COMMUNITY ENGAGEMENT AT A HIGHER EDUCATION INSTITUTION - EXPLORING A THEORETICAL GROUNDING FOR SCHOLARLY-BASED SERVICE-RELATED PROCESSES

Antoinette Rachélle Smith-Tolken

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Promoter: Professor Eli Bitzer

Co-promoter: Professor Rona Newmark

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DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

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SIGNATURE   **DATE**

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ABSTRACT

This dissertation is an interpretive analysis of the meanings and understanding of the construct 'service' in its relation to scholarly engagement with external non-academic communities at curricular level. The study links to other studies relating to community engagement in higher education or focusing on internal service to the university community, but it is unique in its theorising of service with and in external non-academic communities. The specific aim of the study was to develop a theoretical framework to view, understand, analyse and evaluate scholarly-related service activities which represent the community component of experiential learning pedagogies.

The primary data for the study were generated through unstructured interviews with the four actor groups participating in such activities, namely module coordinators, students, community organisation representatives and community members. Their responses were interpreted, analysed and triangulated through grounded theory methodology.

A substantive theory consisting of four interrelated processes, through which these activities take place, was developed culminating in a theoretical framework that integrates the four processes into one coherent process of cyclical interchange of social commodities. In this process there is a reciprocation of scholarly service and community service where the latter represents the service of the community to the university culminating in the interchange of tangible and intangible products that represent the commodities. The co-creation of useful contextual knowledge represents the ultimate outcome of this process through an interchange of tacit, codified and implicit knowledge of professionals and laymen in society. The theoretical framework provides a better understanding of the difference between the *relationships* with external communities and the actual *service actions* that take place during scholarly service activities. Within such understanding the framework suggests rethinking of how service activities are planned and integrated in community engagement at curricular level.

OPSOMMING

Hierdie proefskrif is 'n interpretatiewe ontleding van die betekenisse en begripsverband van die konstruk "diens" op 'n kurrikulêre vlak binne die vakkundige interaksie met eksterne nie-akademiese gemeenskappe. Die studie hou verband met ander studies oor gemeenskapsinteraksie binne die hoër onderwys asook dié wat fokus op interne diens aan die universiteitsgemeenskap. Die studie is egter uniek ten opsigte van die teoretisering van diens binne en in samewerking met eksterne nie-akademiese gemeenskappe. Die spesifieke doel van die studie was om 'n teoretiese raamwerk te ontwikkel waardeur wetenskapsverwante diensaktiwiteite wat die gemeenskapskomponent van ervaringsleerpedagogië verteenwoordig beskou, verstaan, geanaliseer en geëvalueer kan word.

Die primêre data vir die studie is versamel deur middel van ongestruktureerde onderhoude met die vier groepe wat 'n rol speel in kurrikulumverwante gemeenskapsdiensaktiwiteite, naamlik module koördineerders, studente, verteenwoordigers van gemeenskapsorganisasies en lede uit die gemeenskap. Hulle antwoorde is met behulp van die metodologie van gefundeerde teorie geïnterpreteer, ontleed en deur kruistoetsing geverifieer.

'n Selfstandige teorie, bestaande uit vier verwante prosesse waardeur hierdie aktiwiteite plaasvind, is ontwikkel wat uiteindelik beslag gekry het in 'n teoretiese raamwerk wat op sy beurt die vier prosesse in een koherente proses van sikliese verwisseling van sosiale kommoditeite integreer. In hierdie proses is daar 'n duidelike verwantskap tussen vakkundige diens en gemeenskapsdiens waar laasgenoemde die diens van die gemeenskap aan die universiteit verteenwoordig. Hierdie verwisselende verwantskap lei tot die uitruiling van tasbare en nie-tasbare produkte wat die sosiale kommoditeite verteenwoordig. Die medeskepping van bruikbare kontekstuele kennis verteenwoordig die uiteindelike uitkoms van die proses waarin basiese kennis, die geskrewe kennis en die inherente aangeleerde kennis van kundiges en ongeskoolde persone in wisselwerking tree. Die voorgestelde teoretiese raamwerk verskaf beter insig in die verskil tussen die *verhouding* met eksterne gemeenskappe en die werklike *diensaksies* wat plaasvind gedurende vak-gebaseerde diensaktiwiteite. Binne sodanige verstaan stel die raamwerk voor dat die manier wat sulke aktiwiteite beplan word, herbedink behoort te word.

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CE   community engagement
CHE   Council on Higher Education
CHESP   Community – Higher Education – Service Partnership
CI   community interaction
CM   community member
CO   community organisation
COR   community organisation representative
GTM   grounded theory methodology
HE   higher education
HEQC   Higher Education Quality Committee
HES   higher education studies
NQF   National Qualifications Framework
ST   student
SA   South Africa
SL   service-learning
SU   Stellenbosch University
USA   United States of America

Chapter 1

ORIENTATION TO THE STUDY

1.1   INTRODUCTION

Exploring a theoretical grounding for anything that include the prefix 'scholarly' as in 'scholarly-based', might imply an oxymoron as adding the attribute of scholarly to an object of enquiry already presuppose a relation to theoretical grounding or disciplinary knowledge. Theory in this context only makes sense if it is equated with a meta-perspective of what is already the theoretical or knowledge component of scholarly work. In this study it represents a meta-perspective on how knowledge is applied in a community setting and tagging it 'service'. This representation is however more complex as the constructs 'service' and 'engagement' are intermittently used in higher education discourse on the function of community engagement in higher education (Boyer, 1990; Macfarlane, 2007; Lazarus, 2007). This intermittent use might be traced back to the historical threefold function of universities: teaching, research and service (Church, 2001; Kenny & Gallagher, 2002) of which the latter has widely been relabelled as community- or civic engagement (Coldstream, 2003; HEQC/CHESP, 2006).

Service, community engagement (CE) and higher education are complex constructs and their relation to one another is controversial, despite their wide application in the discourse on university-community connections. This study might therefore rather have served the purpose of dissecting the underlying meanings embedded in these connections, in which scholarly expertise and community needs, as a public good representation, interact in a supposedly mutual way, leading to a better understanding of the relation between service and engagement. As engagement is embedded systemically in higher education, the latter provides a context, albeit not a less complex one for the said connections above.

Researchers agree that HE, particularly in South Africa (SA), is a complex and contentious issue which has often come under scrutiny from a diversity of stakeholders over time (Dressel & Mayhew, 1974; Barnett, 2003; Teferra & Altbach, 2004; Hall, 2007; Waghid, 2008). Higher education studies (HES) as a field of theoretical enquiry has hardly flourished and has not attained the status of an independent discipline as yet (Tight, 2004; Bitzer & Wilkinson, 2009). Systemically, the HE landscape worldwide shows a trend towards massification,

marketisation of knowledge and consequently an unhealthy performance-driven management pattern. Particularly in the last two decades greater accessibility to HE has led to a more diverse enrolment tendency, creating unique challenges in HE (Smith, 1999; Naidoo, 2005).

In SA the HE system has undergone major changes in the last decade since the historical first democratic elections in April 1994. A number of HE initiatives, processes and legislative documents culminated in the White Paper on Higher Education (DoE, 1997), which then became the Higher Education Act, 101 of 1997 (RSA, 1997) in the same year. Despite the radical transformation implicit in the reshaping of the HE system, the implications of Act were vastly underestimated and its effects took more slowly than expected (Gultig, 2000; Bawa, 2001; HESA, 2007; Mapesela & Hay, 2009).

Entrenched in the SA transformation processes and in line with the Reconstruction and Development Plan (GNU, 1994), the White Paper (1997) urged HE institutions to become more responsive to the tasks of rebuilding the country and addressing the inequalities of the past through community programmes (DoE, 1997). While 'service' were widely recognised as the third function of universities, particularly in Northern America (Boyer, 1990; Kenny & Gallager, 2002), it was a peripheral activity of universities in SA and predominantly driven by student volunteerism and philanthropic outreach projects (Perold, 1998). Coupled with outreach projects, some universities engaged in political advocacy during the struggle against the then ruling apartheid regime (Hall, 2007). Community service, as a third core function of universities, together with teaching and research, reduced the level of the controversy and ambiguity around service and was perceived as a possible way to respond to the call to rebuild the nation (Perold, 1998; Lazarus, 2001). Placing service to society at the centre of universities' role in society was in line with similar trends internationally (Boyer, 1990, 1996; Macfarlane, 2007). What was not considered as carefully was the concurrent service that community institutions provided to universities, as will be shown through this study.

