

Developing a University-Community Engagement Conceptual Framework and Typology

A Case Study of a South African Comprehensive University

Along with teaching and learning, and research, community engagement is cast as one of the pillars of the South African higher education system. The transformative White Paper on Higher Education of 1997 called upon universities to demonstrate social responsibility and their commitment to the common good by making expertise and infrastructure available in order to be responsive and better serve their communities. One of the key objectives was to promote and develop social responsibility and awareness among students and staff of the role of higher education in social and economic development through engagement with external communities. Differences exist between South African universities on how they conceptualise their engagement activities.

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Introduction

A number of unique factors determine, shape and underpin community engagement conceptual frameworks at South African universities. At a national level engagement has overcome its association with the legislation that initiated the restructuring of South African higher education and, as a result, these universities have started developing engagement conceptual frameworks that are unique to specific institutions.¹ Differing typologies of best practices have developed that best suit the diversity of institutional and developmental contexts. There is not a 'one that fits all' conceptual framework for engagement in South African higher education.² Appropriate engagement for South African higher education cannot be prescribed in a template.³ Owing to its contextual nature, it is impossible to describe and prescribe what worthwhile engagement for all kinds of institutions is; it is a dimension of fitness for purpose – not of purpose. The type of university–community engagement that will take place is therefore dependent on the kind of institution and its academic mission. Within the South African context, engagement conceptual frameworks for higher education are not about setting narrow, tight and exclusionary

definitions, but rather about setting some broad parameters for engagement aimed at establishing a relationship between engagement and the other two core functions of teaching and learning and research. South African universities are diverse in terms of history, politics, geographical positioning, goals and contexts. As engagement is a contextual activity depending on the mission, vision, values, focus areas, types of programme offered, the ingenuity of academics concerned as well as research capacity, institutions will differ in how they engage.⁴ The national goal is for a differentiated higher education system which allows for differentiated interpretations of engagement; there is therefore more than one legitimate kind of engagement which changes as contexts change.

Approaches to Engagement in South Africa

The most common approach to community engagement in South African universities is that it should not be seen as a separate activity but that it should be integrated into the other two core functions of teaching and learning and research.⁵ Engagement should acknowledge the inter-connectedness and integration with other core activities without being exclusionary and is no longer a peripheral or supplementary activity, but something at the core of scholarship in higher education. Engagement should invigorate, enhance and contextualise teaching and learning and contribute to research relevance and opportunities and invigorate the knowledge project.⁶ Engagement therefore needs to be redefined as such and approached in a manner that it is integral to the practice of scholarship. The level and extent of the integration of engagement into the core functions at South African universities varies and differs from university

to university. Engagement has always happened in different forms and times and in institutions that are strong on the 'new regime of technology' engagement is a *fait accompli* and virtually embedded in their core functions.⁷

The Process of Developing an Engagement Conceptual Framework at a South African Comprehensive University

The merger of the University of Port Elizabeth, Vista University and the Port Elizabeth Technikon (University of Technology) in 2005 to form the Nelson Mandela Metropolitan University provided the opportunity to develop an engagement conceptual framework unique to the new institution. In this process, the differing histories of the institutions, the new context of the institution with its new vision and mission, its inherited precepts and practices, as well as the differing understandings, required that existing definitions and interpretations of engagement had to be accommodated with the aim of achieving institutional consensus on an engagement conceptual framework. This required a process of looking back longitudinally in time at how the practices had developed over time and to give recognition and make sense of where the new institution was at the time of the merger. This process has been referred to as 'portraits of practice' of existing engagement activities.⁸ A NMMU Discussion Document on Engagement was developed in 2006 and included the first draft of an engagement conceptual framework. This served the purpose of providing structure for further input and debate on related aspects such as the NMMU's approach to engagement, the philosophy that should underpin engagement activities, engagement governance structures, quality assurance and

monitoring, recognition and reward and engagement support structures.⁹

The development of the engagement conceptual framework occurred through a process of dynamic debate and input on the above aspects, which were characterised by differing understandings and interpretations from diverse constituencies that had to be accommodated in order to achieve institutional consensus. The development of the conceptual framework involved two distinct processes of auditing and documenting all pre-merger and post-merger engagement activities and a process of analysing the data and ordering them into categories. Through this process it was evident that some of the engagement activities spanned categories and that there were links between engaged and non-engaged activities. Moreover, engagement activities often occur along a continuum. The engagement activities were categorised according to (1) their integration and interconnectedness with teaching and learning and research, and (2) peripheral activities which supplemented the core functions of the institution.¹⁰

The NMMU Engagement Conceptual Framework

The four broad categories comprising the NMMU Engagement Conceptual Framework are reflected in the table below. It should, however, be noted that the engagement activities falling into these categories are often linked, interdependent, synergistic and integrated and may fall into more than one category, but for the purposes of ordering and recording these activities and providing structure, the conceptual framework attempts to categorise these activities as accurately as possible.

