FROM **HOPE** TO **ACTION** THROUGH **KNOWLEDGE**

The Renaissance of the
University of the Western Cape

2001 – 2014

Editors

Ramesh Bharuthram
and Larry Pokpas

Embedding Community Engagement at UWC: A Reflection on the Journey

Professor Priscilla Daniels

Director, Community Engagement Unit

Introduction

The University of the Western Cape (UWC) is an institution renowned for its activist role in the apartheid struggle and has a long legacy of commitment to addressing the needs of disadvantaged communities and has played an important academic role in facilitating equity and social justice in our society.

The history of this institution is succinctly captured by its former Rector and Vice-Chancellor, the late Prof Jakes Gerwel in his 1987 inaugural address when he asserted that “it was created by and for the purposes of an ideology which was fundamentally antagonistic to the community it was to serve [...] but the University of Western Cape, more so, even unlike, any of the other black universities managed to extract itself from the ethos of its creator’s ideology” (Gerwel, 1988: p. 33). The previous Vice-Chancellors of UWC transformed the University into an institution that embraced its soul, defined its intellectual tradition and transformed itself into a mature academic project; the latter process crystallised under Prof Brian O’Connell. Current Rector and Vice-Chancellor, Prof Tyrone Pretorius, commended Prof O’Connell for his “sterling work, leading the University from a very weak position to its current prominence as a first-rate institution” (Pretorius, 2015: p. 5).

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Prof O'Connell expanded the institution's motto from *A Place of Quality, a Place to Grow* to include *from Hope, to Action, through Knowledge* (O'Connell, 2002). UWC has always been committed to community engagement and the concerns of equity, redress, and reconstruction and development. The University adopted a new mission under the leadership of Prof O'Connell: "to transform itself from a low-ranking university into a world-class research institution, while simultaneously serving students from South Africa's historically oppressed communities" (UWC Strategic Plan, 2001-2005: p. 3).

The Higher Education Quality Committee (HEQC) Report on the 2007 Institutional Audit of the University, recognised that the mission and definition of UWC as an engaged university places it in "a particularly good position to give effect to a rich understanding of transformation and to reconcile in practice the tensions between equity and quality, and between the local and the global through sound research-based teaching at the undergraduate and postgraduate levels, focused research in all its areas of strength, and carefully thought-through community engagement" (HEQC: Audit Report on UWC, 2008: p. 20).

This chapter provides a reflection of the leadership impact of Prof O'Connell on the embedding of community engagement (CE) within the academic project at UWC as an engaged university to ensure that we link our proud past to our exciting future, grounded in excellence and relevance. The exemplars discussed illustrate the manner in which the creation of a climate and space for community engagement as an infused principle in teaching and learning as well as in research has facilitated the creation of graduates who are agents of change. These graduates evince strong ties to their communities and are able to partner with relevant stakeholders to facilitate and sustain transformation in a democratic society, based on their accumulated knowledge and commitment to social justice.

Context of engagement at UWC: 2002-2014

The composition of a democratic government in 1994 affected UWC severely as many of the senior staff took up positions in the government. Upon Prof Brian O'Connell's appointment as Vice-Chancellor, President Nelson Mandela, in his congratulatory message to Prof O'Connell, affirmed that he is well equipped and that the University is well placed to provide leadership in the "discussions and developments towards

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the reconfiguration of our system". Madiba conveyed that "UWC looks up to you to consolidate and restore its position as one of the leading institutions of higher education" (Mandela, 2002: p. 1).