Against this backdrop of the transformation of HE and the subsequent increased importance of community service, this study evolved from my own practice as practitioner and scholar in service-learning (SL) and community engagement (CE), both constructs emanating from the broad paradigm shift (particularly in South Africa) from voluntary (community) service and outreach to the integration of service into teaching and research (HEQC/CHE, 2006).

Moving from theory to practice and back invariably instils a consciousness of gaps in a particular field, which in this case led to a growing awareness of the lack of a theoretical

framework to view and evaluate the scholarly-based service-related actions of students and staff in community settings. Conceptual frameworks to guide these university-community actors' connections in the field tended to refer ambiguously to benefits for communities and community needs, but lacked a theoretical grounding to indicate how to arrive at these benefits and meet these needs. The aim of this study was therefore to explore such a theoretical framework to serve as a lens through which these processes may be viewed and evaluated, despite the possible heuristic contradiction in such a framework referred to earlier. Focusing on one particular institution, namely Stellenbosch University (SU) in South Africa, reduced the level of complexity and sharpened the focus, while opening up the potential of transferability to other HE institutions.

After this brief introduction, this chapter provides an account of the key points of the dissertation. I briefly position the study in the field of HES, followed by the contextual background of the study, which refers to the transformation of the HE system in South Africa and the consequential evolving of CE as a third function of universities. I provide a clarification of the key concepts and how they relate to the study (see 1.2.2). The research problem developed within this context, and how it led to the formulation of the research question and supporting sub-questions, are explained. I give a brief summary of the research design and methodology that address these questions (1.3). That is followed by 1.4, where I explain the potential significance of the study and, finally, in 1.5 I give an overview of how the dissertation is presented and organised.

1.2   CONTEXTUAL POSITIONING OF THE STUDY

An understanding of context is imperative in any social research and particularly so in qualitative research. It is within a specific context that the significance of the research is interpreted and understood (Creswell, 1998; Merriam, 2002). In the first part of this section the study is contextually positioned within the field of HES, touching on more than one sub-field, namely transformation in SA HE, socio-cultural links/relationships and curriculum design (see Figure 1). In the second part an explanation of the key concepts provides further clarity on the context of the study.

1.2.1   Positioning the study

In order to provide a clear basis for the positioning of the study, a literature overview firstly covers HE as a field of study and the transformation of the HE system in SA. Secondly, this is followed by an overview of CE, which evolved as part of the transformation imperatives and has come to be accepted as a core function of universities (Boyer, 1990; Coldstream, 2003; Bringle & Hatcher, 2000; Lazarus, 2007), and also represents the socio-cultural links referred to earlier.

HE as a field of study has gained ground over the last 10-15 years, but still shows a lack of rigorous engagement with theory (Tight, 2004), an imperative if it is to develop into an independent discipline. Furthermore, it might attract new scholars in the fast-growing sub-field of socio-cultural links/relationships and responsibilities, which can easily be linked to the notion of service-learning (SL) and CE, both of which are gaining ground in HE. (I will elaborate on these constructs in more detail later in this section and in Chapter 2).

HE as a sub-system of education as a social system in society has also flourished as a topic of enquiry, particularly the transformation of the public HE system in SA. The latter, transformed through mainly policy imperatives, impacted on the proliferation of HE studies in this sub-field during the last decade (Bitzer & Wilkinson, 2009). My study is linked to this sub-field through a critical analysis of the policy imperatives that played a dominating role in the transformation of public universities and their [non-]compliance with demands made by the state and civil society. This study was further demarcated by delimiting it to address only those issues of transformation that relate to the notion of CE as an evolving core function of HE institutions.

The notion of service in HE has been part of university policy in the United States (USA) for decades and dates back to the institution of the land grant universities in the early 1950s (Kenny & Gallagher, 2002). However, in SA it only became a formal part of the HE system in its current format through policy imperatives over the last twelve years. In relation to this study, the concept of CE framed the context, nationally and internationally, in which most universities developed and shaped their interpretation of 'service'. Service as a virtue has become an underlying value in the discourse on the role of universities as public good institutions.

The context described above provides a positioning of this study, which explores the conceptualisation and practice of CE at a single public HE institution, namely at Stellenbosch

University, South Africa in order to gain more insight into the construct of 'service' and the theory underlying service activities.

1.2.2   Clarification of concepts

Within the context outlined above, this study explored the scholarly-based service-related actions and processes within the context of CE in HE, with the aim of developing a theoretical framework that will serve as a lens through which these processes may be viewed and evaluated. In order to understand this purpose better, several concepts needed further clarification.

Higher Education (HE)

The concept of higher education has a much broader meaning than just being a collective term for HE institutions. As collective term for HE institutions, it is referred to as a sector or sub-system of education, which demarcates it from other systems such as economics and health in society (Naidoo, 2005).

Dressel and Mayhew (1974:2) define higher education studies as a "field of study [that] includes research, service, and formally organised programmes of instruction on postsecondary education leading to" different forms of qualifications.

This definition illuminates three important attributes of the contexts in which the term is used. The most prominent use of the term refers to its status as a system through which countries provide academic programmes leading to post-secondary qualifications. It may be perceived as a form of education that exemplifies particular attributes and distinguishes it from other forms of education. Universities and colleges are the units through which this system operates. However, universities' primary concern is knowledge discovery (including studies on the university as a phenomenon), dissemination and application (Lategan, 2009), referring to the threefold function of research, teaching and service. The less frequently used term, namely HE studies, refers to studying the phenomenon of HE in all its different forms. HE studies refers to the research activities on the phenomenon of HE or the actions of the HE community of practice (Tight, 2004).

In this study reference is made to HE as a field of study as well as the systems through which HE is provided.

Community Engagement (CE)

Community engagement in the South African context is described as the "initiatives and processes through which the expertise of the [higher education] institution in the areas of teaching and research are applied" (HEQC, 2004:19). These initiatives and processes take a variety of forms and might be differently structured in each higher education institution.

In the United States of America (US) the term 'civic engagement' is more common and refers to a particular way of doing teaching, research and service with and in the community. The meaning attached to civic engagement is similar to the South African one, but it places engagement at the centre of all the activities that emanate from the three university functions (Hatcher & Erasmus, 2008; Thomson, Smith-Tolken, Bringle & Naidoo, 2008). In the US service-learning is perceived to be the preferred avenue through which civic engagement can be accomplished (Kenny & Gallagher, 2002).

Service-learning (SL)

In SA the USA perspective is echoed in that SL is one of the methodologies that is prominent in both community and civic engagement, because it provides a framework through which service may be integrated into curricular work (Kenny & Gallagher, 2002; Le Grange, 2005).

I define SL in the SA context as a form of community-based experiential learning and a curriculum-based, credit-bearing and carefully structured educational experience in which students participate in an organised community interaction activity that meets identified and agreed upon community goals; reflect on the service activity in order to gain a deeper understanding of module and programme content; acquire a broader appreciation of the discipline; and develop an enhanced sense of social responsibility towards society as a whole (adapted from Bringle & Hatcher, 2007).

SL differs from other forms of experiential learning by giving prominence to reflection as a bridge between service and learning and it strives to transform students' attitudes towards active socially responsive citizenship in partnership with others (HEQC/CHE, 2006; Lazarus, 2007).

Scholarly service activities

The construct of scholarly-based service-related action is construed from the [re]definition of scholarship by the American educator Ernest Boyer. The work of Boyer (1990) made a significant contribution to the way CE was conceptualised in South African higher education

(HESA, 2007; HEQC/CHESP, 2006). Boyer (1990) presents an expanded view of scholarship as having four overlapping functions: discovery, which refers to the contribution and advancement of (all forms of) knowledge; integration, referring to connections across disciplines in the larger context; application through service as dialogue between theory and practice; and teaching, which refers to the understanding of knowledge by the teacher and the facilitation of the student's learning. In his explanation of the scholarship of 'application', he distinguishes between citizenry service activities (which by definition is volunteer work) and scholarly actions in which "service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity" (Boyer, 1990:22). It requires the rigor and accountability traditionally associated with research activities. He swiftly asserts, however, that application does not imply a one-way direction, but a two-way flow of knowledge where theory and practice meets.

