

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



<b>Policy Name/Title:</b> ENGAGED SCHOLARSHIP POLICY			
<b>Policy Group(s): e.g.</b>	Engaged Scholarship		
<b>Type:</b>	Policy: X		Guideline
	Procedure		Regulation
<b>UFS Statute and/or Regulation Reference No and date:</b>	UFS Statute Government Gazette, No 41399, 26 January 2018 UFS Statute Government Gazette, No 42337, 29 March 2019		
<b>Relevant Legislation and/or policy, Codes of practice, Professional Authorities:</b>	<ul style="list-style-type: none"> <li>• National Commission on Higher Education Report: A Framework for Transformation (1996);</li> <li>• Education White Paper 3: A Programme for the Transformation of Higher Education (1997);</li> <li>• Higher Education Act No. 101 (1997);</li> <li>• White Paper for Post-School Education and Training (2013);</li> <li>• National Plan on Higher Education (2001);</li> <li>• Higher Education Quality Committee, Council on Higher Education, Criteria for Institutional Audits (2004);</li> <li>• Higher Education Quality Committee, Council on Higher Education Criteria for Programme Accreditation (2004);</li> <li>• Higher Education Quality Committee, Council on Higher Education, Service-Learning in the Curriculum: A Resource for Higher Education Institutions (2006);</li> <li>• Higher Education Quality Committee, Council on Higher Education: A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning (2006);</li> <li>• The United Nations Sustainable Development Goals</li> </ul>		

	2030;				
	<ul style="list-style-type: none"> <li>• African Union Agenda 2063;</li> </ul> <p><i>Organisations:</i></p> <ul style="list-style-type: none"> <li>• The Association of Commonwealth Universities</li> <li>• UNESCO</li> <li>• The World Bank</li> <li>• The World Economic Forum</li> </ul>				
<b>Relevant Institutional policies/manuals</b>	UFS vision and mission UFS Institutional Transformation Plan (2017) UFS Learning and Teaching Strategy (2019 – 2024) UFS 2015 – 2022 Differentiated Research Strategy UFS Community Service Policy (2002; 2006)				
<b>Consultation Process</b>	The following structures to be consulted: <ul style="list-style-type: none"> <li>a. Rectorate</li> <li>b. UMC</li> <li>c. ECS</li> <li>d. Senate</li> <li>e. Council</li> </ul>				
<b>Status</b>	The policy is pending approval of the relevant authority				
<b>Coordinating UMC Owner</b>	Prof. Puleng LenkaBula				
<b>Contact Person</b>	Bishop Billyboy Ramahlele				
<b>Certification of Due process:</b>	To be verified and signed once approved by the relevant authority				
	Prof FW Petersen		12 March 2021		
	Rector & Vice-Chancellor		Date		
<b>Approval Date</b>	To be inserted	<b>Commencement Date</b>	To be inserted	<b>Review Date</b>	To be inserted
	27 Nov 2020		27 Nov 2020		27 Nov 2023
<b>REVISION HISTORY:</b> Only applicable to amended or reviewed policies. Record details of amendments/revision.					
<b>Version No.</b>	<b>Approved/ Rescinded</b>	<b>Date</b>	<b>Approving Authority</b>	<b>Resolution Number/ (Minute number)</b>	<b>Date for next review (start date for review process)</b>

<b><i>For office use only</i></b>					
<b>Policy Group</b> (Broad Policy field)			Teaching and Learning		
<b>Subject</b> (Policy sub-field)			Policies		
<b>Reference Number</b>					
<b>Version Number</b>					
<b>Key Words for Search Engine:</b>			Policy, policy template, policy framework, policy approval, policy review		

# Policy on Engaged Scholarship of the University of the Free State

## Preamble

This document replaces the previous Community Service Policy of the University of the Free State approved by the Council on 15 September 2006.

The policy is a product of a consultative process facilitated through the Institutional Transformation Plan (ITP) aimed at re-thinking how the university implements one of its core function of community service. The process also evaluated the current approach of community engagement and proposed a new one called “Engaged Scholarship”. This policy needs to be read in conjunction with the Remit on Engaged Scholarship.

## 1. Definitions and abbreviations

- 1.1. **Engaged Scholarship (ES)** refers to the utilization of our academic scholarly and/or professional expertise, with an intentional public purpose or benefit that demonstrates engagement with external (and non-academic) constituencies. It can help to generate new knowledge, and promote the integration, the application of knowledge, or the dissemination of knowledge. ES can support the generation of new knowledge, inform policy at national, regional and global contexts.

In our definition of engaged scholarship, the following three main elements describe our approach to engaged scholarship:

- Engaged teaching and learning
- Engaged research
- Engaged citizenship

- 1.2. **Community:** Communities refer to specific, collective interest groups, conjoined in their search for sustainable solutions to development challenges, that participate or could potentially participate as partners in the similarly inclined community engagement activities of the UFS, contributing substantially to the mutual search for sustainable solutions to jointly identified challenges and service needs through the utilisation of the full range of resources at their disposal.