Prof O'Connell contextualised his vision for UWC in his Inaugural Address, when he focused on the themes of hope, knowledge and agency and on the idea that South Africans are a nation exemplifying courage, wisdom and generosity (O'Connell, 2002: p. 18). He identified hope as the first element for creating spaces for dreaming, shared vision and conversations between all social structures, facilitated by leadership, sense making and engagement with challenges facing our society (O'Connell, 2002: p. 6). Prof O'Connell mentioned that the country's Reconstruction and Development Programme (RDP) was aimed at developing shared meanings and responses, but was derailed by the need for very necessary programme delivery, which impacted on the centrality of community conversation and action, marginalising the conversation on hope (O'Connell, 2002: p. 7). O'Connell argued that the conversation on hope needed agency to encourage sustained conversation, signalling the beginning of the development of the motto "from hope to agency, the will and ability to act, to be an agent of change" (O'Connell, 2002: p. 9). He added a third component to his thesis, namely knowledge, because hope and agency on their own are not sufficient to ensure success, since UWC has the fortitude, wisdom, intellectual power through self-understanding to sustain and enhance knowledge and understanding for the nation (O'Connell, 2002: p. 11, 18). This completed his motto for UWC going forward: *From Hope to Action through Knowledge*.

The UWC Strategic Plan: 2001-2005 set the agenda for the reinvigoration of UWC as an engaged institution of teaching, learning and research. Prof O'Connell concretised the rationale for the commitment to being an 'engaged university' in UWC's Annual Report in 2010, when he argued that this resonates with the University's sense of being, and the way in which the University faces the challenge of being an excellent university in a global environment, while remaining responsive to social and economic development issues in South Africa (UWC Annual Report, 2010: p. 12). Being an engaged university created the opportunity to facilitate a culture of learning that supports a dynamic higher education system, which reflects a culture of engagement, models the appropriate behaviour and expands the engaged knowledge creation project, focuses on the successful induction of students into this culture, creates a critical mass of high-level knowledge producers, creates a supportive environment, and shifts the

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culture, thereby giving rise to a leadership mindset that establishes the concept of engagement at all levels (Report of IOP Strategic Planning Workshop with Executive and Deans, 2010: p. 6).

The UWC IOP: 2010-2014 was aimed at driving the change process and building the 'engaged university'. In UWC's 2013 Annual Report Prof O'Connell stated that engagement at UWC represents using the past as a platform to facilitate transformation and the creation of a better future. UWC, as part of this society in transition, is confronted by and must continue to address the significant development challenges shaped by its past, whilst also confronting the emerging challenges of becoming an active player in a globalised 'knowledge economy' (UWC Annual Report, 2013: p. 13). Goal 2 of the IOP: 2010-2014 (Chapter 4, Appendix 1) was to provide opportunities for an excellent teaching and learning experience that is contextually responsive to the challenges of globalisation and a society in transition, and which enhances students' capacity as change agents. This led to the formulation of three graduate attributes, which articulate well with the concept of engagement and are identified in the table below. Details on the development of the UWC Charter of Graduate Attributes have been provided by Bozalek and Marshall in Chapter 7.

Table 9.1 Operationalising the graduate attributes through engagement

Graduate Attribute	Engagement
GRADUATE ATTRIBUTE 1 SCHOLARSHIP: A critical attitude towards knowledge	Scholarly attitude to knowledge and understanding in a rapid changing context. Actively engage in the generation of innovative knowledge and understanding.
GRADUATE ATTRIBUTE 2 CITIZENSHIP AND THE SOCIAL GOOD: A relationship and interaction with local and global communities and the environment	Engaged, accountable agents of social good. Aspire to social justice and care, appreciate the complexity of historical contexts and societal conditions through their roles as professionals and members of local and global communities.
GRADUATE ATTRIBUTE 3 LIFELONG LEARNING: An attitude or stance towards themselves	Continuous learning based on reflection of personal and professional experience; self-evaluation and self-improvement

Prof O'Connell also acknowledged that choosing to be an 'engaged university' placed UWC in an uncomfortable position where the contestation between the past and the future, as well as the challenges between the developed and developing needs of the country, has to be balanced through a deepened understanding and engagement with the different issues that constitute these competing realities. He argued for

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active engagement, through knowledge creation and dissemination, within the complex challenges that emerge from these very different but equally important realities in which knowledge production should take place (UWC Annual Report, 2013: p. 13). This perspective is supported by the theory of Mode 1 knowledge, which refers to Gibbons's (1994) argument that for knowledge to be relevant, it will have to be co-created in the 'agora', which is the open public spaces outside the university. Knowledge production has to progress from Mode 1, which is discipline specific, to transdisciplinary Mode 2 knowledge (Gibbons, 1994). This encourages interaction with communities and relevant stakeholders, which creates opportunities for the development of critical thinking and critical reflection, facilitates new ways of engaging and solving problems, thus leading to innovation and growth in various sectors. For the academic project of the University to achieve this, the University itself has a central role to play by building bridges and networks for all stakeholders to be included in the education project, thereby facilitating access for those previously excluded. Such an approach strengthens the relevance of the University and enhances its impact on societal advancement.

