

A photograph of four hands of different skin tones (dark brown, medium brown, light brown, and white) clasped together in a circle, symbolizing unity and community. The image is overlaid with a semi-transparent purple and blue gradient.

**2021/2022**  
**North-West University**  
**Community Engagement**  
**Report**

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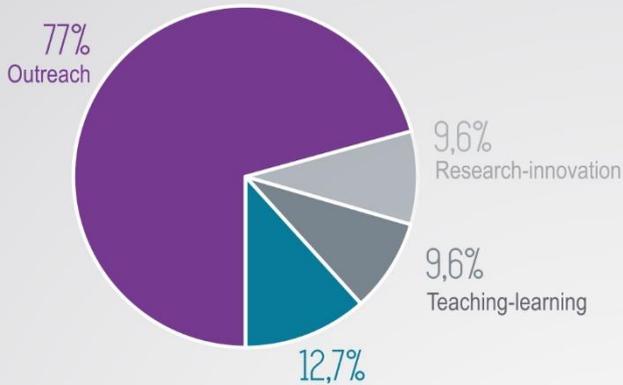
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# Sustainability and Community Impact 2021/2022

Community engagement data received from 12 units

CE projects registered: 754



Combined teaching-learning + research-innovation + outreach

Reported resources:

NWU materials used in 150 projects



227

NWU staff members worked on CE



107

NWU students participated in

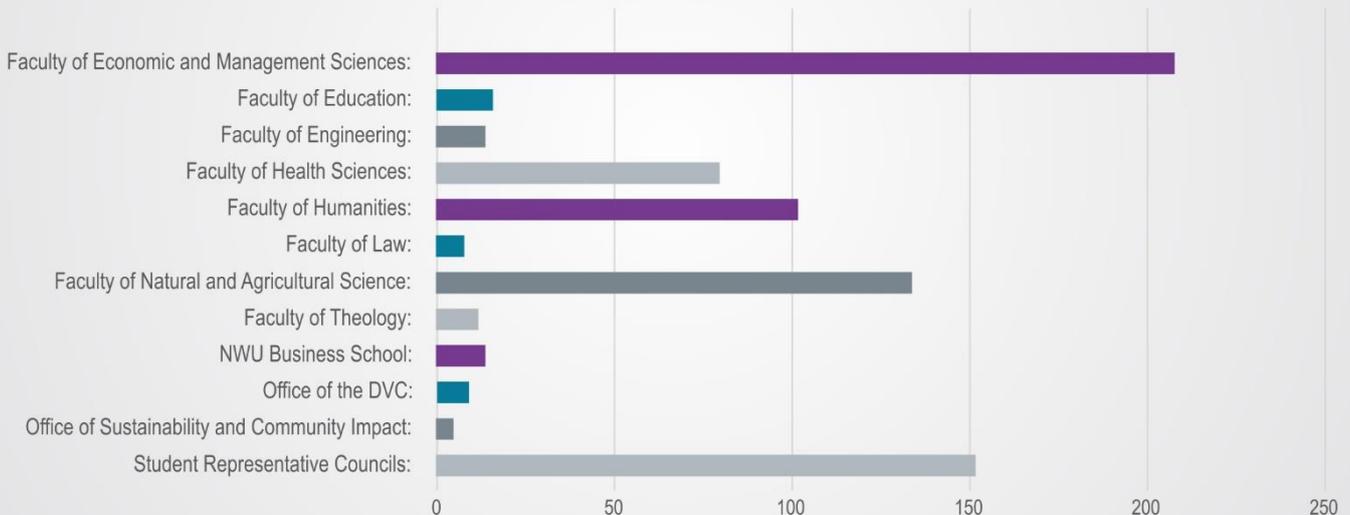


126

projects reported on funding

Ratio project focus -  
teaching-learning : research-innovation: outreach:  
119:140:495

Number of registered projects per unit



28

Linkage to Sustainable Development Goals:



25



34



227



8



21



2



69



41



81



48



9



2



4



14



34



47

NWU research output on SDGs on Boloka:

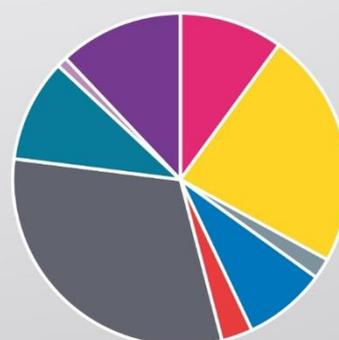
8 480

published outputs on SDGs

320

published outputs on SDGs in communities

Distribution of theses/dissertations and articles on Boloka:  
SDGs, communities



- Health
- Humanities
- Engineering
- Education
- Law
- FEMS
- FNAS
- Theology
- Articles

## 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 activities. In some events, resilience was presented through the seamless digitisation of valuable stakeholder relationships. A vulnerability was evident through the disintegration of established activities whilst being aware of humanitarian needs in the communities we serve. We are now embarking on a new era in community engagement at the North-West University (NWU) and the 2021/2022 North-West University Community Engagement Report (to be finalised by 15 August) serves as impetus.

Seven hundred fifty-four (754) community engagement activities were reported by 12 different units for 2021 until June 2022. The Office of Sustainability and Community Impact registers these activities on the community engagement database. After that, the Africa Unit for Transdisciplinary Health Research (AUPHeR) collated, analysed, interpreted, and prepared this report. A nine-step process enabled a rigorous analysis and interpretation of the data through the lens of sustainable community impact.

The report captures current global trends in sustainability and engaged scholarship in higher education 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 **Part 3**, the baseline of the reported community engagement projects is presented in association with teaching, learning, research and outreach. Activities/projects were also analysed against the 17 Sustainable Development Goals (SDGs). We know that there are still a number of under-reported activities/projects, yet we celebrate the available data that now serves as a baseline for future growth. Also, Part 3 presents an evaluation of Faculties' community engagement plans based on the SMART principles, followed by a SWOT analysis. **Part 4** concludes with case studies of engaged scholarship followed by recommendations.

The report is a proposed pathway for standardised and centralised scoring and reporting for community engagement at the NWU. This marks a new approach to making community engagement tangible and measurable in our journey to report on sustainable community impact.

### 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. When we integrate and align community engagement with teaching-learning and research, we develop 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 Office

The SCI office, 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 office 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 units, contributed to the collation of this report. The office of the Deputy Vice-Chancellor Community Engagement and Campus Operations on Mahikeng Campus, specifically Me Mariki Strauss and Prof Sonia Swanepoel, as well as Me Bibi Bouwman from the Sustainability and Impact Office, played a significant part in collecting the data. Prof Hendri Coetzee developed the data collection tool and developed the first case study presented in Part 4 of the report. 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, 2019). 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, 2020).

Learning from and serving interested and affected communities is a core activity that the University is actively pursuing (North-West University 2020). 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: GLOBAL TRENDS AND MAIN CONCEPTS DEFINED

### Global (and local) trends in sustainability and engaged scholarship

- The University today 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 relational.
- 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 being aligned with greater and long-standing goals neutral.
- More attention is required to build reciprocal community relationships; these partnerships are valuable long-term.
- Active citizenry is necessary to adapt to political and technology 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 instead from competitiveness to committed collaboration between faculties, entities and institutions to a movement of change.
- Engaged scholarship is to be recognised and rewarded as it provides a more prosperous and vital scholarship.

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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, and in the event of *sustainability*, a definition is proposed as a clear definition wasn't declared in the policy. The following concepts are presented in alphabetical order.

## 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, 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 benefit and long-term relations.*

## Scholarship of Engagement (also referred to as Engaged Scholarship)

The term redefines Faculty scholarly work from application of 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 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, and it is proposed that *sustainability* be defined for the NWU. To activate the process, the following elements are to be included in a definition for sustainability in higher education: i) all activities should be aligned with at least one of the Sustainable Development Goals (SDGs), ii) should include the five elements of sustainable development, namely people, prosperity, peace, partnership and planet, iii) build on the three pillars (social, economic, environment) of sustainable development.

*It is proposed to construct and formalise an NWU definition of sustainability. Thereafter indicators can be developed to assess the University's sustainability impact.*

## 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.*

## PART 2: A UNIFIED APPROACH TO SUPPORT ENGAGED SCHOLARSHIP

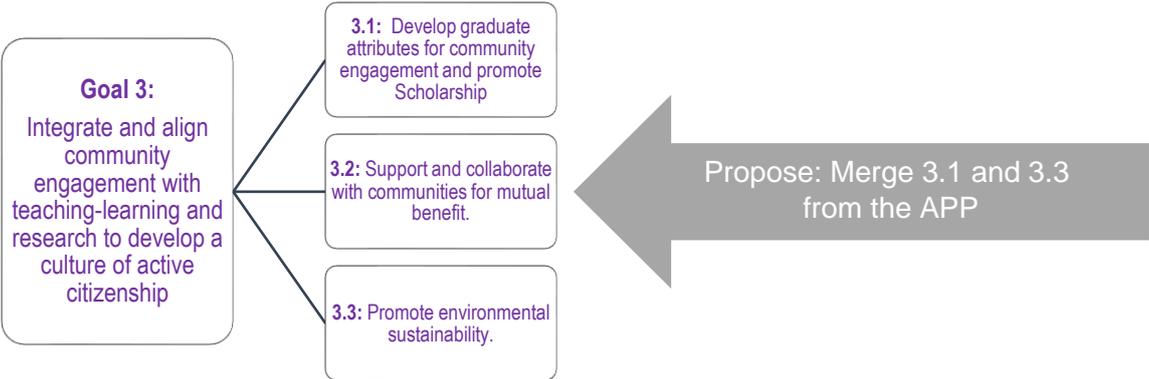
Part 2 proposes a unified approach to support engaged scholarship based on Part 3's content. Presented in Part 3 is the analysis, interpretations and recommendations of the NWU's CE projects and Faculties' strategic plan. Community engagement (CE) presents as Goal 3 in the Annual Performance Plan (APP) with four distinct objectives, presented as follows:

<b>Goal 3:</b> Integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship	3.1 Develop graduate attributes through community engagement interventions.
	3.2 Support and collaborate with communities for mutual benefit.
	3.3 Promote Scholarship of Engagement: Community engagement engaged TL, engaged research.
	3.4 Promote environmental sustainability.

The four objectives of Goal 3 are to enable the integration and alignment of CE with teaching-learning and research to develop a culture of active citizenship. The reporting of CE activities and projects on the CE database serves as the standard. The Sustainability and Community Impact Office utilises a CE data collection template in Excel to collect the data presented in this report. Deduced from the CE database, Faculties' strategic plans for CE – and related SWOT analyses (see Part 3), a unified approach is described to support engaged scholarship presented in five steps. This unified approach will require training and support from all key stakeholders. 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. A database is necessary that can be accessed anytime, anywhere, is user-friendly, and can cater for the upload of proof. The proposed CE database must integrate engaged scholarship dimensions, align with the APP, and consider the SDGs. The Sustainability and Community Impact Office provides a process for registering a new activity: <http://services.nwu.ac.za/sustainability-and-community-impact/ce-database-registration-form>. AUTHeR, through the Community Integrated Research Office, provides various support services and standard operating procedures for CE activities, including activity registration, monitoring and evaluation: <https://health-sciences.nwu.ac.za/auther/cir-office>. The unified approach to coordinate sustainable community development follows hereafter. Firstly, it is proposed that objective 1 and 3 in the APP merge into one objective, namely to "Develop graduate attributes that promote the scholarship of engagement":



## Action plan for a unified approach to support engaged scholarship

Purpose	Activities	Outcomes	Alignment with APP	Scoring system
<b>Step 1: Planning, monitoring and evaluation for sustainable impact</b>				
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.	3.1 3.1 3.3	<ol style="list-style-type: none"> <li>1. Unplanned activities and haphazard activities occur randomly.</li> <li>2. Planning document (that includes the activity, purpose, and required resources).</li> <li>3. A planning document with detail of nr two plus stakeholders is identified.</li> <li>4. Project plan presented with details from numbers 2 and 3 above plus evidence of engagement by showing feedback given by stakeholders.</li> <li>5. Numbers 2-4 are in place, plus you can show evidence of measured impact.</li> </ol>
<b>Step 2: The development of an engaged scholarship platform</b>				
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"> <li>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.</li> <li>2. Complete a brief 6-monthly monitoring and evaluation (M&amp;E) process.</li> </ol>	<ol style="list-style-type: none"> <li>1. For year 1, 80% of projects are registered with the CE database.</li> <li>2. For year 1, 80% of activities to complete the monitoring and evaluation process bi-annually.</li> <li>3. Can report on the number of formal agreements to the database.</li> <li>4. Can report on actual resources used in</li> </ol>	3.1 3.1 3.3	<ol style="list-style-type: none"> <li>1. You have a community engagement plan, but this is not registered on the CE database.</li> <li>2. Your community engagement plan is registered on the CE database.</li> <li>3. You registered your plan and completed an M&amp;E cycle.</li> <li>4. You have done numbers 2 and 3 above, plus you can show evidence of stakeholder engagement and resources utilised.</li> <li>5. You have completed steps 2-4, plus you can provide evidence of</li> </ol>