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

- 1.4. **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.

This is done in close cooperation between the UFS and multiple partner communities and the service sector in a spirit of mutuality and reciprocity. On the one hand, this encompasses making available the institution's intellectual competencies and infrastructures to improve service delivery. On the other hand, it is a focused on modification, contextualisation and globalisation of what is taught, learnt and researched and how.

- 1.5. **Developmental engagement**, for the purpose of this policy, is defined as a dynamic, interactive endeavour aimed at ensuring positive outcomes within communities and to maximise the quality of life of those involved. Such development requires an enabling environment of mutuality and reciprocity, ensuring that collective growth and development of all partners take place, and that contributions by communities and the service sector are valued recognised. In the context of community service learning, the emphasis is on reciprocal teaching and learning among all members of the partnership (communities, service sector, UFS staff and students).
- 1.6. **Community engagement**: Continuously negotiated reciprocal collaborations and partnerships between the UFS and the partner communities (local, regional/state, national, global) that it directly interacts with, aimed at mutually beneficial co-construction, application, exchange of knowledge, information, skills, expertise and resources, required to advance the academic project of the university and promote sustainable development of society.
- 1.7. **E-Community engagement** refers to an alternative online/virtual community engagement platform aimed at facilitating continuously negotiated reciprocal collaborations and partnerships between the UFS and the partner communities (local, regional/state, national, global) that it directly interacts with, aimed at mutually beneficial co-construction, application, exchange of knowledge, information, skills, expertise and resources, required to advance the academic project of the university and promote sustainable development of society. Such alternative engagement, making use of information communication technology, stems from adapting physical face-to-face community engagement, towards an e-learning environment.
- 1.8. **Community engaged service learning (or service-learning)**: An educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community, and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility. It requires a collaborative partnership that enhances mutual, reciprocal teaching and learning among all members of the partnership

(lecturers and students, members of the communities and representatives of the service sector).

- 1.9. **Internship** placements are intended to provide students with hands-on practical/clinical experience that will enhance their understanding of their area of study, achieve their learning outcomes and provide them with vocational experience. Generally, internships are fully integrated with the student's curriculum. Internships are used extensively in many professional programmes such as Social Work, Medicine, Education, and Psychology, and others.
- 1.10. A **partnership** can be defined as a collaborative engagement between two or more parties sharing a similar vision, aimed at reaching a common goal by devising and implementing a mutually agreed to modus operandi while maintaining their respective identities and agendas. A partnership entails the pooling and sharing of skills and resources, as well as risks and benefits, thus enabling such partnerships to accomplish goals beyond the capability of the individual parties. In the context of community service learning, a partnership entails knowledge-based collaborations between a university, an identified community and the service sector, where all partners contribute to the mutual search for sustainable solutions to challenges and service needs. Such partnerships do not only focus on the intended outcomes but also on the reciprocal teaching and learning, development, knowledge-generation and change that occur during the process. Successful partnerships are often identified by the following indicators:
- Shared philosophy, vision and values.
  - A high priority on trust, mutual accountability and responsibility.
  - Communication, evaluation and feedback
  - Reciprocity.
  - Equality and equity.
  - Sustainability.
- 1.11. **Practical's** (e.g. clinical practice and practical teaching) is defined as a task-oriented process that focuses on the acquisition of relevant competencies (knowledge, skills and dispositions) required to produce quality practitioners (e.g. students in Nursing, Allied Health Professions, Social Work and Education). A clinical learning experience will take place in dynamic interaction between the learner/student and the external conditions in the teaching and learning environment.
- 1.12. A **Programme** is a structured scheme of actions and activities planned for an undertaking with specific objectives and outcomes in mind. In this sense, the term **programme** is used for a long-term undertaking of wider scope and implication.

In an **academic sense** it can be viewed as a purposeful and structured set of learning experiences that lead to a qualification.

- 1.13. A **Project** is a structured scheme of actions and activities planned for an undertaking with specific objectives and outcomes in mind, but differs from a programme in that it is usually seen as an undertaking with the attainment of specific goals or objectives in mind and is usually seen to be limited in time – with a specific start and end date.
- 1.14. **Work-based learning** can be viewed as a component of a learning programme that focuses on the application of theory in an authentic, experiential work-based context. It addresses specific competencies identified for the acquisition of a professional qualification which relate to the development of skills that will prepare the student/learner towards employability and will assist in developing his/her personal skills. Employer and professional bodies are involved in the assessment of this form of experiential learning, together with academic staff.

