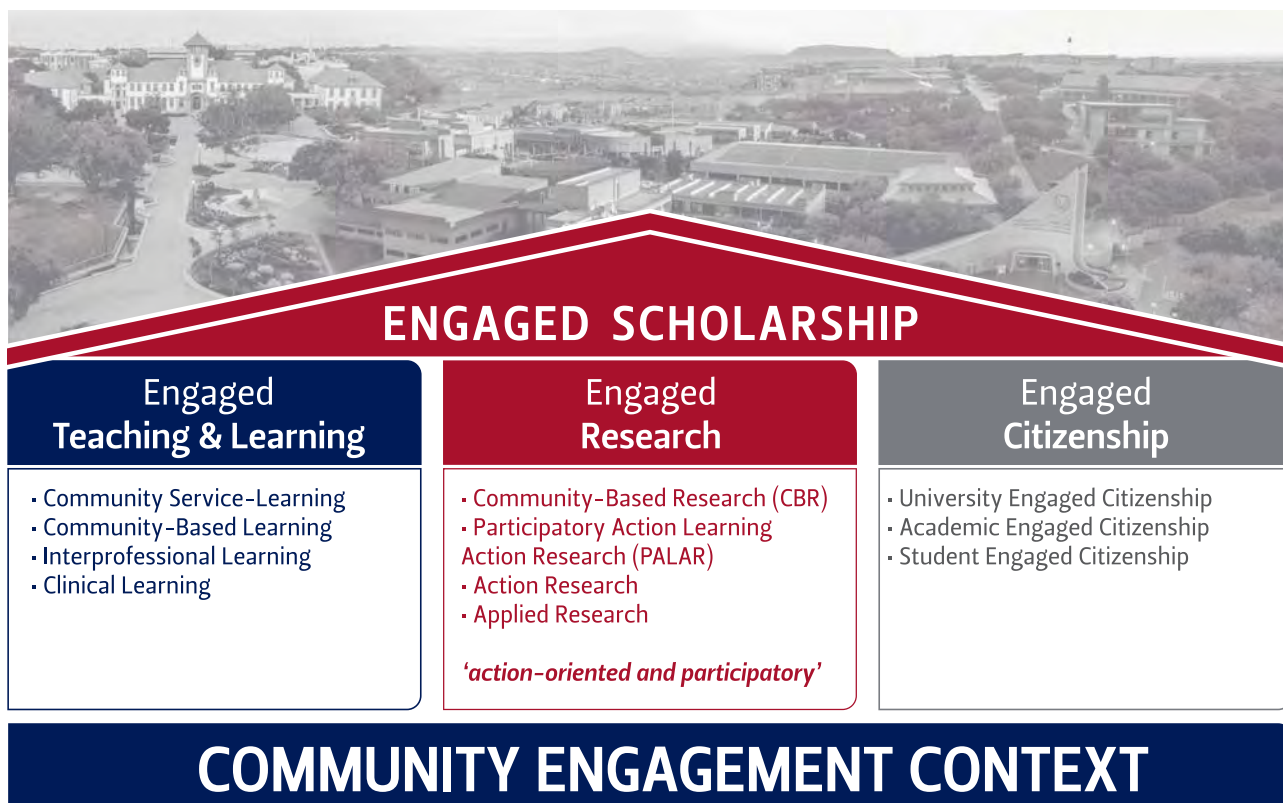


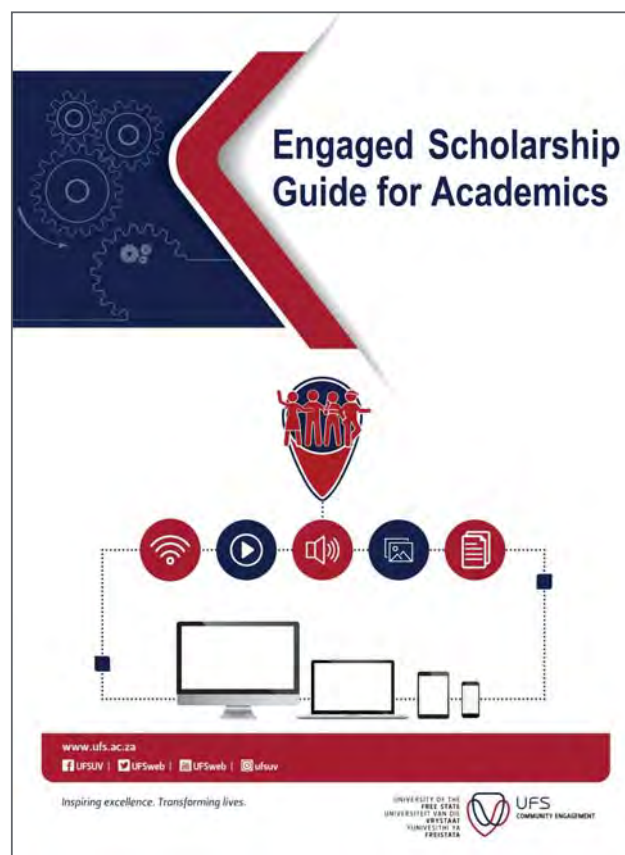
Diagram outlining Engaged Scholarship.

### 5.3 INSTITUTIONALISING ENGAGED SCHOLARSHIP

The UFS Council has approved the Strategic Framework for Engaged Scholarship Policy, the Engaged Scholarship Policy, the E-Community Engaged Strategy, and the Partnerships Protocol and Engaged Scholarship Remit. The following is a summary of our Engaged Scholarship strategy:

Additional resources that were also designed as guiding documents, include the Engaged Scholarship Guide for Partners (2021) and the Engaged Scholarship Guide for Academics (2021).

The Directorate Community Engagement continues to provide support to all engaged scholars and students and promotes a new structure in partnership with role players, both internally and externally, to attain impactful visibility. Projects are aligned with the new strategic imperatives of the institution and address the national prerequisites. Departments and faculties monitor and record students' engagement portfolios, which are presented as reports to the central office. Support is provided to academic staff in writing research articles, identifying topics, and engaging community partners.



Resources also designed as guiding documents.

## 5.4 ENGAGED CITIZENSHIP

This is an educational platform, preparing and supporting staff and students to play a leading role in building sustainable partnerships with stakeholders in order to respond to pressing societal challenges by deploying intellectual human and other resources for the development of communities.

The University of the Free State is implementing this programme to address strategic objectives in support of broad-based black economic empowerment legislation. The directorate work with community leaders to mobilise, organise, train, and connect communities with knowledge, skills, institutions, and opportunities that they can access for their own development. The following are some of the projects that resort under engaged citizenship.

### 5.4.1 Wealth creation project in Thaba 'Nchu

This project aims to encourage the spirit of entrepreneurship among the youth, women, and the unemployed through education and training, mentorship, and linkages to financial and material resources, while at the same time developing sustainable programmes on health and leadership development. The content of the project includes:

- Education and training on leadership and business skills
- Training on social enterprises
- Mentorship programme
- Forming partnerships with funding agencies
- Developing a business incubation programme for entrepreneurs.

The three projects based in Thaba 'Nchu include clothing manufacturing, furniture manufacturing, and a hair and beauty salon. CE supports all projects with mentoring and training. The merchandise shop at the UFS, KopsieGear, partnered with the sewing project to produce branded head wraps and face masks that are sold in the shop. Due to the current pandemic, events such as the annual Engaged Learning Festival, where products would usually be displayed, could only take place virtually.

