

Questionnaire for Case Studies

to be included in Book about Higher Education Civic Engagement and Social Responsibility

Institutions that are participating in this book project are asked to prepare written responses to the questions outlined below. The book co-authors will supplement this information through personal interviews with university leaders, faculty members and others.

This questionnaire builds upon an institutional assessment framework designed by Sir David Watson for the Association of Commonwealth Universities and published in his book *Managing Civic and Community Engagement*.

The questionnaire aims to address the following five issues:

1. clarifying the institution's historical and mission-based commitments to its host society;
2. identifying how engagement informs and influences the institution's range of operations;
3. describing how the institution is organised to meet the challenge of civic engagement and social responsibility;
4. assessing the contribution of staff, students and external partners to the engagement agenda; and
5. monitoring achievements, impacts, constraints and future opportunities for civic engagement and social responsibility.

If any of the questions below do not fit the context or realities of your institution, please skip or modify them to be more appropriate.

1. Mission and history

The following questions ask you to describe how the origins and development of your institution incorporate commitments to address challenges that face your society and community, including the development of the region and locality.

1.1 What relevant objectives are set for the institution in its founding document (charter or equivalent)?

CPUT's mission is

To develop and sustain an empowering environment where, through teaching, learning, research and scholarship our students and staff, in partnership with the community and industry, are able to create and apply knowledge that contributes to development.

1.2 What relevant expectations are held by those who fund your work and support it (including politically)?

CPUT is expected to create an empowering environment that contributes to development and to the academic project, making CPUT an engaged university that upholds quality and produces well-rounded graduates.

1.3 Which external groups are represented ex officio and de facto on the institution's governance or senior management bodies?

Business and community organizations

Government officials

1.4 To whom does the institution regard itself as accountable for its civic mission? For example, is there a "stakeholder group" such as a University Court, and if so, how does this work?

CPUT is accountable to the National Department of Education and the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) for its civic mission.

Community engagement and service-learning are imbedded in South African policy documents such as the Green Paper on Higher Education Transformation (1996), the White Paper on Higher Education (1997), the National Plan for Higher Education (2001), the Founding Document (2001) of the HEQC of the CHE, the HEQC Criteria for Institutional Audits (2004) and the HEQC Criteria for Programme Accreditation (2004)

The founding Document (2001) of the HEQC identified "knowledge based community service" as one of the three core functions of Higher Education – along with teaching and learning, and research – for the accreditation and quality assurance of higher education. Subsequently, the HEQC incorporated community engagement and its service-learning component into its national quality assurance systems. In June 2004, the HEQC released its Criteria for Institutional Audits, including criteria on service-learning (Criterion 7) and Community Engagement (Criterion 18). In November 2004, the HEQC released its Criteria for Programme Accreditation, including minimum requirements for service-learning (Criterion 1).

In order to assist Higher Education Institutions (HEIs) to implement service-learning the HEQC and the Joint Education Trust (JET) released A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning for comment in 2005 and publication in 2006. The Guide contains criteria for the good practice and self-assessment of service-learning at an institutional, faculty, programme and module level.

1.5 Are civic engagement and social responsibility objectives (as defined by answers to question 1.1 above) specified in the institution's strategic plan? If so, how, and with what indicators of success?

Responsiveness and Community Engagement is one of CPUT's six strategic directions. It is listed as a third strategic direction after teaching and learning, and research. This strategic direction reads as follows:

Through sustained interaction, to determine national and regional priorities and transformation imperatives, as well as the academic and social development needs of all students and staff and enter into mutually beneficial partnerships for development, the appropriation of knowledge and life-long learning.

The following are the objectives of this strategic direction:

Strategic Objective 1: Facilitate and contribute to the conceptual base of Work Integrated Learning and Service Learning

WHY? *To ensure integration of WIL & SL with the strategic direction of Teaching and Learning*

Strategic Objective 2: Create and sustain a supportive infrastructure for engagement and partnerships

WHY? *To ensure sustainable and mutually beneficial partnerships between CPUT and its external partners at local, national and international levels*

Strategic Objective 3: Create more extra-curricular opportunities in social engagement and social responsibility for students

WHY? *To provide more opportunities for students to achieve a deeper appreciation for social justice through their experience in civic engagement and life-long learning*

Strategic Objective 4: Promote Research on Work Integrated Learning and Service Learning

WHY? *To encourage a culture of research and ensure that WIL and SL contribute to CPUT's research base*

Strategic Objective 5: Contribute to the development of a marketing strategy for WIL & CE activities

WHY? *To position CPUT as a leader in the provision of good practice in CE and WIL activities*

Strategic Objective 6: Explore Sources of Funding

WHY? *To supplement CPUT's financial resources and ensure sustainability of WIL & CE activities*

Strategic Objective 7: Promote Quality Management

WHY? *To provide quality audits with a holistic view of WIL and CE activities*

Each strategic objective has performance measures and timelines which are available at the Centre for Community Engagement and Work Integrated Learning.

