

AS-IS AND OPPORTUNITIES

Directorate Community Engagement



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FREE STATE
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UFS
COMMUNITY ENGAGEMENT



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EXECUTIVE SUMMARY

This report has been prepared to highlight the implementation of the University of the Free State Integrated Transformation Plan (ITP 2018-2022) and will focus on the deliverable for Engaged Scholarship. It will expound on the significance of engaged scholarship in fostering support for development and social justice. It will further evaluate the findings of the AS-IS Analysis, which is the action plan for procuring engaged scholarship across all the faculties of the university. And in conclusion, it will measure the success of the ES strategy through the main key-point areas – the number of engaged academics, the number of engaged students, and the funding of ES programmes.

The number of academics involved in engaged scholarship generally remained the same from 2017 to 2018, with a percentage reduction of 6% and 17% for the Faculties of Health Sciences and Natural and Agricultural Sciences, respectively. The overall average percentage of academic involvement was 7,95% and 7,76% for 2017 and 2018, respectively. This is therefore a decline of 0,19% in academic involvement across all faculties. The highest number of academics involved in engaged scholarship for 2017 and 2018 came from the Faculty of Law. According to the t-test, the average number of academics involved in ES programmes remained the same for 2017 and 2018, i.e., there is no statistical difference between them. There were significant percentage increases of 100% and 122% in the involvement of academics who held Grade 12 and PhD qualifications, respectively. Overall, the highest involvement in ES during the consecutive period of 2017 to 2018, was from academics who held master's qualifications.

The number of students involved in community-based education generally remained the same in the period 2017 to 2018. There was an observed percentage increase of 20% for the Faculty of Law, as well as a percentage reduction of 17% in the Faculty of Natural and Agricultural Sciences in the period 2017 to 2018. In 2017, the overall average student engagement was 453, compared to 461 in 2018, which is therefore a noted increase of 8 students across all faculties. In the consecutive period of 2017 and 2018, the Faculty of Health Sciences had the most participants. According to the t-test, the average number of students engaged in community-based education remained the same from 2017 to 2018, i.e., there is no statistical difference between them. The ratio of student engagement to community member involvement generally remained the same at 1:1. The highest student impact ratio was 1:6, which was experienced by the Faculty of Education for the consecutive period from 2017 to 2018. There was a noted increase in student impact ratio in the Faculty of Health Sciences, from 1:1 to 1:2.

There was a total expenditure of R1 060 000 and R1 124 106 for the years 2017 and 2018, respectively. Overall, there was an increase in expenditure across all faculties for the period 2017 to 2018, with a noted 11% increase in the Faculty of Education, while all other faculties experienced a 6% increase. The average expenditure per faculty for 2017 and 2018 was R151 429 and R160 587, respectively, which therefore resulted in an average increase of R9 158 per faculty. The Faculty of Health Sciences had the highest expenditure overall during the observed consecutive period from 2017 to 2018. According to the t-test, the average expenditure on ES programmes remained the same from 2017 to 2018, i.e., there is no statistical difference between them.

For all the key-point areas considered, there is no significant change in the indicators during the period 2017-2018. This may be due to the fact that only data from two years was collected and analysed, and would therefore not display conclusive estimations of the potential of the ES strategy.