### 5.4.2 Golukisa Trading

In 2016, Katlego Mpoihi, a 31-year-old from Thaba Nchu, attended the annual Learning Festival where he received training on furniture manufacturing. He later attended subsequent training sessions offered by the Directorate of Community Engagement on entrepreneurship. He was helped to set up his own

business, registered as Golukisa Trading. He has since managed to operate his own business successfully, employing up to three other youths in the business. Ever since the establishment of the business, he has been inundated with orders and has managed to buy a car and land for himself. Katlego now plays an important role in training other youths and the unemployed during workshops.

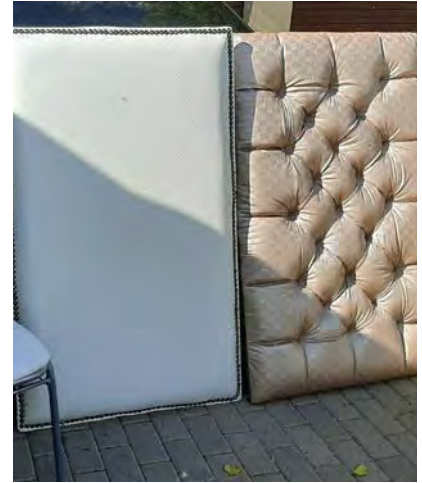


Katlego Mpoihi at work building cupboards.

### 5.4.3 Building social cohesion through enterprise development

This project strives to work with communities and their organisations to create platforms and programmes that will enable them to participate in the mainstream of social and economic activities within their communities. On completion of the training, attendants are capacitated to establish their own businesses.





CE organised and presented training to 150 unemployed youths and women in Wepener, Thaba 'Nchu, and Botshabelo. Pictured here are headboards manufactured in Wepener.

#### 5.4.4 Itemoheleng soy project and rosehip juice production

The Qwaqwa CE community partner, Agape Foundation for Community Development, is running two projects that are aimed at producing nutritional foods that boosts the immune system during the pandemic phase, and at the same time create employment opportunities in communities.

#### 5.4.5 Business development training

A three-day Community Development Empowerment Training workshop was held in April 2021 for local entrepreneurs in Qwaqwa with the aim of supporting self-employment and enabling economic freedom.

Citizenship intervention programmes are in line with the UFS institutional values and culture embedded in Engaged Citizenship (EC), which is an integral element of

A Community Development Empowerment Training workshop was held for local entrepreneurs.







The Community Engagement office responded to the call for preventative measures by launching Phase 2 of the COVID-19 vaccination roll-out campaign at the Setsing complex in Qwaqwa.

Engaged Scholarship (ES). The skills development project aimed at reducing unemployment provided financial education presented by Old Mutual.

#### 5.4.6 COVID-19 vaccine roll-out campaign

The Community Engagement office responded to the call for preventative measures by launching a Phase 2 COVID-19 vaccination roll-out campaign at the Setsing Complex in Qwaqwa. Final-year Qwaqwa Campus Community Development students assisted 60 community members to activate their inoculation registration, with a watchful monitoring process to ensure safe conditions.

#### 5.4.7 Men's dialogue on gender-based violence

On 28 August 2020, 37 participants representing different community structures deliberated on the plight facing the vulnerable. This included the South African Police Service, Right to Care, Government Communication Information System (GCIS), the Economic Freedom Front, the Department of Social Development, and the Agape Foundation for Community Development (AFCD).

#### 5.4.8 Youth Day celebration

About 250 youths, including participants and football fans, celebrated the 45<sup>th</sup> Youth Day commemoration on the soccer field. Community Engagement partnered with a number of stakeholders to bring people together, transform lives, and enthuse communities. Partnerships among community organisations have great potential to create opportunities to break barriers and inspire social cohesion, initiate enablement through the development of social projects, and promote education and health awareness.





Young people in the Qwaqwa area celebrated Youth Day through sport. Football is popularly known for bringing people together, transforming lives, and enthusing communities.

## 5.5 E-COMMUNITY ENGAGEMENT

E-Community Engagement is designed to create a continued interaction between the university and the community, using alternative virtual technology to enable collaboration amid the restrictive protocols brought about by the current pandemic.

