

NELSON MANDELA UNIVERSITY



MONITORING & EVALUATION OF THE UNIVERSITY CE ROLE

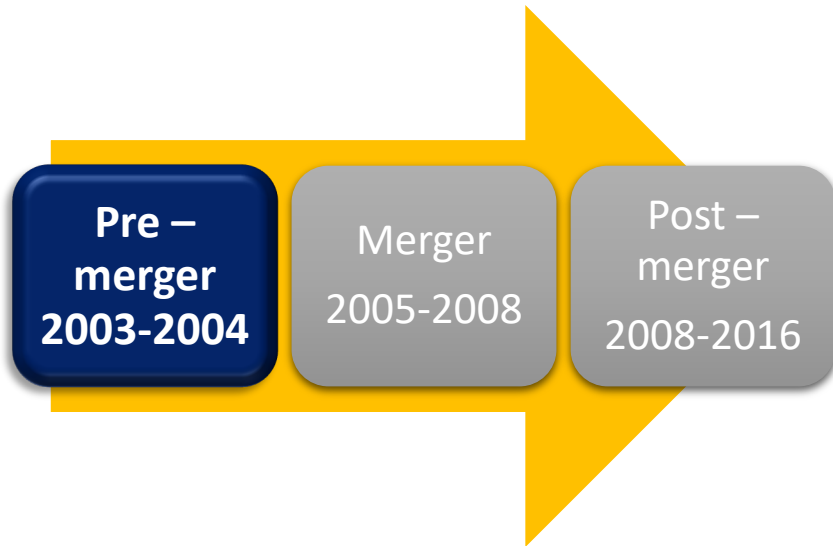
What potential indicators can be used to determine whether universities are committed and serious about this role?

CASE STUDY
**“Institutionalisation of CE at the
Nelson Mandela University”**

What do we mean by institutionalisation

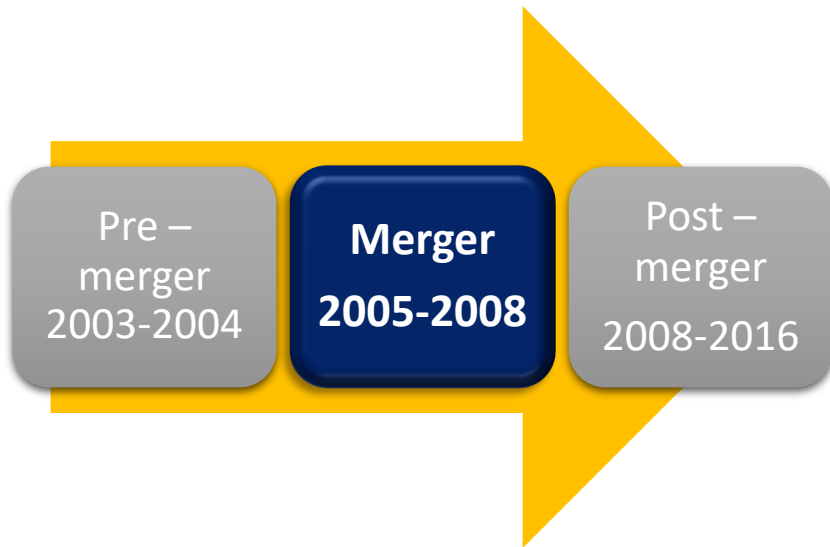
- It is the successful **diffusion** of an idea or practice across the University
- Institutionalisation means it has moved from the **margins** of the institution to its **core**. In other words, it is not considered **peripheral** or an “**add-on/bolt-on**” activity
- In the case of CE, its institutionalisation reveals a more complex portrait of organizational change. It includes a **critical reflection** on not only the institution’s **purpose** but also the **values** essential to the nature of engagement itself