For the purpose of this study, I drew on this understanding to define the construct of scholarly-based service-related processes as:

> A series of actions by staff members and/or students of a higher education institution in collaboration with community members or representatives of community organisations which relate to the specialised field of the staff and/or student knowledge base, the core functions of the university, as well as the needs expressed by the said community members, culminating in a meaning-giving process over time. The assumption is that this collaboration is agreed upon by the participants.

1.3 RESEARCH PROBLEM

The notion of service as a catalyst for social change is promoted in the conceptualisation of CE and SL. In CE universities 'serve' the communities with which they engage by making available their expertise, while students render a needed service in communities during community-based learning experiences (Lazarus, 2007; Albertyn & Daniels, 2009). Service takes a variety of forms, but the ultimate goal is structuring well-designed opportunities for educationally meaningful service at multiple learning sites for students and providing emancipating opportunities to communities (Kellogg, 2002:73; Bringle & Hatcher, 2000; Astin & Sax, 1998).

In formalising the research problem I firstly problematised these 'opportunities' to communities, as it was not clear whether this implies some form of change implicit in emancipation. I asked the question: Is the implied change development and, if so, what does it mean and how does it come about? In theory it is suggested that SL contributes to a new

form of reciprocal social change through the aforementioned partnerships, where both the university and the community enter into a relationship that has benefits (learning and service) for both as social systems (Lazarus, 2001; Jacoby 2003). In the case of two universities in SA, a community development approach posed many challenges in terms of mismatch between community expectations and university capacity (Fourie, 2003; Mitchell & Rautenbach, 2005). Very few studies, if any, focus on the actions and process of service, while extensive theoretical frameworks have been developed for the learning process and outcomes for students based on experiential learning theories (Kolb, 1984; Furco, 1996). Service in this context is a construct and a means developed by the HE system to benefit student learning and the discovery of knowledge. However, studies in the field tend to focus on refining experiential learning and SL theory, with little focus on what kind of theory underlies the service part encompassing (Alperstein, 2007). The service part often represents how the community voice is heard. Other studies on service focus on the actions of academic staff in the university as institution rather than the service to non-academic communities which gives yet another interpretation of the construct 'service' (Macfarlane, 2005, 2007). What became clear was that clear conceptualisation of this construct is paramount in rendering a well-structured service and learning experiences of students and the engagement of faculty members with communities of placement.

Secondly, the notion of university-community connections rests on the assumption that they are grounded in "authentic, democratic, reciprocal partnerships" (Jacoby, 2003:6). However, practice proves that it is not the case. There seems to be a stark contrast between theory and practice in these partnerships (Jones, 2003). Studies on partnerships tend to focus on student benefit rather than community benefit (Erasmus, 2005). Studies nationally and internationally report that communities benefit and express satisfaction with the service of students (Nduna, 2007; Alperstein, 2007). These studies are descriptive and a-theoretical, reporting back on the outcomes of student engagement. What is also evident is that the studies are mostly based on the perceptions of community agencies' staff, leaving the community members' voice out of the equation. With reference to SL, Nduna (2007) emphasises the gap in research on the community dimension and advocates a practice in favour of listening to the community voice (Nduna, 2007).

No theoretical framework has emanated from the current studies to guide service activities within these 'partnership' relations. In this study, part of my argument problematises the notion of partnerships in terms of its meaning, differentiation in character and level. It

addresses the apparent confusion between what constitutes 'engagement' and what 'partnership'. I contend that in practice partnership refers to a relationship within which the actions of service take place and not the actions themselves. I furthermore deconstruct the relationships as having a different meaning on macro- and micro-levels of application. Clarity on the difference between engagement and partnerships invariably impacts on the clarity of service as a construct.

What necessitated this study is the quest to gain clarity on the meaning of service as it relates to CE and community-based pedagogies and scholarly work, as no study could be traced that addresses this problem. Furthermore, the meanings that are developed through the actions between university and community actors have not been conceptualised or theoretically grounded, leaving a gap in the methodology that underpins experiential learning curriculum structuring and placements in communities. This poses the danger to both university and community that they will fail to reach the envisaged outcomes of both student learning and useful service to community members, which embodies reciprocity. The meaning or omission of reciprocity could only be explored by systematically tracing the actions of the actors involved in these service interactions. In a pilot study elsewhere it was found that community practitioners have very little or no input in curriculum structuring (Alperstein, 2007), omitting a valuable source of co-constructing community-relevant curricula and steering students' and faculty members' actions towards a deliberative and compassionate education (Waghid, 2008b). In addition, exploring such a theoretical grounding might illuminate the difference in meaning of partnerships, as explained above, leading to a fresh outlook on the role of universities in society.

1.3.1   Research questions

The research questions were developed from preliminary observation of faculty members' curriculum restructuring to include community work as practical exposure to real-life situations related to programme outcomes. The theory I offered them was merely an application of what was adopted from USA colleagues in building my own knowledge base in the field. Everything I learned and practised in CE and SL was commensurate with student learning and professional development, with very little guidance on how to integrate useful service with learning outcomes. The research question that evolved from this problem was: What is the underlying theory(ies) through which scholarly-based service-related actions can be viewed, understood, analysed and evaluated at Stellenbosch University?

The sub-questions that emerged from the data were:

- What do staff, students and community partners understand by the term "service"?

- What meanings and actions are developed through this understanding of service in terms of change and 'opportunities'?

- What meanings are developed jointly and separately when scholarly-based service activities take place?

- Which processes emanate from these joint meanings?

- What are the key outcomes of developed meanings?

With these questions in mind, the ultimate purpose of the study was to contribute to a theoretical grounding for 'service' processes that are connected to underlying knowledge systems and that take place in community spaces with shared interests by the actors involved in these processes. The assumption was that the actors were community members, university staff and students.

1.3.2   Method of enquiry

In order to address the main research question and its subsidiary questions, an explorative and inductive study approach with an emerging character was taken. This form of qualitative research within an interpretive paradigm was based on grounded theory as a research strategy. Grounded theory is a methodology in social science that generates theory from data, systematically gathered and analised through a research process of continuing comparative analysis. Theory emerges from the data gathered through coding, the development of categories, and the concepts that emerge from these categories (Strauss & Corbin, 1998; Charmaz, 2002; Denscombe, 2007).

This design contradicts the traditional model of qualitative research, where the researcher chooses a theoretical framework for a study and tests the data against an existing theoretical framework (Glazer & Strauss, 1967; Denscombe, 2007). The main method of generating data in grounded theory research is unstructured interviews but, in line with the flexibility of the approach, rich data are also drawn from multiple sources, for example observations, organisational reports and the researchers' own memos and reflections (Charmaz, 2000, 2002, 2007). True to the grounded theory methodology (GTM), this study entailed several visits to the field to collect data through interviews and other methods. According to GTM, when the data collection and analysis no longer generate new categories or concepts, the theory has

reached saturation (Strauss & Corbin, 1990; Bowen, 2006). Taking ethical principles into consideration, the generated data were contextualised by giving a profile of the persons interviewed, while withholding their identity and by categorising the sites and the persons through numbering in order to conform to an ethically sound research methodology.

1.3.3   Choice of 'case' and sampling

The use of the term 'case' denotes a demarcation of the study and context rather than a single research design. One university was chosen as opposed to a comparative study that would choose more than one university as site of enquiry. Grounded theory generates a theory which is "an abstract analytical schema of a phenomenon that relates to a particular situation" where individuals interact, take actions, or engage in response to this phenomenon (Creswell, 1998:56).

The case of Stellenbosch University (SU) represents such a situation and was chosen as an institution because, aligned with international trends and the definition of CE, SU made a paradigm shift towards scholarly CE. The 'service' function at this institution, known as community interaction (CI), was transformed from an unstructured peripheral voluntary service-driven activity into a centralised scholarly function driven by a policy framework and support structures such as a central office, financially supportive incentives, a senate coordinating committee and a policy framework (SU, 2009a).

