



**North-West University
Community Engagement Activity
Annual Report 2022**



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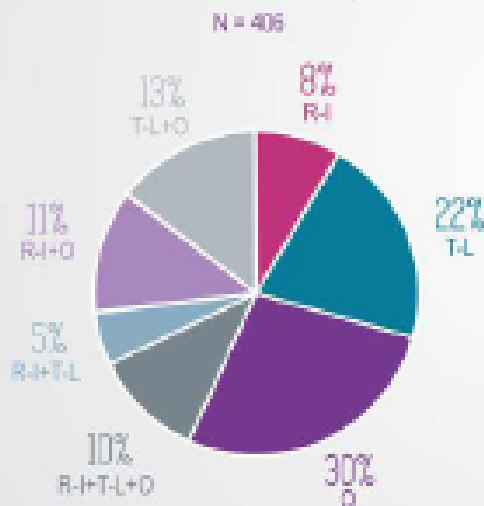
Co-creation process followed for data collection:

Achievements 2022

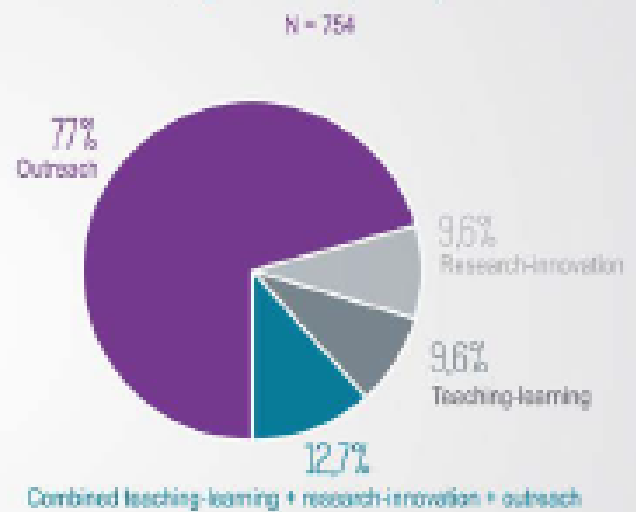


1. A Community Engagement Activity Database
2. Implemented a CE activity system
3. Co-created a refined system for 2023
4. Aligned the system with Goal 3 of the Annual Performance Plan

Activity Evaluation classification of activities



Activity Registration classification of activities

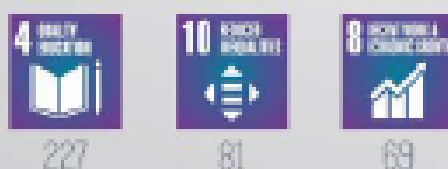


The evaluation indicated a more balanced classification of CE activities.

Evaluation top 3 Goals identified:



Registration top 3 Goals identified:



Linkage to Sustainable Development Goals:





Executive summary:

The COVID-19 pandemic highlighted strengths and challenges in higher education. Against teaching-learning and research, COVID-19 implied for community engagement the complete shutdown of many community-based projects. In some events, resilience was presented through the seamless digitisation of valuable stakeholder relationships. A vulnerability was evident through the disintegration of established projects whilst being aware of humanitarian needs in the communities we serve. The Community Engagement portfolio made progress in 2022. This 2022 North-West University Annual Community Engagement Report serves as an impetus and provides a pathway for the next two years.

Seven hundred fifty-four (754) community engagement projects were reported by 12 different units for 2021 until June 2022. The Office of Sustainability and Community Impact registers these projects on the community engagement database. After that, the Africa Unit for Transdisciplinary Health Research (AUTHeR) collated, analysed, interpreted, and prepared the 2021/2022 NWU CE Report presented in August 2022. In collaboration with CE representatives in the NWU, AUTHeR developed a survey to evaluate the CE activities for 2022. This report collates the analysis of the report presented in August 2022 with the evaluation survey data and consultative discussions and workshops with various groups and individuals involved with CE activities in the NWU.

Readers are reminded of current global trends in sustainability and engaged scholarship in higher education and the outcomes achieved in 2022 in **Part 1**. Primary and related definitions of community engagement (sustainability, community engagement, engaged scholarship, etc.) are listed. **Part 2** unfolds an action plan based on Goal 3 from the NWU's Annual Performance Plan (APP) to integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship. In this part, practical steps with a toolkit can assist staff and students in approaching standardised community engagement planning, monitoring, evaluation and reporting processes. A proposed scoring system aligned with the current performance management system makes community engagement more concrete than ever. In **Part 3**, the CE activity evaluation of the reported community engagement projects is presented in association with teaching, learning, research and outreach. Projects were also analysed against the 17 Sustainable Development Goals (SDGs). We know that there are still a vast number of under-reported projects, yet we celebrate the available data that now serves as a baseline for future growth. Recommendations follow a SWOT analysis of the data.

This report proposes a pathway for a standardised and centralised approach to community engagement at the NWU. This proposed pathway marks a new approach to making community engagement tangible and measurable in our journey to report on sustainable community impact. Let us become aware of our footprints left in our communities, on our planet and during the journey with our students. May these footprints be positive, left by accountable and active citizens.

Welcome/strategic direction by the Deputy Vice-Chancellor **Community Engagement and Campus Operations on Mahikeng Campus**

The strategy of NWU is to transform and position the NWU as a unitary institution of superior academic excellence with a commitment to social justice. Social justice includes addressing all aspects of the triple-bottom-line and sustainable development = people (social) + planet (environment) + economic (financial). It is foundational to **excellence** in teaching, learning and research, developing students, and critical to enhancing economic, social and cultural well-being. Integrating and aligning community engagement with teaching-learning and research creates a culture of active citizenship. The culture of active citizenship supports the creation of an intentional relationship between a university and its larger community (this can include local as well as national and international community members, organisations, businesses, government, etc.). These relationships are to build a mutually beneficial exchange of knowledge and resources that can contribute to more sustainable, just and healthy communities. Therefore, NWU must understand current issues when they dedicate their resources to answering societal needs.

As a unitary, integrated, multi-campus university, we enable equity, redress and globally competitive teaching and research across our three vibrant campuses. Our engaged scholarship, social responsiveness and ethic of care are the compass that guides us not only to create value for ourselves as an institution but also for all our stakeholders. Our surrounding communities are close to our hearts. We intertwine our core activities, teaching, learning, and research, with community engagement. Our teaching and learning activities incorporate community engagement through students' work-integrated learning and service learning opportunities. We also share our expertise through various outreach programmes and community initiatives, which are often not for profit. In this way, we enable staff and students to uplift communities through developmental engagement, community service projects, outreach and volunteering.