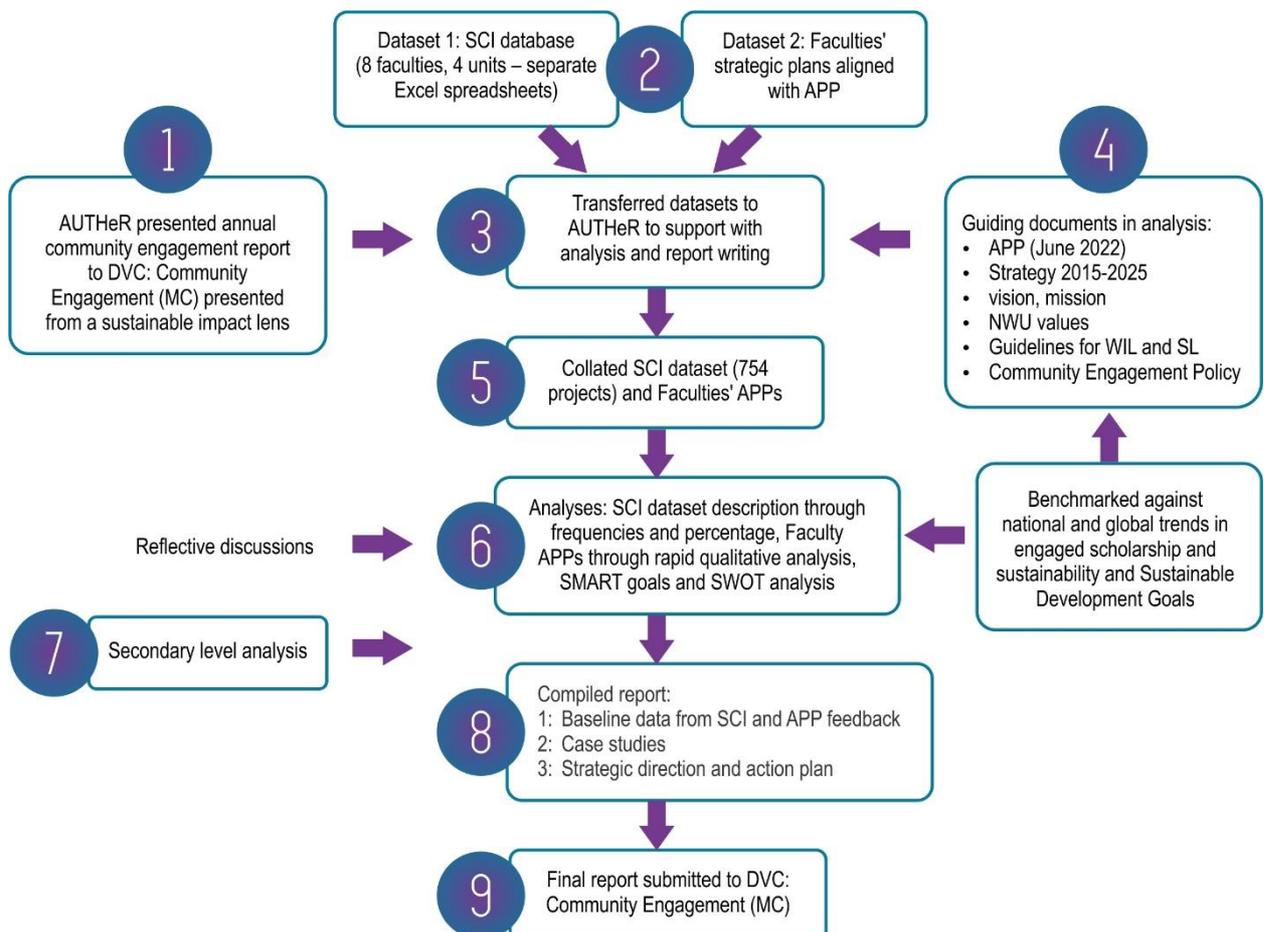
	<ol style="list-style-type: none"> <li>3. Upload established MoUs, MoAs, SLAs and full value contracts to the database to inform the M&amp;E process.</li> <li>4. Train allocated staff to facilitate steps 1, 2 and 3 above in each entity.</li> <li>5. Extract a six-monthly report for M&amp;E of community engagement activities per entity, collated per Faculty/unit to enable successful activity implementation.</li> </ol>	<p>projects versus planning.</p>		<p>impact through the evaluation of activities.</p>
<b>Step 3: Establish transparent financial management processes</b>				
<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"> <li>1. Develop a Standard Operating Procedure (SOP) for administering expenditures linked to CE activities.</li> <li>2. Each CE activity should have a budget.</li> <li>3. Support from financial officers when the budgets for CE activities are developed.</li> <li>4. M&amp;E of the actualisation of project plans and budgets according to project plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sound financial management principles embedded in an SOP enable efficient budgeting, spending, auditing, and reporting of funds and other resources utilised.</li> <li>2. Report the resources and funds purposefully sourced, budgeted, and spent for CE activities.</li> <li>3. Measurable outcomes to improve the financial management of CE activities.</li> </ol>	<p>3.3</p>	<ol style="list-style-type: none"> <li>1. You have a community engagement plan but lack a budget for this plan, nor is this plan registered on the CE database.</li> <li>2. You have a registered plan on the CE database with a budget.</li> <li>3. Your registered plan underwent a cycle of M&amp;E.</li> <li>4. You can present evidence of the resources and expenditures according to the plan.</li> <li>5. You can present evidence of added benefits and unintended positive impacts from the funds spent.</li> </ol>

## PART 3: NWU COMMUNITY ENGAGEMENT ACTIVITY DATABASE AND FACULTIES' STRATEGIC PLANS 2021/2022

Part 3 evaluates the CE projects on the Sustainability and Community Impact Office's database, plus the strategic plans of faculties. These analyses and recommendations informed the proposed unified approach to support engaged scholarship in Part 2.

### 3.1 Process followed

A nine-step process (depicted hereafter) directed the analyses of various data.



### 3.2 CE database of registered activities

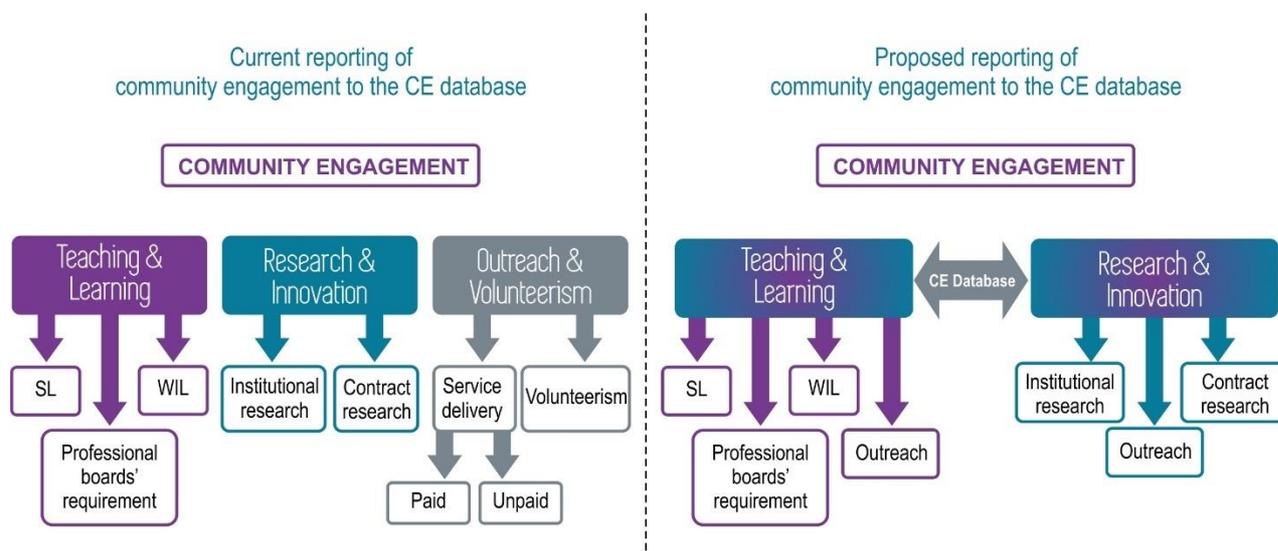
The CE database consists of 12 different datasets referred to as units for ease of reference. The database includes the data received from all eight faculties as well as the data from the following separate business units:

- NWU Business School.
- Office of Deputy Vice-Chancellor.
- Sustainability and Community Impact Office.
- Student Campus Council.

The following fields were included in the data collection tool:

Field 1	Field 2	Field 3	Field 4	Field 5	Field 6
Project name	Activity identification (T-L, R-I, O or combinations)	Resources used (Materials, staff, students, funding)	Outputs created by an activity	Outcomes and impact	Alignment with SDGs

The identified CE activities were clustered into the main groups of teaching-learning (T-L), research and innovation (R-I) and outreach (O), plus various variations of these three main components to present engaged scholarship. These components are shown in the figure below, followed by a proposed combination of activities in the next round of data collection.



Completed spreadsheets were submitted to the Sustainability and Community Impact Office on a predetermined date by delegated staff from the offices of Deputy Deans from all the faculties.

### 3.2.1 Overview of CE activities

The following table presents an overview of the collected data:

#### Overview of registered activities

Unit	Total activities	R-I	T-L	O	R-I+T-L+O	R-I+T-L	R-I+O	T-L+O
FEDU	16	0	0	1	10	2	1	2
FEMS	208	36	50	99	7	1	3	12
NWU Business School	14	10	1	3	0	0	0	0
FENG	14	0	0	3	6	1	1	3
FHUM	102	3	12	77	0	9	1	0
FLAW	8	0	0	2	0	0	0	6
FNAS	134	4	1	114	8	2	1	4
FTHEO	12	0	0	12	0	0	0	0
FHS	80	17	9	38	3	2	9	2
DVC	9	0	0	9	0	0	0	0
SCC	152	0	0	152	0	0	0	0
SCI	5	3	0	2	0	0	0	0
<b>Total</b>	<b>754</b>	<b>73</b>	<b>73</b>	<b>512</b>	<b>34</b>	<b>17</b>	<b>16</b>	<b>29</b>

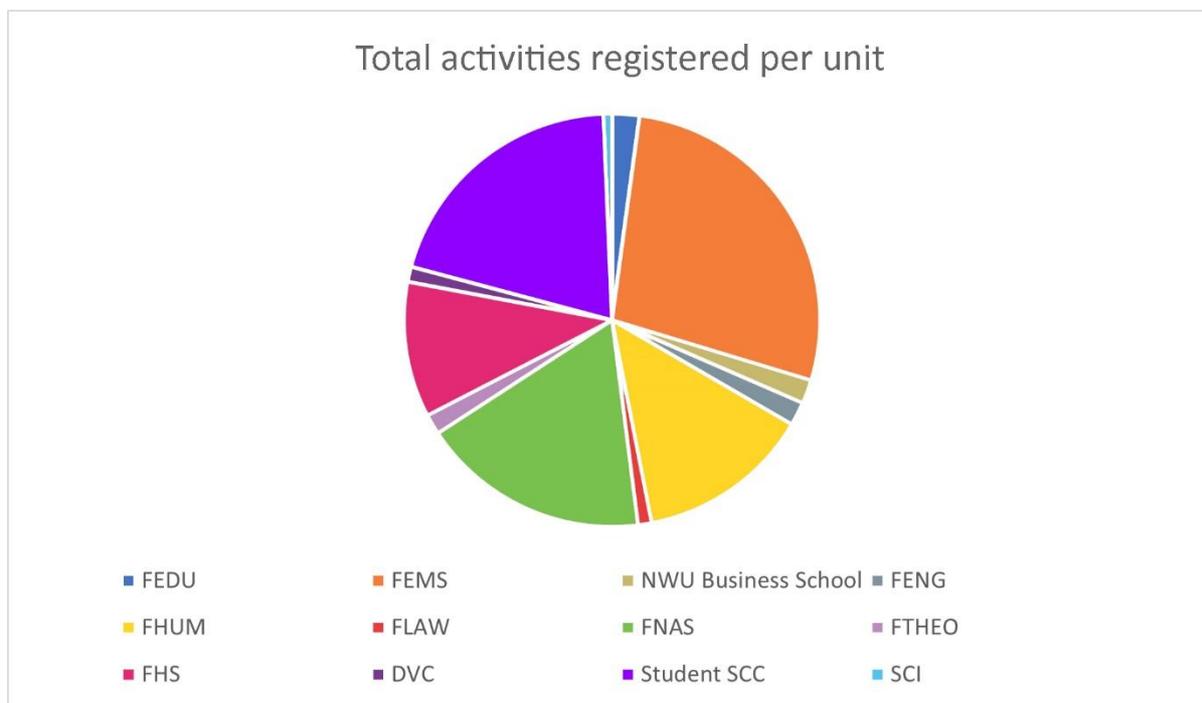
The units registered 754 activities compared to 105 in 2020 and 335 in 2019. The three units that registered the most activities were the Faculty of Economic and Management Sciences (FEMS) registered the most activities with a total of 208, the Students Campus Councils (SCC) on all three campuses with 152 activities and the Faculty of Natural and Agricultural Sciences (FNAS) with 134 activities registered. For FEMS, nearly half (48%) of these activities were identified as Outreach activities, SCC 100% of activities were identified as Outreach activities, and FNAS 85% of activities were identified as Outreach activities.

FEDS, FENG, FLAW, FTHEO, the Office of the DVC and the SCC did not report on any R-I or T-L activities. This non-reporting may be a result of various factors. The underreporting in FEDS and FTHEO may indicate a lack of understanding of the requirement of CE in T-L. A school is also defined as a community. Education students do practical T-L in schools. Therefore, a component of CE is taking place in enabling the students to complete their practical activities for a T-L module. The same may be applicable in FTHEO as a church is also defined as a community, and theology students present sermons as part of their T-L. The data indicate non-reporting of R-I and T-L activities in FENG and FLAW. The non-reporting may result from non-compliance to report by academic personnel as the NWU NWDoH Audit report included 18 projects registered by FENG and one project by the FLAW that included a CE component with NWDoH. This non-compliance highlights the need for a centralised approach to CE in the NWU. In the case of the Office of the DVC and the SCC, it may be

because of a lack of sustainability principles in the activities. Further investigation is required to understand the factors.