These developments were informed by an institutional audit of community-related activities and a three-year exploration of the SL pedagogy as a model to link community service to teaching and research (Smith-Tolken, 2004). In 2006 SL was accepted as a viable model and the first restructured SL modules were implemented in the same year. The service relationships developed with community organisations by faculty culminated in projects that provide the cases of scholarly-based service-related processes. A project database at the institution provided access to registered projects from which ten were purposively drawn that fitted the definition of scholarly-based service-related actions and the criteria for inclusion as defined in the research design. Seven of these ten projects were finally included in this study as the saturation point was reached, causing further exploration to be redundant (see Chapter 4).

1.4   SIGNIFICANCE OF THE STUDY

The centrality of 'service' within CE in HE positions this study within a relatively novel but growing research field in SA. Over time the paradigm shifts in the field suggest that it developed from community service through the introduction of service-learning to community engagement (HEQC/CHE, 2006).

In 1998 a survey on community service in HE (SA) identified only five institutions that included community service in their mission statements (Perold, 1998). The concept service-learning was a foreign one, but articles on experiential learning, co-operative education and action research abounded in academic journals (Lazarus, 2007).

An evaluative study in 2007 found that scholarship in service-learning and CE is still a very small body of work produced by a smaller number of scholars who publish mainly in local journals. Research in the field is practice-driven, a-theoretical, impressionistic and anecdotal. Masters and doctoral dissertations account for only a few of these studies. A major concern that emerged was that there was little evidence of a community voice in the research and practice in the field (Mouton & Wildchut, 2007).

Nationally and internationally, processes where students learn in a community-based environment are based on experiential learning theory (Kolb, 1984) and practice (Perold, 1998; Lazarus, 2001; HEQC/CHE 2006). This theory and practice guided my own development as a scholar in experiential learning epistemology and pedagogy, and specifically service-learning. This study responds to the call for "deeper conceptual and theoretical reflection" on CE as domain (Lazarus, 2007:106). It seeks to fill a gap left by studies in this field, which lean towards prioritising student learning rather than the interests of the community involved.

The study makes a contribution to HES in general and particularly in the category of curriculum design and socio-cultural links, relationships and responsibilities (Bitzer & Wilkinson, 2009), as discussed in Chapter 2. Renewed attention is drawn to the implications of the impact of experiential learning pedagogies on the communities who are drawn in as conduits towards the development of these pedagogies. This study contributes towards a better understanding of how the interaction of university staff and students with other than intellectual communities may be guided in a scientific way without compromising the value of reciprocity.

1.5   DISSERTATION STYLE, PRESENTATION AND OUTLINE

Characteristic of constructivist interpretive enquiries is the use of first-person narrative (Creswell, 1998; Denzin, 2001). In this dissertation a reflexive style of narrative is often adopted and the use of "I" referring to the author or researcher is not uncommon. Maintaining theoretical sensitivity and prioritising reflexivity are treated as the norm.

In this chapter the aim was to present an orientation to the study and take the reader on a narrative tour through the study outline, while briefly summarising the most important points on which the study is based (Chapter 1).

This is followed by an account of the context, which in grounded theory research develops a theory that is closely related to the context of the phenomenon (Creswell, 1998). In order to provide this context, the dissertation is situated within the study field of HE by pointing to its relevance to some of the sub-themes of the field. Through a thorough literature overview and critical analysis of the policy trends in HE in SA over the last twelve years, I draw a relation between CE and HE as this pertains to transformation of the public HE system (Chapter 2).

The literature overview is extended to cover the development of CE in HE within international trends, but with a focus on the South African context cascading down to an institutional case – that of Stellenbosch University. Outlining the institutional context situates the phenomenon under study close to the context where it occurs (Chapter 3). Together Chapters 2 and 3 provide a situational map in which the study may be framed within a historical moment in time.

The outline of the research design and methodology (Chapter 4) elaborates on the initial summary provided in this chapter. The purpose of Chapter 4 is to outline the planning of this study (design), followed by a description of the research methodology (research process). The design situates the study within a particular theoretical paradigm of social research and explains the characteristics of the paradigm and why it is suitable for this particular study. This is followed by an outline of the methods considered best for this kind of study, followed by a description of the methodology through which the study was conducted (process). The chapter concludes with some perspectives on the credibility of research within the grounded theory methodology.

In Chapter 5 the generated "raw" data are presented. The chapter provides an introduction to the setting of the research by profiling different perspectives about a university as institution that relate to the sampling and identification of respondents. I elaborate on the coding and

category development process by starting with open coding, which progresses to focused coding, producing the final categories. I was then able to formulate a proposition about the emerging theory that would guide the further analysis and presentation in Chapter 6.

The data analysis and interpretation follow in Chapter 6. In this chapter I present the abstraction of data by conceptualising and explaining the central categories of the data that led to the generating of concepts and formulation of a substantive theory. Throughout the presentation of the empirical data I strove to provide a combination of data, namely the collective practice of service activities as well as the individual experiences and views of respondents. The latter approach refers to an attempt to make the voices and actions of individuals audible through narrative text, while the former analyses data, seeking general patterns and uncovers the conceptual categories persons use when they interact with one another and create meaningful experiences (Creswell, 1998).

Chapter 7 reflects on and critically evaluates the substantive theory and theoretical framework that have been developed. I reflect on the journey I embarked upon through this study and how it changed my perspectives about CE. I then critically evaluate the theory in terms of its implications for future practice at SU. Some interesting parallels and contradictions of the current CE theory and practice that emanated from the study are illuminated. Finally, this chapter draws together the implications of the study and provides some perspectives on how its findings might be integrated into current theory and practice.

Chapter 2

PERSPECTIVES ON THE TRANSFORMATION OF PUBLIC HIGHER EDUCATION IN SOUTH AFRICA

2.1 INTRODUCTION

As outlined in Chapter 1, the broader context in which this study was conducted is the field of higher education studies (HES) in general and specifically in SA. HE as a field of study has gained ground over the last 10-15 years, but still shows a lack of rigorous engagement with theory (Tight, 2004), an imperative if it is to become an independent discipline. Furthermore, as argued in Chapter 1, it might attract new scholars in the fast growing sub-field of socio-cultural links/relationships/responsibilities and its linkages to SL and CE. Both are gaining ground in HE and I argue that CE has become a sub-theme in categorizing HE studies. The sub-theme of CE is, however, also strongly linked to the sub-theme of transformation of HE in SA, as will be discussed in the next section.

The link between CE and HE in SA is strongly linked to the transformation of the public HE system in SA through policy imperatives and their impact during the past decade. A descriptive analysis is used to give an overview of the policy developments since the early 1990s and how these were aimed at democratising public HE institutions and serving the public good. A critical analysis then views these policy imperatives through the threefold lenses of (i) perspectives on the public university's institutional character; (ii) perspectives on the public university's relationship with its hosting state; and (iii) perspectives on the university's relationship with the rest of civil society. Observing the transformation of the SA HE system through these lenses led to an emphasis on the importance of CE as a third core function, which has increasingly become an institutional reality in public HE institutions in SA.

2.2 HIGHER EDUCATION AS FIELD OF STUDY

As highlighted earlier, the concept of higher education has a much broader meaning than just being a collective term for HE institutions as it only refers to its systemic character as sector or sub-system of education (Naidoo, 2005).

Dressel and Mayhew (1974) defines higher education studies as:

"[A] field of study [that] includes research, service, and formally organised programmes of instruction on postsecondary education leading to" different forms of qualifications (1974:2).

This definition of Dressel and Mayhew (1974) quoted in Chapter 1, illuminates three important attributes of the contexts in which the term is used. The most prominent use of the term refers to its status as a system through which countries provide academic programmes leading to post-secondary qualifications. It may be perceived as a form of education that exemplifies particular attributes and distinguishes it from other forms of education.