- Engagement through community interaction, service and outreach

- Engagement through professional/discipline-based service provision
- Engagement through teaching and learning
- Engagement through research and scholarship

Engagement through community interaction, service and outreach

The activities falling into this category of engagement include programmes and services which are identified by the university and are designed to inform local communities or to improve the quality of life of under-served or marginalised sectors of the community.¹¹ Programmes of this nature are usually initiated from within a department, faculty or the institution. These initiatives may be generated in response to requests from the community, but do not imply a mutually beneficial exchange or partnership.¹² In most cases these activities are characterised by a one-way flow of information with the community being a passive recipient and the primary goal being the provision of a service.^{13 14}

Examples of these activities include community outreach projects, volunteerism, access and enrichment programmes (maths, science, engineering), community service and development projects, networking and stakeholder exchanges, information provision, student recruitment programmes, sociocultural and sport activities, student placement, serving on internal and external academic and professional committees and organisations, community organisations as well as serving on non-academic community organisations and committees. These activities are performed by academics, students, professional support and administrative staff.

Engagement through professional/discipline-based service provision

This is service to the internal and external communities that relates to the academic discipline or staff member's role at the university.

Professional and discipline-based service to the internal university community may include increased collaboration and participation in inter-departmental learning communities, faculty committees or institutional task teams and working groups. Professional and discipline-based services to the external community include, inter alia, partnering, services to support or enhance economic and social development, providing consulting help, technical assistance, demonstration projects, impact assessment, public debates and lectures, exhibitions and performance of artistic works.¹⁵

Engagement through teaching and learning

This is the contextualisation of learning in community contexts as well as the experience of participating in or being a part of a community from which learning is gained collaboratively. It includes credit bearing and non-credit bearing course or curriculum-related teaching and learning activities that involve students and staff with a community in mutually beneficial and respectful collaboration. It is characterised by a two-way flow of information and reciprocity; it is done in partnership for mutual benefit.^{16 17}

These interactions address community identified needs, deepen student civic and academic learning, enhance the wellbeing of communities, and enrich teaching, the curriculum and the scholarship of the institution. They include service-learning, work-integrated/based learning, short learning programmes, clinical practice, internships, part-time off-campus programmes, study abroad programmes, seminars and workshops, continuing education and professional development programmes for adults, programme advisory committees as well as discipline-related volunteer opportunities for students, skills development and training partnerships.^{18 19}

Engagement through research and scholarship

This includes research partnerships leading to the direct benefit of external partners, the outcomes of the research lead to improved evidence-based practice. It includes applied research, contract research, demonstration projects, participatory action research, evaluation and impact assessment studies and services, policy analysis, community-based research, technology transfer, innovation and commercialisation.²⁰ It is characterised by research collaboration with community partners, reciprocity, mutual benefit and a co-determination of research design and outcomes and is also referred to as 'democratic research'.²¹ Research that is engaged, is more local (rooted in a particular time and setting), applied, collaborative, multi-directional (in terms of sharing expertise and knowledge gained), and is not always university-centred and campus-bound (i.e. it often occurs in a setting outside of the university).^{22 23 24}

The scholarship of engagement

The scholarship of engagement is a term that captures scholarship in the areas of professional service, teaching and learning and research.²⁵ It involves university staff in mutually beneficial partnerships with the community and has the following characteristics: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigour and peer review.²⁶

The scholarship of engagement connects Boyer's dimensions of scholarship (teaching, discovery, integration, application), when academics apply their expertise to public purposes as a way of contributing to the fulfilment of the core mission of the institution. 'These four dimensions of scholarship interact and form a rich and unified definition of scholarship.'²⁷ It involves a reciprocal, collaborative relationship/

partnership which consists of (1) research, teaching and learning, integration and application scholarship that (2) incorporates reciprocal practices of engagement into the production of knowledge.^{28 29} The scholarship of engagement generally

- draws from many sources of distributed knowledge
- is based on reciprocal partnerships that are mutually beneficial
- is shaped by multiple perspectives and expectations
- is long term, both in effort and impact, often with episodic bursts of progress
- requires diverse strategies and approaches.
- crosses disciplinary lines.^{30 31}

The types of activity and method used for interacting with the external community falling