It is imperative that NWU record, monitor, and determine the impact and sustainability of community engagement activities and link these to our performance management and promotion system. It starts at the North-West University (NWU) – academic excellence, a commitment to social justice, ground-breaking teaching and learning, cutting-edge research and innovation, and community engagement with life-changing impact.

Sustainability and Community Impact Department (SCI)

The SCI department, directed by Ms B Bouwman, is mandated to maintain a CE database, support engaged scholarship activities, report on engaging activities and the impact thereof, and guide the activation of partnerships. The department revised the NWU CE Policy in 2021. Finally, this office supports green campus initiatives.

Acknowledgements

The contributions of the Executive Deans of all eight Faculties, as well as the additional support units, contributed to the collation of this report. The office of the Deputy Vice-Chancellor Community Engagement and Campus Operations on Mahikeng Campus, as well as Me Bibi Bouwman, played a significant part in collecting the data. Prof Petra Bester and Dr Christi Niesing from AUTHeR Faculty of Health Sciences analysed the data and developed the report.



Introduction

In its vision, the North-West University (NWU) is driven by the pursuit of new knowledge and innovation, recognising its expertise and innovation as not being the sole legitimate source of being a forerunner within the tertiary institution arena of Africa (Community Engagement Policy, 2021). Aware of its responsibility toward society (consisting of various communities), the university strives to be an involved institution engaging with communities based on reciprocity and collaboration where both the university and the community benefit (Community Engagement Policy, 2021). The university, therefore, acknowledges the valuable role communities play in the practical pursuit of its intention to meaningfully contribute to the larger South African and international communities (North-West University, 2021).

Learning from and serving interested and affected communities is a core activity the university is actively pursuing (North-West University, 2021). The former is crucial in ensuring meaningful and sustainable utilisation of the experiences the community can share and the university's expertise to offer mutual benefit (North-West University 2020). Research and innovation activities, teaching-learning activities (including service-learning activities) and outreach/volunteerism within the internal university and external communities serve as vehicles broadly referred to as 'sharing of expertise' or 'engagement' (Community Engagement Policy, 2021). Community Engagement (CE) is one of the university's essential functions and should be guided by the principles of sustainability and mutual benefit and symbolises the characteristics of reciprocity, mutuality, and partnership (Community Engagement Policy, 2021). Continual monitoring and evaluation are needed to evaluate the impact of CE activities and report on how the university contributes to societal development and the co-creation of new knowledge, and the management of unintended or unplanned impacts (Community Engagement Policy, 2021).

PART 1



TRENDS, MAIN CONCEPTS DEFINED AND ACHIEVEMENTS FOR 2022

1.1 Global (and local) trends in sustainability and engaged scholars

- Today's university is ideally situated and required to contribute to the greater public good and the 2030 Sustainability Agenda.
- Universities are ideally situated to contribute to sustainability through engaged scholarship.
- The narrative is not if engaged scholarship and sustainability are required in pursuing new knowledge but acknowledging the complexity thereof.
- The epistemological shift is from what engaged scholarship and sustainability are to how can the impact thereof be established. This shifts from a managerial to a critical perspective and from a realist and instrumental approach to a relational one.
- It is long overdue to overcome the conceptual limitations of engaged scholarship.
- Engaged scholarship is essential to support social justice and is not value-free when aligned with greater and long-standing goals.
- More attention is required to build reciprocal community relationships; these partnerships are valuable long-term.
- Active citizenry is necessary to adapt to political and technological changes and facilitates greater inclusion of marginalised groups.
- Society expects universities to relieve societal crises experienced worldwide.
- There is a shift from community engagement as outreach to the value proposition of co-creation and co-production supported by inter- and transdisciplinarity.
- It also requires a shift from the narrowing parameters of impact from the neoliberal academy with a collective shift in establishing 'what matters' in engaged scholarship.
- Within universities, diversification of the student body and the faculty is necessary. Shift from competitiveness to committed collaboration between faculties, entities and institutions to a change movement.
- Engaged scholarship is to be recognised and rewarded as it provides a more prosperous and vital scholarship.

Considering the global trends in sustainability and engaged scholarship in higher education, the reader is now directed to the NWU's current definitions of concepts central to this report. Where applicable, some critical reflections are made after definitions are stated. The following concepts are presented in alphabetical order.

1.2 North-West University community engagement

As defined by the NWU, community engagement (CE) is *“the process and activities performed by the staff and students, primarily aimed at strengthening or supporting society and individuals in need of assistance or engagement”* (Community Engagement Policy, 2021). CE is *“a process, function, programme or project used by the University which integrates teaching and learning, research, innovation, outreach/ volunteerism in partnership with communities to advance social responsiveness, development and an ethic of care”* (Community Engagement Policy, 2021). The NWU proposes four criteria for valid CE (Community Engagement Policy, 2021). These criteria are that CE entails that the identified internal or external communities should actively participate in the CE activity. The communities’ needs must inform the University-community collaboration and result in mutual benefit. The collaboration should lead to sustainable activities achieved through mutual partnership and not focus solely on creating revenue for the university.

This definition of CE should be embedded in all activities initiated by the NWU community. Academics, management, and administrative staff must know that they actively engage with communities. These communities could be students, staff, or various communities that interact with the NWU. It is therefore essential when planning any NWU activity, whether Research and Innovation, Teaching-Learning or Service-Delivery, to identify all stakeholders, manage expectations, develop and value relationships towards the mutual benefit, implement an asset-based approach, and monitor and evaluate the process toward sustainable impact.

Community(s)

The NWU defines a community as *“a social grouping of society involved in an interaction at any given moment”* (Community Engagement Policy, 2021). *The Community Engagement Policy (2021) states that a community can be internal or external. Internal communities could include university staff members or students. In contrast, external communities could have but are not limited to “communities of interest” or “communities of practice” in both the private and public sectors within the international, national or local spheres.* These communities can also include online communities.

Considering the global trends in engaged scholarship, academia should be able to define their collaborating communities and partners with a focus on reciprocal benefits and long-term relations.

Scholarship of Engagement (also referred to as Engaged Scholarship)

The term redefines Faculty scholarly work from applying academic expertise to community-engaged scholarship that involves the Faculty member in a reciprocal partnership with the community (Community Engagement Policy, 2021). This can vary from disciplinary or/and interdisciplinary to trans-and multi-disciplinary activities and integrates Faculty roles of teaching and learning, research and innovations and service. While there is variation in current terminology (public scholarship, scholarship

of engagement, community-engaged scholarship), engaged scholarship is defined as the collaboration between academics and individuals outside the academy – knowledge professionals and the lay public (local, regional/state, national, global) – for the mutually beneficial exchange of knowledge and resources in a context or partnership and reciprocity to ultimately achieve sustainable (positive) change of which the impact can be monitored.