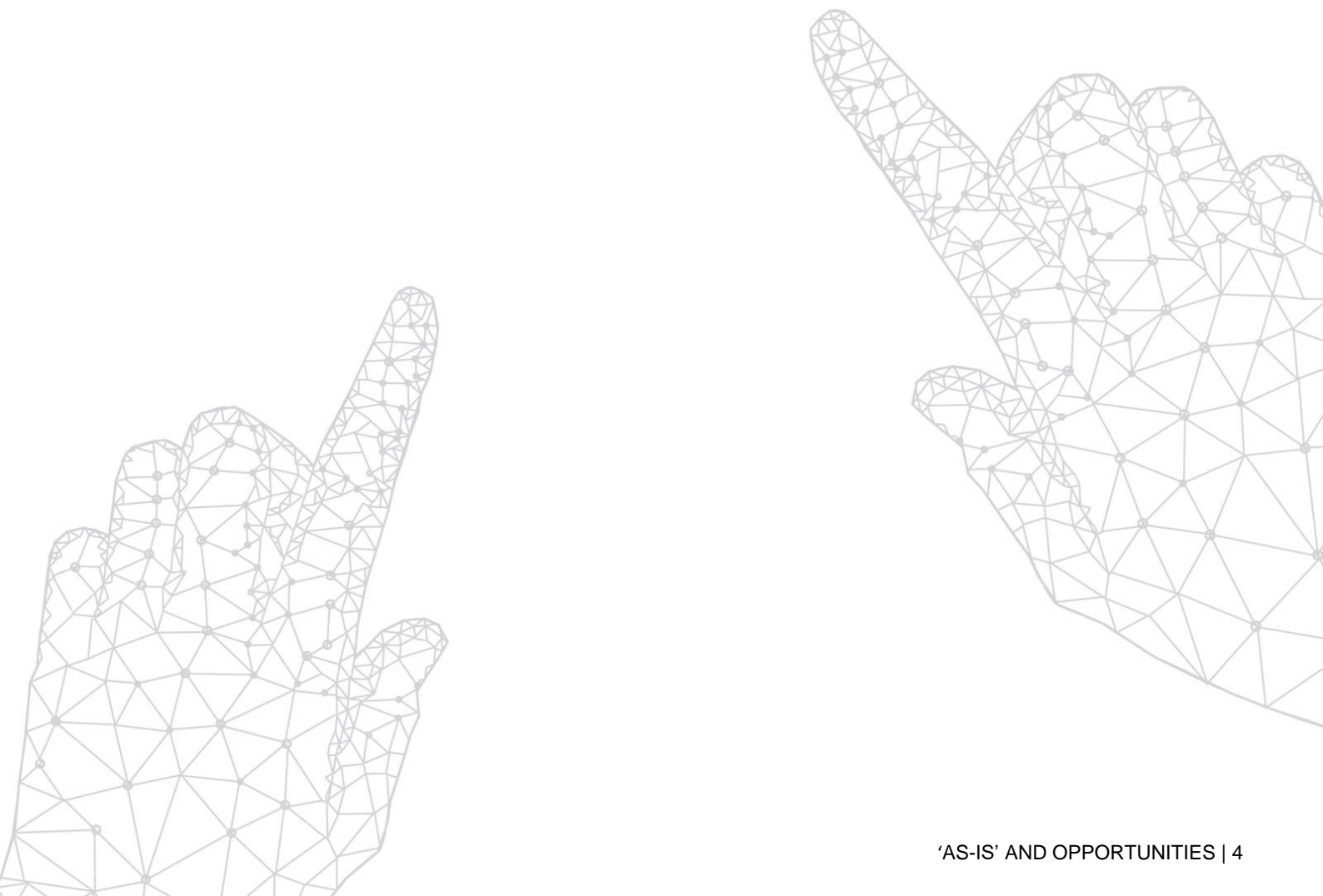


INTRODUCTION

According to the University of the Free State (UFS) Engaged Scholarship Strategy, it (UFS) presents itself as a research-led institution that prioritises, among other things, transforming lives and promoting excellence by producing competitive graduates and disseminating globally recognised knowledge. One of its fundamental strategic pillars is the promotion of development and social justice. The UFS aims to achieve this objective through the implementation of 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 and disseminate knowledge (UFS Engaged Scholarship Strategy-2021). Unique to the UFS, engaged scholarship includes the following components – engaged research, engaged teaching and learning, and engaged citizenship.

This report intends to indicate how the UFS has made advancements towards its fundamental objective of promoting development and social justice through engaged scholarship, by undertaking the AS-IS analysis. The analysis seeks to assess the implementation of this objective, as measured by the procurement of the main key-performance areas.





KPA:1 strategy

- Promote ES within faculties through awareness campaigns and other related programmes.



KPA:2 strategy

- Promote ES as part of the student learning experience.



KPA:3 strategy

- Review the budget allocation process to promote ES.