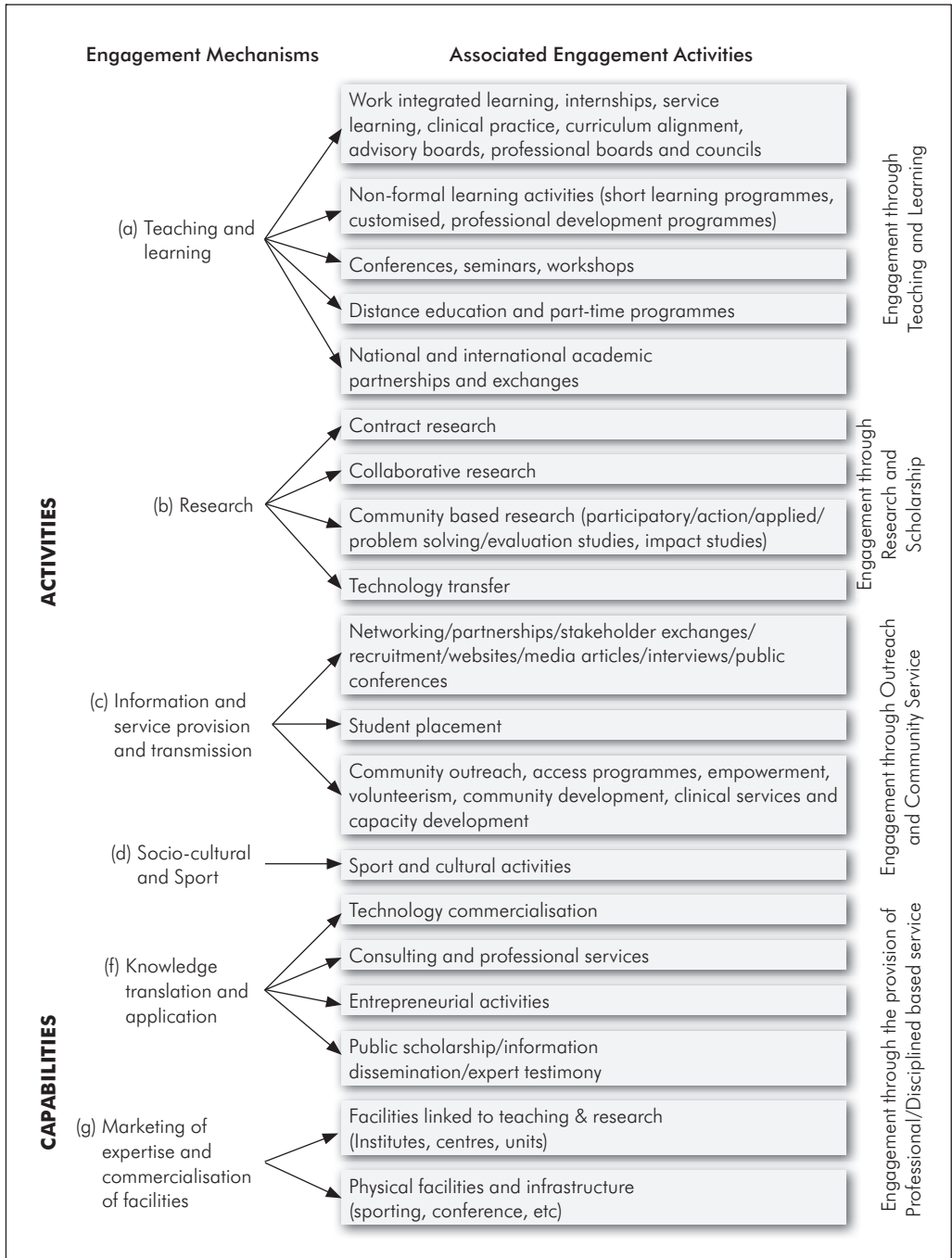
into the above four categories are expanded on in Figure 1. It should be emphasised that the activities and categories are often linked, interdependent, synergistic and integrated. The activities undertaken by academic staff therefore often straddle more than one category of engagement and can be placed on a continuum. For the purposes of providing a diagrammatic representation of the NMMU Engagement Conceptual Framework and Typology, these integrated activities are separated. The framework is further structured according to the basic distinction between what the university does (activities) and what it is able to do (capabilities). The expanded Engagement Conceptual Framework and Typology reflected in Figure 1 provides the structure of the NMMU Engagement Management Information System, used for recording and measuring the nature

Table 1 A diagrammatic representation of the NMMU engagement conceptual framework

Engagement through community interaction, service and outreach	Engagement through professional/ discipline-based service provision	Engagement through teaching and learning	Engagement through research and scholarship
<ul style="list-style-type: none"> • Graduate and student placement • Networking and partnership development • Open days/ careers fairs • Clinical service • Non-discipline-based volunteerism • Media consultation • Outreach programmes to under-served communities • Winter schools • Counselling services • Socio-cultural activities 	<ul style="list-style-type: none"> • Consulting and professional services • Partner in socio-economic projects • Contribute to public debate/conferences • Partnerships with local and national agencies • Research-based policy recommendations • Expert testimony • Public scholarship • Technology commercialisation 	<ul style="list-style-type: none"> • Service learning • Work-integrated/ based learning/ clinical practice • Discipline-related volunteerism • CPD/customised programmes/SLPs • Part-time off-campus programmes • Project-based learning • Internships • Clinical practice • Conferences 	<ul style="list-style-type: none"> • Participatory • Action research • Applied research • Collaborative research • Professional services • Technology transfer • Contract research • Evaluation and impact studies • Problem analysis and solving