To qualify as a scholarship of engagement, there should be evidence of engagement with these outside stakeholders. These engagements can be formalised with full-value contracts, MOUs, MOAs and letters of goodwill permission.

Engaged Research/Research and Innovation

Research/innovation-related forms of engagement (mostly for-profit) encompass consultations, contract research/innovation, internal corporate ventures, associate/subsidiary companies and technology licensing, and not-for-profit activities are activities that research funds subsidise (external and internal) and that aim at addressing development challenges and needs of all types of communities using a diverse range of participatory methods that ensure reciprocity and the co-creation of knowledge (Community Engagement Policy, 2021). Traditional research on phenomena in communities should apply the principles of reciprocity and respect as required by the code of conduct and ethical guidelines.

Monitoring and evaluation should not be a once-off activity but should be aligned with the project's planning, monitored and evaluated for the entire duration of the activity. Community-based participatory research (CBPR), participatory action research (PAR), and interdisciplinary – and transdisciplinary research are ideal examples of where engaged scholarship fits into research and innovation.

Engaged Teaching-Learning

Teaching-learning-related CE activities are primarily for learning experiences and/or 'not-for-profit' sharing of expertise, including professional community services and outreach, as well as developmental activities with a recruitment focus (Community Engagement Policy, 2021). It can also include subsidised development engagement involving work-integrated learning and service learning.

There is a strong focus on CE through Outreach, although outreach is one level in engaged scholarship. Outreach should not be an activity on its own but must align and be included in other CE activities because outreach and volunteerism don't adhere to sustainability principles. It is recommended that Engaged Teaching-Learning presented in the CE policy also refers to the WISL guidelines and vice versa.

Social Justice

“Social justice is a concept of fair and just relations between the individual and society, as measured by the distribution of wealth, opportunities for personal activity, and social privileges” (Community Engagement Policy, 2021).

The ability to present the impact of engaged scholarship and sustainability to support social justice can strengthen the university’s evidence in internationalisation and ranking criteria. Social justice as an ultimate goal necessitates meaningfully engaged scholarship.

Sustainability

This concept is not included in the CE policy. However, the NWU Environmental Sustainability Policy defines sustainability as (NWU Environmental Sustainability Policy, 2022): This policy embraces a social-ecological-economical interpretation of sustainability for coexistence. Practices and actions are viewed in terms of their benefit with regard to protecting and improving the well-being of interacting social elements – including quality of life as well as cultural, economic and political concerns – and biophysical elements of the environment – including natural resource conservation and waste emission minimisation. It includes the integration of social, economic and environmental factors into planning, implementation and decision-making so as to ensure that development serves present and future generations.

The NWU policies should be cross-referenced and accessible to support a unified understanding and implementation of policies for the institution.

Volunteerism/Outreach

These are additional services by staff and students to assist communities in need, especially the local communities in which the university’s campuses are based and are also a form of engagement (Community Engagement Policy, 2021). This includes voluntary-based ‘enablement/empowerment/development/non-discipline-based outreach’ activities, such as services that the university does not continuously regulate. Such activities are guided by the community’s needs and not the university’s. Any formal linkage with the NWU requires adherence to the general rules of engagement.

Volunteerism and outreach are essential but for engaged scholarship, consider the different levels, values and purposes of engaged scholarship.

1.3 Achievements for 2022

The Community Engagement portfolio (including the Sustainable Community Impact Department) with the assistance of Prof Petra Bester and Dr Christi Niesing from AUPHeR FHS (as consultants) achieved the following outcomes in terms of Community Engagement for the NWU:

A Community Engagement Activity Database with the following baseline data:

1. Active CE activities with timelines.
2. Activities, aims and objectives.
3. Activity owners and project teams.
4. Inter-faculty and inter-campus collaborations.
5. External stakeholders.
6. Community stakeholders.
7. Baseline data on activity themes, monitoring and evaluation, and impact measurement methods.
8. Data on funding of activities and formalisation of activities with stakeholders.

Implemented a new system:

1. Closed the reporting time gap: Community Engagement activities were reported for the previous year. The system this year evolved to register and evaluate CE activities for 2022. Active activities indicated to continue longer will not have to be re-registered; they will only be monitored and evaluated for the continuation of the project.
2. Evaluated the projects for 2022.
3. Have a fully functional online system that provides feedback to NWU management and line-managers.

Co-created a refined system for 2022:

1. System refinement enabled co-creation opportunities through consultation with various stakeholder groups from August to October.
2. Two consultative workshops were presented from August to November 2022 to co-create the system with various stakeholders.
3. Executive management approval of the refined system at the Senior Management Committee meeting.

Aligned the system with Goal 3 of the Annual Performance Plan:

1. Received faculty plans to streamline Goal 3 of the APP.
2. Analysed the data.
3. Presented an adapted APP for Goal 3.

Part 2 will present the way forward for a unified approach to CE activities to support engaged scholarship.

PART 2



A UNIFIED APPROACH TO SUPPORT ENGAGED SCHOLARSHIP

Part 2 proposes a unified approach to support engaged scholarship based on Part 3's content. Presented in Part 3 are the analysis, interpretations, and recommendations of the NWU CE Activity Report 2021-2022 (July 2022) and the NWU CE activity evaluation survey (October 2022). The following requirements are vital to support the unified approach.

Requirements:

1. This process aligns with the Annual Performance Plan and the Academic Calendar to enable real-time management of Teaching and Learning (TL), Work-Integrated Learning (WIL), and Research and Innovation activities that include a CE component.
2. Support and buy-in from all levels of the organisation to adhere to the system through the APP and promotion actions to ensure the adoption of the process.
3. This unified approach will require training and support for all key stakeholders.
4. Alignment between the WISL platform, the Research Support Office and the SCI Department towards engaged scholarship.