Motivation/Rationale for Community Engagement (CE)

Prof O'Connell maintained that UWC's mission recommitted the University to the importance of the 'student-in-communities' as the academic point of departure for its community engagement initiatives (UWC Annual Report, 2009: p. 49). This provided the University with the impetus to pursue ongoing engagement with the communities from which the students came, as well as the communities they were transitioning into and would enter and become members of, through their increased knowledge and skills to compete in a global market. Given that UWC's CE agenda includes excellent academic accomplishments that address concerns identified by the community, the academic project is informed and enhanced by these partnerships. Institutional engagement with local and broader communities occurs through a range of community engagement activities and in a variety of teaching and learning, research, advocacy and service methodologies. These activities range from faculty-specific programmes, organised and coordinated by faculty structures, to centrally coordinated, institution-wide programmes led by academic, community or student structures. UWC was ahead of its time as the range of activities purposefully aimed at developing sustainable communities was embraced under the umbrella term of community engagement, which was the acceptable overarching term for the range of societally-

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focused activities and initiatives that the University incorporated into its teaching and learning, and research and innovation. These initiatives have a range of common transformational concerns that are addressed through multiple approaches (UWC Annual Report, 2009: p. 49).

The Higher Education Quality Committee (HEQC) Institutional Audit Report on UWC released in 2008 highlighted the range of community engagement activities in which the institution was engaged and the way in which these were embedded in teaching and learning through service learning and community-based education (HEQC Report, 2008: p. 19). The report acknowledged the tradition of service learning at UWC in the Faculties of Community and Health Sciences, and Education, as well as in the Department of Library and Information Sciences, and was impressed with the variety of civic engagement approaches and student-led initiatives implemented by the Institution (HEQC, 2008: p. 19).

The Institutionalisation of Community Engagement at UWC

Institutionalising community engagement is a complex process with four parallel and interdependent dimensions and the success of institutionalizing community engagement depends on deliberate efforts across all four dimensions (Civic Engagement Task Force Report, 2002: p. 4).

The intellectual dimension relates to teaching and learning, community partnerships, research and institutional structure and culture (Civic Engagement Task Force Report, 2002: p.4). The structural dimension relates to the structural changes and adaptations needed to institutionalise engagement, involving staff and senior leadership, engaged activities, acknowledgement of engagement activities through incentives and rewards, and external and internal support and funding (Civic Engagement Task Force Report, 2002: p. 4). The cultural dimension is that an engaged institution has a culture of engaged scholarship for transformation and a commitment to responsiveness to community and societal needs, and engages with the community as part of the academic project (Civic Engagement Task Force Report, 2002: p. 5). The political dimension encompasses the political process to involve stakeholders and constituencies, strategies for enlisting support and identifying champions from Executive Management to Faculty Deans and Heads of Departments. Community engagement needs the support from institutional leaders and the various stakeholders to ensure institutionalisation (Civic Engagement Task Force Report, 2002: p. 5).

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Moreover, an enabling infrastructure is needed to ensure the institutionalisation of community engagement at a university and UWC is no exception. Prof O'Connell, with the support of his executive management team, put many of these prerequisites in place to ensure that CE is embedded within the institution's core business. The intellectual, structural, cultural as well as political dimensions have been entrenched. The following quote from Prof Tyrone Pretorius in 2005 (then Deputy Vice-Chancellor Academic) illustrates his support for community engagement:

In thinking of my own summative opinion of these five years, four of which coincided with my own term of office, I realize that we have much to celebrate. I am pleased that we have a framework for scholarly engagement in community service, that we enrich our teaching and community involvement with research. In a nutshell I am pleased that Service Learning provides due recognition to the dialectical relationship between research, teaching and community service – and that we do not spend time quibbling about which is more important (CHESP, 2004: p. 7).