## 2. Background

- 2.1. The Engaged Scholarship Policy of the University of the Free State (UFS) is founded on the vision and mission of the UFS to be a research-led, student-centred and regionally-engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.
- 2.2. The Engaged Scholarship Policy (hereinafter referred to as "the Policy") recognises the continuous challenge faced by the UFS in the field of pro-active transformation and the importance of responding vigorously to this challenge. This response necessitates becoming a model of a truly robust and responsive university that uses its teaching, research and Engaged Scholarship capacities to make a significant contribution to producing graduates needed in today's world; the development of its province, that of its wider region, South Africa and Africa. Such contribution, with a scholarship of engagement at its heart, aims to enhance cooperation between the university and its partner communities. The Policy acknowledges the concurrent challenges of operating in a truly African reality, reflecting an African consciousness and identity, and undertakes to champion the contextualisation of the UFS as a university of relevance and excellence in, and for Africa. The Policy thus envisions Engaged Scholarship in the form of a pioneering scholarly approach that is increasingly integrated with teaching, learning and research.
- 2.3. With the view on the transformation of higher education in South Africa, the Policy endorses three points of departure for transformation of the higher education sector, namely:

- 2.3.1. Increased democratic and diverse participation aimed at eradicating inequalities.
  - 2.3.2. Greater responsiveness to a range of social and economic challenges and a commitment to solutions which might require adaptation in terms of research, teaching, learning and curricula.
  - 2.3.3. Increased co-operation and partnerships with all role-players in society (the post-school sector, public and private sectors).
- 2.4. The Policy further recognises the importance of open systems of knowledge-generation in close and co-operative interaction with, and in the interest of the broader society. This Policy strives for the inclusion of such paradigms in Engaged Scholarship, thus answering to the challenges of the current South African development context through the production of socially relevant multiple forms and sources of knowledges.
- 2.5. The Policy recognises and has taken into account the intentions, content, stipulations and contributions contained in the:
- 2.5.1. UFS vision and mission
  - 2.5.2. UFS Institutional Transformation Plan (2017) and UFS Strategic Plan 2018-2022
  - 2.5.3. UFS Learning and Teaching Strategy (2019 – 2024)
  - 2.5.4. The UFS 2015 – 2022 Research Strategy
  - 2.5.5. National Commission on Higher Education Report: A Framework for Transformation (1996)
  - 2.5.6. Education White Paper 3: A Programme for the Transformation of Higher Education (1997)
  - 2.5.7. Higher Education Act, No. 101 (1997); White Paper for Post-School Education and Training (2013)
  - 2.5.8. National Plan on Higher Education (2001)
  - 2.5.9. UFS Community Service Policy (2002; 2006)
  - 2.5.10. Higher Education Quality Committee, Council on Higher Education, Criteria for Institutional Audits (2004)
  - 2.5.11. Higher Education Quality Committee, Council on Higher Education Criteria for Programme Accreditation (2004)
  - 2.5.12. Higher Education Quality Committee, Council on Higher Education, Service-Learning in the Curriculum: A Resource for Higher Education Institutions (2006)
  - 2.5.13. Higher Education Quality Committee, Council on Higher Education: A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning (2006)
  - 2.5.14. The 2023 United Nations' Sustainable Development Goals
  - 2.5.15. African Union Agenda 2063
  - 2.5.16. Organisations of relevance:
    - The Association of Commonwealth Universities
    - UNESCO
    - The World Bank



- The World Economic Forum

### **3. Guiding principles**

Consistent with the above scope and preamble, the purpose of the Policy is to provide an institutional framework for the continuous improvement and expansion of Engaged Scholarship as a core academic function of the UFS. The guiding principles for this purpose will be:

- 3.1. Engaged scholarship intersects with teaching and learning, research and service, grounded in the context of community engagement to harness better the intellectual resources at the country's disposal to enable the generation of solutions to problems in the socio-economic, political and environmental context in a way that advances the public good.
- 3.2. Nurturing of existing and promotion of new engaged scholarship initiatives.
- 3.3. establishing of sustainable quality collaborative partnerships;
- 3.4. The creation and expansion of engaged citizenship programmes for all students.
- 3.5. Conducting high-quality academic scholarship that requires collaborative inquiry; a high level of expertise; breaks new ground or is innovative; has significance and impact, can be replicated and elaborated; the results of the work can be peer reviewed, documented and disseminated.
- 3.6. Boundary-crossing to involve a multi-inter-transdisciplinary approach which assumes an interaction across disciplines and relevant sectors that overcome disciplinary boundaries.
- 3.7. Democratizing scientific knowledge, to allow accessibility for all; question the assumption that the academy holds a monopoly over knowledge production, and sees the academy as an important locus for debate around decentralizing and rethinking knowledge production.
- 3.8. To value social justice and citizenship for social wellbeing, where the university has a social accountability and social responsibility to engage with the wider society—at local, national and international levels.

### **4. Policy**

In order to accomplish the above-mentioned objectives, the following strategies for the implementation of the Policy will be followed:

#### **4.1 The integration of engaged scholarship as a core academic function to support the vision, mission, strategic objectives and institutional structure of the UFS:**

- 4.1.1 The UFS is determined to ensure that engaged scholarship, as a scholarly approach of community engagement, is firmly integrated into the vision, mission, values and strategy of the institution, with the view to inculcate a culture of engaged scholarship equal to the cultures of teaching, learning and research already existing at the UFS.
- 4.1.2 The inclusion and reflection of engaged scholarship in the strategic planning, policies and procedures of the UFS is of paramount importance. This will be evident in the management structures and the institutional operational mechanisms of the UFS, as well as in the sustainable resourcing of engaged scholarship as a core function.