GOALS

The defined goal of the Transformation Strategic Plan, specific to this report, is to support development and social justice through engaged scholarship. The following key-point areas were considered:

KPA:1

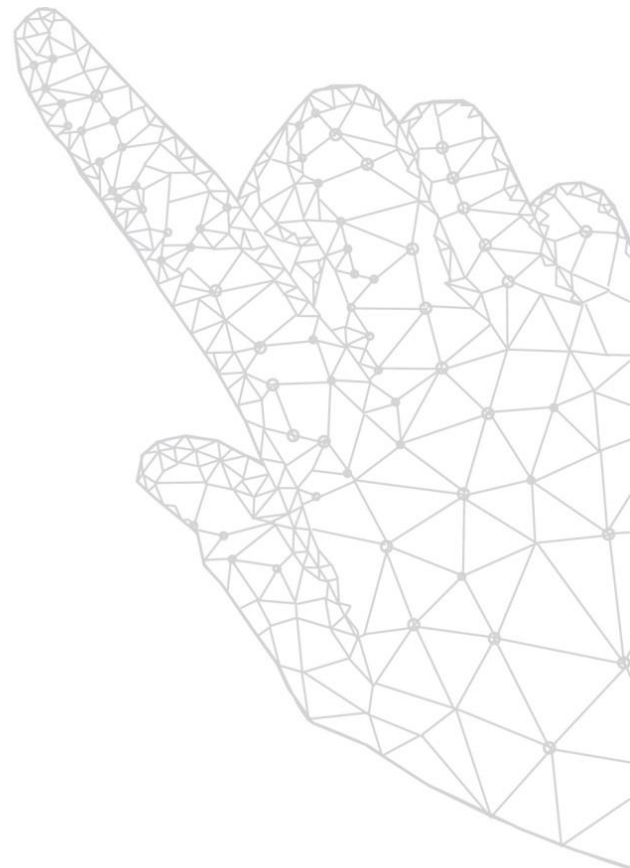
Increase the number of academics involved in engaged scholarship. This will be measured by the number of academic staff members who report that they have participated in engaged scholarship, as per the formal UFS performance management system for academic staff.

KPA:2

Increase opportunities for students to engage in community-based education (CLASSE and SASSE). This will be measured by the number of students who report that they have participated in community-based projects, as measured in the CLASSE and the SASSE.

KPA:3

Prioritise engaged scholarship in the UFS funding model. This will be measured by the amount of funding allocated to activities using the engaged scholarship methodology.





KPA1: INCREASE THE NUMBER OF ACADEMICS INVOLVED IN ENGAGED SCHOLARSHIP

Introductory statement

This section presents the summary derived from the AS-IS study, which was to probe the performance of the ES strategy coined in the Transformation Strategic Plan, as implemented and measured by the key-performance areas – number of academics involved in engaged scholarship, number of students involved in engaged scholarship, and amount of funding allocated to the ES programmes.

The study was conducted at the UFS. The respondents were academics and students, as well as community partners involved in funding ES projects. This study employed quantitative research, leveraging descriptive and inferential statistics. The statistics used were mean, mode, percentage change, and t-test.

Key findings

- The number of academics involved in engaged scholarship generally remained the same from 2017 to 2018, with a percentage reduction of 6% and 17% for the Faculties of Health Sciences and Natural and Agricultural Sciences, respectively.¹
- The overall average percentage of academic involvement is 7,95% and 7,76% for 2017 and 2018, respectively.
- This is therefore a decline of 0,19% in academic involvement across all faculties.²
- The highest number of academics involved in engaged scholarship came from the Faculty of Law for the consecutive years of 2017 and 2018³.
- According to the t-test, the average number of academics involved in ES programmes remained the same from 2017 to 2018, i.e., there is no statistical difference between them⁴.
- There were significant percentage increases of 100% and 122% in the involvement of academics who held Grade 12 and PhD qualifications, respectively⁵.
- Overall, the highest involvement in ES during the consecutive period of 2017 to 2018, was from academics who held master's qualifications⁶.



¹ See Table 1

² See Table 2

³ See Figure 1 and Table 2

⁴ See Table 3

⁵ See Table 4

⁶ See Figure 2

NUMBER OF ACADEMICS INVOLVED IN ENGAGED SCHOLARSHIP

The Faculty of Health Sciences had the largest number of academics involved in engaged scholarship, followed by the Faculties of the Humanities and Natural and Agricultural Sciences.

Table 1 Number of academics involved in engaged scholarship

	2017	2018	% Change
EMS	3	3	0%
Education	4	4	0%
Health	32	30	-6%
Law	6	6	0%
NatSc	12	10	-17%
Humanities	10	10	0%
Theology	1	1	0%

The Faculties of Law and Health Sciences were the leaders in terms of academics involved in in-service learning during the study period.