1.6 How has the institution's engagement agenda changed over time and why?

There has been a shift from uncoordinated welfare and voluntary involvement in communities to a much more structured and curriculum integrated engagement. This shift resulted in the establishment of the Service-Learning Unit with a focus in SL in 2004.

In 2009 the engagement agenda has become more inclusive as the Centre for CE and WIL has a SL Unit, WIL /Co-operative Education Unit and planned Civic Engagement Unit that will take care of staff and student volunteer and outreach activities

The current CPUT Community Engagement policy defines community engagement as "those activities and programmes offered by CPUT which involve collaborative interaction with individuals, groups, and organizations external to CPUT at the local, regional, national and international levels to achieve economic and social objectives using volunteerism, community outreach, and various forms of work-integrated learning, such as service learning (SL) and co-operative education".

This change has been facilitated by the nature of CPUT. As a university of technology CPUT had a co-operative education unit that had to be aligned with a relevant institutional strategic direction and Responsiveness and Community Engagement was viewed as a relevant strategic direction. In addition, CPUT's mission places emphasis on partnerships with industry and community.

The HEQC Audit Reports also recommend that there should be a clear distinction between SL/WIL, and other forms of CE such as volunteerism and community outreach.

1.7 How do governmental policies affect the institution's civic engagement and social responsibility work?

South African HEIs as public institutions have to redefine their purpose and demonstrate greater responsibility and commitment to socio-economic development of South African communities. The quality assurance system that is monitored by the HEQC could result in sanctions that could be through withdrawal of accreditation of programmes and a decrease in subsidy.

2. Balance of activities

The following questions investigate how your institution's pattern of activities reflects a civic engagement and social responsibility agenda.

2.1 Give a brief assessment of the chief economic and social needs of your society, region and/or locality.

In South Africa there is a need to strengthen the first economy and to meet the challenges of the second economy. The second economy is mainly informal, marginalized, unskilled economy, populated by those who are unemployed and unemployable in the formal sector. This economy

is caught in a poverty trap as it is unable to benefit from growth in the first economy. Consequently most South African communities are challenged by poverty, low literacy levels, lack of skills and basic needs such as water, sanitation, housing and electricity.

2.2 How does the institution's teaching profile (by subject and level, and including continuous professional development [CPD] and lifelong learning) reflect the needs of the society, local community and region? To what extent does the curriculum incorporate relevant features of the following:

(a) structured and assessed work experience and/or work-based learning;

CPUT provides students with work experience.

(b) "service learning"; and/or

CPUT provides students with SL opportunities

(c) prior or concurrent informal work experience?

Students are also provided with informal work experience

2.2.1 How can representatives of the local, regional and national economy and community influence curriculum and other choices?

There should be collaboration in terms of curriculum development, planning, implementation and evaluation of engagement.

2.3 What proportion of the institution's research activity is directed towards the needs of the local, regional, and national economy and society?

A relatively small proportion

2.3.1 How can representatives of the local, regional, and national economy and community influence research priorities?

Through partnerships and collaborative research

2.4 How would the institution describe its service objectives (i.e. its commitments to business and the community)?

Good

2.4.1 How can representatives of the local, regional and national economy and community influence activities in this area?

Through partnerships and collaboration

2.5 Using as a proxy an estimate of staff time (academic and support), how far is engagement in each of the areas outlined in this section (teaching, research and service) directed towards:

(a) large business and industrial interest (including global and national organisations present in the region);

05%

(b) small and medium-sized enterprises;

10%

(c) other public services (e.g. education, health, social services);

15%

(d) the voluntary sector, community groups and NGOs; and

25%

(e) cultural and artistic organisations?

05%

2.6 Does the institution have any other policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the society, region and the locality?

Yes

3. Organisation

The following questions seek to understand how your institution organises itself and deploys its resources (including human resources) to meet civic objectives.

3.1 Does the institution have specialised services to meet civic and related objectives (e.g. web-based resources, business advisory services, help-desks, formal consultancy and related services)?