- 4.1.3 The UFS will coordinate engaged scholarship through the Directorate of Community Engagement, the Senate Engaged Scholarship Committee, the Faculty Engaged Scholarship Portfolio Committee and Student Affairs structures.
- 4.1.4 The UFS will initiate and implement steps aimed at addressing the potential risks and liabilities associated with engaged scholarship activities.
- 4.1.5 The Engaged Scholarship Policy, will be supported, promoted and communicated by the Directorate of Community Engagement in co-operation and consultation with the above committees.

#### **4.2 The integration of community-based engaged learning into the core academic project**

- 4.2.1 The inclusion of mandatory community-based engaged learning in all academic programmes (at least one per programme) is a policy priority and will be propagated accordingly. This prioritisation is informed by the proven record of community engaged learning as an educational approach that leads to a deeper understanding of the linkage between curriculum content and community dynamics, as well as the achievement of personal growth and a sense of social responsibility and citizenship within students and staff involved and community partners.
- 4.2.2 More specific, as a form of community based engaged learning the inclusion of community service learning modules in academic programmes take place in coherence with other relevant policies, for instance the Teaching and Learning Policy and the UFS Assessment Policy, and its relevant procedures.
- 4.2.3 Curriculum development which facilitates the inclusion of community service learning modules or components in academic programmes is implemented by the relevant faculty portfolio committees.
- 4.2.4 Curricula for community service learning modules will be developed, taking into account multiple forms of knowledge generation by partners, thus enhancing the relevant processes of academic transformation aiming at reciprocity, as well as social justice.
- 4.2.5 In developing community based engaged learning modules, an inter-multi- and trans-disciplinary approach should be considered.
- 4.2.6 Contribute to the transformation curricula and contribute towards identifying new research niches.

#### **4.3. Support for, recognition and promotion of staff involved in engaged scholarship**

- 4.3.1 In the light of the particular challenges associated with the implementation of engaged scholarship, sustainable support for and recognition of the work of staff members are priorities.
- 4.3.2 The UFS will strive to integrate appropriate recognition of and credit for involvement of staff in engaged scholarship into the performance management system of the UFS. Such performance management system should be developed and implemented, ensuring growth in the status of engaged scholarship in line with that of teaching and research. Recognition, integrated with institutional and faculty mechanisms, will be aimed at rewarding the work of staff members who excel in engaged scholarship in any of the following areas:

- 4.3.2.1 Successful conceptualisation and planning of engaged scholarship.
- 4.3.2.2 Successful building of responsive and co-operative partnerships that leads to the implementation and sustainability of engaged scholarship.
- 4.3.2.3 Successful fundraising initiatives aimed at implementing engaged scholarship programme.
- 4.3.2.4 Consonant with its mission, and based on the collective engagement profile of the relevant department, academic programme or faculty, the UFS will strive to determine an individually negotiated weighting for engaged scholarship for staff members.
- 4.3.2.5 The UFS undertakes to support and facilitate staff development and capacity-building programmes in relation to engaged scholarship such as initiatives undertaken by the Directorate for Community Engagement.

#### **4.4. The development of partnerships**

- 4.4.1 The UFS strives for establishing and building responsive and collaborative learning partnerships, with the emphasis on mutuality and reciprocity for the benefit of all parties involved.
- 4.4.2 Well-co-ordinated partnerships with communities are of vital importance, characterised by co-operative and contextualised partnership-building approaches, ensuring maximum partners' participation and decision-making in a transparent, accountable and democratic manner. Such participation should be concretised by way of standard operating procedures, memorandums of understanding and service-level agreements. All copies of memoranda and agreements must be recorded in faculty board meetings and filed with the Directorate of Community Engagement for institutional coordination and data base.
- 4.4.3 Communities contribute to partnerships through their own social capital. The UFS values and duly recognises this input in order to ensure an effective response to the challenges identified by the community in addition to the contributions made by the UFS and the partners.
- 4.4.4 The UFS undertakes to train its staff, students and partner communities on the methodologies and partnership-building for engaged scholarship, ensuring that good practices are adhered to.
- 4.4.5 "Flagships" (i.e. key sites for inter, multi and trans-disciplinary engagement) are central to the implementation of engaged scholarship, the UFS will continue to support and engage with them.

#### **4.5 The pro-active communication and marketing for engaged scholarship core academic programmes and related projects**

- 4.5.1 Upon the receipt of relevant information regarding engaged scholarship programmes and projects, the Directorate of Community Engagement is responsible for compiling and disseminating information. The utilisation of the UFS website and other internal communication forums play a vital role in this regard.
- 4.5.2 Staff and students involved in engaged scholarship are encouraged to devise strategies to ensure the promotion of their respective activities and the dissemination of information in a co-ordinated manner, both at the UFS and within the specific

communities where such takes place. A protocol document regarding how the UFS interacts with community partners must be followed.