2.1 Action plan:

The following action plan is proposed building on the foundation established in 2022 to support engaged scholarship as a unified approach for the NWU:

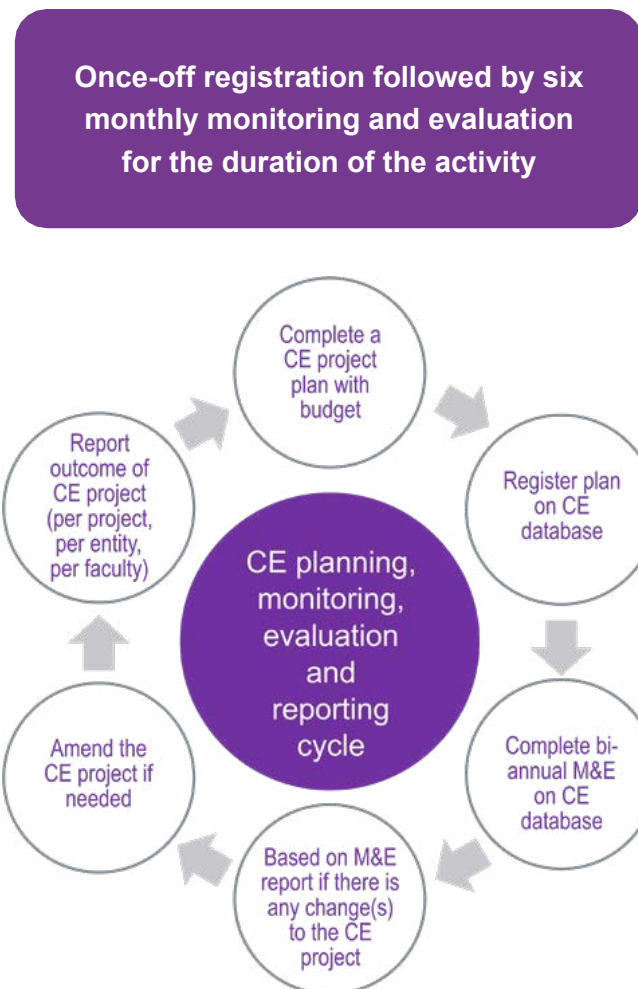
TIMELINE	RESPONSIBLE OFFICE	ACTION	OUTPUT	OUTCOMES	COMPLETED
2022 First Quarter	<ul style="list-style-type: none"> DVC CE 	Planning	Strategy for CE and Sustainability Policy draft		Yes
2022 Second Quarter	<ul style="list-style-type: none"> DVC CE SCI Department CE representatives: support and academic staff 	CE activity registration	754 activities registered on the database		Yes
	<ul style="list-style-type: none"> DVC CE SCI Department and AUTHeR Driector - AUTHeR Academic staff - AUTHeR Administrative staff - AUTHeR 	Analysis of database	NWU CE Report 2021-2022	Aligned Goal 3 APP and strategic direction for NWU CE	Yes
2022 Third Quarter	<ul style="list-style-type: none"> DVC CE SCI Department and AUTHeR CE representatives: support and academic staff 	CE Activity evaluation	Survey developed by AUTHeR		Yes
	<ul style="list-style-type: none"> DVC CE SCI Department and AUTHeR Academic staff - AUTHeR 	Engage with different stakeholder groups to refine CE reporting process	Refined NWU CE reporting process	SCI office structure and processes to support CE activities	Yes
	<ul style="list-style-type: none"> Senior Management Committee 	Present new reporting CE process	Approval of new CE reporting process		Yes
2022 Fourth Quarter	<ul style="list-style-type: none"> DVC CE SCI Department and AUTHeR Academic staff - AUTHeR 	Workshop for final co-creation of system for 2023	Co-creation by all relevant stakeholders	Approved CE Activity process	Yes
	<ul style="list-style-type: none"> DVC CE SCI Department and AUTHeR Driector - AUTHeR Academic staff - AUTHeR 	<ul style="list-style-type: none"> Write annual CE report for 2022 Provide SoP for Project management by 10 December 	Annual CE Activity Report 2022	SoP for CE Activity Management	Yes
2023 First Quarter	<ul style="list-style-type: none"> DVC CE SCI Department Executive Director People and Culture 	<ul style="list-style-type: none"> Implement adapted Goal 3 in APP system CE activity registration deadline: March 2023 	Alignment of processes between People and Culture and all units involved with CE activities.	Standarised alligned process	
	<ul style="list-style-type: none"> DVC CE SCI Department 	Refine CE and Environmental Sustainability Policies and present them to management and academics for use and implementation	CE and Environmental Sustainability Policy	Policies to guide implementation	

TIMELINE	RESPONSIBLE OFFICE	ACTION	OUTPUT	OUTCOMES	COMPLETED
	<ul style="list-style-type: none"> DVC CE SCI Department CE representatives: support and academic staff 	<ul style="list-style-type: none"> Roadshows with faculty management CE representatives to assist with the implementation, schools, research entities and support departments Include CE and Environmental Sustainability awareness/ training of all new staff members 	Training for implementation of process	Standardised aligned process	
2023 Second quarter	<ul style="list-style-type: none"> DVC CE SCI Department CE Representatives - Academic staff CE Representatives - Administrative staff 	Develop formal CE platforms for NWU for R-I, T-L/WIL activities	Community forums and formal training platforms	Reciprocal relationships	
	<ul style="list-style-type: none"> DVC CE SCI Department Executive Director People and Culture Student Life Office of the Registrar 	Explore the system to provide proof of student CE activities	Indicators of proof for student CE activities	A draft system for 'Badging'	
	<ul style="list-style-type: none"> DVC CE SCI Department Executive Director Financial Department CE representatives: support and academic staff 	Identify CE cost-driving indicators and current strategies implemented for the management of financial implications of CE activities	An in-depth understanding of current strategies to develop an aligned strategy for project planning, costing, financial management and reporting of CE activities		
	<ul style="list-style-type: none"> DVC CE SCI Department CE representatives: support and academic staff 	Monitoring of CE activities aligned with APP mid-year performance review	Proof of evidence of monitoring	Monitoring of CE activities	
2023 Third Quarter	<ul style="list-style-type: none"> DVC CE SCI Department Office of the Registrar (Legal Services Department - agreements) CE representatives: support and academic staff 	Streamline the process of establishing MoU's, MoA's, Service Level Agreements and Full Value contracts with Office of the Registrar (Legal Services Department - agreements) to support CE activities formalization	A clear process to follow to formalize agreements		
2023 Fourth Quarter	<ul style="list-style-type: none"> DVC CE SCI Department, DVC T-L, DVC R-I WISL office, Research Support Office 	Align processes in support functions to align with engaged scholarship training	Alignment between SCI Office, Research Support Office and WISL	Optimal student support	