TIMELINE



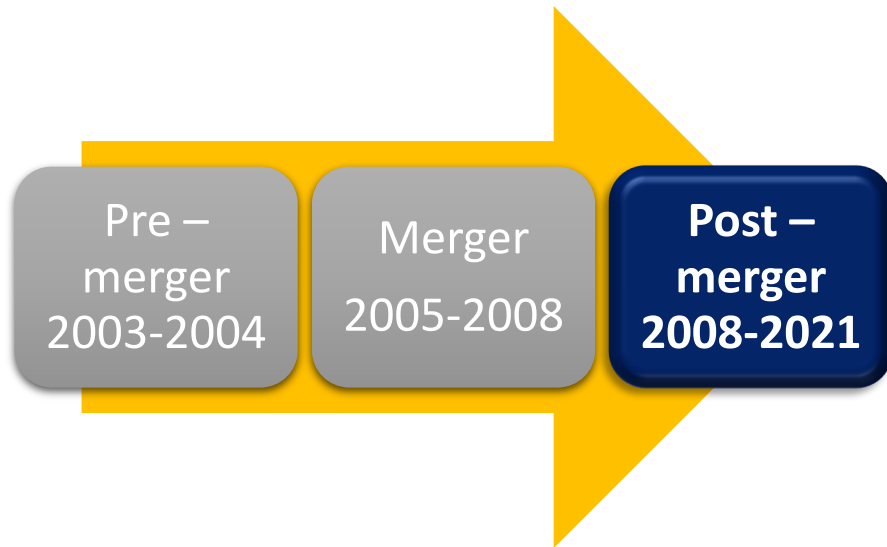
- UPE + PE Technikon - Audit of Engagement Activities
- Dr Stumpf – UPE as an “Engaged” University
- CHET funded Conference “The University and the City –**Towards an Engaged University for the Nelson Mandela Metropole**”

TIMELINE



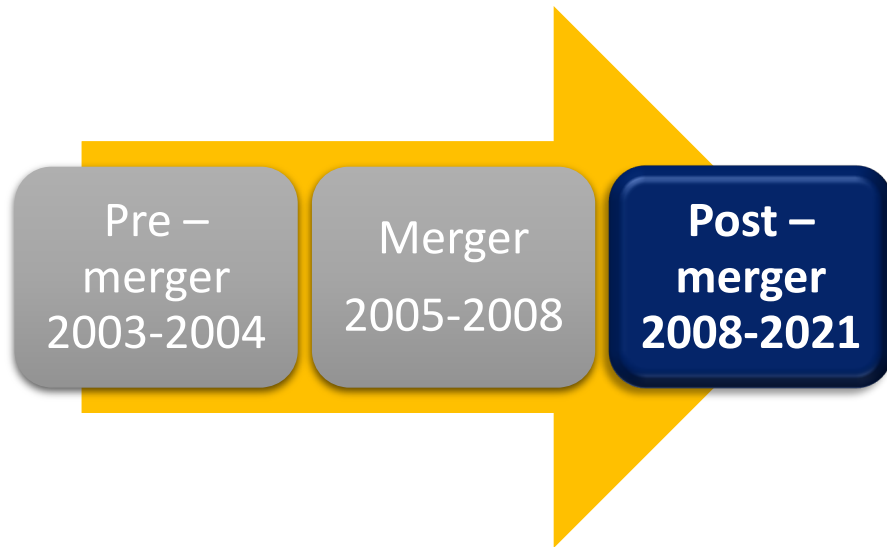
- Engagement Task Team – Developed a proposal for new Institution as an “Engaged Institution”
- NMMU Discussion Document on Engagement: **Conceptual Framework**, Philosophy and Characteristics of Engagement at a Comprehensive University – Institutional Consensus
- Approval of NMMU **Engagement Conceptual Framework** – integrated and embedded in core functions, policies, KPAs & recognition & reward systems and structures of the University.
- Establishment of a Centralized Institutional Engagement support structure – Centre for Academic Engagement and Collaboration

TIMELINE



- Vision 2020: Engagement Strategic Priority - Position the NMMU as an **Engaged** University that contributes to a sustainable future through critical scholarship
- A more coordinated and focused approach – Centralized Engagement support.
- **Documenting of Institutionalisation Process** - Publication: *Developing a University-Community Engagement Conceptual Framework and Typology - A Case Study of a South African Comprehensive University* (de Lange, GJ, 2012)
- Development of an Engagement Management Information System
- Establishment of Engagement Advancement Fund – Project Funding
- **Documenting and profiling** of first 10 years of Engagement – 5 Newspaper Supplements “*The Engaged University*”– call for public comment “*Community Expectations of an Engaged University*”