Source: De Lange, 2009³²

Figure 1 NMMU engagement conceptual framework and typology



Source: (De Lange, 2010)³⁴

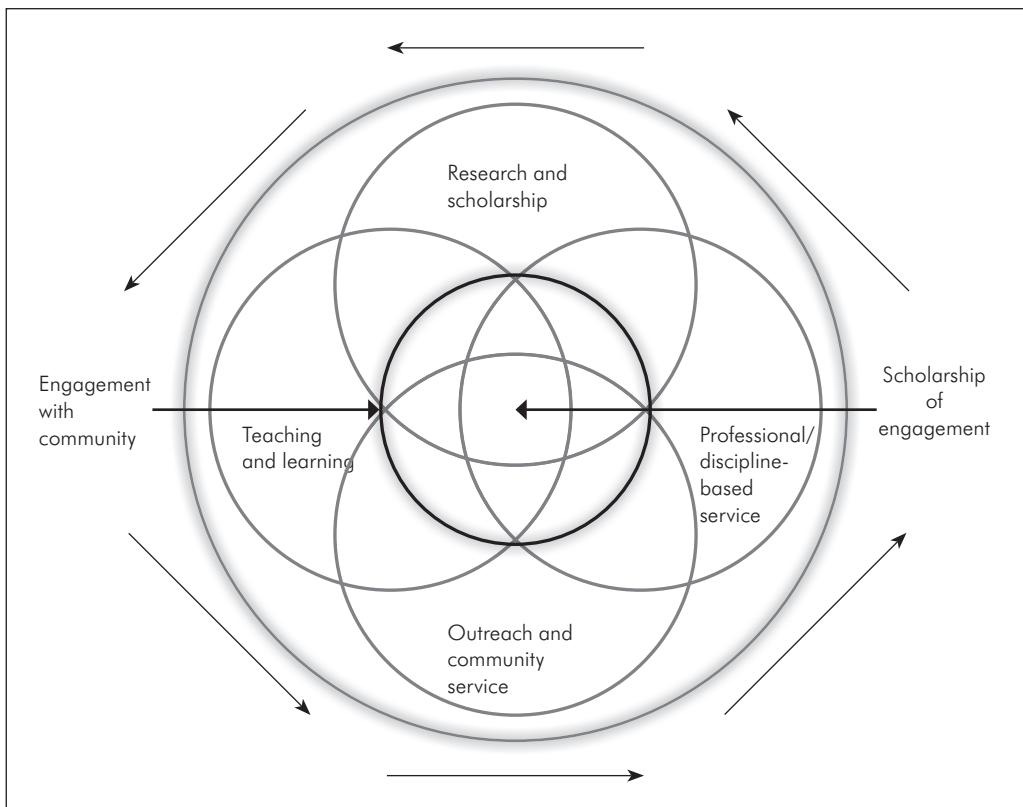
and extent of engagement activities across the institution.³³

The Engagement Continuum – the Overlapping and Integration of Engagement Categories and Activities

The engagement interactions and activities of academics can be placed on a continuum as they often occur across categories and not only within one category. The engagement activities linked to teaching and learning, research and scholarship, professional service provision and outreach and service are

often interdependent and integrated. For example, an academic's engagement activities may start off with an action research project which may result in the development of a new or the enhancement of an existing academic programme or short course, followed by the provision of consulting services based on the research findings. A Venn diagram is used to depict the overlapping and integrative nature of the various categories of engagement. A detailed representation of the engagement continuum represented by means of depicting the overlapping and integration of engagement categories and activities, as well as the evidence indicators that can be used for developing engagement portfolios for the purposes

Figure 2 Engagement continuum and integration of engagement categories



of recognition and reward for engagement is provided as Appendix A.³⁵ The criteria used for the recognition of and reward for excellence in engagement at the NMMU requires applicants to report on how they have integrated engagement into the teaching and learning, research and service and outreach functions of the university.³⁶

The Underlying Philosophy of the University's Approach to Engagement

A broad conceptualisation of scholarship

One of the strategic priorities of the university is to position itself as an engaged institution that will contribute to a sustainable future through critical scholarship. Its approach to engagement and scholarship is underpinned by the work of Boyer who postulated a much broader and holistic conceptualisation of scholarship, instead of focusing exclusively on traditional and narrowly defined discipline-based research as the only legitimate avenue to further knowledge. His broader conceptualisation proposes five interrelated dimensions of scholarship, namely, discovery; integration; application; teaching; and engagement. In addition to the development of a Scholarship of Teaching and Learning, the Scholarship of Engagement is advanced as a key element to enable the university to respond to the communities it serves. In the Scholarship of Engagement, service or engagement is regarded as being scholarship when it requires the use, application and/or generation of knowledge that results from the scholarly work of an academic in collaboration with community stakeholders.³⁷