The following figure provides a breakdown of the number of activities registered per unit:

**Total activities registered per unit**

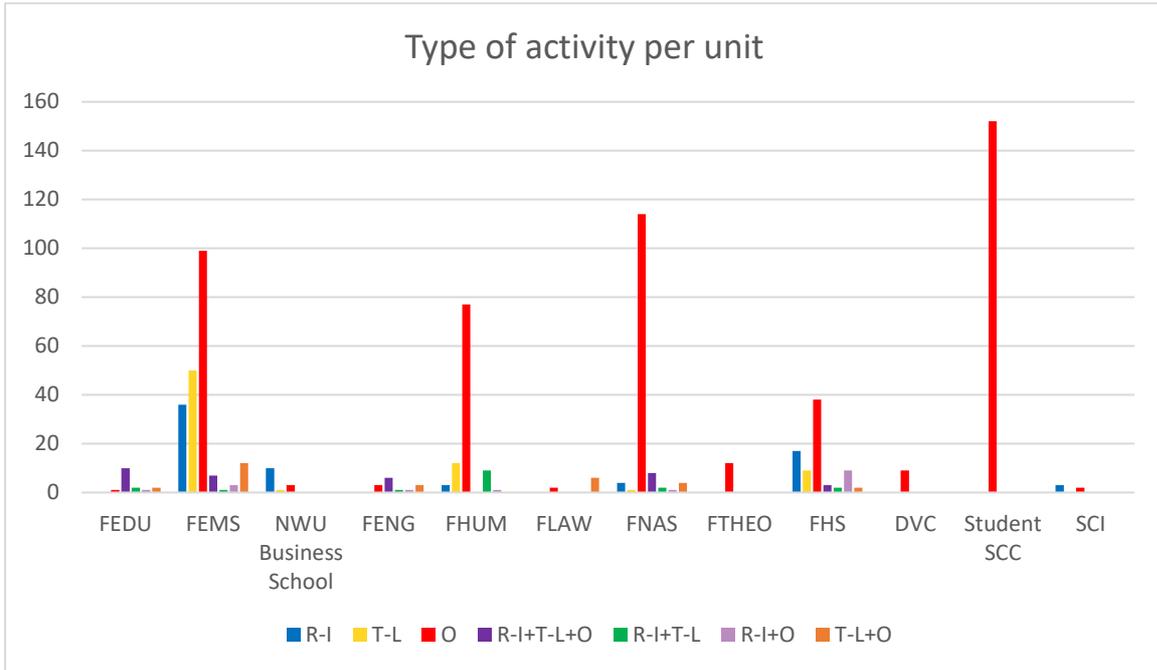


Even though the number of activities registered in the database increased significantly, there is non-reporting of activities, as indicated by comparing the data in the NWU CE Database and the NWU NWDoH Audit data. Aligning reporting, monitoring and evaluating CE activities with the APP will enable academic personnel and researchers to comply with the reporting requirements stipulated by the NWU CE Policy.

### 3.2.2 CE activity types

The database included data within the following categories:

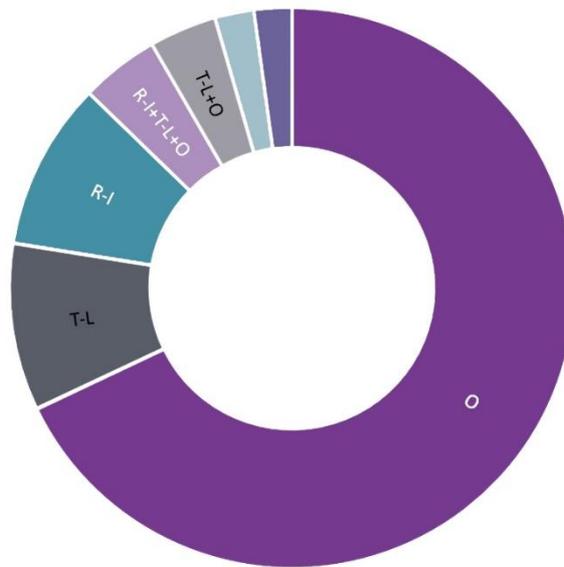
- Research and Innovation (R-I)
- Teaching-Learning (T-L)
- Outreach (O)
- Research and Innovation plus Teaching-Learning plus Outreach (R-I+T-L+O)
- Research and Innovation plus Teaching-Learning (R-I+T-L)
- Research and innovation plus Outreach (R-I+O)
- Teaching-Learning plus Outreach (T-L+O)



**Type of activity per unit**

The breakdown of the activities registered in the NWU Database is mainly Outreach activities with a total of 512. The number of projects registered as Outreach is disproportionate compared to the other registered activities. The overlap in defining Outreach activities in the NWU CE Policy may influence this activity reporting.

Breakdown of NWU CE activities



**NWU CE activities**

When Combining all the activities that include a Research and Innovation component with the other activities: Research and Innovation plus Teaching-Learning plus Outreach (R-I+T-L+O); Research and Innovation plus Teaching-Learning (R-I+T-L); Research and Innovation plus Outreach (R-I+O) it amounts to 140 projects over all the units.

**Total activities that include R-I**

Unit	R-I	R-I+T-L	R-I+O	R-I+T-L+O	Total
FEDU	0	2	1	10	13
FEMS	36	1	3	7	47
NWU Business School	10	0	0	0	10
FENG	0	1	1	6	8
FHUM	3	9	1	0	13
FLAW	0	0	0	0	0
FNAS	4	2	1	8	15
FTHEO	0	0	0	0	0
FHS	17	2	9	3	31
DVC	0	0	0	0	0
SCC	0	0	0	0	0
SCI	3	0	0	0	3
Total	73	17	16	34	140

When combining all the activities that include Teaching-Learning earning with the other activities: Research and Innovation plus Teaching-Learning plus Outreach (R-I+T-L+O); Teaching-Learning plus Outreach (T-L+O); Research and Innovation plus Teaching-Learning (R-I+T-L) it amounts to 119 projects over all the units.

**Total activities that include T-L**

Unit	T-L	R-I+T-L	T-L+O	Total
FEDU	0	2	2	4
FEMS	50	1	12	63
NWU Business School	1	0	0	1
FENG	0	1	3	4
FHUM	12	9	0	21
FLAW	0	0	6	6
FNAS	1	2	4	7
FTHEO	0	0	0	0
FHS	9	2	2	13
DVC	0	0	0	0
SCC	0	0	0	0
SCI	0	0	0	0
Total	73	17	29	119

When adhering to the criteria for CE in the NWU CE Policy, the definitions of scholarship of engagement, the five elements of sustainable development, and critically evaluating the

definition of Outreach, the validity of engaging with Outreach as an activity should be reconsidered. The ideal situation is to balance all three activities and find the spaces where they overlap.

### 3.2.3 Resources used for the activity

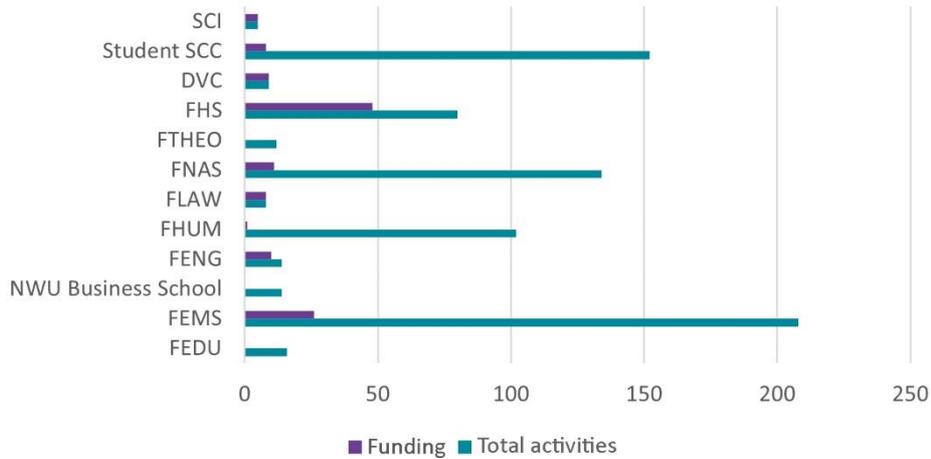
Additional resources used for the projects include materials, staff, students, and funding. Data indicated that 20% of the projects identified materials used in the activities. The Staff component showed amounted to 30%. One of the reasons for this low number may indicate a lack of reporting as staff involved in some way is essential for implementing CE projects. Student involvement in CE projects amounts to 14% of the projects in the database. Only 17% of projects indicated sources of funding. Project implementation involves funding for implementation. Therefore this data identifies a risk.

#### Resources declared in activities

Unit	Materials	Staff	Students	Funding
FEDU	0	0	0	0
FEMS	49	92	18	26
NWU Business School	0	0	0	0
FENG	13	11	10	10
FHUM	21	8	7	1
FLAW	8	8	4	8
FNAS	13	15	19	11
FTHEO	2	3	3	0
FHS	34	75	35	48
DVC	0	0	0	9
SCC	10	10	11	8
SCI	0	5	0	5
Total	150	227	107	126

FEDU, NWU Business School and FTHEO indicated that they implemented CE activities without funding. Figure 4 compares the number of funded projects with the total projects registered per unit.

### Funded projects compared to total activities



#### Funded projects compared to total activities per unit

The lack of funding for CE activities can be due to various reasons. Academics may view funding as external funding, or they may not be aware of the costs involved in the CE activities embedded in other activities. The data indicates a need for financial planning, management and reporting for CE activities.

#### 3.2.4 Outputs created by the activity

The non-reporting of output was significant for FEDU, NWU Business School and the SCC. FEMS, FENG, FHS, FHUM, FLAW, FNS, FTHEO and the Office of the DVC reported on knowledge, skills and service delivery as outputs of the activities. SCI reported knowledge as an output of an activity.

#### 3.2.5 Outcomes and Impact

FEDU did not report on the impact of their activities. The NWU Business School reported one outcome: Contribution and support to the permaculture project. The Office of Deputy-Vice Chancellor reported one impact: Improved community conditions. The Sustainability and Community Impact Office reported one impact: Improved community conditions. The data reported on the outcomes and impacts of the units are visually represented in the following figures.



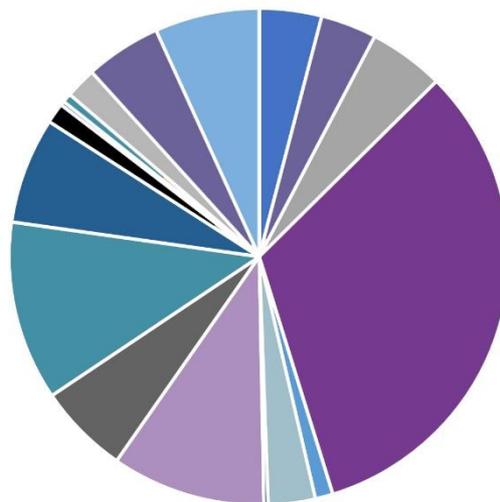
### 3.3 CE activities aligned with the Sustainable Development Goals

In addition to analysing the CE activities related to engaged scholarship, these activities were matched with the most appropriate SDGs.

#### SDGs alignment related to units

SDG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15	G16	G17
FEDU	0	0	0	0	0	1	0	0	5	3	2	0	1	0	1	0	1
FEMS	8	10	3	47	6	6	0	44	12	23	10	1	0	2	2	2	27
NWU BS	0	0	3	1	1	0	1	0	3	0	0	2	0	0	0	0	2
FENG	6	0	1	8	0	1		7	7	5	1	0	1	0	0	0	0
FHUM	1	0	0	86	0	0	0	4	2	1	3	0	0	0	0	4	1
FLAW	0	0	0	3	0	0	0	0	0	8	3	0	0	0	0	7	0
FNAS	1	0	0	27	0	2	0	1	3	1	10	4	0	2	10	16	14
FTHEO	0	0	0	4	1	1	0	0	0	0	8	0	0	0	0	0	0
FHS	4	4	23	17	0	4	1	7	8	1	5	2	0	0	0	4	2
DVC	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Student SCC	8	2	4	33	0	5	0	6	1	39	6	0	0	0	0	1	0
SCI	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0
Total	28	25	34	227	8	21	2	69	41	81	48	9	2	4	14	34	47

Activity Alligng with SDG



- Goal 1 ■ Goal 2 ■ Goal 3 ■ Goal 4 ■ Goal 5 ■ Goal 6 ■ Goal 7 ■ Goal 8 ■ Goal 9
- Goal 10 ■ Goal 11 ■ Goal 12 ■ Goal 13 ■ Goal 14 ■ Goal 15 ■ Goal 16 ■ Goal 17

The following **SWOT Analysis** realised from the 754 CE activities:

**Strengths:**

1. The existing CE Policy guides CE activities, including definitions and rules of engagement.
2. Seven hundred fifty-four activities were registered vs 105 in 2020 and 335 in 2019.
3. Overlapping of R-I, T-L and Outreach does happen within the NWU.

**Weaknesses:**

1. No definition for sustainability or sustainable development in the policy to guide activity planning, monitoring and evaluation.
2. Overlapping in definitions of activities makes it unclear how to classify activities.
3. Existing CE Policy, but no proof of implementation by academia.
4. The data collection tool does not include the period of activity or the identification of the community or stakeholders involved.
5. Unbalanced reported of activities in units with the most activities identified as Outreach (68%).
6. 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.
7. Lack of reporting on resources invested in CE activities.
8. Lack of funding for CE activities.
9. The database does not allow for identifying different stakeholders and their roles.

**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.

**Threats:**

1. The awareness by academia that they engage with the place, role, and image of the NWU within a community (a system).
2. Overexposure of communities to CE activities.
3. Damage to vulnerable relationships with community partners and other stakeholders because of haphazard engagement and the inability to manage expectations.
4. The NWU is not benchmarking with international CE trends in higher education.

**Recommendations:**

Refine and implement the CE policy as aligned with the APP:

1. Define sustainability and Sustainable impact in the policy document.
2. Clarify the overlapping in definitions to enable clear identification of classification of activities.
3. Reduce activities to Research and Innovation, Teaching Learning and Service Delivery and only allow Outreach and Volunteerism to be added to these 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 that records between communities and the NWU for CE activities implemented by the NWU.

**3.4 Analysis of the Faculties' strategic plans**

The four objectives of Goal 3 are to enable the integration and alignment of CE with teaching-learning and research to develop a culture of active citizenship. The reporting of CE activities and projects on the CE database serves as the standard process to monitor, evaluate and report on CE. Each faculty's strategic plan should be aligned with the APP. These strategic plans were assessed against the SMART principles (see the following matrix), followed by a SWOT analysis.

The following engagement matrix can be used to plot the level of engagement and the stakeholder groups.