#### **4.6 Financing and fundraising for engaged scholarship core academic programmes and related projects**

4.6.1 Support for engaged scholarship financing and funding initiatives by the UFS will be supported by marketing skills and expertise of the UFS Institutional Advancement Office. Not only is the UFS Institutional Advancement Office involved in efforts to coordinating fundraising from a variety of national and international sources, but it also facilitates the capacitating of staff members involved in engaged scholarship and projects in the skills of proposal-writing for fundraising purposes.

#### **4.7 The promotion of relevant, responsive and solution-driven engaged research**

- 4.7.1. The Policy recognises the leading role played by the Research Development Directorate in all matters pertaining to community-oriented research at the UFS, as well as the facilitation function of the Research Portfolio Committees in the faculties.
- 4.7.2 The Policy supports the implementation of ethical, solution-driven, community based participatory action research in partnership with partners in order to address development and service-rendering challenges. The Policy further recognises and values the input generated by communities and service providers during such community based inquiry.
- 4.7.3 Engaged Research at the sites of community engagement should be conducted in an inter, multi and transdisciplinary manner that is best suited to complementing the development agendas of the applicable partners. Partners should be encouraged to participate actively in research efforts and should commit to make a mutual beneficial contribution.
- 4.7.4 Engaged Researchers should attempt to ensure that partners acquire skills in respect of research methodologies and other skills relevant to the subject matter.
- 4.7.5 Engaged Researchers should ensure effective communication with partners in their research efforts, as well as extensive dissemination of research results with these partners.
- 4.7.6 Engaged Researchers should ensure that they do not create unrealistic expectations regarding research results and the implementation of the research recommendations in communities. They should further ensure that communities are aware of the limitations of the UFS as an implementation agent.
- 4.7.7 Engaged Researchers should focus on the community-oriented research needs of the partners, thus ensuring that results can be implemented by the partners to the advantage of the community.

#### **4.8 The inclusion of engaged scholarship in the UFS's quality management system**

4.8.1 Under the guidance of the UFS Directorate for Institutional Research and Planning and the Quality Management Portfolio Committees in the faculties, engaged scholarship will be subjected to the same quality assurance processes as all other activities at the UFS.

- 4.8.2 The quality management of engaged scholarship will take into account the contributions of the communities and partners, as well as their assessment and evaluation of the impact of engaged scholarship.
- 4.8.3 Staff members will be trained in order to understand the content of the quality management requirements of engaged scholarship as far as good practice indicators for self-evaluation, recording of evidence and documentation management are concerned.
- 4.8.4 The Policy will endeavour to promote programme evaluation and impact studies pertaining to the ongoing implementation of engaged scholarship.
- 4.8.5 The Policy acknowledges the importance of benchmarking, not only as a tool for self-evaluation and quality assessment, but also as an instrument of motivation, learning and information exchange.

#### **4.9 Global, International, national and regional relationships with stakeholders in the field of engaged scholarship**

- 4.9.1 Owing to the growing importance of engaged scholarship, as scholarly form of community engagement at higher education institutions in general and the UFS in particular, it is important to ensure that the UFS liaises and co-operates with similarly focused institutions at an international, national and regional level, over and above the forming of partnerships with local communities and the partners. Emphasis should be given to the formation of partnerships within the Southern African Development Community (SADC) and other African regions, utilising available structures such as the African Union to enhance co-operation and to recruit support.
- 4.9.2 Such co-operation will include, but will not be limited to, institutions in the higher and further education sectors, whether public or private; research institutions; organs of government; and members of the international community.
- 4.9.3 The UFS strives to include local, national, regional and international cooperation initiatives and networks, thereby strengthening its objective of being an engaged university, while exploring the foundations it has established in community engagement.
- 4.9.4 The UFS undertakes to ensure the inclusion of engaged scholarship in its formalised relations with other higher education institutions as well as the post education and training institutions in respect of issues pertaining to teaching and learning, research and public service, and strives to ensure the building of more partnerships to ensure exposure to a wider audience. The significance of the role of the Higher Education Regional Development Initiative in Central – SA (HERDIC – SA), South African Higher Education Community Engagement Forum (SAHECEF) as well as The Talloires Network of Engaged Universities in this regard is hereby acknowledged.
- 4.9.5 Organisations:
- The Association of Commonwealth Universities
  - UNESCO
  - The World Bank
  - The World Economic Forum