TIMELINE	RESPONSIBLE OFFICE	ACTION	OUTPUT	OUTCOMES	COMPLETED
	<ul style="list-style-type: none"> DVC CE SCI Department CE representatives: support and academic staff 	Evaluation of CE activities aligned with APP mid-year performance review	Proof of evidence of evaluation of CE activities	Evaluation of CE activities	
2024 First Quarter	<ul style="list-style-type: none"> DVC CE SCI Department, DVC T-L, DVC R-I Registrar DVC Planning CE representatives: support and academic staff 	Develop a system to provide proof of student CE activities	Proof of CE attributes obtained by students	Improved employability of student	
	<ul style="list-style-type: none"> DVC CE SCI Department CE representatives: support and academic staff 	CE activity registrations aligned with APP performance agreement process end of March	Proof of evidence of activity planning	Activity plan for CE activities	
	<ul style="list-style-type: none"> DVC CE SCI Department, DVC T-L, DVC R-I Executive Director Finance Department CE representatives: support and academic staff 	Refine process to cost and budget CE activities	Sound financial management of CE Activities	Ability to budget, cost and manage CE activities	
2024 Second Quarter	<ul style="list-style-type: none"> CE representatives: support and academic staff 	Evaluation of CE activity process	Identification of gaps in the process	A refined CE activity process	
	<ul style="list-style-type: none"> DVC CE SCI Department CE representatives: support and academic staff 	Monitoring of CE activities aligned with APP mid-year performance review	Proof of evidence of monitoring	Monitoring of CE activities	
2024 Third Quarter	<ul style="list-style-type: none"> DVC SCI Department CE representatives: support and academic staff 	Continious support to enable change management and process adoption	Adoption of the system by entire NWU	Active database, reporting, monitoring and evaluation of all NWU CE Activities	
2024 Fourth Quarter	<ul style="list-style-type: none"> DVC CE SCI Department Registrar CE representatives: support and academic staff 	Ranking of NWU in terms of CE and engaged scholarship	International benchmarking of NWU	Engaged Scholarship	
	<ul style="list-style-type: none"> DVC CE SCI Department CE representatives: support and academic staff 	Evaluation of CE activities aligned with APP mid-year performance review	Proof of evidence of evaluation of CE activities	Evaluation of CE activities	

2.2 NWU CE Activity Management:

The following cycle presents the process for a typical CE project (project can be used interchangeably with activity, process, function or programme).



Sustainable community impact can only be reported by following a project lifecycle. A project is planned, expectations are managed, and a budget is completed, then registered on the CE database. CE projects are monitored every six months and amended if required. Once a standardised project planning, registration, monitoring and evaluation process is followed, the impact can be measured. CE projects and the monitoring and evaluation entail quantitative and qualitative evidence. The SCI Department have an online process to maintain the database developed in 2022. The activity will be active for the timeline indicated on the project registration. Therefore, once an activity was registered during the project registration or evaluation in 2022, the activity needs only to be monitored and evaluated for the project's duration. The database can be accessed by relevant stakeholders anytime, anywhere, is user-friendly, and can cater for the upload of proof of activities for monitoring and evaluation. The CE database integrates engaged scholarship dimensions,

aligns with the APP, and considers the SDGs. AUTHeR assists them through the Community Integrated Research Office to provide support services and standard operating procedures for CE activities, including activity registration, monitoring and evaluation and a toolkit for project planning, budgeting, stakeholder identification and stakeholder management.

The SCI Department should align with the Research Support Department, the Work Integrated and Service-learning Management System (WISL), and the Office of the Registrar (Legal Services Department - agreements) to facilitate engaged scholarship. A two-tiered approach is proposed:

1. A system to capture CE activities for the faculties.
2. A system to capture CE activities for support functions.

The SCI Office will provide a CE Activity Planning Toolkit that includes the following:

1. A comprehensive project plan.
2. The identification of indicators to monitor project implementation.
3. The identification of sustainability indicators.
4. Stakeholder identification and roles.
5. Asset mapping.
6. Matching needs with assets.
7. Formalising relationships.

2.3 Alignment with the Annual Performance Plan:

The application process for promotion should be aligned with the APP process, and proof of evidence of the project as provided for the APP should be included in the application process. Verification of the project registration, monitoring and evaluation will be provided by the SCI Department to the relevant line managers and panel members to support the operations. The alignment and trail of evidence will enhance the management processes within the university to provide credibility to managerial procedures through evidence and transparency.



Action plan for a unified approach to support engaged scholarship

Purpose	Activities	Outcomes	Scoring system	Alignment with APP
Step 1: Planning, monitoring and evaluation for sustainable impact				
To inform management, establish the indicators against which sustainability and community engagement can be measured. Develop measures (indicators) to monitor and evaluate the impact of community engagement activities.	At the beginning of each year, plan teaching-learning (WIL, SL) and research activities and embed community engagement (such as Outreach) activities with measures (indicators) to monitor and evaluate the impact thereof.	Clear indicators (quantitative and qualitative) for sustainable impact.	1 - 2 : Unplanned activities and haphazard activities occur randomly. 2.1 - 2.9 : Planning document (that includes the activity, purpose, and required resources). 3 - 3.9 : A planning document with detail of nr two plus stakeholders is identified. 4 - 4.9 : Project plan presented with details from numbers 2 and 3 above plus evidence of engagement by showing feedback given by stakeholders and evidence of measured impact.	3.1 3.1 3.3
Step 2: The development of an engaged scholarship platform				
Formalised relationships through a community engagement platform not to direct but to coordinate, enable, support, regulate and report activities conducted by the NWU in especially the, but not limited to, North West province, through a centralised point and in a standardised manner.	<ol style="list-style-type: none"> 1. Register your plan developed in Step 1. Activities linked to modules to inform the WISL, the remainder of activities to the community engagement database and for reporting, there should be integration between WISL and CE databases. 2. Complete a brief 6-monthly monitoring and evaluation (M&E) process. 3. Upload established MoUs, MoAs, SLAs and full value contracts to the database to inform the M&E process. 4. Train allocated staff to facilitate steps 1, 2 and 3 above in each entity. 5. Extract a six-monthly report for M&E of community engagement activities per entity, collated per Faculty/unit to enable successful activity implementation. 	<ol style="list-style-type: none"> 1. For year 1, 80% of projects are registered with the CE database. 2. For year 1, 80% of activities to complete the monitoring and evaluation process bi-annually. 3. Can report on the number of formal agreements to the database. 4. Can report on actual resources used in projects versus planning. 	1 - 2 : You have a community engagement plan, but this is not registered on the CE database and approved at faculty level. 2.1 - 2.9 : Your community engagement plan is registered on the CE database. 3 - 3.9 : You registered your plan and completed an M&E cycle. 4 - 4.9 : You have done numbers 2 and 3 above, plus you can show evidence of stakeholder engagement, resources utilised and provide evidence of impact through the evaluation of activities.	3.1 3.1 3.3

