



UNIVERSITY OF ZULULAND

POLICY AND PROCEDURES

on

COMMUNITY ENGAGEMENT (FRAMEWORK, GUIDELINES AND STANDARD OPERATING PROCEDURES)

POLICY NUMBER	RI P35	POLICY OWNER	VC: RESEARCH & INNOVATION
OVERSEEING COMMITTEE(S)	Community Engagement Committee → MANCO → Senate → Council		
APPROVAL DATE	29 NOVEMBER 2018	REVISION DATE	29 November 2023

POLICY STATEMENT

This policy provides guidelines and direction to the University regarding the rules and procedures to be followed in the conceptualisation, implementation, monitoring and review of Community Engagement activities. This policy provides guidelines and direction to the University regarding the rules and procedures to be followed in the conceptualisation, implementation, monitoring and review of Community Engagement.

REVISION HISTORY

CURRENT APPROVAL CYCLE	
POLICY NUMBER:	RI P35
SENATE NUMBER(S):	
DATE OF APPROVAL BY APPROPRIATE FIRST COMMITTEE:	18,19,20 September 2018
DATE OF SENATE APPROVAL:	05 November 2018
DATE OF COUNCIL APPROVAL:	29 November 2018
EFFECTIVE DATE FOR IMPLEMENTATION:	29 November 2018
NEXT REVISION DATE:	29 November 2023

APPROVAL HISTORY			
DATE OF FIRST APPROVAL:		02 October 2013	
POLICY NUMBER	SENATE NUMBER(S)	SENATE / MANCO REVISION DATE	COUNCIL APPROVAL DATE
VC P9	S893/13	02 October 2018	02 October 2013

RELATED POLICIES	
POLICY NUMBER	NAME OF POLICY

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SECTION A: POLICY

1. PURPOSE AND RATIONALE

This document contains the guidelines, procedures and general Community Engagement (CE) information that should be followed by staff and students at the University of Zululand (UNIZULU). Community Engagement is an integral part of Teaching and Learning and Research and Innovation at UNIZULU and this policy framework should be read in line with the Strategic Plan of the University of Zululand 2016-2021, Strategy for Developing Research and Innovation, Research policy, Teaching and Learning policy, Staff Promotions policy, Research Ethics policy, Plagiarism policy and Higher degrees policy.

According to Higher Education Quality Committee (HEQC), Community Engagement is defined broadly as initiatives and processes through which the expertise of the higher education institution in the area of teaching and learning are applied to address issues relevant to its communities. The following features apply to enhance the definition and community engagement experiences at UNIZULU i.e. the intent, focus and context in which the engagement happens and the mutual benefit. Does it add value; does it improve the quality of life and does it enhance the Scholarship of Engagement? Hence, CE at UNIZULU is achieved through the following categories: a) Engaged Teaching and Learning; b) Engaged Research; c) Extra-curricular, volunteer work and outreach programmes; d) Partnerships.

1.1 Engaged Teaching and Learning

This category includes all forms of Community Engagement that are integrated into academic programmes of students. This would include curricular forms of engagement such as (community) service learning; community-based practical components of degree programmes required by legislation; fieldwork and community-based research in the curriculum; as well as clinical practice, professional training, and work-integrated learning that take place in community settings.

1.2 Engaged Research

This category refers to appropriate, responsive research that is undertaken in partnership with communities for application purposes, including the following:

- 1.2.1 Research by staff members aimed at scholarly achievements, contributions and outputs (i.e. conference papers, academic publications, and academic qualifications).
 - 1.2.2 Commissioned research and other community-based research projects.
 - 1.2.3 Community-based research undertaken by students in partnership with community members.
 - 1.2.4 Community-based approach to research may result in knowledge transfer and exchange in several forms that are important to academic as well as economic and social improvement including the commercialisation of intellectual property, the establishment or improvement of businesses or non-governmental organisations, the design of new and effective interventions or public policies, or other joint venture activity between universities and community partners.
 - 1.2.5 Engaged research promises significant social, cultural, and environmental benefits, many of which are economically quantifiable. Through engaged research activity universities can contribute to improvements in community conditions, educational attainment, health and well-being, social inclusion and social capital, cultural understanding, cultural expression, and economic growth (Australian Universities Community 2008-2010:2)
- 1.3 Research that is appropriate to a comprehensive university includes multi-disciplinary, solution-oriented research that is aligned with national imperatives and broad societal goals as well as research that is undertaken in partnership with the local, national and international community. Research that is integrated with the University's Community Engagement agenda should be undertaken in a participatory, collaborative, and ethical manner through human resource development that is aimed at serving the public interest. Such research endorses the emerging 'scholarship of engagement' within the South African higher education environment. Community-based research will respect, include and celebrate community knowledge, experience and wisdom. The office of

the Deputy-Vice Chancellor for Research and Innovation will oversee the following activities:

1.3.1 (Community-contextualised) research aimed at scholarly achievement

1.3.2 Technology Transfer

1.3.3 Commissioned community-based research

1.4 Extra –curricular, volunteer work and outreach programmes

This category includes all forms of volunteer work that is undertaken under the banner of the University (e.g. traditional forms of community outreach) by staff and students.

1.5 Community Partnerships

This is any form of partnership between the University and specific communities. This partnership can be either formal or informal and may be in relation to Work Integrated Learning (WIL), service learning, engaged research and volunteerism or outreach. The University’s engagement with its communities will be embedded in democratic principles of participation, inclusiveness, mutual respect and the *reciprocal* exchange of knowledge, skills and *constructive dispositions*. Partnership development will therefore have the genuine interest of communities at heart, which endorse a spirit of doing things ‘with’ communities and not ‘to’ or ‘for’ them. The aim is to establish inclusive partnership formations with local communities and their representative organisations, as well as with private and public sector stakeholders, in order to make a demonstrable and sustainable difference in both the University and the community in terms of knowledge, values, and socio-economic well-being.

2. DEFINITIONS

2.1 Community Engagement: Through *community engagement*, community and university knowledge and resources are brought together in and out of the classroom, as well as on and off campus to “enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged graduates, staff and citizens; strengthen democratic values and civic

responsibility; address critical societal issues; and contribute to the public good.”

- 2.2 Community:** The “community” in Community Engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.

3. ROLES AND RESPONSIBILITIES

3.1 Community Engagement Management Structure

3.1.1 The University structure overseeing Community Engagement is the Senate Committee on Community Engagement. This Committee is chaired by the Deputy Vice-Chancellor, Research and Innovation. The Committee comprises representation from: the four Faculties; administration; relevant institutional committees, divisions and sections. Key stakeholders from the community and service sector will be co-opted, as required.

3.1.2 Each Faculty has its own Committee on Community Engagement, the composition of which is at the discretion of the individual Faculty, and whose role is to promote, support and document community engagement activities within that Faculty.

3.1.3 There is a dedicated Centre for the management and promotion of Community Engagement.

3.1.4 Notwithstanding the stipulation that this policy applies to all community engagement activities undertaken by staff and students of the University, the centre for Community Engagement will be directly responsible for the following activities:

3.1.4.1 Maintain Community-University Partnerships

3.1.4.2 Establish and document a reporting system

3.1.4.3 Develop tools and guidelines for Community Engagement activities

3.1.4.4 Train and support staff and students on CE related matters

3.1.5 Ensure fair and equitable distribution of resources geared towards Community Engagement activities across Faculties

3.1.6 Ensure Student Community Based Research is guided by both Faculties and the Centre

3.2 The role of students in Community Engagement

The University will actively engage its student population in the advancement of Community Engagement as an integral component of its core business and of their development as responsible citizens. Through Faculties and Centre for CE, Student Representative Council and other student organisations will be afforded opportunities to inform Community Engagement, especially curriculum-based forms that are aimed at increasing the relevance and contextualisation of their academic programmes. Community service that is undertaken on a volunteer basis by students is also supported as a means to demonstrate a sense of social responsibility among the student population.

3.3 Roles of students who undertake WIL

3.3.1 It is the responsibility of each student to take ownership of their learning during their engagement with the communities.

3.3.2 Students should ensure that they understand what is expected from them before they go to communities.

3.3.3 Students should make sure that they know who to contact in the case of emergency or when a need arises.

3.3.4 Students should observe culture and practices, policies of where they are doing their WIL. Logbooks and reports should be signed by supervising practitioners, mentors or supervisors. They should compile a portfolio of evidence to reflect their experience.