One of the principles that underpin the university's approach to multiple career pathways

for academics is that the core academic functions should be integrated where possible. In all three pathways, academics are expected to participate in Engagement activities in relation to their academic scholarship, Teaching and Learning and/or Research activities. Furthermore, it supports the view that the Scholarship of Engagement is a boundary spanning scholarship and that it can manifest itself as engaged scholarship in teaching, engaged scholarship in research, or engaged scholarship in outreach and service.³⁸ Even more commonly it is integrated across teaching, research and service. It is scholarship guided by an engagement ethos that results in work connected in a coherent, thematic and scholarly manner.

Scholarship remains at the core of staff activities and their interaction is about extending the knowledge resources of the university. It is core to their disciplinary commitments and is not an 'add on' to 'normal' academic work in that it cuts across teaching, research and services in an integrated manner. Academics in all fields engage in teaching, research and outreach and service, and each of these take engaged forms when they benefit the external public/communities. Engagement often occurs along a continuum in integrated 'bundles of activity' forming part of a research-teaching-service and outreach nexus, resulting in teaching, research and service feeding into one another.

Integrated and scholarship based

The university ascribes to a holistic and systemic approach to engagement and views engagement as a fundamental idea and perspective infused in and integrated with teaching and learning and research. In this approach, engagement is informed by and conversely informs teaching and learning and research.

The staff and students are, furthermore, encouraged to approach all three missions (teaching and learning, research and engagement) from a scholarly perspective and to increasingly integrate their scholarly activities across the missions in intentional and meaningful ways, with this approach being referred to as engagement built on the architecture of scholarship.³⁹

Teaching and learning and research, are enriched in the context of engagement, and engagement in turn is enriched through the knowledge base of teaching and learning and research. An outflow of this approach is that engagement and service activities are integrated into the core functions, policies, recognition and reward structures and priorities of the institution. It is not a bolt-on activity but is embraced as a means of improving institutional responsiveness as well as improving the quality and relevance of teaching and research.

In general, the kind of engagement that the university ascribes to and deems relevant will essentially be educational in nature and consistent with its vision and mission. The approach to engagement is underpinned and guided by its values and the unique graduate and staff attributes it strives to develop. Its definition of engagement distinguishes three elements that should underpin all engagement activities:

- It should be informed by scholarly activity. An academic/scholarship-based model of engagement involves both the act of engaging (bringing the university and the community/stakeholders together as partners) and the product of engagement (the spread of discipline-generated, evidence-based practices in communities).
- It is integrated and is not a separate activity, but a particular approach to university–community collaboration.

- It is reciprocal and mutually beneficial. It involves a two-way flow of knowledge and information and there is a high potential for joint learning. It should deepen the understanding of all participants, strengthen scholarly activities and contribute towards development and empowerment. There should be mutual planning, implementation and assessment among partners.⁴⁰

Engagement is defined as a reciprocal process of sharing knowledge, information, skills and expertise between the university and the broader community (both internal and external). The aim of engagement is to enrich scholarship, research and creative activity; enhance the curriculum, teaching and learning; prepare educated and engaged citizens; develop unique graduate and staff attributes; strengthen democratic values and civic responsibility; contribute to the public good and transformation and enhance social, economic and ecological sustainability.⁴¹

Excellence in research and teaching a prerequisite

To engage effectively and be of service to its external communities, expand its engagement structures and diversify its income streams, the university, believes that excellent research and teaching is essential. As a comprehensive university the combination of traditional university disciplinary knowledge with the technologies of the previous technikon, NMMU is able to respond to the demand for knowledge that transcends original disciplines and that it is able to provide the multiple and interdisciplinary knowledge and technology that is required to solve particular problems in society.

Faculty-based multi-disciplinary research and engagement entities have been established

within the institution which serve as effective structures for integrating engagement activities linked to research, teaching and learning, and outreach and community service. These entities and other institutional engagement enabling structures serve as effective vehicles for engagement. It is understood that the manner in which knowledge can be used and applied through engagement will vary between disciplines. Applied disciplines, for example, will differ from fundamentally theoretical disciplines. While in engineering direct channels of application exist, in theoretical disciplines it may be long term and indirect.⁴²

A balance of core functions

Within the context of the integrated approach to engagement it is understood that engagement and non-engagement activities overlap, influence and contribute to each other and that a balance between the extent of engaged and non-engaged activities should exist. Examples of engaged activities in terms of research include applied, action and contract research as they relate to engagement with external partners. Non-engaged research refers to basic or 'blue sky' research that is campus bound and laboratory based and aimed at the discovery of new knowledge. The appropriate balance between these activities should be set through a dynamic process of discussions and negotiations at institutional, faculty and departmental level. This dynamic interaction enables the university to adjust to changing circumstances and pressures without losing its equilibrium.