Purpose	Activities	Outcomes	Scoring system	Alignment with APP
Step 3: Establish transparent financial management processes				
<p>The engaged scholarship requires resources and funding and should be reported regarding staff hours, staff costs, operational costs, resources and other indirect costs. These costs are multiple times 'hidden' within projects.</p>	<ol style="list-style-type: none"> 1. Develop a Standard Operating Procedure (SOP) for administering expenditures linked to CE activities. 2. Each CE activity should have a budget. 3. Support from financial officers when the budgets for CE activities are developed. 4. M&E of the actualisation of project plans and budgets according to project plans 	<ol style="list-style-type: none"> 1. Sound financial management principles embedded in an SOP enable efficient budgeting, spending, auditing, and reporting of funds and other resources utilised. 2. Report the resources and funds purposefully sourced, budgeted, and spent for CE activities. 3. Measurable outcomes to improve the financial management of CE activities. 	<p>1 - 2 : You have a community engagement plan but lack a budget for this plan, nor is this plan registered on the CE database.</p> <p>2.1 - 2.9 : You have a registered plan on the CE database with a budget.</p> <p>3 - 3.9 : Your registered plan underwent a cycle of M&E.</p> <p>4 - 4.9 : You can present evidence of the resources and expenditures according to the plan and present evidence of added benefits of positive impacts from the funds spent.</p>	<p>3.3</p>

PART 3



NWU COMMUNITY ENGAGEMENT ACTIVITY DATABASE AND ACTIVITY EVALUATION 2022

Part 3 presents the data collected during the NWU CE Evaluation survey conducted in September and October. After the discussion of the data, an analysis follows comparing the NWU CE Database Registration completed in July with the evaluation data. ASWOT analysis, as well as recommendations, will conclude Part 3.

3.1 Process followed:

An inclusive process that allowed all stakeholders to co-create the strategy was followed in 2022. The following data were collected and serve as the basis for this annual report:



3.2 NWU CE Activity Evaluation:

The CE Activity Evaluation tool collected data from nine different datasets for the faculties and four other datasets from the support functions referred to as units for ease of reference. The database includes the data received from all eight faculties as well as the data from the following separate business units:

Units

FEDU Faculty of Education
FEMS Faculty of Economic and Management Sciences
NWU Business School NWU Business School
FENG Faculty of Engineering
FHUM Faculty of Humanities
FLAW Faculty of Law
FNAS Faculty of Natural and Agricultural Sciences
FTHEO Faculty of Theology
FHS Faculty in Health Sciences
SLM Student Life Mahikeng
SLP Student Life Potchefstroom
SLV Student Life Vanderbijlpark
SCI Sustainable Community Impact Office
Other Other services

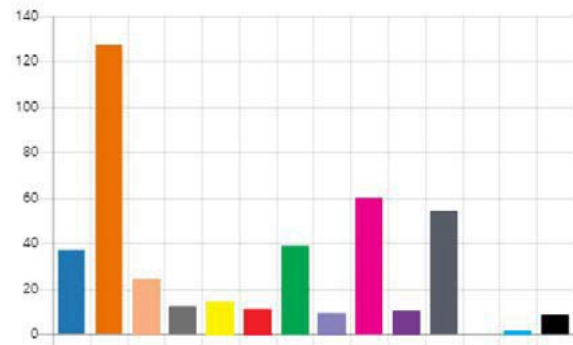
The different units submitted evaluation surveys for a total number of 406 projects. Figure 1 presents an overview of the activities registered per unit. The survey took an average of 33 minutes to complete. The survey could be saved for the portfolio of evidence for the APP. The CE Database registration recorded data for a total number of 754 projects. The evaluation survey recorded 348 projects less than the database registration. The difference in projects registered and the number evaluated may be due to various factors that may include:

1. Resistance to fast adoption of the new process.
2. Barriers to the flow of information within the NWU.
3. Reporting of the evaluation of the CE projects not prioritised.
4. Misunderstanding of the purpose of the survey.
5. Clarification of CE responsibilities.

The proposed process in Phase 2 will assist in adherence to the process with training and support provided by the SCI Department.

Activities evaluated per unit:

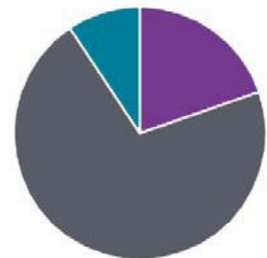
● Faculty of Education (FEDU)	37
● Faculty of Economic and Man...	127
● NWU Business School	24
● Faculty of Engineering (FENG)	12
● Faculty of Humanities (FHUM)	14
● Faculty of Law (FLAW)	11
● Faculty of Natural and Agricult...	39
● Faculty of Theology (FTHEO)	9
● Faculty of Health Sciences (FHS)	60
● Student Life: Mahikeng Campus	10
● Student Life: Potchefstroom C...	54
● Student Life: Vanderbijlpark C...	0
● Sustainability and Community ...	1
● Other	8



Campus representation of CE evaluated activities:

The representation of projects registered per campus:

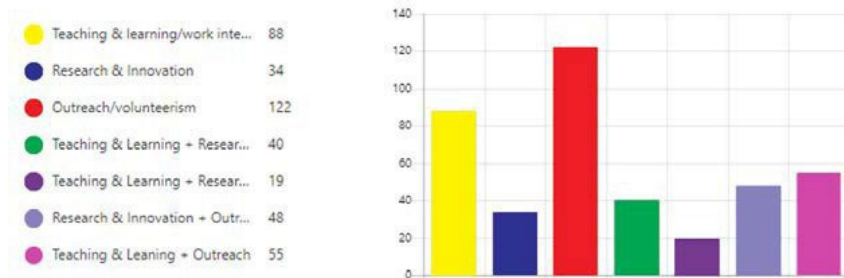
● Mahikeng	80
● Potchefstroom	288
● Vanderbijlpark	38



Mahikeng Campus represented 20% of the CE activities evaluated, with 10% of evaluations collected from the Vanderbijlpark Campus and 70% collected from the Potchefstroom Campus.

Clustering of CE activities evaluated:

Outreach/volunteerism represents the most significant proportion of activities evaluated, with 30%.



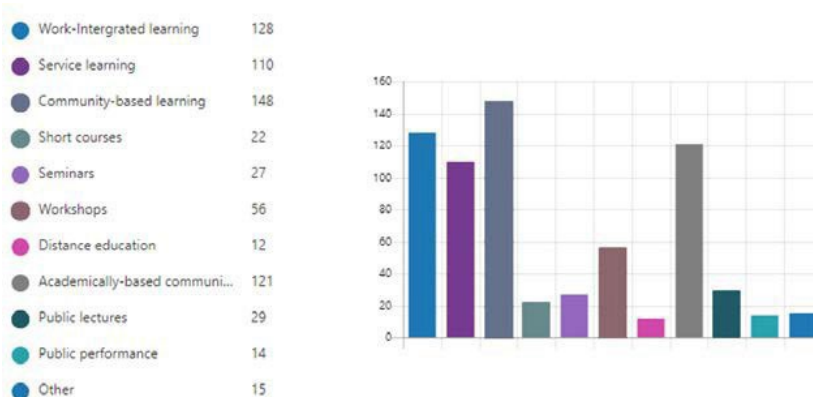
When comparing the data with the June project registration, the percentage of projects registered and clustered as outreach/volunteerism was proportionally higher, with 68% of the activities registered as outreach/volunteerism. This change should be further explored as it might indicate an awareness of the clustering of activities following the mid-year report or underreporting for various reasons.