For many UWC academic, administrative and support staff, as well as students, alumni and associates, community engagement is part of our DNA; it is something we do not think about as an option, but as a way of living, being and showing up authentically in the UWC academic space. The University's positioning of its CE agenda in its mission and vision statements has impacted on the strategic direction that the University wishes to pursue, as informed by the University's positioning in a global society undergoing rapid and dramatic processes of change that has social, political and economic consequences. Prof O'Connell argued that UWC seeks to produce and transfer knowledge through engagement with society and its complexities that will enable UWC graduates, regardless of their backgrounds and aspirations, to respond in critical and responsible ways to the challenges of the 21st-century (Report of IOP Strategic Planning Workshop with Executive and Deans, 2010).

Prof Bharuthram (DVC Academic, 2008-2014) also suggested that the success of our graduates is enhanced when community engagement is recognised and responded to as an integral and necessary part of the learning process. This discussion was expanded by Prof Daniels, the Director of the Community Engagement Unit (CEU) at UWC, who argued strongly that "if we want our students to lead creative, productive and responsible lives, we must give them opportunities to learn in ways that have consequences for others, as well as for themselves" (Loeb, 2001: p. 46). She argued that this means consistently creating learning opportunities as an integral part of the academic programme whereby

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students are required to engage with society and partner with its communities to solve their problems through new ways of thinking and interaction. Consequently, UWC should facilitate a change in the value system of students in order for them to move from volunteerism, which is concrete and tangible, to addressing deeper issues, which provides students with the models to take action and foster their civic engagement, thus helping them to overcome the absence of connection between their values and actions (Loeb, 2001).

The vision, mission, Institutional Operating Plan (IOP) and core values of UWC have been the main drivers of the academic project under the leadership of Prof O'Connell. He prioritised ethical and responsible leadership and embarked on a series of sense-making dialogues with various stakeholders representing all segments of society, facilitating partnerships both locally and internationally to ensure the sustainability of the University within the community. The IOP was the underpinning action plan of the University and it was used to improve, adapt and change how the University delivered on the three core functions of teaching and learning, research, and innovation in community engagement initiatives. The following exemplars provide a snapshot of how engagement was actioned in community engagement at UWC during the leadership of Prof O'Connell.

Exemplars for Engagement through Teaching and Learning

The Community Higher Education Services Partnership (CHESP)

The CHESP project was an institution-level strategic initiative to operationalise its commitment to community engagement through the development of a cluster of related individual programmes in accordance with the institution's mission and strategic planning goals, and to align them with the key policy priorities of the White Paper on Higher Education, which emphasised the need for higher education institutions to be more aware, responsive and accountable to community needs (Department of Higher Education, 1997).

The CHESP initiative, started in January 1999, aimed to increase the relevance of higher education with regard to community needs through developing Service learning exemplars and the focus was on "the development and promotion of socially accountable models for higher education, research, community service and development" (Lazarus, 2001). The project was

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piloted at 8 different institutions, namely, University of the Witwatersrand, University of Transkei, University of the Free State (Main and QwaQwa Campus), University of Cape Town, University of the Western Cape, and at the University of Natal's Durban and Pietermaritzburg campuses. One of the goals of this project was also to contribute to educational reform and the development of educational policies.

CHESP expanded on the experience of a previous partnership initiative at UWC, the Western Cape Community Partnership Project (WCCPP), which was located primarily within the health science disciplines and focused on community-based education as a teaching methodology. The aim of CHESP was to extend CE beyond the health sciences and avoid the pitfalls and limitations of WCCPP. The aim of WCCPP was to balance the conventional education of interprofessional health personnel by promoting primary health care academic centres. Service learning partnerships between selected historically disadvantaged communities, the services sector (public, private, NGOs and CBOs) and UWC were central to the CHESP triad partnership model and crucial to addressing developmental priorities in all three sectors.