**Engagement matrix**

LEVEL OF ENGAGEMENT	Empower 1						
	Collaborate 2						
	Involve 3						
	Consult 4						
	Outreach 5						
		Individual	Households, families	Groups	Communities	Organisations	Society
		STAKEHOLDER ENGAGEMENT					

**Faculties' strategic plans are evaluated against the SMART principles**

Objective	Synthesised strategies from APPs	Specific	Measurable	Attainable	Relevant	Time-based
Develop graduate attributes through CE interventions	Support continuous CE through WIL, SL, outreach and students' career preparation.					
	Stimulate graduate attribute awareness within academia.					
	Implement WISL in new programmes and gradual integration in existing programmes.					
	Functional, user-friendly CE database and CE core team in each school/entity to improve CE reporting and accuracy.					
	Implement professional services to North West Government Departments.					
	Hold interprofessional events for University with Community involvement.					
	Establish new CE projects cross campuses per annum.					
	Present CE seminars/ colloquia across campuses.					
	Establish media analyses and alumni dashboards.					
	Support African- and global exchange programmes.					
	Submit CE reports to Faculty Boards.					
	Support continuous CE through WIL, SL, outreach and students' career preparation.					
Support, collaborate with communities for mutual benefit	Coordinated CE, WIL and SL projects.					
	Establish, maintain and increase stakeholder relations through MoA's, MoJ's, SLA's, extraordinary appointments (with government departments) and social media campaigns.					
	Improved reporting on CE database.					
	Conduct reciprocal needs analyses.					
	Maintain existing impactful CE projects and add a minimum of two more CE projects to SL per annum.					
	Promote CE as a value proposition for staff and students.					
	Conduct CE-related training, and workshops.					
	Maintain access to Justice Clusters.					
	Develop funding proposals for CE projects.					
Promote Scholarship of Engagement	Advocate all academia to participate in CE as part of performance appraisals.					
	Participate in professional bodies, statutory councils and discipline-based outreach.					
	Develop faculty-specific framework/guidelines on engaged scholarship.					
	Optimal functioning of CE committees with a clear reporting trajectory.					
	Appoint external marketing expertise to increase publications, web coverage, social media exposure, video hours, etc.					
	At least 10% of research projects with a CE component per year.					
	School directors work according to WIL/SL guidelines and report to TL Committee.					

	Support academia in developing WIL/SL modules and maintaining current WIL/SL modules.					
Promote Environmental sustainability	Established and promote sustainable environment awareness and support programmes.					
	Involvement in surrounding clean-up activities.					
	Development of programmes that increase One Health awareness and support.					
	Where opportunities exist, incorporate environmental sustainability in modules in new and current qualifications in review processes.					
	Promote environmental wellness and green practices with staff and students.					
	Promote more online/hybrid events and digitisation.					

### SWOT analysis of the CE strategic plans from faculties and support structures

#### Strengths

1. Significant buy-in from faculties in the concept of planning for and reporting CE activities.
2. Differentiation between the four sub-goals as indicated in the APP.
3. Overlapping components of service learning, work-integrated learning, Outreach, and community engagement.
4. Awareness of the need for cross-faculty, interdisciplinary and cross campuses collaboration.
5. Acknowledge the necessity of a functional, relevant and user-friendly community engagement database.
6. Supporting the importance of community engagement with teaching-learning and research towards the engaged scholarship.

#### Weaknesses

1. Lacking standardised implementation of the APP.
2. Stakeholders, recipients, context, process, outcome and dynamics detail are absent.
3. Deficiency in time frames and measurable outcomes.
4. Confusion between objectives 1 and 3 whereby both objectives related to aspects of teaching, learning, research, WIL and SL and consider combining them.
5. Don't yet touch on the values and principles of engaged scholarship, social justice and sustainability as complex concepts – a gap in understanding the practical application thereof in an academic environment.
6. Incongruency in community engagement plans and governance.
7. Deficiencies in understanding the value of stakeholder relationships and vulnerability thereof require coordinated and accountable engagement.

#### Opportunities

1. Readiness to follow a concrete sustainable community engagement reporting, monitoring and evaluation process.
2. COVID-19 pandemic presented the possibilities for digital footprints in communities that need to be recorded and reported.

#### Threats

1. Overburdening of communities results from each unit focusing too much on their uniqueness and missing the principles and processes of sustainable community development.

2. NWU's sustainable community engagement requires, aligned with the APP, compulsory congruency in reporting processes to enable accurate annual feedback on progress.
3. Globally, universities report on sustainability impact, whilst focus internally is predominant on Outreach and not the value proposition of engaged scholarship.

### **Recommendations**

1. Refine CE policy and present it to management and academics for use and implementation.
2. Adopt and implement aligned APP through all units of the NWU to align with R-I and T-L strategies.
3. Enable change management intentionally on all levels to enable adoption, implementation and continued use of the process through training and support services.
4. Evaluate and adapt the process continues to ensure ease of use and effectiveness.

## PART 4: CASE STUDIES OF ENGAGED SCHOLARSHIP

### Case study 1: NWU's areas of impact 2020 versus current community needs and assets 2021

Prof Hendri Coetzee from the Sustainability and Community Impact Office summary of impact versus needs and assets.



#### Findings:

The NWU is currently addressing mainly the 6th, 7th, 8th and 14th most significant needs in our communities

#### References:

Coetzee HC. (2020). The Impact and Sustainability of the North-West University's Community-engaged Activities 2019/20. Commissioned by NWU

Coetzee H.C. & Nell W. (2021). Needs, assets and well-being in the North-West University's local communities: 2021 research report. An internal report commissioned by NWU.

## Case study 2: Stakeholder network analysis by AUHeR

The stakeholder analysis supports measuring the sustainable impact of activities in communities. It is an example of using available data to monitor and evaluate the impact of various activities in actual and virtual communities.

### Context to the social network analysis

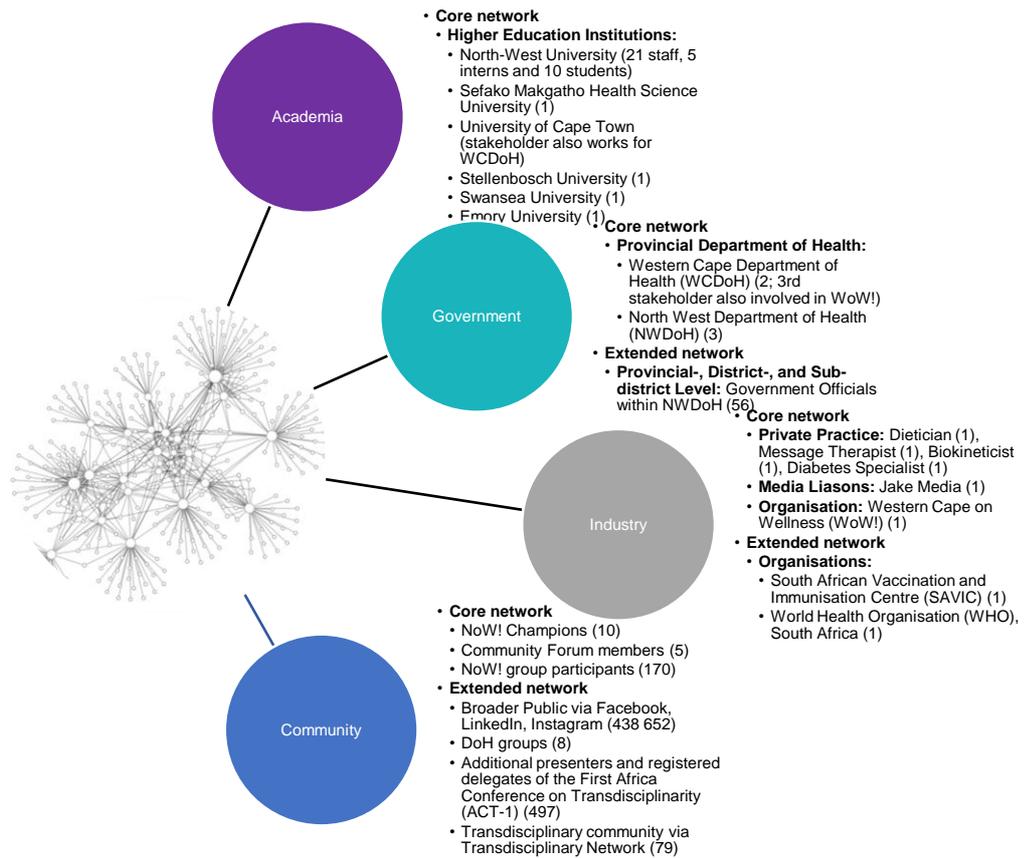
A social network analysis (SNA) allows one to understand the relationships between various stakeholders in a network by mapping the connections between the stakeholders based on their relationships (Serrat, 2017). An SNA identifies critical individuals, network groups, and stakeholders' associations. SNA can be used to explore how social relationships within a network are created and grow (Smit *et al.*, 2020).

### Aim of the social network analysis

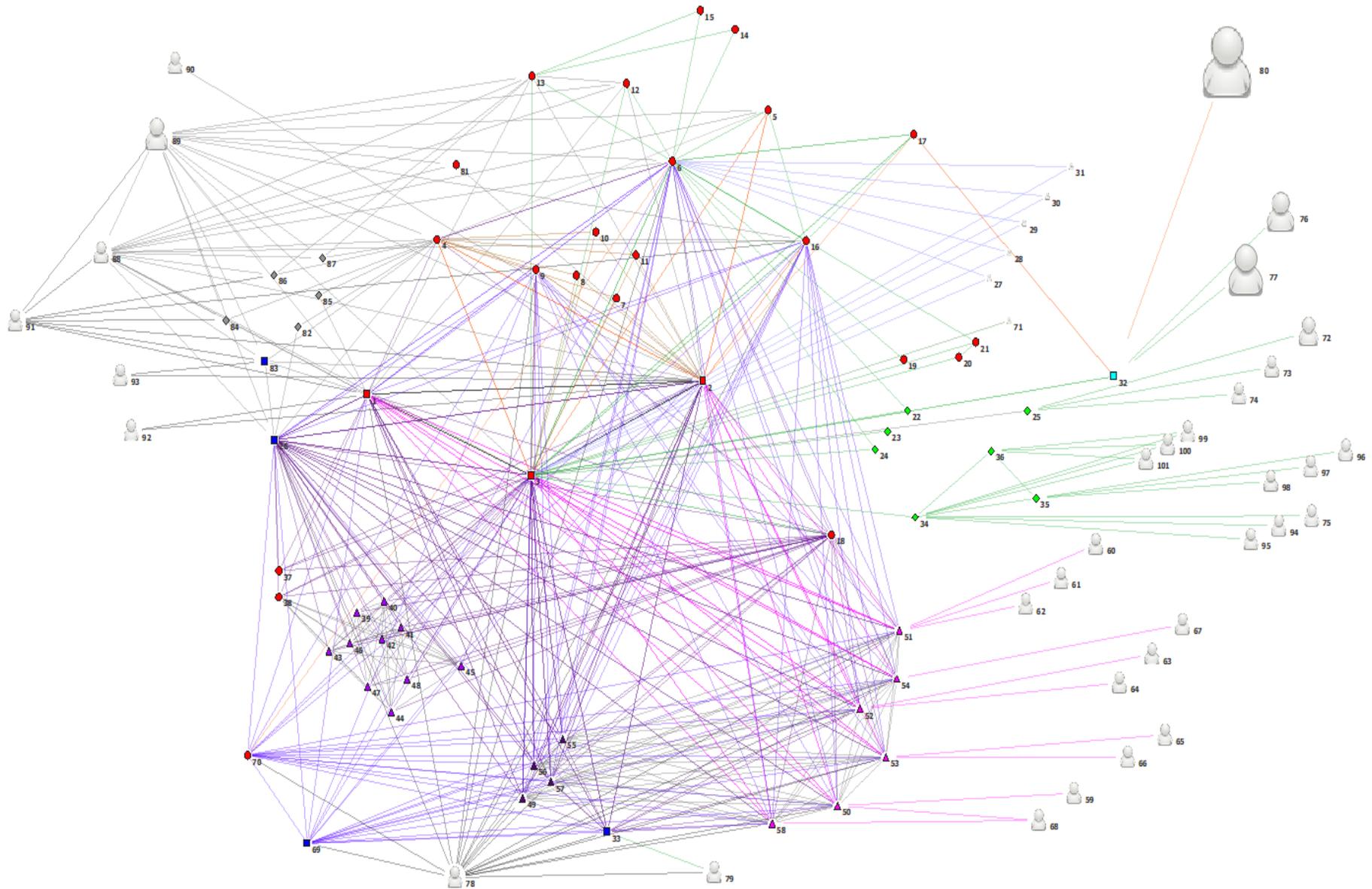
With this SNA, the research team aimed to map the stakeholder connections within the established health promotion network within the North West Province (NWP) and the growth beyond this network.

### Multi-level stakeholders in the network

The stakeholders within the network were grouped into four categories, including (1) academia, (2) government, (3) industry, and (4) community. Figure 1 depicts the different stakeholder groups and the corresponding number of stakeholders.



Stakeholder groups and the corresponding number of stakeholders.



**Stakeholders and stakeholder relationships within the network**

## Main findings

Figure 2 visually depicts the different stakeholders and their relationships within the network. For further information, figure 2 should be viewed in conjunction with Tables 1 and 2. Table 1 summarises the main findings from the SNA. In contrast, Table 2 provides detailed information on all the stakeholders involved in the various initiatives and events forming part of the Sustainable Health Promotion and Wellbeing Project included in the SNA.