The Directorate Community Engagement has signed a memorandum of agreement (MOA) with three local community radio stations – Mosupatsela FM, Motheo FM, and Kopsie FM – to facilitate a continued collaborative learning and teaching platform. Educational and empowering pre-recorded radio programmes, designed and produced by academics and students, address topics related to the societal challenges during the lockdown. Retrenchments caused by the economic lockdown have adverse effects on families who have lost their sources of income, resulting in social ills such as depression

and abuse. In most cases, support structures that provide emotional, psychological, and social support are not easily accessible because of physical-distancing pandemic protocols to mitigate the spread of COVID-19.

On 10 December 2020, information through dialogue on engaged learning, training, and research was made accessible to communities during the annual Engaged Learning Festival, which was presented online as the e-Learning Festival. The participatory learning platform engaged citizens, business, and government partners as the e-Engaged Scholarship Strategy. The South African Higher Education Community Engagement Forum (SAHECEF), together with other higher education institutions (HEIs), participated in the online conference.

A memorandum of agreement between two local community radio stations was signed on the UFS Bloemfontein Campus on 10 October 2020 to establish sustainable relationships between the university and community partners.



Master's students in the Department of Psychology have produced and pre-recorded podcasts on community psychology. Their topics covered grief and self-compassion. The Department of Nutrition and Dietetics also presented topics on healthy eating patterns. The fourth-year students in the School of Nursing engaged new mothers concerning post-natal care. The School of Clinical Medicine addressed the warning signs of burnout and preventative measures.

## 5.6 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, residence programmes, as well as Student Affairs management programmes.

### 5.6.1 ABCD approach

Asset-Based Community Development (ABCD) is a *strategy* for sustainable community-driven development. Beyond the mobilisation of a particular community, ABCD is concerned with linking micro-assets to the macro-environment. The appeal of ABCD lies in its promise that communities can drive the development process themselves by identifying and mobilising existing, but often unrecognised assets, thereby responding to and creating local economic opportunities.

The university has adopted this model because it recognises the power, resources, and skills that already exist in communities. ABCD ensures that communities are equal participants in their own development. It is envisaged that all engaged scholars and students will undergo training on ABCD before they approach communities.

In 2020, online training was presented to 150 students and student associations in residences. Workshops are continuously conducted for student organisations and student leaders.

## 5.7 ENGAGED RESEARCH

Engaged Research (ER) incorporates reciprocal community engagement practices in the discovery, teaching, integration, application, development, and mobilisation of knowledge, to the mutual benefit of community and academic interests. Engaged research



A memorandum of agreement was signed between two local community radio stations to establish sustainable relationships between the university and community partners. From the left, front, are: Lebogang Matolong, Motheo FM; and Prof Puleng LenkaBula, UFS; back: Mohau Rampeta, Motheo FM; and Rev Billyboy Ramahlele, UFS.

includes creative outputs and other expressions or activities.

### 5.7.1 Conferences and webinars

Alfi Moolman and Karen Venter co-presented a paper at the University Social Responsibility Summit. They focused on a community-education management system, elaborated on partnerships, and also on the establishment of Engaged Scholarship projects. Many other staff members participated in various webinars on engaged scholarship.

### 5.7.2 SAHECEF conference

The directorate provided financial support to CE staff members from both the Bloemfontein and Qwaqwa Campuses, as well as to a community partner, Agape Foundation for Community Development, to participate in the South African Higher Education Community Engagement Forum (SAHECEF) conference at the University of Mpumalanga. The theme was 'Re-Imagining Higher Education through Engaged Scholarship'.



# ENGAGED TEACHING AND LEARNING

In 2020, online training in the ABCD programme was presented to 150 students and student associations in residences.

Engaged Teaching and Learning involves 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 and act on local as well as 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.