Setting of engagement priorities

The terms and conditions for engagement and responsiveness at institutional level are clearly defined by means of a 'social contract' with the communities the university serves.

An important part of this contract, which is formally documented by means of an institutional position paper on engagement, is that the university should maintain a balance between responsiveness and institutional autonomy. This allows it to play a constructive role in addressing challenges and problems in the external environment, but also allows it to remain sufficiently independent to be able to play a critical role in societal debate.

As the needs of communities will exceed the ability of the university to respond, it has identified engagement thrusts and priorities based on careful consideration of available resources, expertise within the institution, as well as regional and provincial socio-economic development needs. A total of thirteen institutional engagement thrusts have been identified through a process of institutional debate and consensus. Examples of these thrusts include Manufacturing Technology and Engineering, Strategic Energy Technology, Sustainable Human Development, Bio-diverse Conservation and Restoration, and Health and Wellness. These engagement thrusts are not separate but are integrated with the research and teaching thrusts of the university. The nature and type of research, for example, will be characterised by the manner in which engagement activities are integrated, resulting in engaged research being manifested by either action, participatory, community-based or applied research activities. Meaningful engagement therefore requires an internal and external process of setting priorities through formal communication and the development of partnerships that are of mutual benefit and reciprocal in nature. It is understood that even when the expertise within the university exists to address community issues, the human resources, time and money will fall short of demand and the university cannot respond to every request and be everything to everyone.⁴³

Key Indicators and Defining Characteristics of Engagement

The underlying philosophy and the integrative and holistic approach to engagement are manifested by a range of key indicators and defining characteristics that have evolved within the institution through debate, strategic planning and policy formulation. The progress made by the university in positioning itself as an engaged institution is manifested by the following:

- The inclusion of engagement in the mission statement and strategic plans of the institution and a reciprocal relationship between mission and practice exists.
- The establishment of an institutional Engagement Committee and other engagement governance and management structures.
- The executive positioning of engagement within the portfolio of the DVC: Research and Engagement.
- A policy environment that supports engagement.
- Curricula that contain a variety of ways for students to engage with the community.
- The recognition of the value of multiple forms of knowledge (academic, popular, practical, indigenous etc.) and that there is a developmental loop in that the curriculum is constantly emerging from ongoing and multifaceted engagement activities.
- An understanding that engagement activities are reciprocal and of mutual benefit and that there is a simultaneous generation of value in society and the academic environment according to multiple criteria.
- The comprehensiveness of the university being reflected in the scope of academic and vocational approaches as well as the wide range of qualifications offered.
- The existence of multiple sites of learning and knowledge creation both inside and outside the academic context.
- Evidence of the curriculum and scholarly activities being engaged through a spectrum of core disciplines and multi-inter- and trans-disciplinary thrusts that respond to the needs of external communities.
- Its espousal of curricular multiplicity and the use of multiple modes of teaching and learning (classroom, experiential, team, distance, part-time, project etc).
- Its campuses being located at multiple sites and being user friendly.
- The existence and support of an extensive range of partnerships, linkages, strategic alliances and networks between the university's key stakeholders in politics, industry, business, the professions, the media and the community in general.
- The fostering of regional engagement initiatives, aligned to university focus areas with specific research strategies that are both industry and community driven.
- Individuals/'champions' throughout the university playing leadership roles in engagement.
- Engagement forming part of staff key performance areas and the inclusion of the scholarship of engagement in the recognition and reward systems of the institution.
- The support and recognition of multiple career pathways for academics.
- The provision of institutional engagement support and the establishment of engagement enabling structures.
- An institutional culture and approach to scholarship that includes inter-disciplinary and multi-disciplinary work, supported by a range of programmes and research, and engagement entities (units, centres,

institutes) that respond to the needs of external communities through basic and applied research activities.

- Academics being encouraged to approach all three missions from a scholarly perspective and to increasingly integrate their scholarly activities across the missions in intentional and meaningful ways.
- The quality assurance and, where applicable, peer review of engagement activities.
- Providing the broader community access to university facilities as well as participation in its cultural, sporting and other activities.
- Engagement work being valued, celebrated, communicated and profiled internally and in the external media.⁴⁴

Conclusion

Achieving institutional consensus on an engagement conceptual framework and on what the underlying philosophy and approach to engagement should be within the context of a newly merged institution proved to be a lengthy process. The merger process brought together differing views and interpretations of what constitutes true engagement. Over the past five years the debate has moved from one of protection and postulation of ideas on engagement that were developed and understood within the pre-merger institutions to a common understanding of what will work and is of value in the new comprehensive university with its new mission and values. The merger process provided the opportunity to bring about changes and to introduce new structures that would be aligned and support the integration of engagement into the core functions and policies of the institution. Within the context of tremendous change,

insecurity of staff and the uncertainties brought about by the merger process, it created the opportunity to rethink, make changes and introduce new ideas to the new institution that would possibly not otherwise have been possible. It allowed the space and opportunity to have a relook at existing structures and ways of doing things and to break down pre-existing structures or protected 'empires' that had served their purpose in the previous institutions.