TIMELINE



- **Continued Monitoring and Evaluation and Documentation** of the University's CE Role
- **Documenting the Engagement Institutionalisation Process – Publication:** *The Engaged University and the City – Case Study: Nelson Mandela Metropolitan University 2005-2015* (de Lange, GJ, 2017)
- **Publication:** *The Engaged University and the Specificity of Place: The Case of Nelson Mandela Metropolitan University* (van Schalkwyk, F & de Lange, GJ, 2017)
- **Name Change** – Nelson Mandela University (2017). Prof Sibongile Muthwa appointed as Vice-Chancellor - Inaugural Speech “A University that is **in Service of Society**” (2018)
- **Repositioning** of Engagement - to reflect and demonstrate the values of Nelson Mandela University in engagement practices, HOC
- **Organizational Redesign Process.** Establishment of Engagement and Transformation Portfolio (DVC:E&T). Establishment of Engagement Forum and Engagement Community of Practice
- Establishment of Institutional Engagement and Transformation Committee and Faculty Engagement and Transformation Committees

Indicators of Institutionalisation of Community Engagement

- 1** Institutional Vision, Mission and Strategic Plans
- 2** Executive Leadership support and positioning within the institution
- 3** How the University conceptualises CE and the Conceptual Framework that underpins it.
- 4** Its Approach to CE - the importance of a Scholarly Approach to ensure its sustainability.
- 5** Institutional Support, Co-ordination and Governance structures
- 6** CE Enabling Structures – Entities (Units, Centres, Institutes)
- 7** Programme/Qualification Mix - Curricular Engagement
- 8** Recognising and Rewarding CE
- 9** Inclusion of CE in Promotion Criteria & KPA's
- 10** Capacity and Professional Development
- 11** Community Voice
- 12** Student Voice and Participation
- 13** CE Champions
- 14** Internal and External Funding
- 15** Documenting, Reporting, Profiling and Publishing of CE related outputs

1. Institutional Vision & Mission and Strategic Plans

- The **integration** of CE into the Vision & Mission and Strategic Plans = a **major enabler** of institutionalisation
- A **clear positioning** of the University as an Engaged University
- CE **embedded** and a **common theme** evident in Strategic Plans and Priorities

CE embedded in Strategic Plan

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| COMPREHENSIVE PROGRAMME OFFERINGS | AFRICAN FOOTPRINT | INTER- / TRANS-DISCIPLINARY SCHOLARSHIP | INNOVATIVE, ENTREPRENEURIAL MINDSET | TRANSFORMATIVE INSTITUTIONAL CULTURE | AGILE SYSTEMS & PROCESSES | RESPONSIVE CURRICULA | ACCESS AND ARTICULATION PATHWAYS | MULTI-MODAL L&T |
| STUDENT ACCESS FOR SUCCESS | STAFF TALENT MANGEMENT + DEV | VIBRANT UNI EXPERIENCE | ENVIRONMENTAL STEWARDSHIP + SUSTAINABILITY | DIGITALISATION | INTERNATIONALISATION + GLOBAL REACH | HUBS OF CONVERGENCE | PARTNERSHIPS | FUTURE FOCUSED |



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|------------------------|------------------------|---|----------------------|--------------------------------------|--------------------------|-----------------------------|--------------------------|---------------------------|
| TECHNOLOGICAL LITERACY | CRITICAL CONSCIOUSNESS | SOCIAL, ECONOMIC + ENVIRONMENTAL IMPACT | CIVIC RESPONSIVENESS | EMPLOYABLE ENTREPRENEURIAL GRADUATES | SOLUTION DRIVEN OUTCOMES | INCLUSIVE SOCIAL INNOVATION | HUMAN POTENTIAL + AGENCY | IMPROVED LIVED EXPERIENCE |
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2. Executive Leadership and Positioning of CE within the University

- Executive management need to support CE and its benefits. Institutionalisation can be achieved or destroyed overnight by changes to the positions of key leadership roles. (e.g., a new VC)
- One of the greatest risks to institutionalisation of CE is leadership “buy-in”. What is required is **support in word and actions** and **demonstration of personal involvement**
- The growth in other **leadership positions** for CE at DVC level and the creation of CE infrastructure can reduce the risk of a negative impact during leadership transitions
- Many institutions have CE positioned under a DVC with a Director of a centralised CE office. Its **positioning is indicative of its value within the institution**
- In terms of institutionalisation, the important aspects of support structure positioning is encompassed in the **intentionality of design and the link to the core academic work of teaching & learning and research**
- The choice of placement in the institution is most successful when it has a **specific rationale** that is widely understood – **emphasis placed on academic support and the development of engaged scholarship**