**Table 1: Main findings of the Stakeholder Network Analysis.**

FINDING	DESCRIPTION
101 actors (nodes)	<ul style="list-style-type: none"> <li>Nodes within the core network represented individual stakeholders (coloured nodes) and individuals or groups of community members, where an actual wellness footprint was established (smaller icon representing a person).</li> <li>Nodes within the extended network represent groups of stakeholders sharing a communal event, forming part of the same live/virtual community or the broader public reached through social media (larger icons representing a person).</li> </ul>
<b>Note – For the researchers to determine the actual number of stakeholders, all stakeholders were counted only once, even though they played various roles.</b>	
239 Stakeholders in the core network	Academia <ul style="list-style-type: none"> <li>43 Stakeholders</li> </ul> Government <ul style="list-style-type: none"> <li>5 Stakeholders</li> </ul> Industry <ul style="list-style-type: none"> <li>6 Stakeholders</li> </ul> Community <ul style="list-style-type: none"> <li>185 Stakeholders</li> </ul>
8 Stakeholder groups in the core network	Academia <ul style="list-style-type: none"> <li>6 Higher Education Institutions</li> </ul> Government <ul style="list-style-type: none"> <li>Provincial Department of Health in 2 Provinces</li> </ul> Industry <ul style="list-style-type: none"> <li>Private Practices in 4 health specialist fields</li> <li>1 Media Company</li> <li>1 Organisation</li> </ul> Community <ul style="list-style-type: none"> <li>10 NoW! Champions (6 still active; 4 reassigned/resigned)</li> <li>5 Community Forum members (members from 2 groups)</li> <li>170 NoW! group participants (participants from 10 groups)</li> </ul>
634 Stakeholders in the extended network	56 Stakeholders from the Government 2 Stakeholders from Industry 576 Stakeholders in the transdisciplinary community (ACT-1 and TD Network)
7 Stakeholder groups in the extended network	Government <ul style="list-style-type: none"> <li>56 Government Officials on Provincial-, District-, and Sub-district levels within NWDoh</li> </ul> Industry <ul style="list-style-type: none"> <li>2 Organisation</li> </ul> Community <ul style="list-style-type: none"> <li>Additional presenters of the First Africa Conference on Transdisciplinarity (ACT-1) (56)</li> <li>Additional Registered delegates of the First Africa Conference on Transdisciplinarity (ACT-1) (441)</li> <li>DoH groups (8)</li> <li>Transdisciplinary Community via Transdisciplinary (TD) Network (79)</li> <li>Broader Public via Facebook, LinkedIn, Instagram (439 312)</li> </ul>
<b>Note – To determine the number of stakeholders reached in the actual and digital footprint, the stakeholders were counted more than once if they were involved in various ways.</b>	
Reach of the actual footprint in communities	<ul style="list-style-type: none"> <li>Community Forum members (5)</li> <li>NoW! Champions (10)</li> <li>Delegates attending Health Promotion Summit (56)</li> <li>Stakeholders involved in NoW! Training Event (excluding NoW! Champions) (19)</li> </ul>
Reach of the virtual footprint in communities\	<ul style="list-style-type: none"> <li>Reached broader public through Facebook, LinkedIn, Instagram (439 312 views on various posts from multiple events)</li> <li>Reached Community Forum members, NoW! Champions, Academia, Government, and Industry through WhatsApp groups and email (33 stakeholders)</li> <li>Reached Government Network through WhatsApp and email (8 network groups)</li> <li>Reached transdisciplinary community through ACT-1 and TD Network (576 stakeholders)</li> </ul>

**Table 2: Stakeholders involved in the various initiatives and events within the Sustainable Health Promotion and Wellbeing Project**

Wellness Project (WP) 2019 – 2020	
■	AUTHeR core research team [Stakeholder group: Academia] 1. Researcher 2. Researcher 3. Researcher
Sustainable Health Promotion and Wellbeing Project (SHPWP) 2021	
■	AUTHeR core research team [Stakeholder group: Academia] 1. Researcher 2. Researcher 3. Researcher
CIR-Office 2019 – 2021	
■	Core CIR team [Stakeholder group: Academia] 2021 2. CIR Manager 3. Implementation of Expertise Officer, Monitoring and Evaluation Officer 4. Logistics Officer, Monitoring and Evaluation Officer 5. Field Officer
●	2020 2. CIR Manager 3. Implementation of Expertise Officer, Monitoring and Evaluation Officer 4. Logistics Officer, Monitoring and Evaluation Officer 6. Community Engagement Intern, Field Officer 7. Community Engagement Intern 2019 2. CIR Manager 3. Implementation of Expertise Officer 4. Logistics Officer 8. Community Engagement Intern 9. Monitoring and Evaluation Officer 10. Community Engagement Intern 11. Field Officer
5 Things on a Friday Initiative 2020 – 2021	
■	Core team [Stakeholder group: Academia] 2021 2. Manager 3. Coordinator 6. Team member
●	20. Graphic Designer 2020 2. Manager 3. Coordinator 6. Team member 17. Graphic Designer
●	AUTHeR MAPP-team [Stakeholder group: Academia] 2021 12. Internal academic collaborator 13. Internal academic collaborator 14. Student Intern 2020 12. Internal academic collaborator 13. Internal academic collaborator 15. Student Intern
●	AUTHeR PURE-team [Stakeholder group: Academia] 2021 16. Internal academic collaborator 5. Internal academic collaborator 6. Internal academic collaborator 2020 16. Internal academic collaborator 17. Internal academic collaborator
●	NWU: Human Movement Sciences - Biokinetics Programme [Stakeholder group: Academia] 2020 - 2021 18. Internal academic collaborator
●	NWU: THUSO [Stakeholder group: Academia] 2020 - 2021 19. Contact at THUSO
●	NWU: Marketing and Student Recruitment [Stakeholder group: Academia] 2021 20. NWU Graphic Designer 21. NWU Graphic Designer
◆	Practitioner: InTouch Message Therapist [Stakeholder group: Industry] 2021 22. External private practice collaborator
◆	Practitioner: Marietjie Stander Biokineticist [Stakeholder group: Industry] 2021 23. External private practice collaborator
◆	Practitioner: Cayline Goodchild Dietitian [Stakeholder group: Industry] 2020 - 2021 24. External private practice collaborator
◆	Practitioner: Centre for Diabetes & Endocrinology [Stakeholder group: Industry] 2020 25. External health care provider
◆	Sefako Makgatho Health Science University (SMU) Network 2021 34. External academic collaborator from SMU [Stakeholder group: Academia] 35. External collaborator from South African Vaccination and Immunisation Centre (SAVIC) [Stakeholder group: Industry] 36. External collaborator from World Health Organisation (WHO), South Africa [Stakeholder group: Industry]
■	Western Cape Department of Health [Stakeholder group: Government] 2020 - 2021 26. WCDoH Liaison

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	Western Cape on Wellness! Liaison [Stakeholder group: Industry] 2020 26. WoW!: Liaison
	North West Department of Health [Stakeholder group: Government] 2020 - 2021 33. NWDoH Liaison
	Jake Media linked to NWU [Stakeholder group: Industry] 2020 - 2021 32. NWU Faculty of Health Sciences social media contact
	Community forum members: <a href="#">WhatsApp group</a> [Stakeholder group: Community] 2020 - 2021 27. Community forum member (Ganyesa) 28. Community forum member (Ganyesa) 29. Community forum member (Ganyesa) 30. Community forum member (Jankempdor) 31. Community forum member (Jankempdor)
	NoW! Champions linked to North West Department of Health (NWDoH) [Stakeholder group: Community] 2020 * NoW! Champions linked to NWDoH (no longer active) 49. Health promoter 55. Love Life representative 56. Love Life representative 57. Youth centre coordinator
	NoW! Champions linked to NWDoH [Stakeholder group: Community] 2020 – 2021 * NoW! Champions linked to NWDoH (still active by the end of 2021) 50. Health promoter 51. Health promoter 52. Health promoter 53. Health promoter 54. Health promoter 58. Health promoter
	NWU: Management-level [Stakeholder group: Academia] 71. NWU NoW! collaborator
	Jake Media: linked to NWU ( <a href="#">Facebook</a> ) reached through 5 Things on a Friday Initiative 2021 32. NWU Faculty of Health Sciences social media contact [Stakeholder group: Industry] 76. NWU FHS Facebook Network: 15 564 views on 16 posts [Stakeholder group: Community] 2020 32. NWU Faculty of Health Sciences social media contact [Stakeholder group: Industry] 77. NWU FHS Facebook Network: 37 773 views on 26 posts [Stakeholder group: Community]
	Centre for Diabetes and endocrinology (CDE): CDE Network ( <a href="#">Facebook</a> , <a href="#">LinkedIn</a> , <a href="#">Instagram</a> ) reached through 5 Things on a Friday Initiative 2020 25. External health care provider [Stakeholder group: Industry] 72. CDE Facebook network (528 views) on one post [Stakeholder group: Community] 73. CDE Instagram network (75 views) on one post [Stakeholder group: Community] 74. CDE LinkedIn network (56 views) on one post [Stakeholder group: Community]
	NWDoH Network ( <a href="#">Email</a> , <a href="#">WhatsApp</a> ) reached through 5 Things on a Friday Initiative 2020 33. NWDoH Liaison [Stakeholder group: Government] 79. NWDoH email / WhatsApp Network (8 groups) [Stakeholder group: Community]
	SMU Network reached through 5 Things on a Friday Initiative 2021 34. External academic collaborator from SMU [Stakeholder group: Academia] 75. SMU Facebook Network (1 network) – 24 000 followers [Stakeholder group: Community] 94. SMU Twitter Network (1 network) – 8 414 followers [Stakeholder group: Community] 95. SMU Instagram Network (1 network) – 6 478 followers [Stakeholder group: Community]
	South African Vaccination and immunisation Centre (SAVIC) Network reached through the 5 Things on a Friday Initiative 2021 35. External collaborator from SAVIC [Stakeholder group: Industry] 96. SAVIC Facebook Network (1 network) – 259 followers [Stakeholder group: Community] 97. SAVIC Twitter Network (1 network) – 140 followers [Stakeholder group: Community] 98. SAVIC Instagram Network (1 network) – 39 followers [Stakeholder group: Community]
	Public Health Pharmacy Management (PHPM) Network reached through the 5 Things on a Friday Initiative 2021 34. External academic collaborator from SMU [Stakeholder group: Academia] 36. External collaborator from WHO, South Africa [Stakeholder group: Industry] 99. PHPM Facebook Network (1 network) – 2 181 followers [Stakeholder group: Community] 100. PHPM Twitter Network (1 network) – 1 981 followers [Stakeholder group: Community] 101. PHPM Instagram Network (1 network) – 773 followers [Stakeholder group: Community]
<b>Cobuntu Project 2020</b>	
	Core team [Stakeholder group: Academia] 1. Principal Investigator 2. Project manager 3. Team member 4. Translator 5. Translator 6. Team member 16. Team member 17. Graphic designer
	Jake Media linked to NWU [Stakeholder group: Industry] 32. NWU Faculty of Health Sciences social media contact
	Community forum members: <a href="#">WhatsApp group</a> [Stakeholder group: Community] 27. Community forum member (Ganyesa) 28. Community forum member (Ganyesa) 29. Community forum member (Ganyesa) 30. Community forum member (Jankempdor) 31. Community forum member (Jankempdor)
	NoW! Champions linked to NWDoH [Stakeholder group: Community] 49. Health promoter 55. Love Life representative 56. Love Life representative 57. Youth centre coordinator * NoW! Champions linked to NWDoH (no longer active)

## NWU Community Engagement Report 2021/2022

	<p>NoW! Champions linked to NWDoH [Stakeholder group: Community]</p> <p>50. Health promoter 51. Health promoter 52. Health promoter 53. Health promoter 54. Health promoter 58. Health promoter</p> <p><b>* NoW! Champions linked to NWDoH (still active after reactivation by the end of 2021)</b></p>
	<p>Jake Media link to NWU (<a href="#">Facebook</a>) reached through Cobuntu Project [Stakeholder group: Community]</p> <p>32. NWU Faculty of Health Sciences social media contact 80. NWU FHS Facebook Network: 384 047 views on 14 posts with 22 Infographics</p>
<b>NoW! Training Event 2019</b>	
 	<p>AUTHeR colleagues [Stakeholder group: Academia]</p> <p>1. Researcher in NoW! Initiative 2. Researcher in NoW! Initiative 4. CIR-Logistic Officer 6. Research assistant</p>
  	<p>Training facilitators</p> <p>26. WoW! Expert [Stakeholder group: Government] 17. Internal academic collaborator <b>[Stakeholder group: Academia]</b> 3. Researcher in NoW! Initiative <b>[Stakeholder group: Academia]</b></p>
	<p>NWU: Programme for Psychosocial Education - Educational Psychology Subject Group [Stakeholder group: Academia]</p> <p>37. Internal academic collaborator 38. Internal academic collaborator</p>
	<p>NWU: Educational Psychology students [Stakeholder group: Academia]</p> <p>39. Potential wellness champions 40. Potential wellness champions 41. Potential wellness champions 42. Potential wellness champions 43. Potential wellness champions 44. Potential wellness champions 45. Potential wellness champions 46. Potential wellness champions 47. Potential wellness champions 48. Potential wellness champions</p>
	<p>NWDoH: Health promoters [Stakeholder group: Community]</p> <p>2019 - *no longer active 49. Potential wellness champions</p>
	<p>NWDoH: Health promoters [Stakeholder group: Community]</p> <p>2019 – 2021 - *still active</p> <p>50. Potential wellness champions (originally from Premiers Office) 51. Potential wellness champions 52. Potential wellness champions 53. Potential wellness champions 54. Potential wellness champions</p>
	<p>NGO: Love Life wellness champions [Stakeholder group: Community]</p> <p>2019 – 2020- *no longer active</p> <p>55. Potential wellness champions 56. Potential wellness champions</p>
	<p>Youth centre coordinator [Stakeholder group: Community]</p> <p>2019 – 2020 *no longer active 57. Potential wellness champions</p>
	<p>Premiers Office: Health promotion coordinator wellness champions [Stakeholder group: Community]</p> <p>2019 – 2021 *still active 58. Potential wellness champions</p>
<b>NoW! Initiative 2019 – 2021</b>	
  	<p>Core team [Stakeholder group: Academia]</p> <p>2021</p> <p>1. Primary Investigator NoW! 2. NoW! manager 3. NoW! coordinator 33. NoW! Driver from NW DoH 50. NoW! Champion</p> <p>2019-2020</p> <p>1. Primary Investigator NoW! 2. NoW! manager 3. NoW! coordinator 26. WoW! expert 33. NoW! Driver from NW DoH 71. NWU NoW! collaborator</p>
	<p>Western Cape Department of Health [Stakeholder group: Government]</p> <p>2019 - 2021 26. WCDOH Liaison</p>
	<p>Western Cape on Wellness! (WoW!) [Stakeholder group: Industry]</p> <p>2019 - 2021 26. WoW!: Liaison</p>
	<p>North West on Wellness! (NoW!) [Stakeholder group: Industry]</p> <p>2019 - 2021 33. NoW! Liaison</p>
	<p>North West Department of Health (NWDoH) [Stakeholder group: Government]</p> <p>2019 - 2021 33. NoW! Liaison</p>
	<p>NWDoH: Health promoters [Stakeholder group: Community]</p> <p>Only active up to the end of 2019 – reassigned 49. Trained wellness champions</p>
	<p>Active NoW! Champions [Stakeholder group: Community]</p> <p>Still active after reactivation by the end of 2021</p> <p>50. Trained wellness champions 51. Trained wellness champions 52. Trained wellness champions 53. Trained wellness champions 54. Trained wellness champions</p>