In addition to creating more effective engagement enabling and support structures by grouping together units of the previous institutions into more effective engagement support structures, further impetus and the increased importance of engagement within the institution was brought about when the responsibility for engagement at strategic level was positioned within the portfolio of a Deputy Vice Chancellor for Research and Engagement. The importance of engagement as the third core function continues to be elevated by integrating it into the new institution's policies, key performance areas, performance management systems, and person and promotions criteria, and the multiple career pathway system for academics, the introduction of engagement excellence awards and an effectively functioning Engagement Committee which is a sub-committee of Senate. An institutional engagement management information system based on the engagement conceptual framework is in the final stages of development. The system will provide reports of staff engagement portfolios identify institutional, faculty and departmental engagement strengths and weaknesses and will be used as an engagement monitoring, evaluation and quality assurance tool.

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Appendix A

Engagement Continuum – From Community Request to Scholarly Work	
<p>Service and Outreach (SO) (Communities benefit, one-way flow of information, community passive recipient)</p>	<p>Engagement through Professional/ Discipline Based Service (ES) '[an academic] summarises current research literature about an issue for working professionals or community organisations, offers research-based policy recommendations to legislators at a committee hearing or provides medical or therapeutic services to the public' (Fitzgerald, 2006)</p> <p>(Two-way flow of information, done in partnership for mutual benefit, reciprocity)</p>
<p>Engagement through Professional/ Discipline Based Service (ES) '[an academic] summarises current research literature about an issue for working professionals or community organisations, offers research-based policy recommendations to legislators at a committee hearing or provides medical or therapeutic services to the public' (Fitzgerald, 2006)</p> <p>(Two-way flow of information, done in partnership for mutual benefit, reciprocity)</p>	<p>TEACHING Engagement through Teaching (ET) 'credit and non-credit learning opportunities are taken off campus, and to community-based settings to increase access; or when service-learning experiences advance students' knowledge about social issues while contributing to the immediate goals of the project' (Fitzgerald, 2006)</p> <p>(Two-way flow of information, responsiveness, partnerships, reciprocity, mutual benefit)</p>
<p>RESEARCH Engagement through Research (ER) '... a collaborative partnership conducts an investigation for the direct benefit of external partners; outcomes of the research lead to improved, evidence based practice' (Fitzgerald, 2006)</p> <p>(Two-way flow of information, research collaboration, co-determination of outcomes, reciprocity of mutual benefit)</p>	<p>Scholarship of Engagement (SoE) 'the scholarship of engagement consists of research, teaching, integration and application that incorporates reciprocal practices of engagement into the production of knowledge' (Barker, 2004)</p> <ol style="list-style-type: none"> 1. Must be collaborative 2. Must be an active partnership (decision-making role shared by collaborating parties) 3. Must be sustainable over time 4. Builds self-sufficiency in communities 5. Must embrace all three components of T&L, research and engagement

Continuum – From Community Request to Scholarly Work		Engagement
<p>Continued from previous page</p>	<p>Partners</p> <ul style="list-style-type: none"> • External communities • Community • Industry/civic/business organisations • Governmental organisations • Basic education/feeder high schools/FET colleges 	<p>Activities</p> <ul style="list-style-type: none"> • Education workshops for trainers and teachers • Community service and outreach programmes to under-served, disadvantaged communities • Acts as a consultant to NGOs, public and private sector organizations • Student placement • Networking and partnership development • Serve on governance boards • Serve as discipline expert on committees • Open day, school or college visits to promote career education <p>Sample evidence/Indicators</p> <p>List of workshops and audience, letter of invitation to serve on board</p>
<p>Partnerships with local and national agencies in response to societal needs (e.g. combating xenophobia, providing cheap and quality housing, promoting community health)</p> <ul style="list-style-type: none"> • Consulting and professional service • Partnerships in social and economic development projects • Contributes to public debates based on discipline expertise <p>Sample evidence/ indicators</p> <p>Short description of partnerships, list of group membership and role played</p>	<p>Activities</p> <ul style="list-style-type: none"> • Facilitating learning tailored to the needs of the external community (incl. SLPs, seminars, public talks) • Developing and delivering community education projects with community partners • Work integrated/ based learning/ clinical practice • Training partnerships • Part-time programmes off-campus • Organise discipline-related volunteer opportunities for students <p>Sample evidence/ indicators</p> <p>Name of module or programme, description of project and community partnerships</p>	<p>Activities</p> <ul style="list-style-type: none"> • Industry-funded research: grants or contracts from business, industry, or commodity groups that address practical problems • Non-profit or government funded research: grants or contracts that address practical problems experienced by the public • Other contractual research • Community-based research • Technology transfer partnerships • Policy analysis • Evaluation research • Needs assessments/ evaluations • Exhibits/ demonstrational projects
<p>Partnerships with local and national agencies in response to societal needs (e.g. combating xenophobia, providing cheap and quality housing, promoting community health)</p> <ul style="list-style-type: none"> • Consulting and professional service • Partnerships in social and economic development projects • Contributes to public debates based on discipline expertise <p>Sample evidence/ indicators</p> <p>Short description of partnerships, list of group membership and role played</p>	<p>Activities</p> <ul style="list-style-type: none"> • Facilitating learning tailored to the needs of the external community (incl. SLPs, seminars, public talks) • Developing and delivering community education projects with community partners • Work integrated/ based learning/ clinical practice • Training partnerships • Part-time programmes off-campus • Organise discipline-related volunteer opportunities for students <p>Sample evidence/ indicators</p> <p>Name of module or programme, description of project and community partnerships</p>	<p>Activities</p> <ul style="list-style-type: none"> • Documenting/publishing workshops (community relevant content) • Publish relevant papers/manuals for practising managers • Development of public/national policy <p>Sample evidence/ indicators</p> <p>Evidence of Scholarship: articles/publications in peer-reviewed journals, presentations at disciplinary conferences, book chapter, textbook chapter, creative work, artefact, media, exhibits, computer software,</p>