The focus was on partnership development through appropriate structures and programme-based activities to facilitate equality and equity, the establishment of community-based service learning sites, and transformation within participating institutions. The benefits for the community included accessing the resources of the University, creating opportunities for capacity development within communities, allowing for collaboration in decision-making strategies regarding community identified needs, which resulted in the establishment of community-based learning sites.

The CHESP project also launched a University-wide campaign to conceptualise service learning through a series of seminars, discussions, presentations and workshops to ensure buy-in and commitment of all stakeholders. Participating CHESP universities' service learning exemplars were captured in a national publication that highlighted how the curriculum was adapted to incorporate service learning (HEQC, 2008).

Substance Abuse Project in the Western Cape

The Western Cape Department of Social Development (WCDSO) funded a project to combat substance abuse; this is a flagship CE project at UWC and the relevance of this project was recognised by the Minister of Social Development, Minister Albert Fritz.

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The Western Cape community is challenged by problems of drug abuse, violence and gangsterism, and these problems affect and infect all communities regardless of age, gender, race and socio-economic context. The Community Workers Substance Abuse Training Course was developed in 2012 by UWC's Community Engagement Unit as a capacity building and training initiative, funded by the WCDSO. The course is based on a community-oriented research proposal that was developed and submitted to the WCDSO for funding. The funds facilitated the appointment of a project coordinator, the development of eight short courses as part of the Community Workers Substance Abuse Programme, and the monitoring and evaluation of the project. Within UWC's drive to strengthen scholarship in the academic project in general, a research component has been incorporated into the substance abuse project and ethical clearance was obtained from the Research and Ethics Committee of the University. The primary purpose of this project was to effectively train community members who work in the area of substance abuse, and it consists of eight short courses to facilitate the alignment with national and Western Cape policy. Both partners are committed to provide individuals with useful information and tools on the harmful effects of drug and alcohol use, with the aim of reducing harmful drug and alcohol use in the Western Cape.

An important aspect of the substance abuse research project also facilitated opportunities for co-creation with community participants on the courses in the form of publications in a series of *Case Study Manuals for Substance Abuse Workers*. The motivation for these publications is to use the indigenous knowledge of the community and create case studies highlighting the experiences of families and youths in communities facing the challenge of substance abuse, as applicable to the South African context. These publications are being used in the training of students as well as in the training of health workers at various community-based substance abuse intervention organisations in the Western Cape. The project has resulted in the production of several conference papers and posters (Adonis, September-Brown, Comalie & Cupido, 2016; Daniels, Adonis, & Cupido, 2012; Daniels, Adonis, Cupido, September-Brown & Comalie, 2019), research reports (Daniels, Adonis & Cupido, 2019; Daniels & Adonis, 2017; Daniels, Adonis & Cupido, 2016) and a case study manual (Daniels, Adonis & September-Brown, 2016).

Exemplar of research

Collaboration for Health Equity through Education and Research (CHEER)

The CHESP Office had worked closely with the Dean of the Community and Health Sciences Faculty, the late Prof Ratie Mpofu, in the development and facilitation this research project. CHEER was a collaboration of academics involved in community-based education from the health sciences faculties of eight universities in the country. The project was funded by the Medical Research Council (MRC) to develop a research programme around the issue of *Educational Strategies to Improve the Supply and Retention of Medical Practitioners in Rural and Underserved Areas in South Africa*. Four distinct research projects – a systematic review of the literature; a qualitative study to understand the influences on where health professionals choose to practice; a case-control study to evaluate the educational factors that influence health professionals with regard to their site of practice in South Africa; and a curriculum audit – were the products of the collaboration. These were intended to provide evidence for educators, policymakers and planners to shape and guide health science education towards outcomes that would result in a more equitable distribution of graduates in South Africa.

