UNIVERSITY OF JOHANNESBURG

POLICY: COMMUNITY ENGAGEMENT

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Related documents	
UJ documents	**Other**
(e.g. Policies, Regulations, Guidelines, Contracts)	(e.g. Legislation, DoE and HEQC directives and guidelines)
• **UJ Vision, Mission and Values;** • **Academic Programme Policy;**	• **Constitution of the Republic of South Africa: 1996;**

- Language Policy; - Policy on Higher Degrees and Postgraduate Studies; - Position Paper on Community Engagement; - Position Paper on Work Integrated and Service Learning; - Policy on People with Disabilities; - Staff Development Policy; - Teaching and Learning Policy; - Undergraduate Assessment Policy; - UJ Code of Academic and Research Ethics; - DALRO Principles; - UJ Programme Review Manual; - UJ Transport Policy; - Human Resource Management of "Non-Core" income generating Activities of Academic Employees; - UJ Personal Accident Cover; - Third Stream Income Policies.	- Higher Education Act (Act 101 of 1997); - CHE: Higher Education Quality Committee (HEQC) Criteria for Institutional Audits: November, 2004; - CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004; - CHESP National Guidelines; - King II Report.
Stakeholders affected by this document (units and divisions who should be familiar with it).	- Executive Deans/Vice Deans; - Heads: Academic Departments; - Lecturers (Part-time and Full-time); - Executive Directors/Directors: Academic Support Units; - Heads: Academic Support Units; - Executive Directors/Directors: Academic Administrative Support Units; - Heads: Academic Administrative Support Units; - Students; - Community Engagement Division Employees.
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COMMUNITY ENGAGEMENT

## 1.	PREAMBLE

1.1	The University of Johannesburg's commitment to community engagement is embedded in its vision, which embraces the advancement of freedom, democracy, equality and human dignity through the application of its human capital. As such, the University acknowledges its obligation to utilise its teaching and learning, research and community engagement capacities to make a significant contribution to the social, economic and educational development of Johannesburg, the province, as well as that of the wider society.

1.2	As an engaged University, one of UJ's strategic goals is "to add value to external constituencies through strategic initiatives and partnerships" by engaging in community partnerships, actively engaging with the challenges of the Southern African Development Community (SADC), the African continent and the Gauteng region, in particular, and entering into strategic contractual partnerships/relationships that are mutually beneficial to the University community, as well as the broader external communities. The University actively promotes the notion of "public scholarship", both as a concept and as a practical means of advancing its goal of contributing to the well-being of its stakeholder communities.

1.3	The University supports three points of departure for the transformation of the higher education sector namely:
- increased democratic and diverse participation;
- co-operation and partnerships with all communities in society aimed at the eradication of past inequalities; and
- greater responsiveness to a range of social and economic challenges with a concomitant commitment of seeking solutions to such challenges.

1.4	Community engagement, in the form of service learning and community-based research, is a core academic function of the University. As such the University's teaching, learning and research competence is utilized to build mutually beneficial relationships with various communities in areas of discipline strength and community needs. The goal is needs-based service to the community as well as student and staff experiential learning, the enhancement of existing knowledge, the creation of new knowledge and the sharing of such knowledge. The community has the opportunity to gain access to University's intellectual capital as well as approved project-based resources, while staff and students of the institution gain awareness of the community needs and assist in addressing such needs.

1.5	The UJ Conditions of Service provide that *"the normal duties of an academic employee include… [vii] participating in University-linked community development* projects" (D7 a).*
* For purposes of this policy, "Community Development" is "Community Engagement" as defined in section 4 below.

2.   PURPOSE

The purpose of this policy is to:

2.1   Provide an institutional framework for structured management and support of community engagement activities;
2.2   Define community engagement;
2.3   Provide for the integration of curriculum-based community engagement into the teaching, learning and research activities of UJ;
2.4   Determine the ethos and philosophy guiding community engagement initiatives at the University.

3.   SCOPE

3.1   This policy applies to all University employees and all registered students.

3.2   This policy does not oblige the University to make financial contributions to external parties.

3.3   Individuals/organizations external to the University who engage in fundraising for community engagement on behalf of, or for the benefit of, the University, or who raise funds by using the UJ brand, may only do so if prior approval for such activities has been granted by the Division: Institutional Advancement in terms of the UJ Fundraising Policy.