Teaching and learning activities represented the second largest proportion 22%. The combination of Teaching and Learning and Research and Innovation activities were least represented, with 5% of the activities evaluated. The optimal combination of

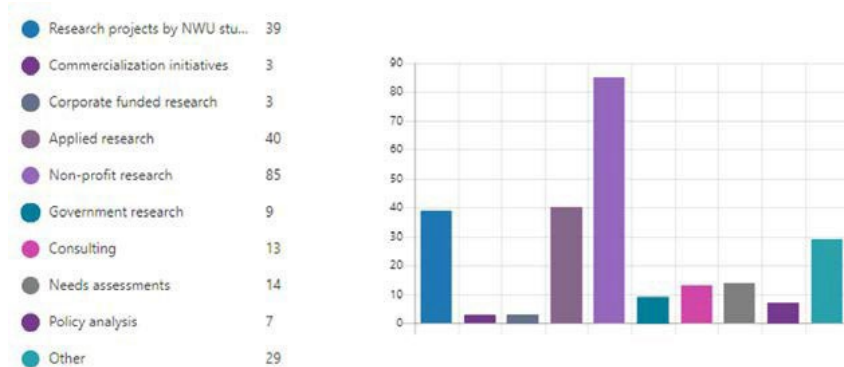
More balanced activity clustering

Teaching and Learning, Research and Innovation and Outreach activities represent 10% of the assessed activities, double the number of activities registered mid-year at 5%.

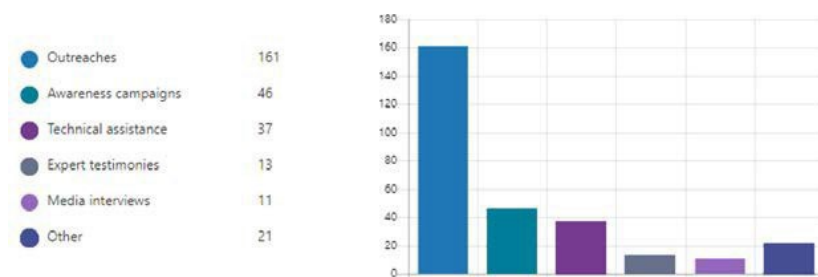
The overall breakdown of activities evaluated clustered as Teaching-Learning:



Non-profit research represented the most significant proportion of activities evaluated clustered as Research and Innovation activities:



Analysis of the clustering of Outreach/Volunteerism activities mainly indicated outreach activities:



Different types of stakeholders identified in CE activities:

The survey identified three different types of stakeholders:

1. NWU collaborators – these collaborators are not in the same unit, school or faculty as the project owner, but they collaborate on the CE activity.
2. External collaborators refer to external organisations collaborating in the CE activity and can include funding partners, NGOs, NPOs and industry partners.
3. Community collaborators – the actual community partners that define the activity as CE.

17% of activities include NWU stakeholders outside of the school or unit implementing the activity = proof of collaborating across disciplines

NWU Collaborators indicated activities executed across disciplines, breaking down silos between faculties and entities. The evaluation data showed that 17% of projects

reported engaging with NWU collaborators. External collaborators were identified where applicable.

It is crucial to identify your target community and engage with them throughout the process

Engagement and identification of community collaborators remain risk factors as all of these activities were evaluated as CE activities, implying that community collaborators are a pre-requisite. As shown in Figure 7, 28% of activities indicated identified community collaborators.



Further analysis indicated a variation from 4% to 89% of activities identifying community collaborators.

Unit	Community Collaborators
FEDU	89%
FEMS	40%
NWU Business School	79%
FENG	58%
FHUM	43%
FLAW	64%
FNAS	54%
FTHEO	33%
FHS	37%
SLM	60%
SLP	4%
SLV	0%
SCI	100%
Other	75%

SLV did not evaluate any activities, and SCI evaluated one activity.

Formal Agreements for NWU CE activities:

The formalisation of the agreements with the community collaborators showed 27% of activities indicating formal agreements.



Further analysis per unit indicated that five units did not have formal agreements with community collaborators.

**Formal agreements should be a priority:
MoU, MoA, SLA or Full Value Contracts**

The percentages per unit are concerning, with only FTHEO and the Business School indicating more than 50% of activities having formal agreements. The formal agreements ranged from ethics approval and gatekeeper permission for Research and Innovation activities, including MoUs, MoAs, SLAs and verbal agreements.

Unit	Formal agreements
FEDU	38%
FEMS	27%
NWU Business School	54%
FENG	25%
FHUM	50%
FLAW	18%
FNAS	0%
FTHEO	78%
FHS	45%
SLM	0%
SLP	2%
SLV	0%
SCI	0%
Other	0%

CE activity funding:

Regarding funding allocated to the activities, compared to the 17% of activities registered mid-term that indicated funding allocated for CE activities, 43% of evaluated activities indicated funding sources.

Increased reporting of funding for CE activities: 17% registered vs 43% evaluated



Further analysis of the units indicated a range from 100% of activities funded in FLAW to 0% of activities funded in FTHEO. Please note that SLV did not evaluate any activities, and SCI evaluated one activity. Identified funding sources included NRF and other government grants, faculty or research unit funding, and private and international funding grants.

Unit	Funding
FEDU	49%
FEMS	12%
NWU Business School	9%
FENG	91%
FHUM	36%
FLAW	100%
FNAS	54%
FTHEO	0%
FHS	48%
SLM	20%
SLP	100%
SLV	0%
SCI	100%
Other	63%

Other types of resources allocated to CE activities:

Other resources allocated for CE activities identified include:

1. Human resources hours
2. Telephone call by interns
3. Travel expenses

4. Accommodation expenses
5. Development of a PowerBI reporting system
6. Donations
7. Facilities
8. Equipment
9. Time
10. Collaborators funds

Monitoring of CE activities:

The activities indicating monitoring the progress of activities at 73%:



Further analysis indicated that most units reported high percentages of monitoring of CE activities.

High percentages of monitoring of activities

Monitoring processes included research process monitoring, project management, continuous contact with community collaborators, formal feedback and focus group discussions.