In this regard Fehl (1962) discusses the meaning of this type of education and illuminates these attributes broadly when contending that it "deals with the theory" of constructs and not merely the descriptions. This means that it is analytical in approach. In terms of teaching and learning, it is "critical and interpretive not catechetical or mechanical" and "aims at the making of the mind, not the filling of the head with facts" or simply explaining the text. In terms of its specificity and end goal, he posits that HE is "characterized by both a depth of competence and a breadth of perspective", but immediately acknowledges the tension between specialisation and broad perspective (Fehl, 1962:27-31). Universities are the units through which this system operates. However, universities' primary concern is knowledge discovery (including studies on the university as a phenomenon), dissemination and application (Le Grange, 2009; Lategan, 2009), referring to the threefold function of research, teaching and service.

Studying the phenomenon of HE in all its different forms refers to the research-related use of the term, namely HE studies. This refers to the research activities on the phenomenon of HE or the actions of the HE community of practice (Tight, 2004). Internationally and in SA, HE studies are not considered as a discipline and in South Africa hardly as a field of study "because HE as a phenomenon can be studied from an almost endless number of perspectives using an endless number of methodological combinations and permutations" (Bitzer & Wilkinson, 2009:372). This conclusion on HE in SA is based on the criteria for a field to be considered a discipline developed by Dressel and Mayhew (1974), whose work seems to be seminal in this regard.

When considering HE as a field of enquiry, a challenge is to demarcate a specific area of study as one area can easily be conflated with another. Curriculum design, for example, is

traditionally associated with aims, outcomes, teaching strategy, assessment and evaluation, each of which is a study area in its own right (Botha, 2009). However, when practical experience outside the classroom becomes part of the curriculum, then socio-cultural relationships with organisations beyond the institutional boundaries of the HE institution are involved. In a recent study Bitzer and Wilkinson (2009) analysed a number of studies that focused on developing themes of research in HES. They developed a list of themes (Figure 1) applicable to the SA context, building on and expanding Tight's (2003, 2004) international categorisation of research themes. The categories added by Bitzer and Wilkinson (2009) are in indicated in italics.

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1. Teaching and learning
2. Course/curriculum design
3. Student experience
4. Quality (or ICTs?)
5. System policy
6. Institutional management
7. Academic work
8. Knowledge
9. *HE transformation in South Africa*
10. *HE and socio-cultural links/relationships/responsibilities*
    (I argue for category 10 to be classified as community engagement)

Figure 1: A proposed categorisation of SA HE research themes

(Adopted from Bitzer and Wilkinson, 2009:394)

Tight (2003, 2004, cited in Bitzer & Wilkinson, 2009) concurs with the view that overlapping of categories is possible and that categories should not be interpreted too rigidly. This study could be contextualised within the HE transformation in SA (category 9), but considering the core of the study, it would be more appropriate to link it to (HE) *curriculum design* (Category 2, which itself includes an array of sub-themes) and to HE and *socio-cultural links/relationships/responsibilities* (Category 10). Course/curriculum design is closely linked to service-related scholarly work and service-learning, which intentionally seeks inclusion in the curriculum design as indicated in its definition earlier. Furthermore, the 'community links' evidently fit into category 10 (*socio-cultural links/relationships/responsibilities*).

Ideally, one would expect that one of the categories would become CE in HE, as it has become internationally acknowledged in HE and produces an ever increasing number of publications (Boyer, 1990; Bjarnason & Coldstream (eds.), 2003; Macfarlane, 2007; Lazarus, 2007). When considering the networks and institutions worldwide giving prominence to CE in HE, it has become a widely accepted field of study and practice, as is evident in publications, dialogue and practice such as the Campus Compact[1] in the USA, Outreach Scholarship and Engagement[2] network in the USA, the newly formed SAHECEF[3] in South Africa and the ACU,[4] which argues for engagement as a core value in HE (Coldstream, 2003). Three accredited journals published a special issue or supplement that had CE and SL as focus, namely, *Acta Academica* in 2005, *Education as Change* in 2007 and *SA Journal for Higher Education* in 2009. Despite the findings of Mouton and Wildschut (2007), the body of knowledge relevant to CE shows accelerating growth through both national and international publications. The following are but a few in the last three years: Macfarlane, 2007; Bender, 2007, 2008a, 2008b; Lazarus 2007; Lazarus *et al.*, 2008; Thomson *et al.*, 2008; Le Grange, 2005; Nduna, 2006, 2007; Erasmus, 2007; Hatcher and Erasmus, 2008. In the transformation of HE in SA and globally, a community engaged function for HE institutions has become a valued and noteworthy phenomenon to explore, debate and research. The next section gives an overview of the policies that were aimed at transformation in the HE system in SA.

2.3   TRANSFORMATIVE POLICY FRAMEWORKS IN SA

South Africa is a developing African country with an estimated population of 49 320 500 people (Stats SA, 2009). By way of an introduction I provide a birds' eye view of the SA HE system, which consists of 23 public universities and 78 registered private universities.[5] Focusing on the public universities, 11 are universities, 6 comprehensive universities and 6 universities of technology (CHE, 2010). This differentiation in institutions was created when the 36 institutions were merged into 23 as part of a strategy to create a more unified system following the democratic elections of 1994 (I elaborate on this later in this section) (Hay & Mapesela, 2009).

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[1] An organisation that promotes community service in higher education and the proliferation of student involvement. Website: www.campuscompact.org

[2] A network of USA state universities that holds an annual conference (see www.outreachscholarship.org) and the *Journal for Higher Education Outreach and Engagement* published biannually.

[3] South African Higher Education Community Engagement Forum.

[4] Association for Commonwealth Universities.

[5] 22 more private universities are in the process of registration.

In 2008 the 23 public HE institutions employed 41 738 academic staff and 116 113 staff in total. The student enrolment for that year totalled 799 490:

- 653 398 Undergraduate students;

- 118 622 Postgraduate students.

Of those enrolments, 133 241 qualifications at all levels were awarded. Broken down into broad fields of qualification, the awards were as follows:

- Business and commerce   31 872;

- Science and technology   37 772;

- Human and social sciences   63 525.

A total of 7 514 master's degrees and 1 182 doctoral degrees were also awarded (CHE, 2010).

The SA HE system is closely linked to the African HE landscape. There is a developing rhetoric connecting South African HE to its African heritage (Waghid, 2004; Weber, 2005; Le Grange, 2005). In Africa, HE has been inevitably influenced by a colonial and postcolonial legacy that continues to define the nature of contemporary HE institutions on this continent (Teferra & Altbach, 2004). The role of HE in the African society is evolving and contested, but the debate in Africa may be more closely interwoven with the development of an "African Identity" that, according to Nigerian novelist Chinua Achebe, "is still in the making" (Le Grange, 2005:1208). Generalising about an "African Identity" and the "African University" is problematic, if the vastness and diversity (fifty-four countries) of the continent is taken into account. However, Teferra and Altbach (2003:3) argue that African universities share enough commonalities to allow reference to "African Higher Education", while Waghid (2004) argues for an African philosophy of education on the basis of the commonalities in the African orientation to learning.

The most prominent factor among African HE institutions is the widespread impact of colonial education policies on all of them. Those policies significantly curbed access, made the language of the colonizer the language of instruction, limited what could be taught, and greatly restricted the autonomy of institutions of HE (Waghid, 2009). This leads Teferra and Altbach (2003) to conclude that, despite the fact that Africa can claim an ancient academic tradition, traditional centres of higher learning in Africa have all but disappeared or were destroyed by colonialism. The contemporary legacy on the continent is characterised by academic institutions that were shaped by colonialism and organised according to the

European model, but most of which were subsequently nationalised to embody and champion the nationalist agendas of newly independent African states (Thomson *et al.*, 2008; Waghid, 2009).

In South Africa HE did not escape the legacy of colonialism. It bore the brunt of apartheid rule from 1948–1994 which divided public education institutions according to race. The consequences of this legacy have been extensive, but so were the imperatives launched to transform the HE system since 1994, when the first democratic elections took place and the African National Congress (ANC) majority rule replaced the National Party minority rule. Policy imperatives and legislation led comprehensive nation (re)building and transformation of the inherited racially divided HE landscape (GNU, 1994; Gultig, 2000; Hall, 2006; Mapesela & Hay, 2005).