3.4 The role of the lecturer

3.4.1 The lecturer should prepare students properly before they undertake practical work or WIL by making sure that students understand the learning outcomes of the module.

3.4.2 A lecturer should discuss how students will be assessed and evaluated.

3.4.3 He or she should liaise with supervisors or mentors where students are attached to discuss issues of progress.

3.4.4 The lecturer should be available and be on a standby in case students need his or her assistance.

3.5 The role of Community Engagement in public relations and marketing

Community Engagement provides the University with unique opportunities to build a positive image by positioning itself as a leading comprehensive institution. It will therefore align its public relations and other marketing ventures with its community engagement initiatives and UNIZULU communication and marketing strategies. The University's own social responsibility will be linked with corporate social investment initiatives of the corporate sector with the joint goals of the triple bottom-line of money, people and the environment. Through key partnerships, the University will be able to market itself effectively locally, nationally and internationally.

3.6 Role of participating stakeholders in CE initiatives

3.6.1 Stakeholders should consult with each other on a regular basis to evaluate the quality of their partnership.

3.6.2 They should consult each other before making decisions and be accountable for their actions.

3.6.3 They should communicate openly to enhance openness and transparency on all activities of the partnership.

3.6.4 They should maintain confidentiality, more especially on sensitive matters.

3.6.5 They should inform each other in the case where there is a problem in honouring appointments.

3.6.6 They should ethically relate to each other during the partnership.

4. TERMS OF REFERENCE: COMMUNITY ENGAGEMENT COMMITTEE

4.1 Purpose

Community Engagement committee of the University provides a strategic oversight, direction and leadership on CE related matters.

4.2 Functions of The Unizulu Ce Committee

- 4.2.1 The committee monitors and reviews Community Engagement policy implementation in line with UNIZULU Research Strategic plan and other related University policies.
- 4.2.2 The committee advises on implementation of CE priorities and or niche areas.
- 4.2.3 It facilitates linkages between UNIZULU CE office and the four Faculties, University statutory bodies, communities and other University partners.
- 4.2.4 The committee develops and supports promotion of CE activities within and outside the University for the benefit of the UNIZULU, the community and its other partners.
- 4.2.5 The committee reviews and adopts CE report from UNIZULU staff members, CE unit and subsequently reports to Senate.
- 4.2.6 The committee discusses CE matters and makes recommendations to upper University statutory bodies on all CE matters requiring institutional approval.
- 4.2.7 It advises on the resourcing of CE activities.
- 4.2.8 It advises and monitors the incorporation of CE into curriculum, Teaching and Learning (TL) and Research.
- 4.2.9 It approves funding application guidelines for community based projects, research and Work Integrated Learning (WIL).
- 4.2.10 It approves procedures for the allocation of and reporting on financial resources.
- 4.2.11 It approves guidelines for partnership development and agreements.
- 4.2.12 It reviews quality CE indicators for monitoring and evaluation of CE activities.
- 4.2.13 It approves and adopts performance indicators to track University CE performance.

4.3 Delegated Authority

The Higher Education Act (Act 101 of 1997) and Higher Education Quality Committee (HEQC) institutional audit give full authority to University Senate to oversee all CE committee activities within the University.

4.4 Membership

- 4.4.1 Chairperson: Deputy Vice Chancellor: - Research and Innovation
- 4.4.2 Community Engagement Manager
- 4.4.3 Representative: Research office
- 4.4.4 Representative: Internationalisation
- 4.4.5 Representative: Clinic Sister-in-charge
- 4.4.6 Representative: Faculty of Commerce, Administration and Law
- 4.4.7 Representative: Faculty of Science
- 4.4.8 Representative: Faculty of Education
- 4.4.9 Representative: Faculty of Arts
- 4.4.10 Representative: Senate x 2
- 4.4.11 Representative: Academic Planning and Quality
- 4.4.12 Representative: Teaching and Learning
- 4.4.13 Representative: Administration- Deputy Registrar
- 4.4.14 Representative: Community (Zululand DM, King Cetshwayo DM & uMkhanyakude DM)
- 4.4.15 Representative: Dean of Students
- 4.4.16 Representative: IKS Coordinator
- 4.4.17 Representative: SRC
- 4.4.18 Representative: Centre for Sustainable Rural Development
- 4.4.19 Representative: NGO sector

4.5 Nomination and Term of Membership

- 4.5.1 A representative member is nominated by the faculty, centre, department, community structure and organisation to serve in the committee.
- 4.5.2 A member maybe replaced at any time in case the nominated member cannot continue to serve due to illness, resignation from the university or other valid reasons.
- 4.5.3 A member may request his or her faculty to replace him/her due to work or other reasons.
- 4.5.4 A member may serve a term of three years.