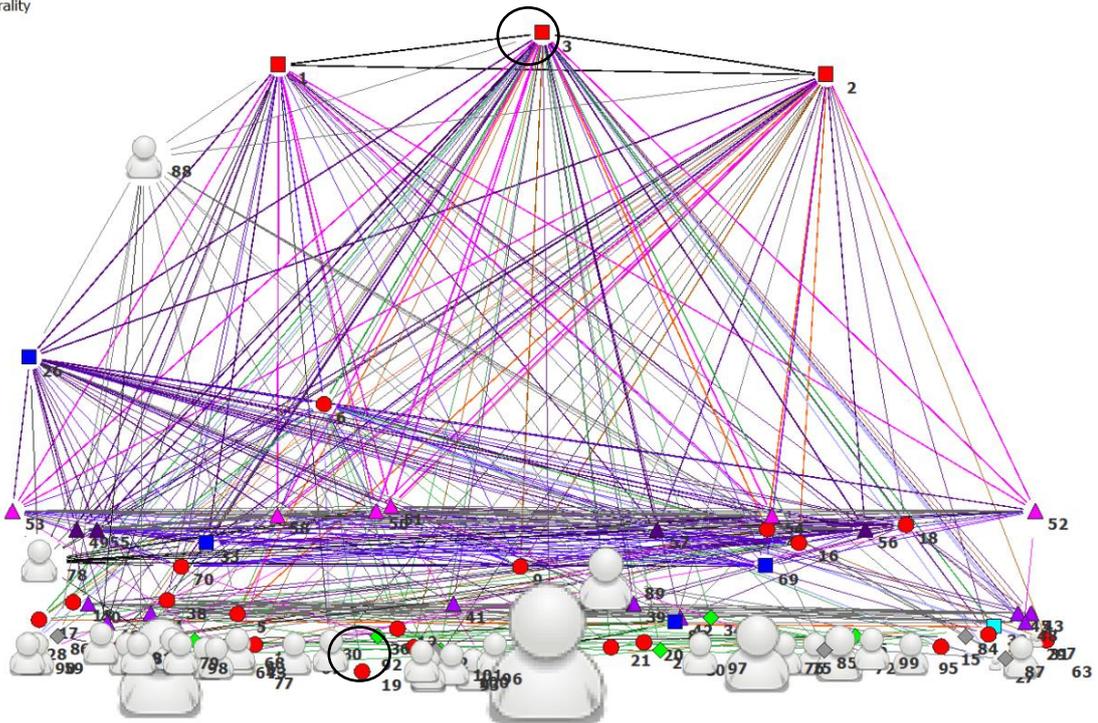
## NWU Community Engagement Report 2021/2022

	58. Trained wellness champions
	NGO: Love Life wellness champions [Stakeholder group: Community] Only active for 2019 and part for 2020 – reassigned/resigned 55. Trained wellness champions 56. Trained wellness champions
	Youth centre coordinator [Stakeholder group: Community] Only active for 2019 and part for 2020 – reassigned/resigned 57. Trained wellness champions
	Wellness Groups established by wellness champions (NoW! roll-out) [Stakeholder group: Community] Functioning after reactivation in 2021 59. Schwazerenike Group (20 participants) 60. Mogopa Group (7 participants) 61. Goedgevonden Group (8 participants) 62. Koster Group (10 participants) 63. Potchefstroom Group (16 participants) 64. Potchefstroom Group (12 participants) 65. Khuma Group (26 participants) 66. Jouberton Group (16 participants) 67. Delareyville Group (25 participants) 68. Mmabatho Group (30 participants)
<b>Health Promotion Summit 2019</b>	
 	AUTHeR team [Stakeholder group: Academia] 1. Researcher in NoW! Initiative 2. Researcher in NoW! Initiative 3. Researcher in NoW! Initiative 6. World Café Facilitator 9. World Café Facilitator 16. World Café Facilitator 70. World Café Facilitator
	NoW! Champions linked to NWDoH [Stakeholder group: Community] 49. Trained wellness champion who was reassigned or resigned 55. Trained wellness champion who was reassigned or resigned 56. Trained wellness champion who was reassigned or resigned 57. Trained wellness champion who was reassigned or resigned * NoW! Champions linked to NWDoH (no longer active)
	NoW! Champions linked to NWDoH [Stakeholder group: Community] 50. Trained wellness champion who established one or more NoW! groups 51. Trained wellness champion who established one or more NoW! groups 52. Trained wellness champion who established one or more NoW! groups 53. Trained wellness champion who established one or more NoW! groups 54. Trained wellness champion who established one or more NoW! groups 58. Trained wellness champion who established one or more NoW! groups * NoW! Champions linked to NWDoH (still active after reactivation by the end of 2021)
	Western Cape Department of Health [Stakeholder group: Government] 26. WCDH Liaison
	Western Cape on Wellness! (WoW!) [Stakeholder group: Industry] 26. WoW!: Liaison
	North West on Wellness! (NoW!) [Stakeholder group: Industry] 33. NoW! Liaison
	North West Department of Health (NWDoH) [Stakeholder group: Government] 33. NoW! Liaison
	NWDoH Network: Health Promotion Summit attendees [Stakeholder group: Government] 69. MEC Health 78. Health Promotion Summit attendees (55 delegates) <ul style="list-style-type: none"> <li>• Policy and Planning</li> <li>• Human Resource Management</li> <li>• Financial Services</li> <li>• Nutrition</li> <li>• Water and Sanitation</li> <li>• Health</li> <li>• Mental Health</li> <li>• Environmental Health</li> <li>• Health Promotion</li> <li>• Health and Wellness</li> <li>• Primary Health Care (PHC)</li> <li>• HIV Prevention</li> <li>• Antiretroviral Therapy (ART) and Tuberculosis (TB)</li> <li>• HIV and AIDS / STI / TB (HAST) and Maternal Child and Women's Health (MCWH)</li> <li>• Personal Care Aide (PCA)</li> <li>• Autism Spectrum Disorders (ASD)</li> <li>• Quality Assurance (QA)</li> <li>• HOSPICE</li> <li>• Emergency Medical Services (EMS)</li> <li>• Other</li> <li>• Democratic Nursing Organisation of South Africa</li> <li>• Advocacy Communication and Social Mobilization (ACSM)</li> <li>• Media and Communication</li> </ul>
<b>First Africa Conference on Transdisciplinarity (ACT-1) 2021</b>	
	Conference Organiser 2. Conference organiser
 	Organising Committee 16. Committee member from AUTHeR 2. Committee member from AUTHeR/CIR 3. Committee member from AUTHeR/CIR 5. Committee member from AUTHeR/CIR 4. Committee member from AUTHeR/CIR 6. Committee member from AUTHeR 81. Committee member from NWU
 	Scientific Committee 1. Committee member from AUTHeR 16. Committee member from AUTHeR 13. Committee member from AUTHeR 2. Committee member from AUTHeR 12. Committee member from AUTHeR

 	<p>3. Committee member from AUTHeR</p> <p>Speakers</p> <p>26. Keynote Address - NCDoH                  82. Keynote Address (co-author) – NCDoH                  83. Keynote Address - University of Cape Town and NCDoH                  84. Keynote Address - Swansea University                  85. Keynote Address - NWDoh                  86. Keynote Address - Stellenbosch University                  87. Keynote Address - Emory University</p>
  	<p>Presenters and co-presenters/co-authors</p> <p>2021.*Presenters who presented more than once were only counted once.</p> <p>1. Presenter from AUTHeR                  2. Presenter from AUTHeR                  3. Presenter from AUTHeR                  5. Presenter from AUTHeR                  6. Presenter from AUTHeR                  13. Presenter from AUTHeR                  16. Presenter from AUTHeR                  88. Additional presenters/co-presenter/co-authors (56)</p>
    	<p>Registered Delegates</p> <p>2021</p> <p>26. Keynote Address - NCDoH                  82. Keynote Address (co-author) – NCDoH                  83. Keynote Address - University of Cape Town and NCDoH                  84. Keynote Address - Swansea University                  85. Keynote Address - NWDoh                  86. Keynote Address - Stellenbosch University                  87. Keynote Address - Emory University</p> <p>1. Presenter from AUTHeR                  2. Presenter from AUTHeR                  3. Presenter from AUTHeR                  5. Presenter from AUTHeR                  6. Presenter from AUTHeR                  13. Presenter from AUTHeR                  16. Presenter from AUTHeR                  88. Additional presenters/co-presenter/co-authors (56)                  89. Additional Registered Delegates (441)</p>
	<p>Broader Public (<a href="#">LinkedIn</a>) reached through sharing ACT-1 post</p> <p>2021</p> <p>2. Conference Organiser                  90. Broader Public (Christi – LinkedIn) (601) on one post</p>
Africa Transdisciplinary (TD) Network	
	<p>Registered members</p> <p>2021</p> <p>83. Keynote Speaker - International                  84. Keynote Speaker - National                  86. Keynote Speaker -International</p> <p>2. Presenter from AUTHeR                  16. Presenter from AUTHeR                  1. Presenter from AUTHeR                  91. Additional Members (79)</p>
	<p>Broader Public (<a href="#">LinkedIn</a>) reached through sharing TD Blog Posts</p> <p>2021</p> <p>2. Conference Organiser                  92. Broader Public (Christi – LinkedIn) (309) on one post – Director of AUTHeR                  93. Broader Public (Christi – LinkedIn) (250) on one post – Keynote Speaker</p>

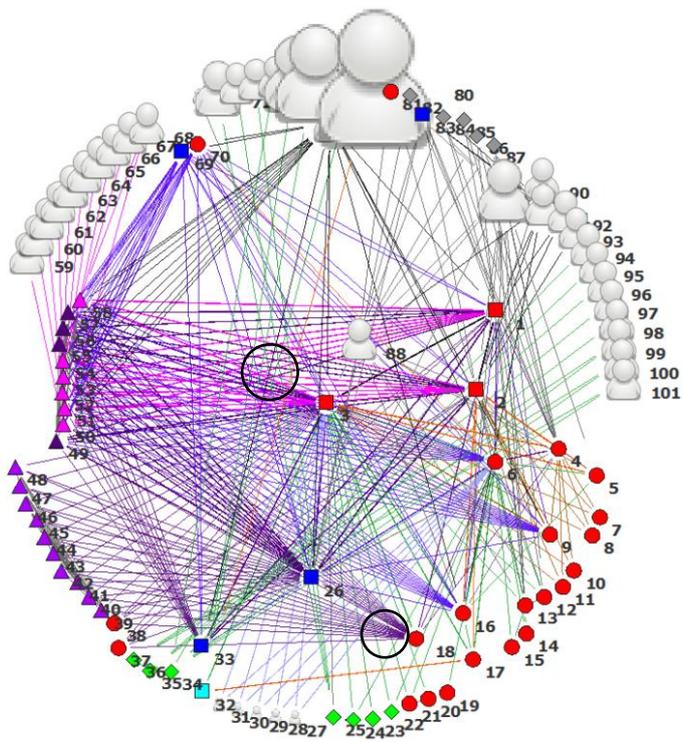
This undirected network included 101 actors (nodes) and was structurally symmetric, with the arc reciprocity (1327/1327) and the dyad reciprocity (459/459) being both 1. Figure 3 depicts the Degree Centrality (DC; the sum of the weights of the edges attached to a node) on all levels, whereas Figure 4 illustrates the radial DC. The DC sum was 1327. The DC classes were 26. The maximum DC was 0.100980 (node 3), and the minimum DC was 0.000754 (node 19).

SocNetV  
Degree Centrality



Degree Centrality on all levels

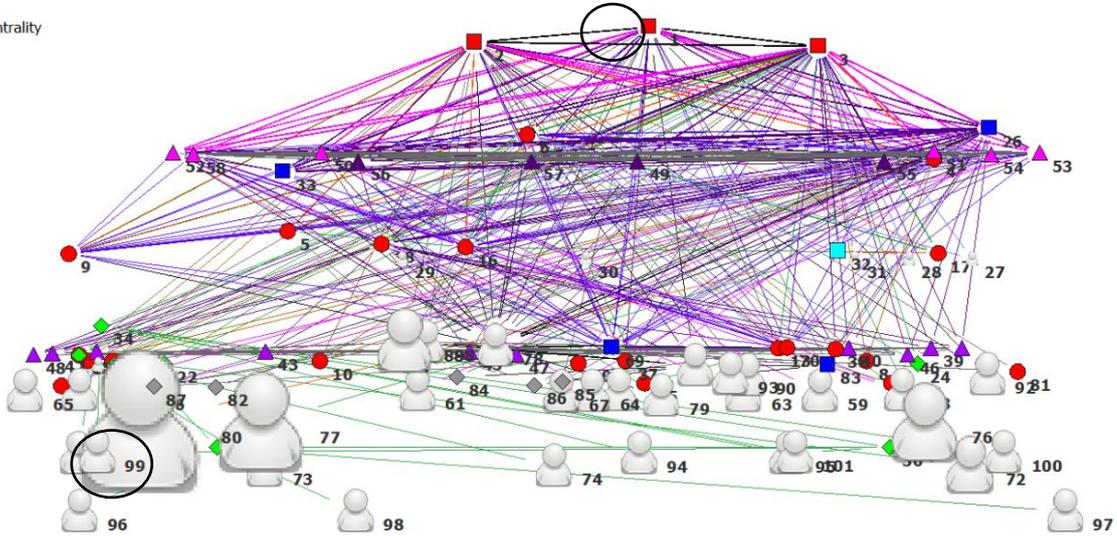
SocNetV  
Radial Degree Centrality



Radial Degree Centrality

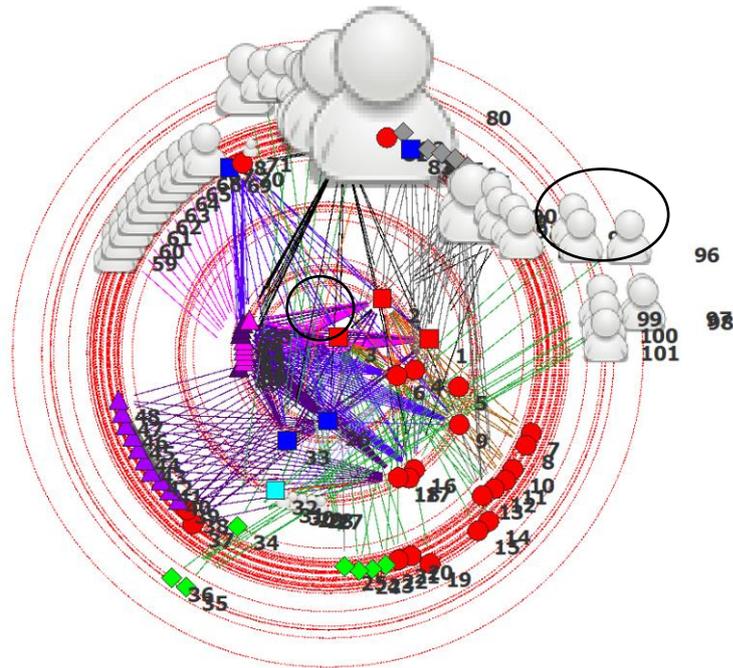
Figure 5 depicts the Closeness Centrality (CC; the inverted sum of the geodesic distance from each node) on all levels, whereas Figure 6 illustrates the radial CC. The CC sum was 0.544516, whereas the CC classes were 59. The maximum CC was 0.010477 (node 3), and the minimum DC was 0.0002947 (node 96).