#### **4.10 Student involvement in engaged scholarship**

- 4.10.1 The UFS acknowledges that it is dependent on and accountable to the communities it serves through the facilitation of meaningful learning experiences for the students originating from these communities; and therefore this Policy recognises the exceptional benefit of engaged scholarship to students.
- 4.10.2 Students are regarded as valuable contributors to the development of engaged scholarship at the UFS.
- 4.10.3 Although the emphasis of the UFS will be on academically engaged scholarship, it recognises and supports participation in well organised voluntary initiatives through Engaged Citizenship.
- 4.10.4 The UFS acknowledges and supports the important role that student voluntary organisations and other students initiatives play in mutually supporting and complementing engaged scholarship through engaged citizenship learning at the UFS, and encourages the expansion and consolidation of this role.
- 4.10.5 UFS Student Affairs: ACT: ACT which stands for: Active | Civic | Teaching. ACT is a collective concept for a number of projects for the youth, the elderly, the disabled, as well as numerous other underserved groups, driven by students who volunteer for public service and social responsibility. These projects run throughout the year, with some colourful events unfolding at the beginning of each year, enabling students to develop the graduate attribute of community engagement. As attribute, community engagement refers to serving to make a difference in the community life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. In addition, community engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. Finally, community engagement leads to an understanding of the social and cultural diversity in our country, whereby students value and respect different human identities and are able to analyse and solve problems with people from different backgrounds and cultures.

Although students may learn from these programmes, they are generally not related to, or integrated into, the student's curricular field of study. Engaged student citizenship programmes are thus essentially extra-curricular activities, taking place during holidays and outside of tuition time. Students generally do not receive academic credit for participation in such programmes and they are generally funded by external donors and through student fundraising. Programmes are generally relatively small in scale and have a loose relationship with the HEI. However, students are provided with a transcript to validate this engaged citizenship learning.

- 4.10.6 The involvement of students in engaged scholarship takes place as part of the broader transformation of the UFS as an institution, striving towards an inclusive approach towards the implementation of community initiatives, exposing students to engagement with a variety of partner communities in order to ensure cross-cultural interaction and real-life societal enlightenment. Such learning aligns with other UFS graduates attributes. Such attributes includes academic competence, critical thinking, problem solving, oral and written communication, ethical reasoning and development of an entrepreneurial mindset, all of these encompassed through community

engagement to prepare graduates towards employability, gaining a sense of engaged citizenship, public service, diversity, inclusivity; as well as values of social justice, social responsibility and accountability.

## **5. Capacity-building**

Training will be provided through short learning programmes and workshops for both staff, students and partner communities to prepare them for the work of engaged scholarship.

## **6. Implementation of the policy**

The UFS will manage and coordinate engaged scholarship through the Directorate of Community Engagement, the Senate Committee on Engaged Scholarship, the Faculty Engaged Scholarship Portfolio Committee. The functions and responsibilities of these structures are as follows;

## **7. Purpose of the policy**

More specifically, the Policy strives to ensure that the:

- 7.1. Mission, purpose and objectives of the UFS regarding Engaged Scholarship are relevant and responsive to the local, national and international context.
- 7.2. The commitment of the UFS to Engaged Scholarship is reflected in the strategic planning, policies and procedures.
- 7.3. The leadership, organisational and management structure manifest the commitment of the UFS to Engaged Scholarship.
- 7.4. There is, within limits of affordability, sustainable resource allocation for the delivery of quality Engaged Scholarship as part of the core functions of the UFS.
- 7.5. Engaged Scholarship is managed, coordinated and facilitated effectively at all academic and relevant support service levels of the UFS.

## **8. Scope**

This policy will apply throughout all faculties, schools, centers and units as well as support services departments of the university.

## **9. Resource consequences of the policy**

### **The sustainable and strategic allocation of human, financial, infrastructural and information resources for engaged scholarship.**

- 9.1 The earmarking and sustainable allocation of strategic funding for the establishment of new engaged scholarship programmes is a priority for strengthening of the UFS engaged scholarship agenda.
- 9.2 The UFS strives to include the funding of engaged scholarship in allocation formulas (e.g. SLE allocations to and within faculties) in an appropriate manner.
- 9.3 The UFS aims to ensure that the appointment of staff is aligned with the need for adequate and special expertise in the development, coordination and sustaining of engaged scholarship.

- 9.4 The UFS aims to ensure that its commitment to engaged scholarship will be reflected, within limits of affordability, in the sustainable provision of infrastructure and information resources for the development, co-ordination and sustaining of engaged scholarship.
- 9.5 Within limits of affordability, the UFS strives to allocate funds from the central UFS budget for the establishment of key sites for multidisciplinary engagement and for the implementation of community service learning modules.
- 9.6 Faculties should include and administer funds allocated for engagement and the implementation of community service learning modules in their respective budgets.

#### **10. Review procedure**

Since Engaged Scholarship is a core function of the university, all responsibility regarding approval, adjustment, amendment and review of this Policy is subject to the approval of the Executive Management, Senate and the Council.



## ENGAGED SCHOLARSHIP PARTNERSHIP PROTOCOL

### 1. Introduction

The Engaged Scholarship approach at the University of the Free State is designed around a triad partnership model between the university (staff and students), the service sector (public departments, private businesses, industry, enterprises and community organisations) and the relevant community sector (served by the service sector). The university believes that partnerships enrich educational experiences, serving as a platform for collaborative, reciprocal and mutually beneficial learning and inquiry, for our students, staff and partners, about diversities of people, languages, cultures and other social contexts. Partnerships can promote social change, transformation and inclusive development.