What follows here is a descriptive analysis of the most important policy initiatives that were introduced with the aim of transforming the HE system in SA after 1994. It also provides an overview of the unfolding transformative policies that shaped the inclusion and growth of CE in HE.

2.3.1 Reconstruction and Development Programme (RDP)

The White Paper on Reconstruction and Development (1994) is considered an important policy document which gave impetus to the newly formed Government of National Unity's imperative of building "a democratic, non-racial, and non-sexist future" (GNU, 1994:4). This document sent a strong message of transformation in all spheres of society and expected a combined and coordinated effort from all sectors, including education. Redress of past inequalities was emphasised as a high priority and, although HE was not explicitly targeted, education and training were high on the list of priorities. The document made various references to the development of human resources as part of social transformation. Despite the underlying ideological tones and the evident lack of direction for implementing the envisioned transformation, the RDP laid the foundation of the values and imperatives that would drive future policy and remains a fundamental document for governmental policies in general and for HE in particular.

2.3.2 National Commission on Higher Education

The National Commission on Higher Education (NCHE) was formed in 1994 to guide the transformation of HE in South Africa. It was considered to be a precursor to point the way to forthcoming reform. It is therefore not surprising that the report of the NCHE in 1996

outlined the principles to guide the process of transformation in HE. These principles were markedly aligned to RDP sentiments and included issues such as equity and redress, diversity, quality, effectiveness, academic freedom, institutional autonomy and public accountability, which were all controversial issues and received with mixed responses from HE institutions. The underlying implications of transformation started to sink in as they implied broadening of access with a heavier burden on institutions, threatening quality and the autonomy of the institutions (Gultig, 2000; Mapesela & Hay, 2005). There was also a clear signal that HE had to be responsive to societal issues and build partnerships beyond the academic boundaries. In these early stages of political transition there were indications that HE was to undergo fundamental changes on all levels (NCHE, 1996).

2.3.3   Education White Paper 3

In 1997 a range of white papers were published by the Department of Education, one of which was the *Education White Paper 3: A programme for the transformation in higher education* (DoE, 1997). Early in the document it states its alignment with the RDP in relation to the purposes of HE. Broadly, it touches on most systemic elements of the HE landscape, echoing RDP and NCHE values and issues, indicating two broad levels in the goal-setting, namely the national system level and institutional level goals[6] (DoE, 1997). For the purpose of this study, the themes that relate to community links are italicised. On the national system level the White Paper included themes such as:

- Establishing a single coordinated governance system for HE;

- Non-discriminatory advanced educational opportunities;

- System diversification through restructuring institutional missions, programmes required to meet social, cultural and economic development needs;

- Responsiveness of curricula to national and regional context;

- *Social responsibility and awareness of students and the role of HE through community service programmes*;

- *Skills and competency development of graduates, building a culture of lifelong learning*.

On the institutional level the White Paper included themes such as:

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[6] Paragraphs 1.27; 1.28.

- Transform and democratise governance structures with reference to cooperative decision making;

- *Interaction with wider society through* cooperation *and partnerships*;

- *Deliberative education through free and open debate in a tolerant and respectful institutional environment*;

- *Institutional social responsibility through* commitment *to the common good and sharing of expertise and resources*.

Although this policy document is widely cited in studies and articles referring to or dealing with different topics in HE, the strongest critique against it has been the inability of government structures to provide fiscal impetus to the somewhat idealistic goals (Gultig, 2000; Bawa, 2001; Thomson *et al.*, 2008; Mapesela & Hay, 2005).

However, in CE in SA this policy document stands out as a highlight to set in motion a process leading to the proliferation of CE processes. Jet Education Services responded to the call for pilot studies and founded the former Community - Higher Education - Service Partnerships (CHESP), a non-governmental organisation funded externally by the Ford Foundation to promote CE and SL in HE in SA during the past decade (Lazarus, 2001). CHESP responded to the parts of the White Paper that referred to pilot studies[7] (Par 2.37) intended to mobilise students[8] (Par 1.27) and universities[9] (Par 1.28), and has played a significant role in the development of SL and CE in HE (Lazarus, 2001, 2004, 2007; Lazarus *et al.*, 2008; Mouton & Wildschut, 2007).

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[7] "The Ministry is highly receptive to the growing interest in community service programmes for students, to harness the social commitment and energy of young people to the needs of the Reconstruction and Development Programme, and as a potential component of the National Student Financial Aid Scheme (NSFAS). The Ministry will consult the CHE and the National Youth Commission on this matter. In principle, the Ministry will encourage suitable feasibility studies and pilot programmes which explore the potential of community service
- to answer the call of young people for constructive social engagement
- to enhance the Culture of Learning, Teaching and Service in higher education, and
- to relieve some of the financial burden of study at this level."
[8] "To promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes."
[9] "To demonstrate social responsibility of institutions and their commitment to the common good by making available expertise and infrastructure for community service programmes."

2.3.4   Higher Education Act, No. 101 of 1997

This act builds on the White Paper and put a legislative framework in place to confirm the intentions of its precursor. It constituted the Council for Higher Education (CHE), which was established to regulate and facilitate the transformation of HE. But it does not give any more direction to 'how' the envisaged goals are to be achieved (Gultig, 2000; Hay & Mapesela, 2009). The structural framework and perceived gap in providing tangible planning in the two 1997 documents were followed up in the National Plan for Higher Education Transformation (2001), which provided the strategies needed to set transformation in motion.

2.3.5   National Plan for Higher Education Transformation (NPHET)

The purpose of this document, released in March 2001, was to provide an implementation framework for the goals envisioned in the White Paper (1997). Under five broad redress areas it projected sixteen outcomes supported by clear guidelines of how they should be reached. The areas of redress envisaged the following:

- A correlation between graduates produced and the demands of socio-economic development in the country;

- Achieving equity in student and staff enrolments based on redress of prior racial discrimination;

- Restructuring institutions to accomplish diversity in missions, programmes offering and methods of instruction, while regulating private HE; and in addition

- Restructuring the institutional system through the creation of new institutional forms through mergers and forging collaboration by previously racially divided institutions (MoE, 2001).

Shortly after the policy statements, between 1997-2000, pessimism and scepticism found their way into some academic policy reviews. Gultig (2000) painted a fairly bleak picture against the background of global HE trends. He critiqued the policy developments and the proposed transformation on the grounds that they were creating new divides by marginalising the disadvantaged former predominantly black universities more, while strengthening the well-resourced 'metropolitan' universities. The reasons for this occurring, he contended, were that the 'stronger' universities adopted innovative entrepreneurial strategies to strengthen their resource base, resulting in their drawing the academically more qualified staff and top school learners. Bawa (2001) outlined the policy processes and lamented that the HE sector was in

an existential crisis. He ascribed this to the scuffle within institutions to revisit and re-articulate their mission statements in order to align them to the state's transformational legislation (Gultig, 2000; Bawa, 2001).

With hindsight, this might now seem like overreaction, but it indicates the insecurity that was caused by the state-induced transformation measures. The most important critiques of this policy were the demand for widening of access to HE, and the pressure to transform to more racially equitable institutions despite the lack of sufficient governmental resources provision to enable institutions to meet this demands (Mapesela & Hay, 2005). Echoing that, Lazarus (2001) lamented the absence of reference to CE in the plan and in the funding framework following the National Plan. He also highlighted the absence of a proactive provision of quality assurance in HE at the time (Lazarus, 2001).

2.3.6   Higher Education Quality Committee Founding Document

In contrast with the NPHET, the Higher Education Quality Committee Founding Document, released in January 2001 by CHE, was perceived as a document that potentially promoted the CE mission of universities. In its mission the relevance of CE is clearly indicated:

> The central objective of the HEQC is to ensure that providers effectively and efficiently deliver education, training, research and community service which are of high quality and which produce socially useful and enriching knowledge as well as a relevant range of graduate skills and competencies necessary for social and economic progress (HEQC, 2001:5).

Later in the document the HEQC assumed "community service programmes" as an integral part of its responsibility, stating:

> Many countries have seen an increase in the inclusion of community service programmes in higher education curricula and in their assessment and certification as part of formal learning processes (HEQC, 2001:5).