The CHEER research process was concluded by the CEU in June 2013. The project emphasised the importance of research outputs in the field of community-based education and inter-professional education within a South African context. Publications from the two research projects included: i) Daniels, P., Adonis, T., Mpofu, R., Waggie, F. & Mugambi, W. (2013): How Service Learning enables interdisciplinary learning: A Case study in the health sciences at the University of Western Cape', Chapter 6 in *Service Learning in South Africa*. (eds.) In: R. Osman & N. Petersen. Oxford University Press; and ii) Mpofu, R.; Adonis, T.; Daniels, P. & Mugambi, W.M. (2014): 'The impact of Inter-Professional Education programme on developing socially responsible graduates who are well equipped to practice in rural and underserved areas' (*Rural and Remote Health*, 2014). There were two postgraduate student outputs: Mrs Linda Mashingaidze graduated in 2013 with a Master's degree in Public Health, thesis titled 'Student's perceptions on inter-professional education', and Mr Wallace Karuguti completed his PhD degree in Physiotherapy in 2014, thesis titled 'A Model Development for an Interdisciplinary Approach to Patient Care: A Case for Curriculum Development'.

Exemplars of national partnerships

One of the pillars on which CE is based on to ensure sustainable community interventions is equitable partnerships. The CEU is involved in various partnerships locally, nationally and internationally.

The Service Learning Capacity Building Programme

Regional partnerships included the Service Learning Capacity Building Programme, developed as part of the CHESP project. The CEU collaborated with the Stellenbosch University (SU) and the Cape Peninsula University of Technology (CPUT), and jointly facilitated a service learning training programme with academic staff from each of the three institutions. Ten academic staff from the School of Nursing at UWC participated in the course, with two academics graduating with distinctions on 25 October 2013.

SAHECEF

CEU was a founding member of the National Community Engagement Managers Forum (NATCEMF), which evolved into the South African Higher Education Community Engagement Forum (SAHECEF); the latter Forum was established to represent CE at higher education institutions nationally and internationally, and to access research funds to expand the footprint of CE at the different higher education institutions. Prof Daniels served on the Executive Committee. Together with Dr Adonis, they both continue to serve as UWC representatives on its Board. SAHECEF also lobbied government, the National Research Foundation (NRF) and the Council on Higher Education (CHE) with regard to the funding formula for courses with a CE component that contributes to social transformation at higher education institutions. This initiative was strongly supported by Prof Brian O'Connell and the UWC Executive Management.

Exemplars of international partnerships

Two international partnerships were initiated, adapted and/or consolidated by the CEU, with the University of Missouri (MU) Extension Partnership and the Hogeschool Arnheim and Nijmegen (HAN): Theewaterskloof (TWK) Partnership.

The CEU and the University of Missouri (MU) Extension Partnership

The first exchange initiative between the CE divisions of the two universities started in 2006 as part of the 20-year celebration of the UWC-MU partnership, with a visit by a delegation from MU to UWC that included MU Extension representatives. Following the initial discussions and exploratory programmes, the CEU and MU Extension collaborative partnership was consolidated four years later in 2010 at the 50th anniversary celebration of UWC.

As an outcome, the CEU submitted a successful proposal to the University of Missouri South African Partnership Programme for the development of a community leadership exchange programme. The transformational leadership pilot course was developed in 2013/2014 in partnership with MU Extension in celebration of the 30-year partnership between UWC and MU. The overall purpose of this project was to empower community leaders to facilitate transformation in their communities towards improved community wellbeing. The concurrent leadership programmes in each country utilised similar themes, yet recognising the unique contexts within which the participants lived and facilitating a platform for discussion and sharing through webinars and various social networking forums. The course was registered for accreditation within UWC and was offered to a pilot group in South Africa and the United States of America in 2015.

The International Community Leadership Development Programme (ICLDP) integrated all three legislated segments of higher education – teaching, research and community engagement – into one single project, making it the first of its kind in the University of Missouri South Africa Exchange Programme (UMSAEP). The ICLDP theory-driven evaluation research study provided a basis to further develop a research agenda in university partnership models, transformational learning and community development. This is evident in the published study evaluation report as well as the presentations on the ICLDP at four international conferences from June to October 2016. Prof O'Connell was, and still is, one of the major champions of this partnership.

Hogeschool Arnheim and Nijmegen: Theewaterskloof (TWK)

In January 2009 the CHESP office was tasked to consolidate and complete the HAN collaborative Project with UWC, through which HAN University students were allocated placements in the TWK Municipality to conduct service learning. A mutual agreement was facilitated on how the partnership should be continued and maintained in an equitable manner.