4.6 Absence from Committee Meetings

4.6.1 A Community Engagement committee member shall cease to be a member if she or he has been absent for three (3) consecutive sittings without given reasons.

4.7 Quorum

4.7.1 A quorum shall be formed by 50% plus one member.

4.7.2 Once a meeting quorate it remains quorate for the duration of the meeting

4.7.3 In the case where the meeting does not quorate but the majority of members are present, the chairperson may decide to proceed with the meeting and defer the decisions to the next meeting

4.7.4 The chairperson may adjourn the meeting if the meeting cannot quorate with less number of members.

4.8 Frequency of Meetings

4.8.1 The committee will meet four (4) times a year or where necessary, a special meeting shall be scheduled.

4.8.2 Any special sitting will be called where necessary at the discretion of the chairperson whenever required.

4.8.3 Meeting dates will be determined and published in the university general calendar and planner.

4.8.4 Community Engagement committee shall meet quarterly as scheduled at 8:30 am.

4.9 Location

4.9.1 The committee shall meet in one of the boardrooms at the university as scheduled or any external venue deemed appropriate by the chairperson.

4.9.2 The secretariat shall book the venue for each sitting.

4.10 Agenda Items and Agenda Distribution Time

4.10.1 Agenda items call will close one to two weeks prior to the committee sitting.

4.10.2 Agenda for each meeting shall be circulated not less than three days (3) prior to the meeting.

4.10.3 The agenda will be distributed to all committee members electronically with two sets of the agenda and minutes printed for the chairperson.

4.11 Recording of Minutes

4.11.1 Minutes of the CE committee meetings will be recorded by the Secretariat and made available to the members not less than three (3) days prior to the committee sitting for perusal and corrections.

4.11.2 The minutes shall be tabled at the next committee meeting.

4.12 Conflict of Interest

4.12.1 Members must declare conflict of interest at the beginning of each meeting by signing the register and indicate if there is a conflict of interest by marking Y (Yes)/ N (No), or before discussion of relevant agenda item or topic.

4.12.2 The conflict of interest should appear in the minutes.

4.13 Public Participation

4.13.1 A community representative member who serves in this committee shall be enough to represent the community(ies) in question.

4.13.2 In the case where there is a need for wider public participation, the chairperson may invite such members to participate, or take part in the proceedings of the meeting only on the matters related to their interest.

4.14 Communication

4.14.1 These terms of reference will be available on the University website.

5. RISK MANAGEMENT AND ETHICAL ISSUES PERTAINING TO COMMUNITY ENGAGEMENT

5.1 Community Engagement in the form of development projects, community-based research and curriculum-based initiatives will be subject to approval by relevant bodies, committees and/or structures. Where relevant, the ethical guidelines for research and other activities that involve human subjects will be followed. The University will ensure that off-campus engagement activities by staff and students are covered adequately and appropriately by its Insurance

Policy and Occupational Health and Safety Procedures, and that staff and students are informed of the relevant stipulations. Hence, the Community Engagement Project leader who leads the project should:

- 5.1.1 Ensure safety of students and community members and partners who partake or maybe affected by the project.
- 5.1.2 Identify possible risks and take reasonable steps to avoid them.
- 5.1.3 Students are orientated on issues of risk, safety and ethical considerations and home entry procedure before the project commences.
- 5.1.4 Familiarise students and partners with relevant policies on emergency procedures and provide all relevant contact numbers in the case of an emergency.
- 5.1.5 Orientate students on how to handle an emergency and how they should respond or make calls in the situation.
- 5.1.6 Make relationship with SAPS, community safety forums, PSD and other safety agencies around where you undertake the project for their response in case of a threatening situation.
- 5.1.7 Investigate and assess all areas of placement before you send students to do any work.
- 5.1.8 Staff members will be indemnified and protected by the University policies; however, staff member should act within the scope of their employment.
- 5.1.9 Incidences should be reported as soon as possible to the relevant structures within the University and SAPS where necessary.
- 5.1.10 Whoever transports students should be in possession of a valid public driver's licence.