Furthermore, the CHE appeared to have been committed to finding funding for its mission, acknowledging its own limitations by soliciting the services of other agencies and articulating its intention to promote capacity building (HEQC, 2001; Lazarus 2001).

2.3.7 Further pro-engagement policy initiatives after 2001

The inclusion of CE and SL in the follow-up legislation was to a great extent the result of CHESP's advocacy and collaboration with government structures and specifically the CHE. This also resulted in the inclusion of service-learning in the HEQC criteria and framework for programme accreditation as well as in the criteria and framework for institutional audits that deals with the quality assurance arrangements of academic programmes (HEQC, 2004a, 2004b, 2004c).

It must be noted, however, that although CE and SL were recognised to be part of some universities' missions, neither the HEQC nor the Department of Education (DoE) provided any material means to achieve the goals of these initiatives. A report of the DoE on experiential learning stated clearly that experiential learning will not be funded, if it can be proved that students can complete the programme successfully on the basis of normal coursework and formal contact time (Department of Education, 2004).

A notable characteristic of developing CE in SA is the pivotal role of the university in the broader transformation agenda of the state. Although that role was not supported with government funding, the policy mandate from the government was clear: universities should become more responsive to the socio-economic realities of the country (Castle & Osman, 2003; Fourie, 2003). It is therefore fair to assume that HE transformation and the development of CE as a third core function are closely related. In the next section this relation will become clearer when I critically analyse the policy frameworks discussed above.

2.4 CRITICAL ANALYSIS OF TRANSFORMATIVE POLICY FRAMEWORKS

The empirical character of this study does not warrant a policy analysis with reference to normative, institutional and discourse types of policy analysis (Mapesela & Hay, 2005), but it rather aims to conduct a critical analysis of these policy imperatives through the threefold lenses of:

(i) perspectives on the public university as an institution;

(ii) perspectives on the public university's relationship with its hosting state; and

(iii) perspectives on the university's relationship with the rest of civil society.

This is done by drawing on a literature survey of contemporary discourses and rhetoric within the field of HE within and outside SA. In this regard, Gultig (2000) predicted:

> The transformation of higher education, it became clear, would be driven by a strange mix of institutional innovation, constituency and community pressure, market "pull", regional imperatives, government macro policy frameworks and international (global) changes (Gultig, 2000:41).

2.4.1 Perspectives on the university as institution

The history of what constitutes a university can be traced back to medieval Europe. Historians and some authors refer to the academies of Plato (c. 360 BC) and Aristotle (700 BC) as being the origin of contemporary universities (Fehl, 1962; Dunbabin, 1999; Imenda, 2006; Lategan, 2009), while the later Kantian and Humboldtian universities left a legacy of the predominance of reason (with philosophy as founding discipline) and the idea of the liberal arts (constituting a broad general education) respectively (Le Grange, 2009). What is significant about these historical accounts is how universities developed from masters who taught small groups of learners as a precursor to the establishment of the eighty early universities by the end of the middle ages. Currently, those broadly constituted the features of contemporary universities (Fehl, 1962). The general concern assigned to contemporary universities is knowledge production, transmission and acquisition (Le Grange, 2009), training of professionals and educating people (Lategan, 2009).

The fundamental flaw in the policy imperatives discussed above is that they prescribe what universities in SA should do but give little guidance on the definition of what constitutes a university (Lategan, 2009). In this regard the seminal work of Newman in the mid-19th century on *The Idea of a University* sparked a series of responses and debates on the topic, especially in the debate on the relation between teaching and research (Fehl, 1962; Ker, 1976; Smith & Langslow, 1999; Barnett, 2003). The irony of all these publications is the lingering ambiguity in the definition of a university. Defining a university in absolute terms is hardly possible, however, as it is constantly being redefined and reshaped by its environment, which is constantly in flux itself (Barnett, 2003; le Grange, 2006).

Looking at the idea of a university as an institution internally, the presupposition is that it embodies and promotes a life of reason, which is associated with openness, generosity and compassion. Being a centre of universal reason, albeit the notion is contested, is embodied in the character the university sees for itself. However, reason is a complex, diverse and elusive

construct, because of its connectedness not only to intellectual networks, but also to the realities of contemporary society (Barnett, 2003). The one uncontested conception of a university is that if the institution does not engage in teaching and research, it is not a university, at least in contemporary society (Lategan, 2009). It is therefore not surprising to note that most universities, no matter how differently interpreted, embrace a threefold core function of teaching, research and service, in which knowledge is a central and linking element (Lazarus, 2007; Lazarus *et al.*, 2008; Thomson *et al.*, 2008; Le Grange, 2005; Erasmus, 2007; Hatcher & Erasmus, 2008).

Taking into account Hall's (2007) assertion that knowledge can be conceptualised in terms of Aristotle's triad of theory (*episteme*), technical knowledge (*techné*) and practical action (*phronesis*), it is clear that the university as an institution has undergone considerable changes since its inception, but the threefold approach to its mission remains. *Phronesis* completes Aristotle's trinity with *episteme* and *techné* – it refers to the effective application of knowledge within a context (Hall, 2007). Context in this sense may be interpreted as the state and society with which universities are inevitably in interaction, culminating in the development of different images or models of universities.

- In the 'Athens Model' university, learning to think and the search for truth are means in themselves with the purpose of having a liberating lasting effect on the individual as a person.

- The 'Berlin Model', often referred to as the Humboldtian model or 'ivory tower' image, puts great emphasis on academic freedom in research and teaching, and acknowledges the link between teaching informed by research to produce new researchers but has a lesser or no focus on functional skills.

- The 'New York model' or market-driven university disposes of the notion of academic freedom and is governed by the response to contemporary market forces. Knowledge becomes a commodity and universities become entrepreneurial in a bid to offer what is demanded by the market.

- The 'Calcutta Model' university, in addition to all the actions other universities engage in, values in particular meeting the growing needs of society. Community service is part of the curriculum, research practice favours action research and students are encouraged to become community-responsive professionals after graduation (Imenda, 2006:251-256; Lategan, 2009:61-63).

The Athens and Berlin models capture the rationale of being detached from external forces and producing knowledge as an end in itself, while the other two support the 'public good' role and stress the importance of being socially engaged. Du Toit (2007), writing within the context of institutional autonomy, quotes Olsen's (2005) schema for the university as an organisation, labelling it a community of scholars (constitutive); an instrument for national purposes (instrumental); a representative democracy (political); and a service enterprise embedded in competitive markets (Du Toit, 2007:31). Some of the features described in these organisational types overlap with the models described earlier, which leads one to believe that there is a fair amount of debate on the matter of finding a typology for universities in the face of a lack of a specific definition. In the SA context Lategan (2009:61) adds the dimension of 'racial and political' universities, with reference to the earlier language and racial divisions of SA universities, adding the influence of cultural and historical baggage – what Jansen refers to as knowledge in the blood (Jansen, 2009). These models show overlapping characteristics, but they provide an understanding of the individual differences between universities and underline the difficulty of finding a universal definition.

Relating this differentiation to policy frameworks, it appears as if policies are written in a 'one size fits all' style, while overlooking the variations in institutional character. In practical terms this might create tensions between the research-driven mission of universities and the striving for excellence in teaching and service practice. Fusing these models into one single type of institution in order to comply with policy guidelines is almost impossible. This may be the very reason for the continuous pressures that universities face and the way they negotiate for a particular type of autonomous structure, which Du Toit (2007) refers to as a social pact with state and society, and which I will analyse further in the next section.

Le Grange (2009) attributes these pressures to epistemological challenges in the knowledge society as a result of the impact of the knowledge economy. The knowledge society and knowledge economy entail separate discourses but intersect on policy level leading to pressures on universities internally and externally. The first set of pressures is defined as inside-out developments and refers to those intrinsic forces that pose the epistemological challenges. The second form of pressure is referred to as outside-in developments, referring to social concerns such as access and participation in HE (Le Grange, 2009).