Students also gain a sense of complex and dynamic existing social, political, economic, and ecological challenges in greater society. Therefore, engaged teaching-learning educates students to live as socially responsible citizens, mobilising multiple forms of knowledge to make the right decisions, and using their capacities to contribute to the well-being of society. To ingrain the principles of engaged scholarship, the university curricula must unify the learning of

knowledge with concrete actions, so that the teaching model is anchored in a real-life situation.

## 5.8.1 Department of Political Science and Governance partners with Agape

The CE office on the Qwaqwa Campus, in collaboration with the Department of Community Development, has placed final-year students in work-integrated learning activities. The main local stakeholders included the Agape Foundation for Community Development and the provincial Government Communication and Information System (GCIS).

The UFS Department of Political Studies and Governance has launched an online SL module in partnership with the Agape Foundation for Community Development. In collaboration with a number of local stakeholders, the CE office on the Qwaqwa Campus supports a myriad of community projects, including food parcels and clothing distributions, community entrepreneurial skills training, youth development programmes, awareness conversations related to human rights and gender-based violence, and wellness campaigns.



### 5.8.2 The digital storytelling project

Community Engagement on the Qwaqwa Campus, in collaboration with the Centre for Development Support, launched the Common Good First-sponsored digital storytelling project. The project is aligned with the Fourth Industrial Revolution to enhance and broaden teaching and learning through storytelling and effective use of technology.

### 5.8.3 Reviving the essence of education

Education is facing several interruptions caused by the current epidemic and insufficient access to resources. The Qwaqwa CE office coordinated a team of expert stakeholders to engage learners in the semi-rural town of Kestell, initiating significant conversation that would enable them to find solutions for their own challenges. On 27 November 2020, third-year students from UFS Community Development, the Maluti TVET College's Information Technology (IT), and the Free State School of Nursing, worked with the Free State Department of Social Development, the AGAPE Foundation for Community Development, the Japie Lepele Foundation, the Riverside Finishing School, and

the Advance Academy, to share motivational education and employment experiences with learners.

## 5.9 FACULTIES

### 5.9.1 Faculty of Economic and Management Sciences: Centre for Development Support

#### 5.9.1.1 Common Good First Digital Storytelling

The launch of the digital storytelling laboratory became a reality after the hard work of the Centre for Developmental Support and Community Engagement. About 50 delegates from South African universities, as well as private and public institutions, witnessed the inauguration of this project, which is funded and promoted by Common Good First.

The international symposium on the Scholarship of Engagement through storytelling followed on 26 and 27 February 2020. Ideas on how to initiate and sustain social innovation in relation to change were shared among community members, government officials, academics, and business representatives. Digital storytelling was demonstrated as an excellent

The Qwaqwa CE office coordinated a team of expert stakeholders to engage learners in the semi-rural town of Kestell, initiating significant conversation that would enable them to find solutions for their own challenges.







tool for identifying community needs, enhancing digital skills, informing scholarship, and promoting social innovation.

#### 5.9.1.2 Regenerative building technology

Dr Anita Venter leads the *Qala Phelang Tala – Start Living Green* Volunteers for Change, who are members of the

#### 5.9.1.3 Department of Business Management

The Integrated Entrepreneurial programme creates a collaborative platform to facilitate corresponding roles between universities and government in addressing the social challenges of unemployment in a joint effort to enhance economic freedom. The Engaged Scholarship honours students in Business Management apply

The Engaged Scholarship honours students in Business Management apply the theoretical as well as the practical multidisciplinary approach in their case study assignment, focusing on the formation of enterprises.

Enactus student organisation. The training project, in which artisans and artists focus strongly on how their existing knowledge correlates with shared and gained experience on the subject matter, is in collaboration with the Earth Unit, which provides technical input into decoration workshop activities. The Centre for Development Support plays a key role in ensuring continuous mentorship that guides the project through social entrepreneurship outcomes.

both the theoretical and practical multidisciplinary approach in their case study assignment, focusing on the formation of enterprises. Projects such as LiquidCulture and Kopsie Brewing, as well as the prickly pear initiative at the UFS Paradys Experimental Farm, create a platform for interactive research, stakeholder engagement, and interdisciplinary collaboration.