SocNetV  
Closeness Centrality



### Closeness Centrality on all levels

SocNetV  
Radial Closeness Centrality



### Radial Closeness Centrality

## Concluding Remarks

The stakeholder connections within the established health promotion network within the North West Province (NWP) were successfully mapped out. Furthermore, the SNA allowed the researchers to demonstrate the reach of the actual and virtual footprint AUPHeR managed to create within various communities in the North West Province and beyond. It can be concluded that the health promotion network within the NWP has shown significant growth within the past year and has been extended to include other networks beyond the NWP.

## References

Serrat, O. 2017. Social Network Analysis. In: Knowledge Solutions. Springer, Singapore.  
[https://doi.org/10.1007/978-981-10-0983-9\\_9](https://doi.org/10.1007/978-981-10-0983-9_9).

Smit, L.C., Dikken, J., Schuurmans M.J., de Wit, N. & Bleijenberg, N. 2020. Value of social network analysis for developing and evaluating complex healthcare interventions: a scoping review. *BMJ Open*, 10:e039681. <https://doi:10.1136/bmjopen-2020-039681>.

## Case study 3: North West Department of Health and North-West University community engagement activity audit 2021

### Executive Summary

In 2021 the Africa Unit For Transdisciplinary Health Research within the Faculty of Health Sciences at North-West University compiled a comprehensive audit of all the health-related projects in collaboration with the North West Department of Health. The purpose of the audit was to inform the North West Department of Health(NWDoH) of all the health-related projects conducted by the North-West University(NWU) in all the different faculties within the North West Province(NWP). The audit will also inform how current projects can support the clinical training platform antecedent to the School of Medicine.

The AUTHeR Team developed the Audit tool as a survey in the Teams platform. The invitation to partake was circulated through email to all faculties in the NWU and closed on 28 June 2021. The audit recorded 101 projects that provided the opportunity to get a collective view of the community engagement done by the NWU. The individual elements identified potential risks to the NWU and NWDoH. The Audit report aims to identify best practices, lessons learned, and a strategic direction for all faculties in the NWU to plan and implement engaged scholarship with sustainable impact instead of haphazard community engagement activities implemented in a fragmented manner by individual role-players in the NWU. The NWDoH is one of our significant stakeholders with our province's mandate for health care. Therefore, proper engagement practices will balance the more structural operations typical to the Faculty of Health Sciences and the more informal approaches of other faculties. This report can contribute to realising the NWU's annual performance plan.

The report presentation format:

- SWOT analysis
- Action plan
- Criteria of information collected for information collected in the audit
- Data presentation summary
- Reporting scenarios for the discussion per faculty
- Conclusion

## SWOT Analysis

The following SWOT analysis provides a summary of the critical aspects highlighted in the audit:

### Strengths:

1. Existing relationship: The NWU has a strong footprint within the NWDoH. This footprint mainly includes research and innovation and teaching and learning activities. That implies a strong existing relationship between the two institutions that can be further developed towards long-term sustainable interventions that are mutually beneficial.
2. Valuable resources shared with the NWDoH: Various resources are invested in these projects and can create a potential benefit for the NWDoH that can be capitalised on.
3. Available information: Academics reported the basic information on their project activities.
4. Baseline data: The audit results guide future engagements and current research themes.
5. LIKE THE CIR OFFICE, the audit identified existing CE practices in the NWU with the possibility of expansion towards sustainable relationship management.

### Weaknesses:

1. Identification and reporting of stakeholders: Most projects were able to identify internal stakeholders, but few were able to identify external stakeholders. The omission of stakeholder information is a significant concern.
2. Duplication of project registrations for audit purposes: This may be due to a lack of understanding of the purpose of the audit or weak communication channels.
3. Monitoring and evaluation: None of the projects identified monitoring and evaluation processes in these projects. HREC requires research and innovation projects in the Faculty of Health Sciences to include monitoring and evaluation aspects in the research proposal and the ethics application. Therefore, the project leaders may not understand what was reported.
4. The indication of sustainable impact without identifying an M&E process: The inability of the academics to identify that research projects registered with HREC require monitoring and evaluation processes is a risk.
5. Research not being implemented: The amount of Research and Innovation projects stopping with the thesis or the dissertation and not going further towards change and impact is alarming. The implication is that research is not disseminated in a way that will facilitate impact.
6. Sources of funding: Some research projects are funded, but many are not funded. The lack of funding sources may be unclear, but the implication is that these practices may lead to the misappropriation of funds.
7. A fragmented approach to university activities: Teaching and learning, service delivery and community engagement activities were not funded – an integrated approach to activities is required to align research and innovation with teaching and learning and community engagement. An integrated system like the CIR office is essential to optimise impact.
8. The disconnect between academics on when, how, and what should be reported and the gap in the understanding of integrated scholarship was highlighted in this audit.

#### Opportunities:

1. A unified faculty approach to include both campuses in the North West Province: The opportunity for capacity building and sharing resources when collaboration exists between the Potchefstroom and the Mafikeng Campuses.
2. A centralised approach to Engaged Research activities: One centralised point of contact between the NWU and the NWDoH will optimise the interaction between the parties.
3. Activities focused on impact: Closing the loop to ensure that dissemination of results back to the NWDoH and to evaluate the impact of interventions like Work Integrated Learning and Service Delivery towards the sustainable impact of these interventions will ensure a long-term mutually beneficial relationship.

#### Threats:

1. Communication barrier risks: The audit highlighted the disconnect and lack of two-way communication that will inhibit reciprocal action.
2. Vulnerability of relationships: To establish long-term mutually beneficial relationships requires transparency, trust, and effort. The lack of standard operating procedures and feedback communication and the lack of expectation management creates a risk.
3. Project failure: Current practices risk project failure due to poor CE practices, policies and procedures.
4. Unreported negative impacts: The current reporting practices limit the long-term reporting of actual impacts in communities.

## Action Plan

The AUTHeR Team proposes the following four-step action plan to manage the risks identified in the audit:

1. The development of a formal clinical training platform: Formalised relationships in developing a platform to coordinate, enable, structure, regulate and report activities conducted by the NWU in the NWDoH through a centralised point and in a standardised manner.
2. Establishing transparent financial management processes: Sound financial management principles embedded in a Standard Operating Procedure(SOP) enable efficient budgeting, spending, auditing, and reporting of any funds utilised. This SOP should form part of the financial management system of each faculty.
3. Mandatory reporting of activities: A minimum reporting standard template is compulsory for any activity with the NWDoH, which requires the name, role, contact details, and agreements of each external stakeholder in the project.
4. Training of critical role-players: Mandatory training of all stakeholders at all levels of engagement enables accurate reporting of all activities in the NWDoH.

## Criteria of information collected in the audit

The classification of the different aspects included in the assessment is as follows:

1. Non-functional
2. Partial-functional
3. Functional
4. Highly functional

The classification of criteria for the collection of the information is as follows:

- The purpose of collecting the information?
- What did we find?
- So what?
- Action to be taken

## Data presentation summary

### 1. Title, summary, aims, and objectives of the project – Highly functional:

- **Why did we require this information?** The project title, summary, aims, and objectives provide the basic information about the projects. All registered projects provided the information; thus, this Audit aspect is classified as highly functional. This aspect provided data insight on the themes currently researched in the NWU. Impactful novel research can result from collaboration with the NWDoH and the faculties within the NWU to align the research themes with the actual needs of the department.
- **What did we find?** This information provided the basic Research and Innovation, Teaching Learning, and Service Delivery themes currently prominent in the relationship between the NWDoH and the NWU. The first entry-level academia is informed and efficient in their projects. The depth of the audit provided insight into the challenges for further engagement. The lack of policy and procedure for facilitating and coordinating different types of projects runs the risk of a superficial engagement. It requires reassurance that the relationship is protected, well functioning, and reciprocal. On deeper analysis, it became apparent that risks must be managed and mitigated through appropriate policies, procedures, and structured, coordinated efforts.
- **So what?** Research themes developed by the researchers and lecturers in the NWU do not necessarily correlate with the needs within the NWDoH.
- **Action:** Facilitate conversations to develop a needs-solution matrix implemented by the Social Greenhouse™ social innovation process provided by AUTHeR between the NWU and NWDoH to ensure that the themes included in the projects are relevant to the activities taking place at the grassroots in the NWDoH. Develop policies, procedures, and structures to engage responsibly to facilitate reciprocal action and impact.

### 2. Target location, communities, facilities, services – partial-functional:

- **Why did we require this information:** the target location is vital as some communities are over-exposed to NWU projects while others are under-exposed. Risk management to protect the social capital in communities require explicit identification of target

communities to ensure responsible relationship management towards reciprocal relationships. Communities can consist of actual or virtual communities and is a prerequisite for project implementation. Specific projects require certain community facilities and services to ensure successful implementation.

- **We found that all** the projects indicated a target location, but it was vague, with specific information missing in most instances. This aspect served as the first reveal that the academic as theorist and project manager might not be so genuinely grounded in the project and the community. When academics invest in projects and field visits, contextual understanding becomes essential. Not being able to describe and name the unique context is alarming.
- **So what?** The fact that projects do not provide the information exposes the NWU and the NWDoH to various risks. Over-exposed communities can become vulnerable as a result of the interventions of the NWU in the communities. Stakeholder relationships can become damaged. Projects may require certain facilities or services in these communities to ensure project implementation and may not be aware that those facilities and services are not available. Field visits for any engaged activity are essential. The academic should lead by example and develop relationships with key stakeholders. Without a contextual understanding of your project, it immediately erodes respect reciprocity and risks a one-dimensional lense to social justice.
- **Action:** Develop policies, procedures, and structures to record all engagement steps, including project initiation, in a responsible manner to facilitate reciprocal action and impact.

### 3. Aim of the project - partial-functional:

- **Why did we ask it?** The project aims to provide the general purpose and direction of the project.
- **What did we find?** Only 86% of respondents answered this question. 14% of respondents implemented projects without aims is a risk to the NWU. The description of 36% of the identified aims was vague and without clear direction.
- **So what?** Formulating aims for a project should be compulsory, and projects should not be allowed to commence without a formulated aim.
- **Action:** Develop policies, procedures, and structures to record all engagement steps, including project initiation, in a responsible manner to facilitate reciprocal action and impact.

### 4. Objectives of the project – partial-functioning:

- **Why did we ask it?** Objectives provide measurable outcomes to measure the success of project implementation. Without objectives, it is impossible to track progress and impact.
- **What did we find?** 18% of respondents implemented projects without formulated objectives. Project objectives should be a prerequisite, and the inability to develop project objectives is a management risk to the NWU and the NWDoH.
- **So what?** The haphazard engagement of the different faculties in the NWU with the NWDoH is a risk of relationship management, wastage of resources, and reckless engagement practices.

- **Action:** Implementing policies and procedures to ensure the formulation of the objectives for a project as a prerequisite for project implementation.

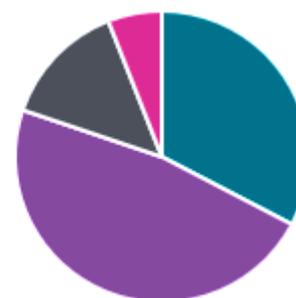
### 5. Target location, communities, facilities and services – partial-functioning:

- **Why did we ask it?** This question allows the researcher to demarcate the project and obtain a collective view of the clustering of activities across the NWU.
- **What did we find?** It provided an overview of integrated scholarship even though research and innovation dominated. Academics' responses are best described on a continuum from a very generalised response to a more detailed one but lack depth and contextual understanding.
- **So what?** The lack of precision and ability to describe the target location, facilities and services emanate the incongruent understanding of these constructs.
- **Action:** Reporting future projects should require a structured format to respond to each aspect because both the NWU and the NWDoH need to know the context of the project. It should be clarified if the project happens in a classroom, a maternity ward, a laboratory or under a tree. Including detailed information in this section should be compulsory for submitting the report.

### 6. How will you cluster this project – partial-functioning:

- **Why did we ask it?** Universities are mandated to engage in activities clustered in these areas. Therefore any project implemented should fall within one of these activities.
- What did we find?

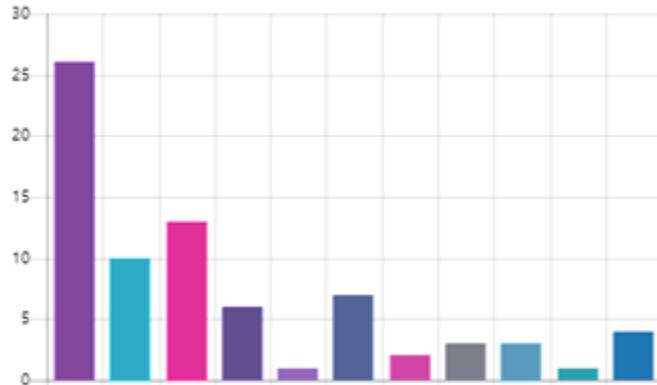
● Teaching & Learning	33
● Research & Innovation	48
● Service delivery	14
● Other	6



- **So what?** Academics are not reporting on activities because the academic is not aware of the terminology of the activity and the required reporting is an identified gap. There might be confusion between Work-integrated learning(WIL) and Community Engagement(CE), Service Learning(SL) and CE. For example, academics conclude that these are only community-dedicated projects and did not understand that each module within a programme that requires entry into the provincial structures and the rendering of any activity within these structures should be reported.
- **Action:** Congruence between the NWU and the NWDoH with agreed terminology. Training for academia and the NWDoH to identify WIL within teaching, research, and innovation. Clarification that WIL and SL are not exclusively linked to Teaching and Learning(TL). But all of these strategies, when absorbed within the provincial structures, include a CE dimension and need coordination, management and reporting.