6. QUALITY MANAGEMENT OF COMMUNITY ENGAGEMENT

- 6.1 The quality-related arrangement for Community Engagement at the University will be aligned with both Criterion 7 (arrangements for service learning) and Criterion 18 (arrangements for community engagement) of the HEQC's *Criteria for Institutional Audits* (2004). This policy stipulates the following:

- 6.1.1 There will be mechanisms for evaluation and monitoring of Community Engagement activities.
- 6.1.2 Quality mechanisms and procedures will be developed for quality management of Community Engagement, in collaboration with the Quality Assurance Department.
- 6.1.3 There will be regular review of the effectiveness and impact of Community Engagement activities.
- 6.1.4 The document *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* (HEQC/CHESP, 2006) will provide quality-management guidelines for both service learning and, where relevant, community engagement in general.

7. ALLOCATION OF ADEQUATE RESOURCES FOR COMMUNITY ENGAGEMENT

- 7.1 The University will allocate adequate resources to facilitate quality delivery of Community Engagement as outlined in this policy, including financial, human, and infrastructural resources. Such resources will be allocated within the limits of affordability and according to institutional procedures and reporting mechanisms that will ensure transparency and accountability. Nevertheless, University staff and students are encouraged to apply for additional funding from national and international funding agencies to support the implementation of CE initiatives.

8. HUMAN RESOURCE MANAGEMENT ASPECTS OF COMMUNITY ENGAGEMENT

- 8.1 It is imperative to include Community Engagement in the entire human resource management system of the University. That will include guidelines for the recruitment of staff, conditions of service, appropriate incentives, performance criteria, key performance areas, promotion criteria, and capacity development. It should be noted that Community Engagement should specifically feature prominently in the key performance areas of academic staff and members of senior management.

9. POLICY REVIEW

9.1 Council shall review this policy on a five-year cycle. On recommendation of the appropriate Senate or Management Committee, Senate or MANCO may review and amend any annexure of a policy at any time.

10. IMPLEMENTATION AND OVERSIGHT RESPONSIBILITIES IN RESPECT OF THIS POLICY

10.1 The project owner of this policy is the Deputy-Vice Chancellor (Research and Innovation), who shall ensure that the policy provisions are implemented and that it is presented for revision and review at the appropriate time.

SECTION B: PROCEDURES AND GUIDELINES

11. APPENDICES: PROCEDURES AND GUIDELINES

This section contains information on the processes for implementation, monitoring, review and communication of the Community Engagement policy. All procedures required for the effective implementation of the above strategies will be developed in close collaboration with relevant faculties, departments, units and centres and will be communicated to all concerned. This will be the responsibility of the Senate Committee for Community Engagement and the dedicated Centre for Community Engagement. It is acknowledged that the various categories of Community Engagement that are described above require different procedures. The procedures will involve different stakeholders, including external participants, and will require different structures and infrastructural support. These procedures will eventually be attached as individual annexure to this policy.

11.1 Appendix 1: Procedure for Engaged Research

11.1.1 When conducting an engaged research, financial and other related support will be provided across the different stages of a project i.e. a) Establishment of partnerships b) situational analysis c) Project implementation including the d) dissemination of findings.

11.1.2 Projects will be assessed using the following criteria:

11.1.2.1 Problem identification: were the communities involved or is there an intention that they will be involved?

11.1.2.2 The rationale

11.1.2.3 Research objectives: there is community engagement dimension

11.1.2.4 Does the project leader have prior experience in community engagement?

11.1.2.5 Is the element of capacity building evident?

11.1.2.6 Equity and redress

11.1.2.7 Ethics of engagement

11.1.2.8 Collaboration efforts

11.1.2.9 Reporting and feedback/ dissemination mechanisms are

provided and clearly outlined

11.1.2.9.1 There should be a clear plan for the dissemination of results.

11.1.2.9.2 The event should be introduced to the community leadership.

11.1.2.9.3 CE unit should be notified.

11.1.2.9.4 Identify all relevant stakeholders who may benefit from the results.

11.1.2.10 Budget and work plan provided

11.1.2.11 There is potential to contribute to scholarship of engagement.

11.2 Appendix 2: Community Partnerships

11.2.1 Partnership may be the one that relate to Engaged teaching and learning (WIL), community based research/ engaged research. These are formal and non-formal partnerships formed by UNIZULU staff and external stakeholders. These partnerships may have formal agreements like Memorandum of Understanding (MoU) and Service Level Agreement (SLA) or Memorandum of Agreement (MoA). Other partnerships are secured through mutual agreements.