Unit	Monitoring progress
FEDU	89%
FEMS	52%
NWU Business School	88%
FENG	75%
FHUM	93%
FLAW	91%
FNAS	62%
FTHEO	100%
FHS	82%
SLM	30%
SLP	100%
SLV	0%
SCI	100%
Other	38%

Impact of CE activities:

60% of projects measure the impact of their CE activities. Methods identified for impact measurement methods range from impact measurement plans to logic models, reflections, and quantitative methods.



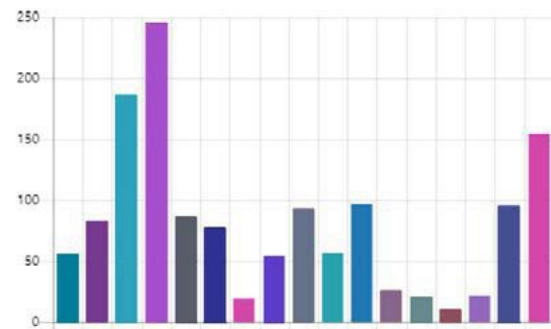
Unit	Impact measurement
FEDU	73%
FEMS	40%
NWU Business School	70%
FENG	50%
FHUM	86%
FLAW	73%
FNAS	66%
FTHEO	89%
FHS	50%
SLM	50%
SLP	100%
SLV	0%
SCI	100%
Other	38%

Types of planned outputs mainly indicated Service Learning/Work-integrated Learning outputs.



This section will conclude by comparing the data collected during the mid-year project registration and evaluation data. For this comparison, the data will be reported on for the faculties as the data collected for student life and support services are incomplete.

Alignment of NWU CE activities with Sustainable Development Goals:



The evaluation survey data showed that the activities align with the Sustainable Development Goals. This data will be valuable when ranking the NWU nationally and internationally.

Comparison of clustering of activity data of evaluation vs registration:

The following table provides detail on the activities registered and reported on per faculty:

NWU CE Activity faculties evaluation vs registration

Unit	Evaluation R-I	Registration R-I	Evaluation T-L	Registration T-L	Evaluation O	Registration O	Evaluation R-I+T-L+O	Registration R-I+T-L+O	Evaluation R-I+T-L	Registration R-I+T-L	Evaluation R-I+O	Registration R-I+O	Evaluation T-L+O	Registration T-L+O	Evaluation Total	Registration Total
FEDU	2	0	5	0	7	1	8	10	8	2	2	1	5	2	37	16
FEMS	11	36	52	50	27	99	11	7	3	1	10	3	13	12	127	208
NWU Business School	0	10	14	1	3	3	3	0	1	0	0	0	3	0	24	14
FENG	0	0	1	0	4	3	2	6	1	1	3	1	1	3	12	14
FHUM	1	3	2	12	2	77	2	0	0	9	2	1	5	0	14	102
FLAW	3	0	1	0	1	2	0	0	0	0	0	0	6	6	11	8
FNAS	1	4	3	1	8	114	7	8	5	2	4	1	11	4	39	134
FTHEO	0	0	0	0	7	12	0	0	0	0	1	0	1	0	9	12
FHS	14	17	10	9	11	38	5	3	2	2	10	9	8	2	60	80
Total	32	70	88	73	70	349	38	34	20	17	32	16	53	29	333	588

More activities were registered than evaluated, except for FEDU and the Business School, which evaluated more activities than were registered. The rest of the faculties evaluated fewer activities than the registered activities. The data provides a baseline for further analysis in 2023 to inform the planning and implementation of CE activities within faculties.

3.3 SWOT Analysis and Recommendations

The following SWOT Analysis realised from the analysis of the 754 CE activities registered and the 406 activities evaluated:

Strengths:

1. The existing CE Policy and Environmental Sustainability Policy guide CE activities, including definitions and rules of engagement.
2. Four hundred and six projects were evaluated, seven hundred fifty-four activities were registered vs 105 in 2020.
3. Overlapping of R-I, T-L and Outreach occurs within the NWU.
4. The evaluation indicated 17% of activities evaluated included other NWU collaborators showing cross-faculty and discipline activities.
5. The majority of activities were monitored and evaluated.
6. Reporting on funding for CE activities increased.

Weaknesses:

1. Overlapping in definitions of activities makes it unclear how to classify activities.
2. Existing policies but no proof of implementation by academia.
3. Non-reporting of R-I and T-L activities by units, even though it is a requirement in their curriculum or other reports, conflicts with this non-reporting.
4. Lack of formal relationships.
5. A gap in the CE activity support provided in different units.

Opportunities:

1. A centralised approach to CE within the NWU will provide a single point of contact for outside role-players with the NWU, maximise resource use, and protect vulnerable relationships with communities.
2. Monitoring the impact of CE activities towards engaged scholarship over time in communities to enable benchmarking of the NWU in an international arena.
3. Establishing mutually beneficial relationships that are valued over time and have a sustainable positive impact.
4. Align CE activities with R-I and T-L S-D activities to include planned volunteerism as outreach activities as part of a responsible, planned and monitored activity.
5. Align these activities to capture them in the annual APP process to measure the implementation of these activities in the APP evaluation as one process, not additional administrative activities.

6. Register the NWU CE activities database for further research in units and faculties.
7. Badging: providing student proof of engagement in CE activities during their studies.
8. National and global ranking of NWU for CE, sustainable impact and engaged scholarship.

Threats:

1. The awareness by academia that they engage with the place, role, and image of the NWU within a community (a system).
2. Expectations are created by engaging NWU staff with communities without formal processes.
3. Overexposure of communities to CE activities.
4. Damage to vulnerable relationships with community partners and other stakeholders because of haphazard engagement and the inability to manage expectations.
5. The NWU is not benchmarking with international CE trends in higher education even though the activities occur.

Recommendations:

1. Refine and implement the CE policy as aligned with the APP.
2. Clarify the overlapping definitions to enable clear identification of the classification of activities.
3. Focus on Research and Innovation, Teaching Learning and Service Delivery activities and limit Outreach and Volunteerism activities.
4. Refine the reporting, monitoring and evaluation process toward measuring sustainable impact aligned with the APP.
5. Align the Criteria for CE in the CE Policy with the APP.
6. Align the Rules of Engagement in the CE Policy with the APP (levels of management vs responsibilities).
7. Create a single point of access between communities and the NWU for CE activities implemented by the NWU with continuous support to enable change management.
8. Provide continuous support and training to enable change management.
9. Consider using software like SenseMaker® to support the data collection, monitoring and evaluation with live datasets and dashboards.

3.4 Conclusion

2022 proved to be a landmark year in the development of a unified approach to NWU CE activities and the development of a database. The data collected during the year was continuously presented to stakeholders to co-create an agile process to manage CE activities. The evaluation of the activities provided insight into stakeholder relationship identification and management, funding, resource management and formalising of relationships that were collated in an action plan to support engaged scholarship.



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