The TATA funding that honours students have received over the years has been reduced from R200 000



The Science-for-the-Future (S4F) project contributes to innovative teaching and learning practices in communities.

to R50 000 as a result of sales drops caused by the economic situation during the pandemic.

## 5.9.2 Faculty of Education

### 5.9.2.1 Science@Dinner – UFS Integrated Transformation Plan (ITP) initiative

S4F is a partnership between the UFS Faculty of Education and SANRAL, with the fundamental purpose to train Maths and Science teachers and to support learners and parents. The programme has now been extended to six other universities, namely the Nelson Mandela University and Walter Sisulu University in the Eastern Cape; the University of Limpopo, the University of KwaZulu-Natal, and the two recently established universities, the University of Mpumalanga, and the Sol Plaatje University in the Northern Cape.

The Science-for-the-Future (S4F) programme is fundamental to generating the required pipeline for technologically skilled entrepreneurs and workers by focusing on mathematics and science support to learners, teachers, and parents.

#### 5.9.2.2 Family Math and Science

The Faculty of Education's Science-for-the-Future (S4F) project contributes to innovative teaching and learning practices in communities. The teaching and

learning, characterised by hands-on activity sessions, contributes to innovative teaching amid the shortages or even lack of resources in schools. In conjunction with the ITP, the Faculty of Education engaged three local primary schools in the interactive family dinner to present some of the scientific concepts to educators, learners, and parents in a practical and fun way. The educator professional development and learner upskill project has secured a three-year funding period.

## 5.9.3 Faculty of Health Sciences

### 5.9.3.1 School of Biomedical Sciences, School of Clinical Medicine, and School of Pathology

The lockdown project called 'Small Things Fun' allowed students to buy vouchers from Computicket. They then virtually attach the student number of a student in need to it. This student can then redeem the voucher at Checkers Shoprite to buy groceries and toiletries.

#### 5.9.3.2 Virtual platform for Occupational Therapy

Orientation plans for the rest of the year had to be re-imagined, because physical interaction with communities posed a challenge. New options were explored in collaboration with the School of Nursing and Physiotherapy. Third-year students worked with the Department of Education's inclusive learning on virtual

interventions for special needs classes, collaborating with teachers. Fourth-year students designed a virtual platform to interact with communities.

#### 5.9.3.3 Physiotherapy embraces a new engagement platform

Online tutoring continued and practicals were performed virtually. Arrangements were made for the IPE groups consisting of students from Physiotherapy, Nursing, and Sport Sciences, but could not be implemented. The radio broadcast initiative was used as an alternative engagement platform.

#### 5.9.3.4 Nursing overcomes challenges

A first-year student and health promotion project were presented and completed in 2020. CE/SL modules for first- and second-year students were put on hold. The main concern was regarding students who were exposed to infections, because they needed to perform clinical practice work at hospitals and clinics. Home visits for

projects. Second-year students worked on the Reproductive Health questionnaire. Postgraduate modules were put on hold for the year 2021.

#### 5.9.3.5 Community-based education/inter-professional education

The Faculty of Health Sciences Strategic Plan has been designed with the input of all stakeholders. The review and amendments were implemented following additional input from team members. Faculty strategic student projects have gradually been implemented in Trompsburg since January 2021, all preceded by the orientation programme. Groups of students were allocated assignments on a three-week basis. The mobile clinic was fully operational in Trompsburg, Springfontein, Philippolis, and right up to the border of the Northern Cape. The CBE and IPE projects were challenged during the hard lockdown because of the closure of the schools, since they are playing a role in the learning and teaching environment.