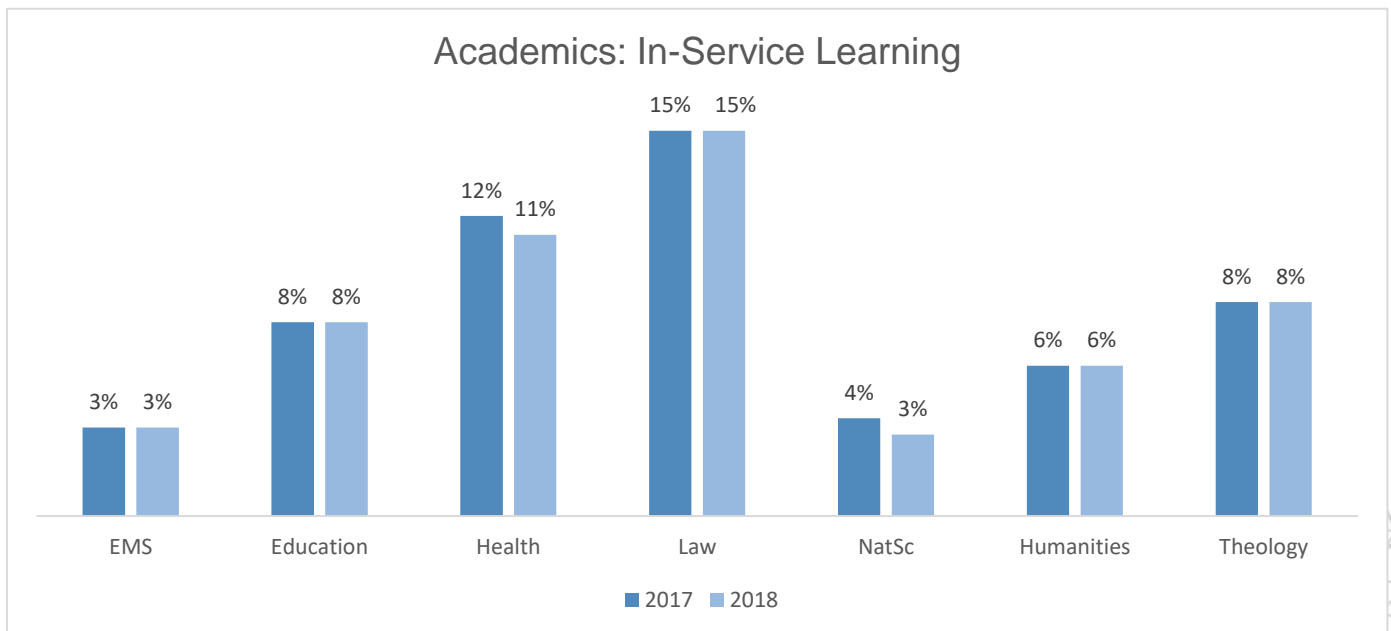


Figure 1 Academics involved in in-service learning

ACADEMICS INVOLVED IN ENGAGED SCHOLARSHIP

Statistical tests, summarised in the tables below, show that the number of academics across all faculties engaged with in-service learning did not change significantly between 2017 and 2018.

Table 2 Average percentage of academics involved in engaged scholarship

	2017	2018	Difference
Mean	7,95%	7,76%	-0,19%
Mode	Law	Law	

H_0 : There is no significant difference in the means

H_1 : There is a significant difference in the means

Table 3 T-test for differences

Test Statistic	0,13877
Degrees of freedom	12
Alpha	5%
T-value	1,782

Conclusion: The test statistic is less than the T-value, therefore we do not reject H_0 ; we conclude that there are no significant differences between the means.

2018 saw a significant lift in the qualifications of academics with higher degrees, with those with doctorates doubling in 2018 compared to 2017.

Table 4 Academic involvement clustered by qualification

	2017	2018	% Change
Grade 12	3	6	100%
Bachelor or Higher Diploma	21	12	-43%
Master's	25	23	-8%
Doctorate	9	20	122%
Professor	10	3	-70%