4.   CLARIFICATION OF CONCEPTS

For purposes of this policy, community engagement has three components, namely Service Learning, Community-based Research and Organized Outreach, as defined below. Although overlap might exist between Service Learning and Work Integrated Learning, Work Integrated Learning is not a form of Community Engagement and is thus provided for in a separate policy, namely the *Work Integrated Learning Policy[1]*.

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[1] [1] The ethos of Service Learning (SL) is social justice, i.e., engagement with developing communities in order to assist in their social and economic upliftment. The ethos of Work Integrated Learning (WIL) is the facilitation of employement and of employability through vocational learning in an employment relationship. Students receive no remuneration for SL; students usually receive remuneration for WIL, but need not. Overlap between SL and WIL exists when non-remunerated WIL is undertaken in cases where the work-related activities of the students also contribute to the upliftment of the developing community within which the WIL takes place. This is the exception rather than the rul, and the consequent coincidence of learning activities should not be allowed to create confusion as to the fundamentally different rationales for WIL and for SL.

Community-based Research

A form of community engagement that entails research projects that make a significant contribution to a community in the form of services, products and/or new knowledge and skills transfer.

Community Engagement

Initiatives and processes that employ the knowledge capital and resources of a higher education institution in the creation of partnerships (be they structured within an academic programme or not) between the institution and communities that address the development needs of such interest groups. Such initiatives and processes are made available by the institution to the interest groups for no financial consideration.

Engaged University

A university that is committed to direct interaction with external constituencies and communities through the mutually beneficial exchange, exploration and application of knowledge, expertise, skills and information. These interactions enrich and expand the learning and discovery functions of the academic institution while also enhancing community capacity. The work of the engaged institution is responsive to community-identified needs, opportunities and goals in ways that are appropriate to the University's mission and academic strengths. The interaction also builds greater public understanding and appreciation of the role of the university as a knowledge asset and resource.

Experiential Learning

A process and a method of education for types of learning activities that demand students to engage directly with the phenomenon being studied and to reflect on the experience of such engagement.

Organized Outreach

A form of community engagement that entails institutionally organized activities by students and employees initiated either within faculties or in other divisions of the institution, and outside of academic programmes, that address the development needs of community interest

groups by providing them with services and resources as determined by such communities.

Partnership A co-equal alliance between the University and communities in which both make a commitment to work together in the realization of mutual benefits, co-operation and exchange. The process of learning, research and development should value and protect each partner's agency both in the exchange of ideas and in action.

Public Good A principle referring to equitable and equal benefits available to society at large, according to which community engagement interventions do not negatively affect the benefits or goods available to other communities or groups.

Public Scholarship Any scholarly and creative work that is jointly planned and executed by an institution (such as a university) and its community partners which may yield a product or artifact that meets the public good, initiates, stimulates and/or contributes to public issues or to scholarly intellectual activities related to the core functions of the university in execution of its public role.

Service Learning A form of community engagement that entails teaching and learning that is directed at specific community needs and is curriculated into (and therefore also assessed as part of) a credit-bearing academic programme and enables students to participate in, and subsequently reflect on, contextualized, structured and organized service activities that address identified service needs in a community, seeks to infuse students with a sense of civic responsibility and promotes social justice.

Service Provider Any agent (party/participant) responsible for service delivery in or to the community. This includes the public sector at national, provincial and local level, the private sector in all its guises, and civil society.

5. PRINCIPLES

5.1 Community engagement, in the form of service learning and community-based research, is a core academic function of the University. As such, service learning is a compulsory, credit-bearing component of identified academic programmes.

5.2 Community engagement, in the form of organized outreach, is an important component of the University's vision statement and one of its strategic goals, namely to be an engaged institution. Organized outreach, however, is not a core academic function of the University, but may be assessed for compliance with the UJ conditions of service (see 1.5 above).

5.3 Community engagement does not involve any form of remuneration for participants (i.e. employees and/or students) in community engagement projects, initiatives or activities.