S4F is a partnership between the UFS Faculty of Education and SANRAL, with the fundamental purpose to train Maths and Science teachers and to support learners and parents.

midwife students had to be redesigned for engagement through radio talks, with pre-recorded programmes (podcasts). Students produced video clips that were shared on the Blackboard platform. Third-year students progressed with wound care online. Fourth-year students participated in the radio project. Child Psychology and Psychiatry continued with community service activities in Qwaqwa and Bethlehem and the developmental toy project for children with mental disabilities.

In 2021, first-year students obtained data on health issues from households in Trompsburg for their IPE project with the School of Health and Rehabilitation Sciences. COVID-19 regulations pertaining to social distancing and infection control were being observed. The orientation workshop proceeded for first-year students in their service-learning module and IPE

#### 5.9.4 Faculty of the Humanities

##### 5.9.4.1 Therapeutic horse-riding at Equestria

Before the lockdown, 32 Psychology honours students, scheduled for therapeutic horse-riding sessions at Equestria, worked in therapeutic development with 27 foundation phase learners, two teachers, and two student assistants from the Lettie Fouché School. The practical tutorial entailed two-hour class attendance, and one hour of reflection sessions per week. The first orientation meeting addressed risk management issues, practical arrangement, and introduction to the reflection process. The second meeting took place at the partner site, Equestria. The sessions focused on introduction to horse-riding, safety issues when working with children who have different diagnoses, and ethical considerations. The third engagement was with



the Lettie Fouché School. The case history of each child was discussed with the help of photos from the audio-visual centre. Ethical issues were further discussed, and students completed and signed confidentiality forms. The forms have also been translated for the purpose of alternative language preference and shared with community partners. There are existing collaborations with the Department of Linguistics and Language Practice and the Department of Music.

Prior to the pandemic, social media was used for the presentation of Psychology Student Association projects, whose stakeholders are mainly students in university residences. The radio broadcast is considered as an additional alternative for engagement between students and communities. Because of the lockdown restrictions, honours and master's students could not be in contact with communities. Honours students used the data they collected before the lockdown to continue with theoretical work. The radio broadcast programme is an alternative means for interventions on behalf of society members who were perceived to be vulnerable during the lockdown.

Through support provided by the Directorate of Community Engagement, master's students have produced podcasts on community psychology. Productions were shared with honours students for their Study Buddies project. Compiling portfolios for

gatekeepers was the newly acquired skill among students during the lockdown.