ACADEMICS BY QUALIFICATION

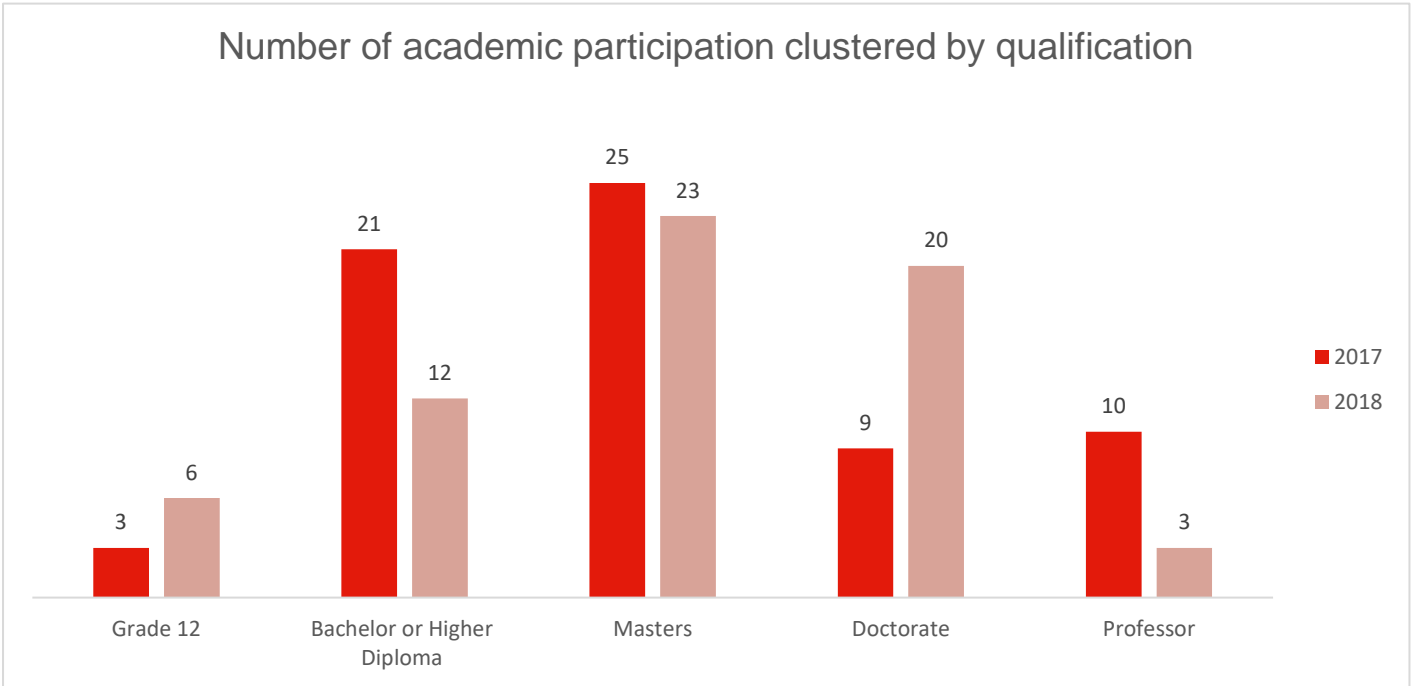
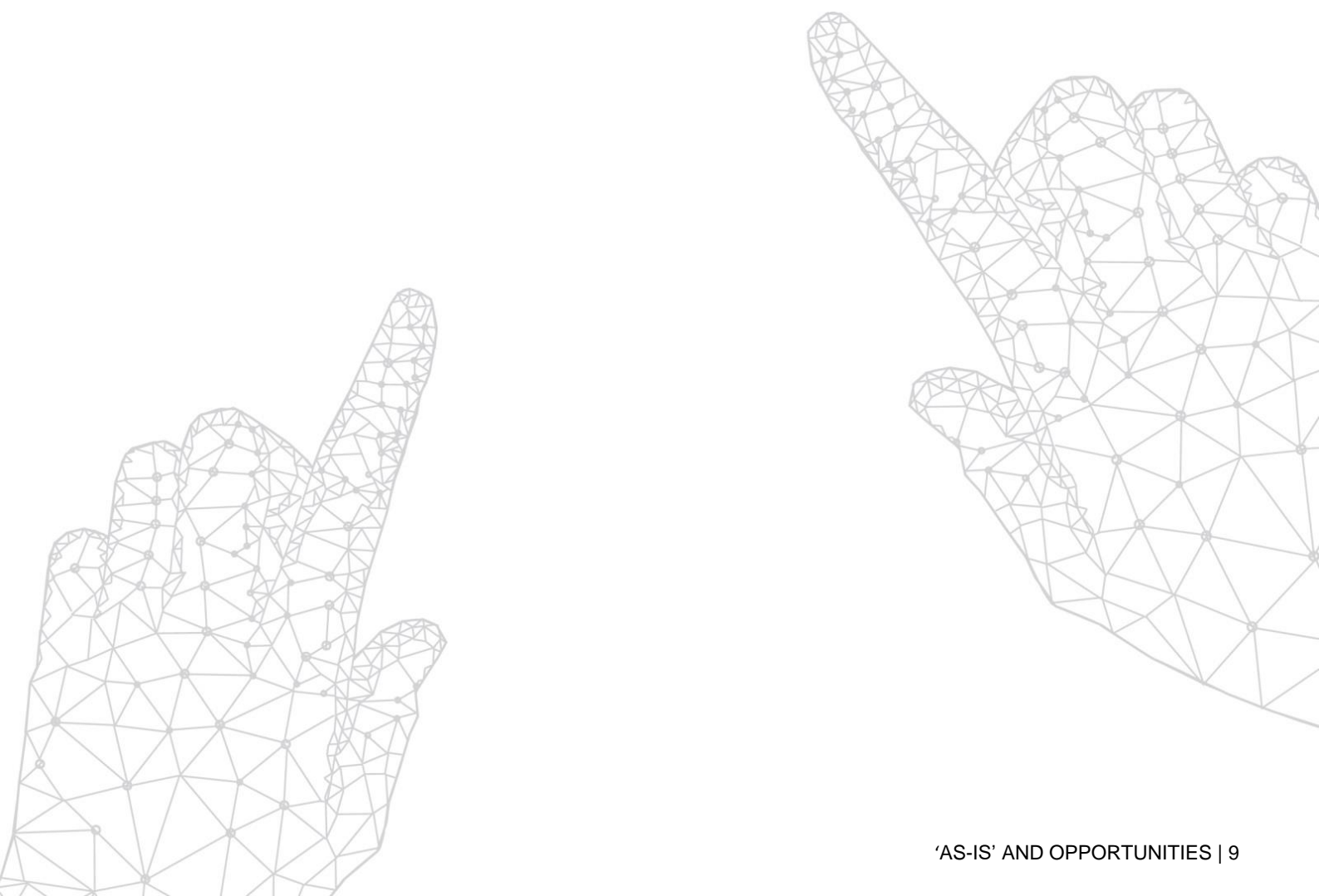