3. How the University conceptualises CE and the Conceptual Framework that underpins it

- A strong indicator of the level of CE institutionalisation
- An Institution's **Conceptualisation of Engagement** and its **Engagement Conceptual Framework** – clearly reflected, integrated and embedded in its core functions
- Reflected in its policies, KPAs & recognition & reward systems, funding criteria, monitoring & evaluation criteria and Governance structures of the University

4. The University's Approach to CE

- The importance of a **Scholarly Approach** to ensure its **sustainability**
- **Anchoring CE Projects in Scholarship** - CE underpinned or built on the Architecture of Scholarship = buy-in of academic staff - **as it is aligned to their norms, values, promotion, recognition and reward systems** = Sustainability of Engagement

5. CE Coordination and Governance Structures

- Office of responsible DVC – Responsible for **development, implementation and oversight** of CE strategy. (KPA)
- Faculty CE Strategies based on Institutional Strategy
- **Centralised CE Office** – Academic Support, Coordination, Monitoring, Documenting, Recording, Profiling & Capacity Development function
- **Committee Structures** – Research & Engagement Committee, Faculty Engagement Committees, Institutional Engagement Forum and Community of Practice, Hubs of Convergence, Entity and Programme Advisory Boards

6. Importance of CE Enabling Structures ENTITIES

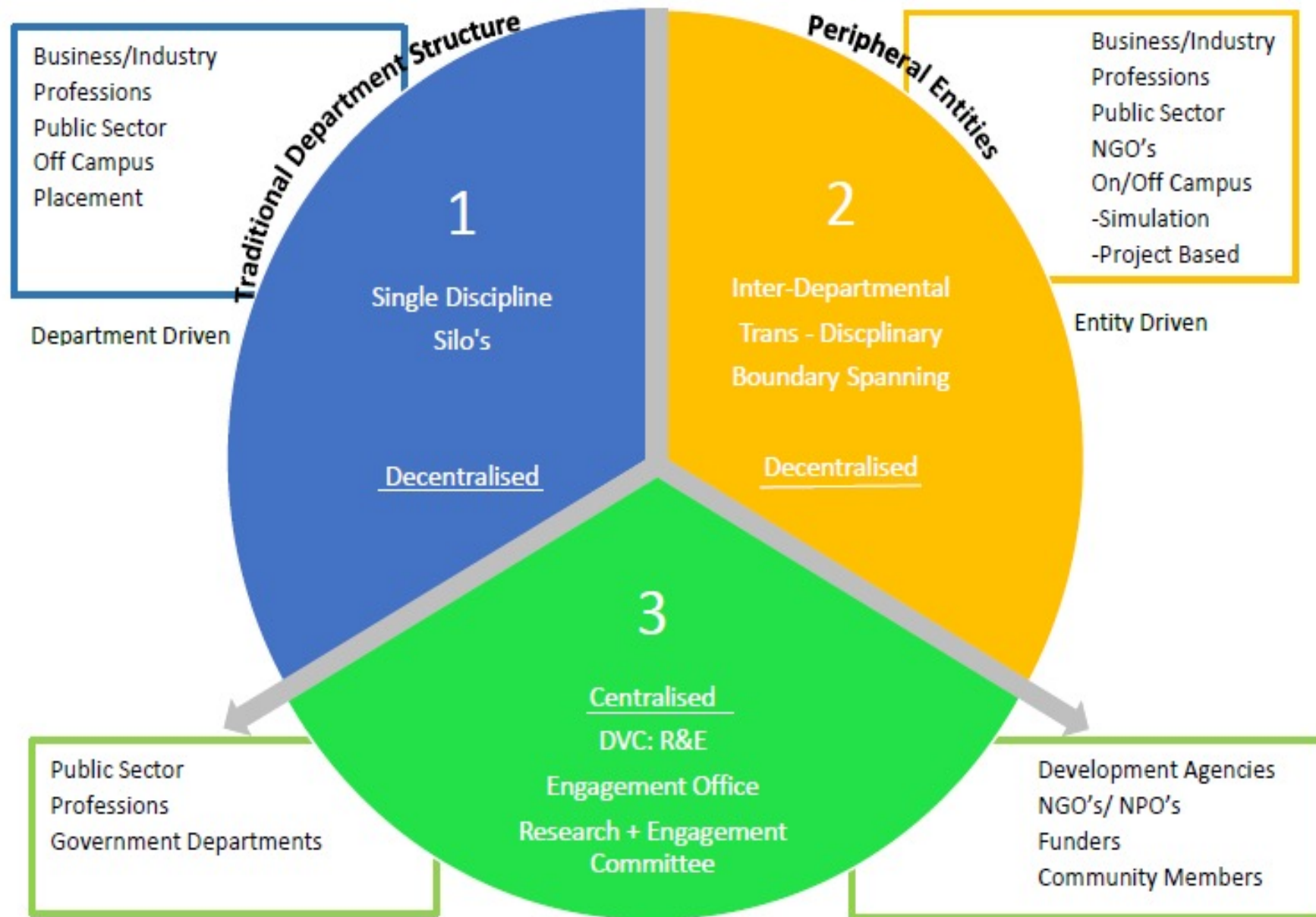
- **Traditional** academic structures (Depts./disciplines) may reinforce isolation amongst academics and external stakeholders
- Engaged Universities have undergone structural adjustments and have shifted towards the **flattening** of the hierarchical relationships between academics and external stakeholders – **establishment** of Entities, Industry Chairs and Hubs of Convergence
- These structures serve as “**boundary spanners**”, **porous and flexible structures and trans-actional spaces that are more responsive**
- More successful in **leveraging external funding** as the concept of CE fits squarely with donors and funding agencies priorities