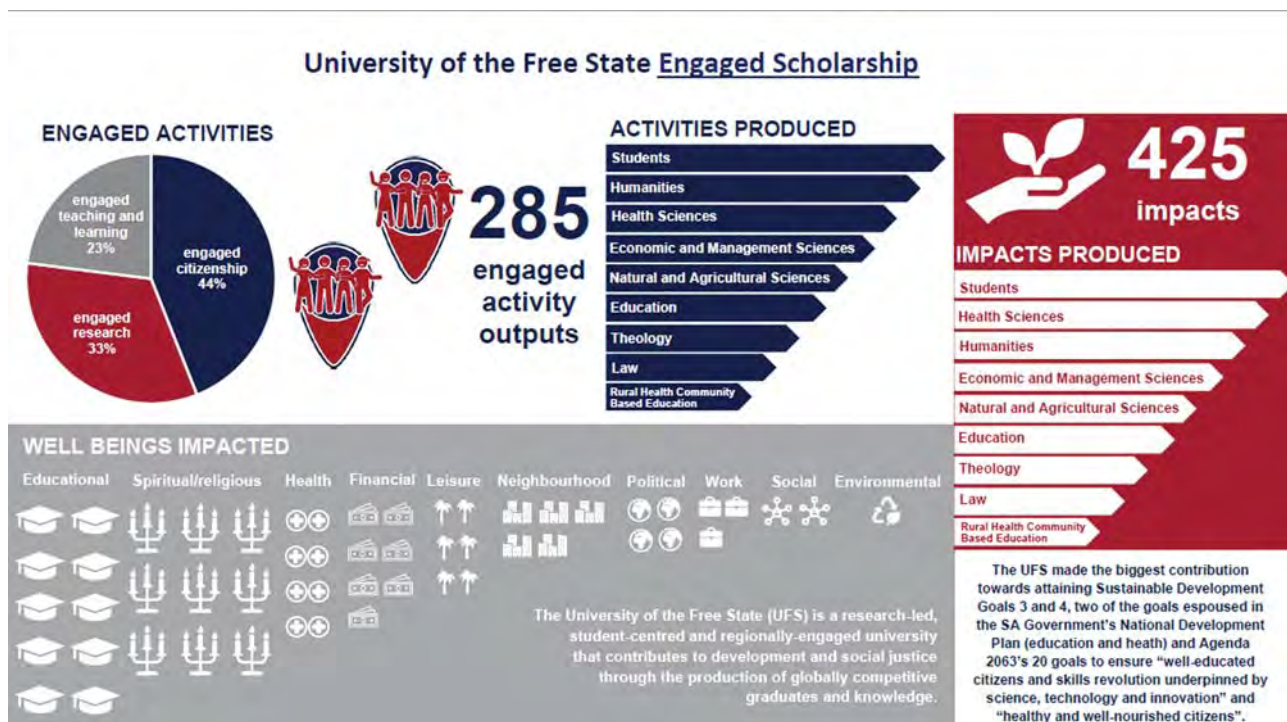
#### 5.9.4.2 Department of Social Work engages through radio

Postgraduate students were involved with the community podcasts presented by the three community radio stations as part of E-Community Engagement. In these presentations, education and training was provided to communities on how to deal with psycho-social challenges faced during the lockdown.

## 5.10 UNIVERSITY-COMMUNITY IMPACT EVALUATION

In 2020, CE underwent an evaluation to gauge the impact of the university's community-engaged scholarship portfolio as a whole, from a community well-being (CWB) perspective. This is based on predefined engagement categories (i.e., engaged teaching and learning, engaged research, and engaged citizenship) and will determine the major contributors to that portfolio.

A secondary objective was to interpret the UFS' findings against/in relation to the United Nations' Sustainable Development Goals (UN's SDGs) as well as the goals set out in the South African Government's



Infographic reflecting Engaged Scholarship in a nutshell.

National Development Plan (SA's NDP) and the African Union's Agenda for 2063. Here follows a summary of the findings:

The report concluded that the UFS is making a considerable impact in its local communities (compared to other universities) and that it is in the process of realising its engaged scholarship strategy in terms of being a research-led and a regionally relevant university with a focus on development and social justice. The university's impacts also contribute to the United Nation's Sustainable Development Goals, the South African National Development Plan, and the African Union Agenda 2063 in terms of education and health.

## 5.11 CONCLUSION

Most of the face-to-face community engagement activities at the UFS could not take place during 2020 and 2021 due to the outbreak of the COVID-19 pandemic. Alternative virtual platforms such as radio broadcasts,

online webinar teaching and learning, e-engagement projects, and seminars have allowed the institution to carry out the public mandate of the university. The primary mission of Engaged Scholarship (ES) is to contribute to the enablement of communities through Engaged Teaching and Learning, Engaged Research, and Engaged Citizenship. The three important guiding documents that have been compiled since the reformulation of Community Engagement (CE) to Engaged Scholarship (ES), are the Engaged Scholarship Strategy (2020); the Engaged Scholarship Guide for Partners (2021); and the Engaged Scholarship Guide for Academics (2021). These documents chart the process of engagement and inform the criteria for the promotion of staff members.

CE/SL practitioners and stakeholders contributed significantly to the conception of the ES strategy. During a number of workshops in 2019, inputs informed by expertise and background experience were gathered in the creation of the end product that was submitted to the Rectorate and subsequently approved by the Senate.





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