Figure 2 Number of academic participation clustered by qualification



KPA2: INCREASE OPPORTUNITIES FOR STUDENTS TO ENGAGE IN COMMUNITY-BASED EDUCATION

Key findings

- The number of students involved in community-based education generally remained the same in the period 2017 to 2018.
- There was an observed percentage increase of 20% for the Faculty of Law, as well as a percentage reduction of 17% in the Faculty of Natural and Agricultural Sciences in the period 2017 to 2018⁷.
- In 2017, the overall average student engagement was 453, compared to 461 in 2018, which is therefore a noted increase of 8 students across all faculties⁸.
- In the consecutive period of 2017 and 2018, the Faculty of Health Sciences had the most participants⁹.
- According to the t-test, the average number of students engaged in community-based education remained the same from 2017 to 2018, i.e., there is no statistical difference between them¹⁰.
- The ratio of student engagement to community member involvement generally remained the same at 1:1.
- The highest student impact ratio¹¹ was 1:6, which was experienced by the Faculty of Education for the consecutive period from 2017 to 2018¹².
- There was a noted increase in student impact ratio in the Faculty of Health Sciences, from 1:1 to 1:2.¹³

The table and figure below show that the Faculty of Health Sciences has the highest number of students involved in community service, followed by the Faculties of Economic and Management Sciences and the Humanities, respectively.

Table 5 Number of students involved in community-based education

	2017	2018	% Change
EMS	697	697	0%
Education	100	100	0%
Health	1144	1149	0%
Law	400	480	20%
NatSc	172	143	-17%
Humanities	639	637	0%
Theology	21	21	0%

⁷ See Table 5

⁸ See Table 6

⁹ See Figure 3, Table 6

¹⁰ See Table 7

¹¹ Impact ratio is the student: community member ratio. A higher ratio signifies higher reach

¹² See Table 8.