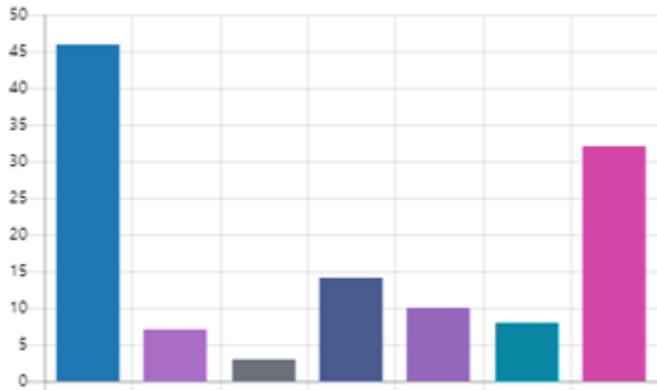
### 7. Teaching and Learning:

● Work-integrated learning	26
● Service learning	10
● Community-based learning	13
● Short courses	6
● Seminars	1
● Workshops	7
● Distance education	2
● Academically-based communi...	3
● Public lectures	3
● Public performances	1
● Other	4



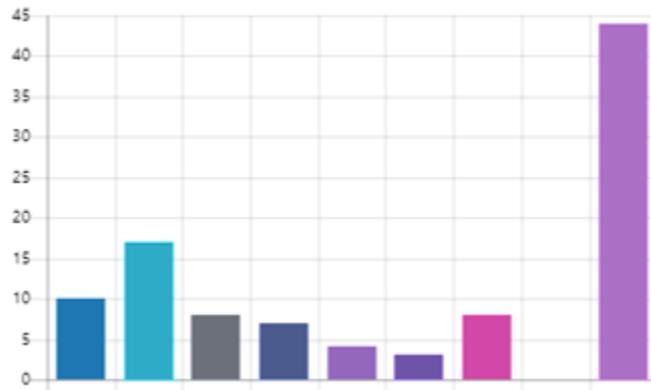
### 8. Research and Innovation:

● Research projects by NWU stu...	46
● Commercialisation initiatives	7
● Corporate funded research	3
● Applied research	14
● Non-profit research	10
● Government research	8
● Other	32



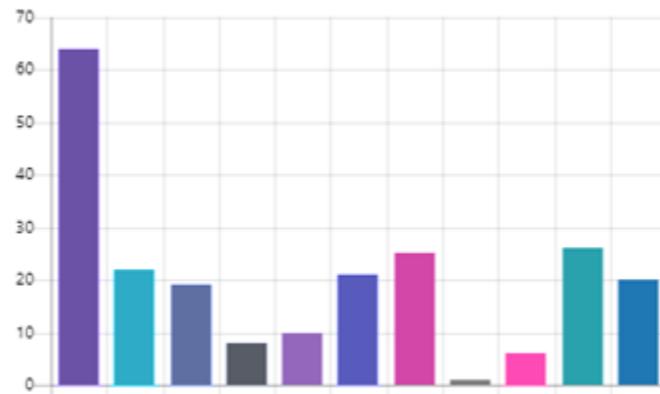
### 9. Service Delivery:

● Outreaches	10
● Awareness campaigns	17
● Policy analysis	8
● Consulting	7
● Technical assistance	4
● Expert testimonies	3
● Needs assessments	8
● Media interviews	0
● Other	44



### 10. How does this project relate to Health:

● Health promotion and public ...	64
● Preventative medicine	22
● Curative care within a specific ...	19
● Rehabilitation	8
● Home-based care	10
● Physical and medical care	21
● Psychosocial care	25
● Spiritual care	1
● Environmental health	6
● Technical support to optimise ...	26
● Other	20

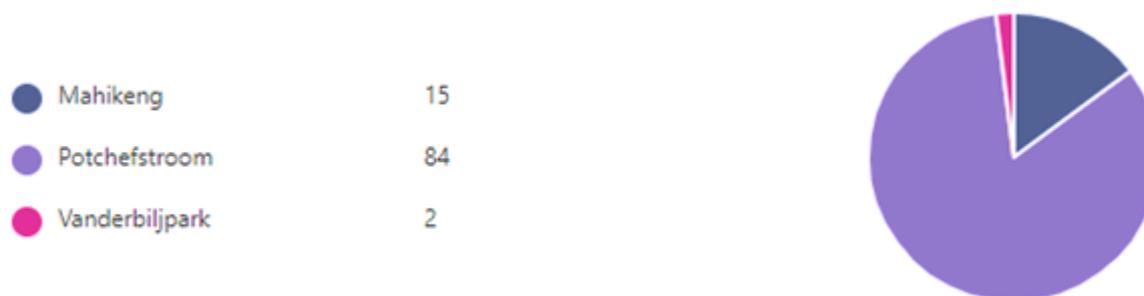


11 -12. Project start and end date - Highly Functional: 100% response rate

13. Project owner contact details - Highly Functional: 100% response rate

14. Faculty, school or entity - Highly Functional: 100% response rate

### 15: Campus - Highly functional: 100% response rate



### 16-18. NWU collaborators – Partial-functioning 90% response rate:

- **Why did we ask it?** Identifying the team members is a prerequisite for ownership, responsibility, rewards and recognition.
- **What did we find?** Underappreciating awareness of the team effort of realising projects in communities.
- **So what?** This aspect risks underreporting the actual activity cost regarding human resources, hours and effort. Omitting team players provides an artificial idea of the simplicity of CE activities while we know the substantial effort required to enable this complex activity. Funding applications and budgets will always be insufficient if we cannot report on this activity.
- **Action:** Identifying different role players in the NWU with their roles and responsibilities will enable risk management and proper reporting on task agreements and should therefore be compulsory.

### 19 & 20. External collaborators – Partial-functioning 74% response rate:

- **Why did we ask it?** Projects do not function in isolation. External collaborators are required to implement projects.
- **What did we find?** Of the 74% of participants who responded, 12% responded none. Therefore 35 projects indicated that they implemented projects without external collaborators. That is an alarming number, and the reason for this low reporting should be further explored.
- **So what?** Reporting on an NWU-based project within the NWDoH context but omitting the external collaborators indicates a high risk. These collaborators may be missed because the academics engaged in the activity without consulting the community. Various risks flow from this: expectation management, keeping commitments, not utilising existing networks, and spending time, money, and effort to establish a new network. Not identifying a community partner risks project failure as the key person in the community cannot be contacted for continuation, monitoring, and evaluation.
- **Action:** No project should be allowed to continue without identifying and formalising the activity with the external collaborator. Identifying and reporting these collaborators to a live database is essential to enable the NWU and the NWDoH to assess and actively identify and manage risks. Management of a correct stakeholder database will allow identifying opportunities, development of long-term sustainable, reciprocal relationships, and social justice.

## 21 & 22. Community collaborators – Non-functional 66% response rate

- **Why did we ask it?** Identifying all stakeholder groups for a project is essential to project planning and successful project implementation.
- **What did we find?** The low response rate is alarming, but only 17% of respondents provided useful information is unacceptable.
- **So what?** Non-reporting community collaborators identify an immense risk for the NWU, the NWDoH and the communities with which these parties interact. Potential collaborations and opportunities are lost because the information is not available.
- **Action:** No project should be allowed to continue without identifying and formalising the activity with the community collaborators.

## 23. Funding – Non-functional 48% indicated no sources of funding or did not respond:

- **Why did we ask it?** Any activity away from campus requires funding; contextual field visits require funding. Funding may cover transport, sustenance, accommodation, workshops, and personal protective equipment are essential cost items.
- **What did we find?** Twenty-three projects did not respond, and another 25 indicated no funding sources. Most of the researchers noted that they utilised their funding. Declared sources of funding mainly included research institutions.
- **So what?** The risk identified is that funds are utilised but not declared, increasing the chances of poor budgeting to be compensated from other funding sources in the school. The risk of incorrect reporting on funding increases the risks of mismanagement of funds and corruption
- **Action:** Training academics to understand the costing of activities and the financial aspect of project management to assure responsible financial management.

## 24. Monitoring and evaluation – Non-functioning no responses:

- **Why did we ask it?** Successful project implementation requires monitoring and evaluation to assess if the project aims, objectives, and planned outcomes are met.
- **What did we find?** No projects indicated a monitoring and evaluation plan, suggesting that the respondents did not understand the question. Other factors may result in this alarming indication that needs further exploration.
- **So what?** All research in the Faculty of Health Sciences requires a monitoring plan to approve the proposal. Therefore there should have been responses to this question.
- **Action:** Further explore the reasons for zero responses to address the issue better.

## 25. Potential short-term impact – partial-functioning 77% response rate:

- **Why did we ask it?** The purpose of this question was to understand better the project owners considering their projects' impact.
- **What did we find?** Of the 77% response rate, 3% indicated not applicable. 74% of respondents considered the potential short-term impact of their project.
- **So what?** Project leaders consider their projects' short-term impact, even though they do not indicate how they will measure the effect, as indicated in the previous question.

- **Action:** Awareness and training of the impact of projects and how to measure and evaluate them.

## 26. Potential long-term impact – partial-functioning 78% response rate:

- **Why did we ask it?** The purpose of this question was to understand better the project owners considering their projects' impact.
- **What did we find?** One respondent indicates not applicable, with the rest providing detailed responses on the project's long-term impact.
- **So what?** Considering the previous two questions, it is interesting that no projects indicated a monitoring and evaluation plan, but many projects indicated some impact. Most of the impacts identified were positive and intentional, meaning the risk that project leaders are unaware that projects can have negative or unintended impacts.
- **Action:** This aspect should be further explored to understand the issues and tailor interventions better.

## Reporting scenarios for the discussion per faculty

The report presents the following different reporting scenarios of the projects per faculty:

1. Well reported projects
2. Basic information provided
3. Poorly reported projects

The following discussion provides a breakdown of the data discussed per faculty:

### Faculty of Humanities – basic information provided:

The Faculty of Humanities registered one project for the Mafikeng campus. The project indicated a link with public Health, health promotion, preventative medicine and physical and medical care. The project had clear aims and objectives and a set timeline, and specific target communities; no internal stakeholders were identified, and only one listed external stakeholder. The project was identified as service-learning. The project had no sources of funding. No monitoring and evaluation processes were identified, but possible short- and long-term impacts were identified.

### Faculty of Law – basic information provided:

The Faculty of Law registered one project situated within the Potchefstroom Campus. The project related to a wide variety of aspects of Health. The project had clearly stated aims and objectives and a specific timeline. Only internal collaborators were identified. The project identified components of teaching-learning, service delivery and research and innovation. NWU bursaries were identified as the source of funding. No processes for monitoring and evaluation were identified, and no short- or long-term impacts were identified.

### **Faculty of Education – well-reported projects:**

Two projects were registered with the CIR database; these projects were explicitly linked with a wide variety of aspects of Health. The projects had clearly stated aims and objectives with identified stakeholders and a set timeline. The projects were developed to include teaching-learning, service delivery and research components. The projects are based at hospitals and schools in local communities and include various stakeholders at the Potchefstroom Campus. Long and short-term impacts were considered. The limitations of the projects are that they do not have formal funding sources and that monitoring and evaluation processes are not in place.

### **Faculty of Natural and Agricultural Sciences – well-reported projects:**

Eleven projects were registered with the CIR database, all linked with a wide variety of aspects of Health. Four projects were situated on the Mahikeng campus and seven on the Potchefstroom Campus. All four projects on the Mahikeng Campus are research and innovation projects. The projects on the Potchefstroom campus are four classified as research and innovation, one as service delivery and two as teaching and learning. Internal and external collaborators were identified, but only two projects identified collaborators within the community. Four projects were funded internally from NWU funding. One project received payment for service delivery, and five were funded from grant applications, with one project indicating no funding sources. None of the projects stated monitoring and evaluation indicators, but all identified potential short-term and sustainable impacts.

### **Faculty of Engineering – basic information provided:**

Eighteen projects were registered with the CIR database for audit purposes. Project 3 and 4 and 14 and 15 were the same project with different aspects reported. All the projects were situated on the Potchefstroom campus. Ten projects were classified as teaching and learning projects, with one project developed as a short course and the other nine final-year student projects. Eight projects were classified as research and innovation with four research projects by students, one doctoral dissertation, one consultation as part of the doctoral dissertation and two conference proceedings. The reporting did not include external collaborators and community collaborators. In the audit, the Faculty of Engineering had projects conducted in a private hospital; ten of the 18 projects were undertaken in private hospitals. Therefore for the audit for the NWDoH, only eight projects were required to report on. However, this information provides a clearer picture of the activities in Health and is therefore included in the audit.

### **Faculty of Health Sciences – well-reported projects:**

For audit purposes, sixty-five projects were registered with the CIR office within the Faculty of Health Sciences. These projects included Research and Innovation, Service Delivery and Work-integrated learning. Projects were mainly initiated from the Potchefstroom Campus, but the faculty has a good representation in the NWDoH on the Mahikeng Campus. Project duplications took place as the schools and research entities overlapped. All the projects had clearly stated aims, objectives, and timelines. External and community collaborators were identified in most instances. Public Health and Health Promotion were identified as the primary research themes in the faculty. Target communities were identified but were vague in some cases. Funding remained an issue as most projects could not identify sources of funding. None of the projects identified monitoring and evaluation systems, but most were able to report on potential short- and long-term impacts.

## Conclusion

The audit provided a baseline assessment of the engagement activities between the NWDoH and the NWU. The data collected through the audit offers strategic direction to strengthen the relationships between these two parties towards long-term, sustainable, reciprocal relationships. The AUTHeR Team conducted a SWOT analysis and developed action steps for further action. Identified gaps in the data collection tool will guide future processes

## Conclusion of the 2021/2022 NWU Community Engagement Report

The 2021/2022 NWU CE Database Report provided a lens of current global trends in sustainability. It engaged scholarship in higher education in **Part 1** for the reader to understand CE in a higher education context. 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 baseline of the reported community engagement activities is presented in association with teaching, learning, research, and Outreach. Activities were also analysed against the 17 Sustainable Development Goals (SDGs). We know that there are still a vast number of under-reported activities, yet we celebrate the available data that now serves as a baseline for future growth. Also, Part 3 presents an evaluation of Faculties' community engagement plans based on the SMART principles, followed by a SWOT analysis. **Part 4** concludes with case studies of engaged scholarship.