### 2. Aim of the protocol

This protocol provides guidelines on how members of the community-university partnerships should relate to each other, when pursuing the practice of Engaged Scholarship within the context of Community Engagement.

The protocol seeks to:

- 2.1 Regulate how partnerships are managed;
- 2.2 Locate the management of partnerships within the university;
- 2.3 Promote accountability on the responsiveness and involvement of the university within communities;
- 2.4 Ensure that all partnerships adhere to university's ethical standards;
- 2.5 Establish a one-stop data base on the involvement and responsiveness of the university;
- 2.6 Serve as a source for impact assessment on the participation of the university in Engaged Scholarship initiatives for community development,

To facilitate harmonious relationships within partnerships, the following protocol guides collaboration.

### 3. Defining a partnership

**A partnership** refers to a formal written contractual long-term relationships, agreed to by communities, HEIs and service agencies to achieve common outcomes. Partnerships involves close cooperation between the university and one or more parties, having a shared vision, specified goals, joint rights and responsibilities, roles, and values. The documentation required to guide partnership development includes the following:

- 3.1 A written Memorandum of Understanding (MoU) or Memorandum of Agreement (MoA) must be entered into by the university and its partners;
- 3.2 The MoU or MoA must be signed for by a member of rectorate or an executive management member in accordance to the university's rules on delegated responsibilities;
- 3.3 All partnerships must be recorded at rectorate meetings;
- 3.4 All partnerships must be submitted for approval by the respective Faculty Engaged Scholarship Committee;

- 3.5 All copies of Engaged Scholarship MoU's and MoA's must be reported to and filled with the Directorate of Community Engagement;
- 3.6 The Directorate of Community Engagement shall keep a web-based list and copies of all Engaged Scholarship partnership documents;
- 3.7 The Directorate of Community Engagement shall publish a list of all partnership in its annual report.

#### **4. Defining a collaboration**

A **collaboration** refers to an agreement between the university and one or more parties agreeing to cooperate on a project to achieve agreed-upon outcomes. This relationship may be formal or informal, depending on the nature and content of the project or programme. A collaboration agreement document must be contained in a written project/ programme description. The following protocol should guide a collaboration:

- 4.1 All collaboration agreements must be in writing in a form of project/ programme description;
- 4.2 All collaboration agreements must be signed by the Campus Principal/ Dean/ Vice Dean/ Assistant Dean or Director whichever is applicable for the collaboration;
- 4.3 All collaboration agreements must be approved by the respective Faculty Engaged Scholarship Committee;
- 4.4 All copies of agreements must be reported to and filled with the Directorate of Community Engagement;
- 4.5 The Directorate of Community Engagement shall publish all collaboration agreements in its annual report.

#### **5. The UFS's approach to partnerships**

The University of the Free State has adopted a social justice approach of Asset Based Community Development (ABCD), on how it relates to communities in its endeavour to engage and contribute towards the development of communities. The ABCD approach is established on the following principles:

- 5.1. Communities have assets and strengths, rather than problems and needs;
- 5.2. Identifying and mobilizing individual and community assets, skills and passions;
- 5.3. Communities must drive their own development (local knowledge, local culture, local resources, local skills, local processes);
- 5.4. Relationship driven (build relationship between the assets);
- 5.5. University members facilitate the unlocking of knowledge and resources for the development of communities;
- 5.6. Communities must contribute towards their own development;

All members of the university should be trained before they engage with communities, guided by the Directorate of Community Engagement. In addition, the website of Community Engagement shall assist by providing information to all engaged scholars, on how to engage in partnerships.

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<b>Document name</b>	Remit of the Senate Committee on Engaged Scholarship
<b>Co-ordinating Rectorate member</b>	Vice-rector: Institutional Change, Student Affairs and Community Engagement
<b>Recommended by:</b> <b>Approved by:</b>	ITP Process Council:
<b>Implementation date</b>	January 2021

## **1. Name of the Committee**

The name of this Committee is the Senate Committee on Engaged Scholarship of the University of the Free State.

## **2. Statement of Aim**

More specifically, the Policy strives to ensure that the:

- 2.1 Mission, purpose and objectives of the UFS regarding Engaged Scholarship are relevant and responsive to the local, national, international and global contexts.
- 2.2 The commitment of the UFS to Engaged Scholarship is reflected in the strategic planning, policies and procedures (and aligned with specific reference of Goal 4, yet cognizant of alignment with other relevant goals of the UFS Strategy 2018 -2022).
- 2.3 The leadership, organisational and management structure manifest the commitment of the UFS to Engaged Scholarship.
- 2.4 There is, within limits of affordability, sustainable resource allocation for the delivery of quality Engaged Scholarship as part of the core functions of the UFS.
- 2.5 Engaged Scholarship is managed and coordinated by the Directorate of Community Engagement, and facilitated effectively at all academic and relevant Support Service levels of the UFS.