Yes

3.2 Does the institution have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, and sports facilities)?

Yes

3.3 On what terms and with what frequency and volume of uptake are the institution's campus or campuses accessible to the community?

CPUT has events that are organized for community participation and reflection. In addition, CPUT offers evening classes for working members of the community

3.4 What arrangements are made for the security of the members, guests, and property of the institution?

CPUT has a campus control unit that takes care of safety and security

3.5 How much financial support does your institution allocate to its civic and social responsibility activities? What is the source(s) of these funds?

About R1 million per year. The source of the funds is the institutional subsidy and a smaller percentage is third stream income.

3.6 Does your institution collaborate with other organizations in planning and conducting its civic engagement and social responsibility work (for example: community partner agencies, higher education associations)? With which other organizations and how does it collaborate?

Yes, through partnerships and memoranda of agreement. Through its Advisory Committee Policy, the institution also collaborates with Advisory Boards that attend scheduled advisory board meetings.

4. People

The following questions will help to describe how policies and practice involve members of the institution including staff at various levels, students and formal partners in achieving goals related to civic engagement and social responsibility.

4.1 Who takes primary responsibility for the institution's work in civic engagement and social responsibility as defined in response to question 1.5 (above)?

Deputy Vice Chancellor: Research, Technology Innovation and Partnerships, and Director:
Community Engagement and Work integrated Learning

4.2 Does the institution's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the institution community?

The institution's policy has a broad spectrum – local, regional, national and continental.

The policy provides opportunities for students in all South African provinces and other countries to study at CPUT and contribute to national development goals

4.3 To what extent are civic engagement and social responsibility objectives built into contractual terms for, and evaluation of:

(a) senior managers; (b) academic staff; and (c) support staff (including the specialised staff referred to in question 3.1 above)?

Civic and social responsibility objectives are built into CPUT's performance management and promotion strategy.

4.4 Reflecting on the answer to question 2.2 (above), how far is the student body engaged in the economic and cultural life of the community through formal requirements?

Community engagement is integrated into the curriculum and students receive credits for their participation in service-learning projects

4.5 What proportion of the student body (for example, postgraduate or post-experience students) is concurrently in full-time local or regionally-based employment?

About 60%

4.6 What encouragement is there for members of staff to undertake aspects of community service (e.g. service on boards of other organisations, pro bono advice, elected political office)?

The policy on Ad Hominem Promotion guides an annual staff promotion process and enables CPUT to reward staff that demonstrates commitment to the key strategic direction of 1) teaching and learning, 2) research and scholarship and 3) responsiveness and community engagement.

4.7 What is the extent of student volunteering in the community, and how is this organised?
Does it attract:

(a) Formal support (e.g. timetable concessions, payment of expenses); and/or (b)
academic credit?

Student volunteering is structured and supported by the Student Affairs Division.

Service-learning attracts academic credits

5. Monitoring, evaluation, impacts and communication

The following questions seek to understand how your institution sets objectives and targets for civic engagement and social responsibility, monitors and evaluates achievement, and communicates both their intentions and related activities.

5.1 What steps does the institution take to consult upon and publicise its civic engagement and social responsibility agenda? [It may be helpful to review such publications as Annual Reports, newsletters and alumni communications.]

CPUT publishes its civic engagement activities in Moja, a CPUT newsletter. The plan is to compile Annual reports and make use of the CPUT website. There are also Open Days that enable the university community to meet with community partners, showcase their collaborative projects, reflect on their planning and implementation and suggest improvements for the following year.

5.2 What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your institution? What steps can be taken either to maintain or improve this level?

In 2006, CPUT won a national award for the most informative exhibition of community engagement activities. Continuous participation in local, regional and national workshops will raise CPUT's level of public confidence.

5.3 How successful is the institution's civic engagement and social responsibility work? What are, or have been, its most effective engagement activities?

Service-learning has resulted in effective engagement activities. Other activities include participation by community organization in CPUT activities.

5.4 What factors have supported and reinforced the institution's engagement activities and how? What factors have limited or obstructed this work, and how?

History of the University

Institutional support (support from management)

Resources (Financial, human, physical)

Champions who manage to get institutional buy in

5.5 What are the institution's future plans with respect to civic engagement and social responsibility?

To contribute to the conceptual base of service-learning, work-integrated learning, responsiveness and civic engagement

To integrate CE with teaching and learning and research

To form more partnerships (at local, regional, national and international levels) and encourage collaboration