¹³ See Table 8

STUDENTS IN COMMUNITY-BASED EDUCATION

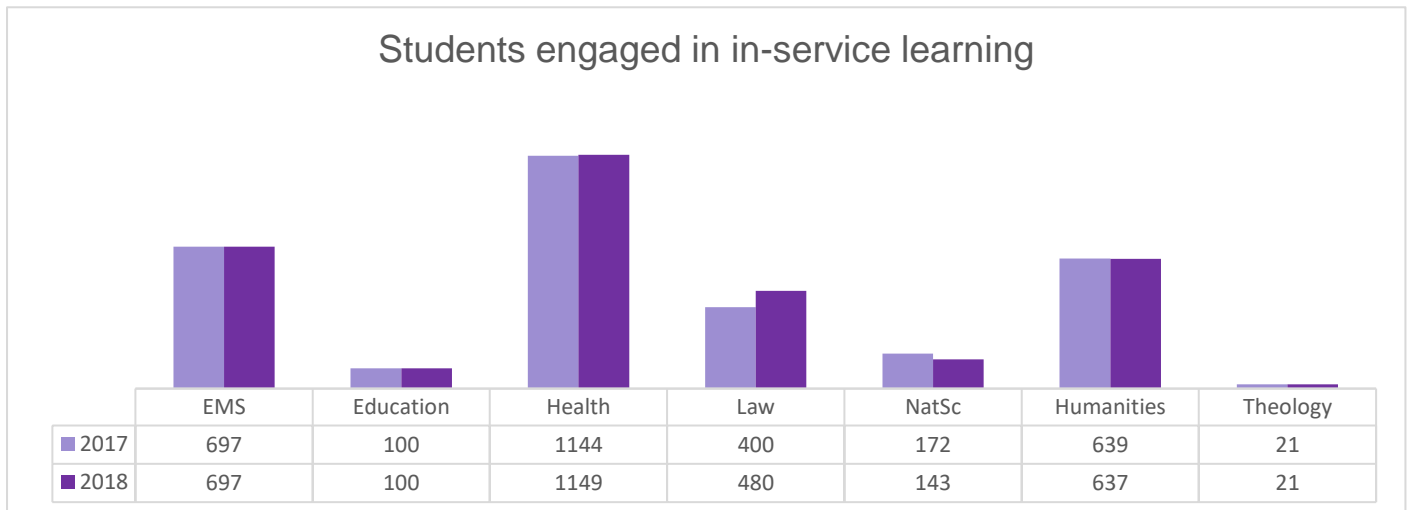


Figure 3 Students engaged in in-service learning

The statistics below show that the number of students involved in in-service learning remained consistent in 2017 and 2018.

H_0 : There is no significant difference in the means

H_1 : There is a significant difference in the means

Table 6 The average uptake of students involved in engaged scholarship

	2017	2018	Difference
Mean	453	461	8
Mode	Health	Health	

Table 7 T-test for differences

Test statistic	0,01289
Degrees of freedom	12
Alpha	5%
T-value	1,782

Conclusion: The test statistic is less than the T-value, therefore we do not reject H_0 ; we conclude that there are no significant differences between the means.

The table below shows the ratio of student to community members across all the faculties. Education students tend to be involved with more community members than students from other faculties.

STUDENT ENGAGEMENT VS COMMUNITY MEMBER INVOLVEMENT

Table 8 Ratio of student engagement vs community member involvement

	2017	2018
EMS	Unspecified	Unspecified
Education	1:6	1:6
Health	1:1	1:2
Law	Unspecified	Unspecified
NatSc	1:1	1:1
Humanities	1:1	1:1
Theology	1:4	1:4
Overall	1:1	1:1

KPA3: PRIORITISE ENGAGED SCHOLARSHIP IN THE UFS FUNDING MODEL

Key findings

- There was a total expenditure of R1 060 000 and R1 124 106 for the years 2017 and 2018, respectively¹⁴.
- Overall, there was an increase in expenditure across all faculties for the period 2017 to 2018, with a noted 11% increase in the Faculty of Education, while all other faculties experienced a 6% increase¹⁵.
- The average expenditure per faculty for 2017 and 2018 was R151 429 and R160 587 respectively, which therefore resulted in an average increase of R9 158 per faculty¹⁶.
- The Faculty of Health Sciences had the highest expenditure overall during the observed consecutive period from 2017 to 2018¹⁷.
- According to the t-test, the average expenditure on ES programmes remained the same from 2017 to 2018, i.e., there is no statistical difference between them¹⁸.