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|---|--|
|  HIV/Aids Research Unit | Centre for Law in Action |
| Advanced Mechatronic Technology Centre | Coastal & Marine Research Institute |
| Sub -Saharan Africa Cisco Academy | Unit for Sustainability Research |
|  Centre for African Ecology | Centre for Integrated Post-School Education and Training |
| Centre for the Advancement of Non-racialism and Democracy | SA International Maritime Institute |
| eNtsa – Innovation through Engineering | Centre for Economic Development and Tourism |
| InnoVenton | Refugee Rights Centre |
| Govan Mbeki Mathematics Development Centre | AEON – Earth Stewardship Research Institute |
|  University Clinic & Community Clinic | Cyber Security Research Centre |
| Centre for Community Technologies | Centre for Expertise in Forecasting |
|  Centre for Community School | Telkom Centre of Excellence |
| Labour and Social Security Law Unit | Centre for Philosophy in Africa |
|  Centre for Woman and Gender Studies | Centre for Coastal Palaeosciences |

Formal Sector Partnerships

– Faculties –

Formal/Non Formal Multi – Sector Partnerships



Centrally Driven and Co-ordinated Engagement Focused Institutional partnership

7. Recognition and Reward of CE

8. Promotion Criteria and KPAs

9. CE Capacity and Professional Development

- Signals **institutional support** for the **importance of engagement** to institutional goals and priorities
- Annual **Engagement Excellence Awards**
- **Inclusion** of Engagement activities into **promotion criteria** – presentation of T & L, R and **Engagement Portfolio**
- Included as a **KPA** in Academics' Job Descriptions (Deans, Directors, HODs)
- **Professional development** opportunities similar to T & L & R – workshops, seminars and Engagement focused writing retreats

10. Community Voice

11. Student Voice and Participation

- **Inclusion of community “voice”** can be an extraordinary indicator of an advanced University CE agenda in that it can suggest the development of trusted relationships
- **Structures** created for the incorporation of **community voice** include Institutional Engagement Forum, Community of Practice, Hubs of Convergence, Programme Advisory Committees and Entity Advisory Boards
- The role of student “voice” often occurs spontaneously as **students advocate** for **more engaged learning opportunities** in the curriculum

12. Internal and External Funding of CE

- A **funding mix** represents commitment from internal leaders for a sustainable base. A mix seems to produce the best outcomes regarding institutionalization and sustainability
- **Institutional Funding** – in the form of **Engagement Advancement Fund** – seed funding for up to a period of three years
- University Entities are more successful in leveraging external funding

13. Monitoring Recording Reporting Profiling of CE

- Importance of Centralised (Engagement Office) **Engagement Management Information System**
- Used for Institutional Recording, Monitoring and Reporting of Engagement Activities and Projects
- Assists University in responding in a Transdisciplinary manner to Societal Challenges and being in service to the communities it serves
- If CE is important to the institution, then Recording, Monitoring and Reporting are also important
- Continued profiling and celebration of CE Best Practice is evident

THANKYOU

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NELSON MANDELA
UNIVERSITY

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