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The CE Unit facilitated the registration of international students from the HAN University through the International Relations Office. In 2012 two groups of HAN students were received to conduct a service learning placement in the TWK Municipality. In May 2012 a TWK Partnership Service Learning Symposium was held at UWC where Prof Daniels and Dr Adonis delivered a presentation on service learning. Through a 2-day World Café students from UWC and HAN University engaged on a variety of topics, in so doing experiencing 'internationalisation at home'. The positive outcomes of these two days included the scheduling of joint student activities, engaging students in social gatherings, and increased collaboration between the Interdisciplinary Teaching and Learning Unit in the Faculty of Community and Health Sciences and the HAN University. In June 2014 the partnership was celebrated at the HAN University, where Prof Daniels and Dr Adonis delivered a presentation on service learning, marking 10 years of a very successful partnership.

Infrastructure

Given Prof O'Connell's passion for and vision of strengthening UWC as an engaged university, the Community Engagement Unit (CEU) was considered an important component of the academic project and consistently supported in respect of staffing and infrastructure.

Relocation/Donation of the CHESP CE Resource Centre to UWC

Such was the national recognition of the CEU at UWC and its CE projects that in March 2009 JET and the HEQC donated a resource centre to UWC. The resource centre served as a great asset to the national project particularly because of the abundance of academic its material relevant to CE and service learning. This generous gesture was considered quite an honour and it strengthened UWC's resolve to uphold its commitment to the institutionalisation of CE, which resonated with our institution's proud history. With the support of Prof O'Connell and the DVC Academic, the launch of the resource centre ensued early in 2010, in tandem with the University's 50th anniversary celebrations.

Establishment of a CE Database

A focus on CE was part of the range of activities for the celebration of UWC's 50th anniversary, facilitated by the CEU. This included an audit of CE-related activities across the University, which provided an opportunity for

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interdisciplinary collaboration across the institution towards implementing a holistic approach to effective CE interventions. Consequently, it was decided to establish a database of University-wide CE activities. The database serves as a basis for an institution-wide approach to CE interventions, thereby providing coordinated interdisciplinary activities and optimisation of resources. The creation and management of a database involved a formal research activity around the CE activities at UWC, and the initial indexing of available data in preparation for inclusion on an accessible, interactive and online platform.

The University's Centre for Innovative Education and Communication Technologies (CIECT) played an important role in the establishment of an online platform for data capture and assisted in the completion and maintenance the CE database. Two survey instruments were developed; the one instrument measured the structured CE projects in which faculties were engaged, and the other measured the 'after hours' civic engagement projects in which academics were involved. The link to the extensive database, which houses more than 100 projects, can be found on the CE Unit's webpage. The support of Prof O'Connell and Prof Bharuthram was key to the conceptualisation and implementation of the database, which forms the foundation for facilitating engagement through creating networks for sustainable partnership.

The 50th year celebrations indicated that there was a need for CE to be more structured and visible in order for the entire campus to be aware of the CE occurring at the university. Consequently, the CEU set up a regular seminar series, which has led to an annual colloquia. The current leadership, in particular DVC Academic Prof Vivienne Lawack, has built on the legacy of Prof O'Connell and has continued the process of institutionalising community engagement. As a step further, Prof Lawack has instituted a rewards and recognition programme for community engagement activities for staff and students.

Conclusion

Prof O'Connell, with the support of his Executive Management Team, has through his inspiring and visionary leadership and his commitment to UWC being an engaged University created the opportunities for CE to be showcased, valued, celebrated, integrated and institutionalised at UWC. Moreover, he facilitated pathways for integrating CE into the University's core academic project of teaching and learning, and research

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and innovation, with an emphasis on enhancing scholarship across the academic project. Consequently, the CE experience at UWC is contextually responsive to the challenges of globalisation and a society in transition. It has enhanced students' capacity as change agents, and positioned UWC as a significant research and innovation university, regionally and internationally engaged and connected to local communities in partnership with all relevant stakeholders.

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