## **3. Membership**

- 3.1. Chairperson: Vice-rector: Institutional Change, Student Affairs and Community Engagement
- 3.2. Director: Community Engagement
- 3.3. Head: Service Learning
- 3.4. Representative: Research Office
- 3.5. Representative: International Office
- 3.6. Representative: Teaching and Learning Office
- 3.7. Representative: Unit for Institutional Change and Social Justice
- 3.8. Representative: Faculty of Economic and Management Sciences
- 3.9. Representatives: Faculty of Health and Rehabilitation Sciences (Three representatives - one per School)
- 3.10. Representative: Faculty of Education
- 3.11. Representative: Faculty of Humanities
- 3.11. Representative: Faculty of Theology and Religion
- 3.12. Representative: Faculty of Natural and Agricultural Sciences
- 3.13. Representative: Faculty of Law
- 3.14. Representative: Qwaqwa Campus
- 3.15. Representative: Qwaqwa Community Engagement Coordinator
- 3.16. Representative: South Campus
- 3.17. Representative: Senate (Elected by the Senate)
- 3.18. Representative: Centre for Teaching and Learning
- 3.19. Representative: Dean of Student Affairs/ Representative
- 3.20. Representative: Library Services
- 3.21. Representatives: Community Representatives of the UFS Flagship projects

3.22. Representatives: Strategic Student Citizenship Projects

3.23 Representative: Student Representative Council

#### **4. Nomination and Term of Membership**

4.1. A representative member is nominated by the faculty, Centre, Department, Community structure and Organisation to serve in the committee.

4.2. A member may be replaced at any time in case the nominated member cannot continue to serve due to illness, resignation from the university or other valid reasons

4.3. Membership shall be for a term of three years.

4.4. A member may request his or her faculty member to replace him/her due to work or other reasons.

#### **5. Committee Meetings**

5.1. The committee will meet four (4) times a year or where necessary, a special meeting shall be scheduled.

5.2. Any special sitting will be called where necessary at the discretion of the chairperson whenever required.

5.3. Meeting dates will be determined and published in the university general calendar and planner.

5.4. Committee shall meet quarterly as scheduled in the university calendar.

#### **6. Public Participation**

6.1. A community representative member who serves in this committee shall be enough to represent the community(ies) in question.

6.2. In the case where there is a need for wider public participation, the chairperson may invite such members to participate, or take part in the proceedings of the meeting only on the matters related to their interest.

#### **7. Responsibilities/Functions**

7.1. The committee monitors and reviews the Engaged Scholarship Policy implementation in line with UFS Engaged Scholarship Strategic plan and other related University policies.

7.2. The committee advises on implementation of Engaged Scholarship priorities and or niche areas.

7.3. It facilitates linkages between UFS Directorate of Community Engagement and the Faculties, University Statutory Bodies, communities and other University partners.

7.4. The committee develops and supports promotion of Engaged Scholarship activities within and outside the University for the mutual benefit of the university, the community and its other partners.

7.5. The committee reviews and adopts reports from Faculties, Student formations, Flagships and the Directorate of Community Engagement, and subsequently reports to Senate.

7.6. The committee discusses Engaged Scholarship matters and makes recommendations to the relevant University statutory bodies on all Engaged Scholarship matters requiring institutional approval.

- 7.7. The committee advises on the resourcing of Engaged Scholarship activities.
- 7.8. The committee advises and monitors the incorporation and alignment of Engaged Scholarship with Teaching and Learning and Research.
- 7.9. The committee approves guidelines for Engaged Scholarship partnership development and agreements.
- 7.10. The committee reviews quality Engaged Scholarship indicators for monitoring and evaluation of Engaged Scholarship activities.
- 7.11. The committee approves and adopts performance indicators to track University Engaged Scholarship performance.

## **8. Delegated Authority**

The committee is a Committee of Senate and Council.

## **9. Meetings/Procedures**

- 9.1 The committee will have four regular meetings per year.
- 9.2 The committee is required to keep minutes of its proceedings and to report at least once quarterly to the Council and Senate.
- 9.3 Fifty percent (50%) plus one of the members of the Committee will constitute a quorum.
- 9.4 Members of the committee have the right to have a minority viewpoint recorded in the minutes as an alternative to the consensus opinion. Decisions of the Committee will be taken on the basis of consensus and in the event that consensus cannot be reached, the decision will be taken on the basis of a simple majority vote. In the event of a tie of votes, the Chairperson will have a casting vote. Observers or advisers may not vote on any matter.
- 9.5 If the nominated Chairperson of the committee is absent from the meeting, then the Deputy Chairperson shall act in his place.
- 9.6 In the event that neither of those parties is present, the members present must elect one of the external independent members to act as Chairperson.
- 9.7 The Meeting Administration Division shall service the committee. Documents for the agenda should be supplied to Meeting Administration ten (10) days before a meeting; Meeting Administration will send out the agenda at least seven (7) days before the scheduled meeting.

## **10. Evaluation of the Performance of the Committee**

The Vice-rector: Institutional Change, Student Affairs and Community Engagement will annually evaluate the performance of the Directorate.