5.4 The University, as an engaged institution, is committed to interacting with communities, in a partnership where all parties benefit from the relationship.

5.5 The University is compliant with national guidelines and criteria (such as HEQC requirements for programme reviews and institutional audits).

5.6 The University strives for sustainable development in its community engagement initiatives.

5.7 All community engagement projects are managed in accordance with generally accepted tenets of good governance.

5.8 Funding for community engagement projects (whether service learning, community-based research or organized outreach) is managed in accordance with the University's Financial Policies and the institutional Fundraising Policy.

5.9 Accountability and responsibility for a specific community engagement initiative or community-based research project resides with the initiating faculty/department, researcher, University employee, student body or division concerned.

6. THE ETHOS GOVERNING COMMUNITY ENGAGEMENT INITIATIVES

6.1 The focus of community engagement is on the promotion of health and well-being, the values of caring and compassion, respect for diversity and human dignity, community participation, community empowerment, good citizenship and social justice.

6.2 The organisation and management of community engagement projects ensure that activities are conducted professionally and orientated towards the

improvement of community life in ways that are democratic, equitable, liberating and life enhancing.

6.3 The goals of community engagement projects reflect the public good and are directed towards moving from theorising and reflection to action that contributes to sustainable positive change in the lives of the participants/community and or existing programmes or services.

6.4 The values and practices of engagement connect knowledge produced inside and outside of academic institutions. The public good is best served when knowledge is collaboratively made and research findings are made known to the community concerned to the mutual benefit of all participating parties.

6.5 Where relevant, the code of ethics of the respective professional councils and professional bodies constitute an integral part of the ethos of community engagement.

6.6 All service learning and all community-based research projects are compliant with the University's Code of Academic and Research Ethics.

7. MANAGEMENT

7.1 Service Learning and Community-based Research
The responsibility for service learning and community-based research rests with the Faculties.

7.2 Organized Outreach
The responsibility for the management of organized outreach rests with such individuals, units or divisions who engage in such activities.

7.3 Faculties
(a) The management, administration and quality assurance of curricular community engagement and/or community-based research initiatives are the responsibility of the faculty and academic departments concerned, in compliance with related University policies and regulations.
(b) Faculties implement, monitor, evaluate and review credit-bearing academic programme-related community engagement initiatives.
(c) Faculties inform the Community Engagement Office of all curricular community engagement and/or community-based research initiatives for recording purposes.

7.4 Senate Oversight of Community Engagement

7.4.1 The Senate Teaching and Learning Committee has oversight of the management and implementation of service learning in the curricula of academic programmes on behalf of Senate.

7.4.2 The University Research Committee and, where appropriate, the Senate Higher Degrees Committee, has oversight of community-based research activities in the

faculties.

7.5   Community Engagement Advisory Board

The Community Engagement Advisory Board provides advice and reports to the Management Executive Committee on all institutional community engagement activities and projects. Its composition and functions is as determined by the Management Executive Committee.

7.6   Community Engagement Office

The Community Engagement Office, in the Unit for Strategic Partnerships (Division: Institutional Advancement):

(a)   Identifies, promotes and coordinates community engagement initiatives (where required);
(b)   Collates and records institutional community engagement information;
(c)   Facilitates sustainable partnerships with communities;
(d)   Raises internal and external awareness of community engagement;
(e)   Facilitates training in service learning, community-based research and organized outreach;
(f)   Establishes broad principles for planning, implementing, monitoring and evaluating community engagement;
(g)   Develops guidelines for the establishment of sustainable partnerships with local government, communities and relevant community service providers.
(h)   Assists with identifying funding opportunities for selected community engagement projects.

8.   QUALITY MANAGEMENT

The institutional audit requirements, as stipulated by the HEQC, including the management of the quality of the planning, design, development, resourcing, implementation, monitoring, evaluation and review of community engagement programmes/projects to assure quality and continuous improvement, is the responsibility of the relevant faculty and academic department, or extra-faculty division or unit concerned.

9.   RISK MANAGEMENT

All risks involved with regard to community engagement activities is managed in accordance with the Risk Management Policy of the University of Johannesburg.