11.2.2 When undertaking formal agreement staff members and partners should:

11.2.2.1 Seek advice from legal department at the University

11.2.2.2 Undertake a responsibility to develop the agreement

11.2.2.3 Provide legal department enough time to advise and provide feedback on the document

11.2.2.4 Submit the agreement to serve in the legal committee

11.3 Appendix 3: Establishment of Community Advisory Board (CAB)

11.3.1 To provide an oversight on Community Engagement activities CAB of 25-30 members shall be established. It shall be formed by community members, academics, NGOs, community leaders, business and industry.

11.3.2 The board shall have a lifespan of three years and an individual shall serve a maximum term of two years.

11.3.3 The university shall budget for the meetings of the committee (transportation, catering and venue).

11.4 Appendix 4: Community Entry Procedure

11.4.1 Ethics of Engagement: Entering Communities

11.4.1.1 When UNIZULU staff and students are involved in an engaged research, teaching and learning as well as partnerships; they are tempering with Indigenous Knowledge Systems of the communities, which is part of the heritage of humanity, hence communities need to be respected for the knowledge they possess, their customs, practices and tradition, and also their spaces. Staff members and students should act and dress appropriately. Community members should not be forced or enticed to participate in research. They have the right to refuse to participate. UNIZULU staff and students should uphold the values and guiding principles of the university when they are undertaking engaged research, teaching and learning and during partnerships.

11.4.1.2 Some of the participants or community members may refuse to participate or become aggressive towards you. This could be due to their previous encounter with colleagues who might have collected data and never went back to give feedback or community members just do not want you in their space. You should act carefully, thank them and leave. Some community members may insult you or threaten you. This may be that the person is mentally ill. Sexual related behaviour questions may be one of the contributing factors towards refusal to participate.

11.4.2 Ethics of Engagement: Dissemination of Results

11.4.2.1 Staff and students who gained knowledge through engagement experiences should disseminate results back to the communities.

11.4.2.2 Any entity which can benefit from the results should be identified and the results should be disseminated to them.

11.4.2.3 Dissemination plan should be submitted as part of the CE project proposal.

11.4.2.4 Possible projects for enhancement of the community should be identified from their engagement projects.

11.5 Appendix 5: Recognising Excellence in Community Engagement

11.5.1 UNIZULU recognises excellence in Community Engagement through Vice-Chancellor's Community Engagement Excellence Awards in an annual basis to stimulate active Community Engagement work by staff and students as well as partners. Incentives may be in the form of cash, certificates, vouchers and trophies.

11.5.2 *Recognition will be under the following categories*

11.5.2.1 Excellence of the most Engaged Faculty / Community Based Research

11.5.2.2 Excellence in Engaged Teaching and learning / Community Based Teaching and Learning

11.5.2.3 Excellence in Community-University partnerships

11.5.2.4 Excellence in social responsiveness, extra-curricular, volunteerism and outreach programmes

11.6 Appendix 6: Quality Assurance

11.6.1 All Community Engagement activities will be subjected to quality assurance through the following departments and platforms:

11.6.1.1 The Senate Committee for Community Engagement which review and make recommendations on new and existing CE projects

11.6.1.2 The Departments and Faculties through Faculty T&L and Community Engagement committee review all CE projects before they are submitted to the CE committee

11.6.1.3 Ethics committee reviews all ethical matters pertaining to the project.

11.6.2 *Indicators to consider for the assessment of all CE project at UNIZULU*

11.6.2.1 Significance / importance of the project

11.6.2.2 The appropriateness of project idea

11.6.2.3 Adequacy/ sufficiency

- 11.6.2.4 Possibility of contributing to SoE
- 11.6.2.5 Results
- 11.6.2.6 Impact
- 11.6.2.7 Envisaged outcome
- 11.6.2.8 Additional information