Health Sciences had a comparatively higher spending than any other faculty within the study period.

Table 9 Amounts (ZAR) invested in engaged scholarship programmes

	2017	2018	% Change
EMS	24 380	25 843	6%
Education	106 00	11 742	11%
Health Sciences	630 700	668 542	6%
Law	37 100	39 326	6%
NatSc	100 700	106 742	6%
Humanities	233 200	247 192	6%
Theology	23 320	24 719	6%
TOTAL	1 060 000	1 124 106	6%

¹⁴ See Table 9

¹⁵ See Table 10.

¹⁶ See Table 10.

¹⁷ See Figure 4, Table 10

¹⁸ See Table 11

SPENDING PER FACULTY

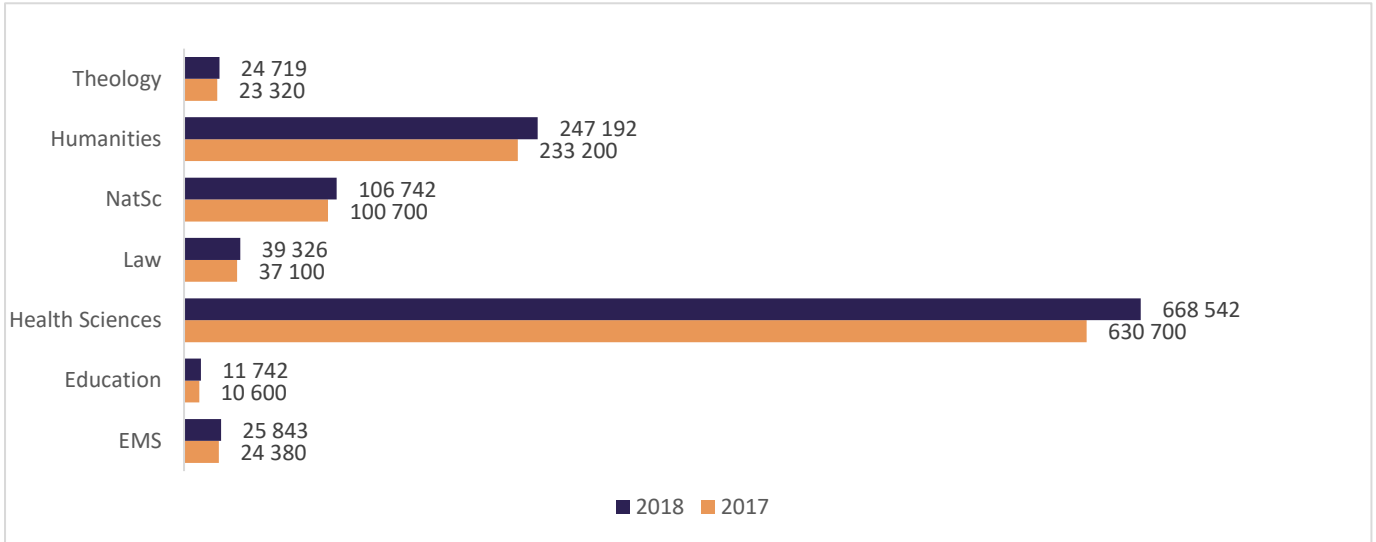


Figure 4 Service-learning reported expenditure

The amounts spent did not vary significantly between 2017 and 2018, as shown below.

H_0 : There is no significant difference in the means

H_1 : There is a significant difference in the means

Table 10 The average expenditure on engaged scholarship programmes

	2017	2018	Difference
Mean	151429	160587	9158
Mode	Health	Health	

Table 11 T-test for differences

Test statistic	0.00071
Degrees of freedom	12
Alpha	5%
T-value	1,782

Conclusion: The test statistic is less than the T-value, therefore we do not reject H_0 ; we conclude that there are no significant differences between the means.



CONCLUSION

This report has outlined the undertaking of the Engaged Scholarship strategy as follows:

- For all the key-point areas considered, there is no significant change in the indicators during the period 2017-2018. This may be due to the fact that only data from two years was collected and analysed, and would therefore not display conclusive estimations of the potential of the ES strategy.
- The key recommendation is to conduct another wave of data collection, which will allow comparison with the above benchmark results.
- The study can also be enhanced by including qualitative data points that could elucidate some of the findings.