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Engagement Continuum – From Community Request to Scholarly Work	
<p>Discipline-specific communities (including professional organisations)</p>	<p>Activities</p> <ul style="list-style-type: none"> • Media consultation • Active participation in professional societies, associations and organisations <p>Sample evidence/indicators</p> <p>List of associations and nature of involvement</p>
	<p>Activities</p> <ul style="list-style-type: none"> • Learning communities/ increase cross-disciplinary collaboration <p>Sample evidence/indicators</p> <p>List of learning communities and level of involvement</p>
	<p>Activities</p> <ul style="list-style-type: none"> • Developing and delivering public lectures, seminars and workshops based on discipline expertise (includes CPD workshops) <p>Sample evidence/Indicators</p> <p>List of lectures, seminars and workshops-</p>
	<p>Activities</p> <ul style="list-style-type: none"> • Convene at national/international conferences • Editor of national journal • Member of an international editorial team
<p>(discipline specific and advancement versus established would need to be benchmarked within faculty)</p> <p>May include consultation or technical reports if these are examples of scholarship</p>	<p>Sample evidence/indicators</p> <p>Evidence of Scholarship: articles/publications in peer-reviewed journals, presentations at disciplinary conferences, book chapter, textbook chapter, creative work, artefact, media, exhibits, computer software, (discipline-specific and advancement versus established would need to be benchmarked within faculty)</p>
	<p>Activities</p> <ul style="list-style-type: none"> • Media contribution (e.g. newspaper reports based on engaged research) • Publishing textbooks or text book chapters <p>Sample evidence/Indicators</p> <p>Lists of outputs</p>

<p>Continuum – From Community Request to Scholarly Work</p> <p style="text-align: center;">← Engagement →</p>				
<p>Continued from previous page</p>	<p>←</p>			
<ul style="list-style-type: none"> Internal communities NIMMU Institution School/unit Department/faculty Students 	<p>Activities</p> <ul style="list-style-type: none"> Take leadership role (e.g. HoD, DoS) Contribute to the development and management of the university campuses Participate in institutional committees (selection, disciplinary, residence) Participate in recruitment, marketing and PR of the university Staff development/mentoring of junior staff Represent department at faculty-level events Manage research contracts and grant applications 	<p>Activities</p> <ul style="list-style-type: none"> Increase collaboration with other institutions Participation in inter-department learning communities Participate in inter faculty committees or groups <p>Sample evidence/indicators</p> <p>List of collaborative activities and role played</p>	<p>Activities</p> <ul style="list-style-type: none"> Organise discipline-related volunteer opportunities for students <p>Sample evidence/indicators</p> <p>Description of opportunities</p>	<p>Sample evidence/indicators</p> <p>Letters of invitation to be convenor or editor, list of team memberships</p> <p>Activities</p> <ul style="list-style-type: none"> Publications on institutional research projects <ul style="list-style-type: none"> – Reports on institutional research projects – Position papers <p>Sample evidence/indicators</p> <p>List of outputs</p>

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Continuum – From Community Request to Scholarly Work	
<ul style="list-style-type: none"> • Contribution to department administration (e.g. programme coordinator) <p>Sample evidence/indicators List of research contracts/grants, name of module/programme coordinated, list of committees served on and role played, written reflection of leadership provided</p>	

Source: Adapted from Foxcroft, Nel and Seymour (2009)