Barnett (2003) refers to those forces inside as ideologies that invert the university character on different levels. Two forms of ideologies are distinguished, namely those that undermine the realisation of the historical idea of the university as a rational institution contributing to

the formation of a rational society (pernicious) and those that are virtuous. Pernicious ideologies are associated with the highly competitive and entrepreneurial character of a contemporary university. Virtuous retains the concept of the university as a social project that is carried into the world. These projects may have a conservative (they support existing ideas) or transformative (they bring in new ideas) dimension that forms an axis with the two forms of ideologies (Barnett, 2003:61). Barnett comes up with a different term – ide*a*logy – that has similarities with ideology as well as differences. The distinct difference is that "ideologies are sets of ideas and practical projects that reflexively attempt to realise the university itself", striving for an ideal state of affairs (Barnett, 2003:136). This in turn could be critiqued as being unrealistic when taking into consideration the earlier reference to the continuously changing environment.

One might infer from this discourse that each institution needs to position itself within the context of what is happening in the world around it in order to sustain itself, it in the way it adapts to knowledge production strategies, what and how it teaches and how it remains relevant. In the medieval era universities were local and it appeared to be less controversial to maintain its' own identity. The contemporary university, although locally situated, has become part of a cascaded society from local to global and in different contexts within these levels (cultural, social, economic). Society expects universities to be responsive, competitive and excel in outputs which tend to be more quantified than qualitatively valued because of the fiscal rewards attached to such outputs (Le Grange, 2009). These expectations might have an adverse impact on every institution's actors, structures and dynamics, while increasing the complexity of transformative situations.

In relation to the transformation of HE in SA, it could have been expected that transformation would generate its own complexities, but critically considered, the policy frameworks were aligned to the country's process of democratisation (Hay & Mapesela, 2009). As much as the shift from segregation to democracy prompted previously advantaged citizens to revisit the implications of their changed position toward equity, the ones who bore the brunt of segregation policies had to deal with their new status in new ways. In universities this development brought a flow of new perspectives, albeit not without controversy, which enriched the dynamics within universities and strengthened those areas of university life that were shifted to the periphery in the previous dispensation. When considering my own institution, Stellenbosch University as an example, it has made some progress in putting structures and planning in place to counter the legacy of the past. In reconsidering Barnett's

(2003) ide**a**logy, my contention is that the character of the contemporary university will always be in flux in order for it to adjust and relate to its environment. Therefore an ideal state of affairs will possibly remain relative and an elusive goal.

2.4.2   Perspectives on university and state

In the middle ages the trinity of spiritual, temporal and rational virtues related to the institutions of the *Sacerdotium* (the church), *Imperium* (the state) and *Studium* (the school) (Fehl, 1962:35). According to Macfarlane (2007), medieval universities served the interests of the then powerful church, but this changed in the 20th century when they worked increasingly in the service of the state (Macfarlane, 2007). Over time changes in context and a change in the meaning of those relationships has occurred, but universities in any modern country are still characteristically part of state-related systems (Barnett, 2003).

The relationship between universities and the state has always been a contentious issue (Hall, 2007). Although universities are believed to be *in* a state, but not *of* a state, contrasting discourse positions universities on a continuum of state control. This control is described as 'ideological state apparatus' indicating a high degree of control. Constructing themselves to align with state agenda indicates a middle ground while 'elitist insular institutions' who nurture academic freedom that exclude state interference indicate an intolerance of control by the state (Kraak 2000; Barnett 2003). These differences also link to the earlier discussion of university types and models. Pertaining to academic freedom, the negotiation or pact for autonomy between the state and universities has two sides according to Du Toit (2007):

> [W]e need to distinguish between social pacts for *substantive* institutional autonomy of the university (where this involves internal scholarly freedom and academic rule) and social pacts for *functional* institutional autonomy only (where this does not require internal scholarly freedom and academic rule) (Du Toit, 2007:89).

However, institutional autonomy and academic freedom are not necessarily linearly related as academic rule within universities may be as much of a threat to academic freedom as hegemony of the state (Du Toit, 2007). This means that within a social pact of substantive autonomy there might still be a fair amount of academic freedom within the university with or without academic rule. On the other hand academic rule do not secure academic freedom due to complexities in epistemological values and norms.

Discourses on academic freedom (the freedom from external interference) often include its relation to university autonomy. Two distinctive views may be discerned: (i) the 'classical'

view, which regards academic freedom and university autonomy as enduring; and (ii) the 'contextual' view that the relation is influenced by the nature of state institutions and political circumstances (Hall, 2006).

The first is articulated through a strong stance that universities should have *carte blanche* on who, what, how and whom they teach. What is interesting is that this definition has its roots in the resistance against the political hegemony of the apartheid government in the 1950s.

The second view criticises the first as outdated; it advocates the adaptation of university autonomy to the contemporary political environment and decouples it from academic freedom (Hall, 2006).

A third view is offered by Hall and Symes (2005) to capture the legitimate steering of HE which they call 'conditional autonomy'. They differentiate between 'procedural autonomy' – how universities will function and authenticate qualifications – from the state, leaving universities to exercise 'substantive autonomy' – the authority of a university to determine its own objectives and academic programmes – arguing that this will in fact preserve academic freedom.

Waghid (2006) supports the stance of Hall and Symes and asserts that HE should be considered as "a public good that allows space for the development of relations of trust, individual autonomy and democratic dialogue" (Waghid, 2006:18). This allows a university to be inclusive and even pursue utilitarian purposes without compromising critical and deliberative engagement. He calls for responsible action by universities to both manage academic freedom responsibly and acknowledge the role of the state to be accountable to society for investment of funding in HE (Waghid, 2006).

Divala (2006) critiques both Hall and Waghid, claiming that they are just reframing the classical view. According to him, the state has no business interfering in issues like quality assurance and controlling qualification frameworks.

All of these stances are valid and reflect the differentiation in the history of universities in different contexts. Furthermore, it is interesting to note that these three authors come from different institutions at the time of the debate, which might point to the influence of the different university cultures and history with a transformative dispensation (Hall, 2006; Waghid 2006; Divala, 2006).

When considering how state interference panned out on different continents, some interesting implications emerge. In the history of African universities, for example, the role of nation

building was assigned to institutions of higher education. As early as 1966 the role assigned to African universities was that of nation building because of the monetary investment made in them (Nyerere, 1968:183). In his June 27, 1966 address to the General Assembly of the World University Service, Tanzania's President, Julius Nyerere, asserts that in a developing country the university must put the emphasis of its work on subjects of immediate moment to the nation in which it exists, and it must be committed to the people of that nation and their humanistic goals. This is central to its existence; and it is this fact which justifies the heavy expenditure of resources on this one aspect of national life and development (Nyerere, 1968:183). As neo-liberal as this statement might seem to be, mirrored against the SA context, the political and ideological undertones in the policy frameworks of SA are hardly subtle.

HE in SA was part and parcel of a national transformation from racial segregation to integration on all spheres of society, including HE, which was driven by policy frameworks and legislation, as outlined earlier. Barnett (2003) argues that there is little reason to believe that universities can become wholly 'ideological state apparatuses'. Universities' quest for academic freedom resists such a notion, which at best might result in partial control, depending on the host state of a particular institution. Opposing the state might even be seen as an opportunity for self-renewal (Barnett 2003; HESA, 2007).

In most countries the state invests resources in HE as collateral for some form of dividend. Such dividends vary from producing intellectual capital, advancing science and technology to serving political, social and developmental agendas. In addition, funding policies force universities to generate surplus income, turning knowledge into a 'commodity' which is generated more for its exchange value than its intrinsic value (Naidoo, 2005). In the United Kingdom, as in South Africa, quality control in particular is state-regulated (Barnett, 2003). Alignment of university pursuits to state agendas might therefore be the case in some countries. In SA the HEQC appears to have been fairly successful in its quest for quality assurance through clear documentation and structures (HEQC, 2004a, 2004b, 2004c). To this end it has produced several publications and advisory documents since 2003 and has played a significant role in establishing a national qualification framework (Bitzer &Wilkinson, 2009).

There appears to be a significant difference between the relationship between the state and universities in 'developed' countries and 'developing' countries. Within the world system theory of Wallerstein the developed/developing nexus refers in essence to the varying levels of affluence of countries in the world economy (Graaf & Venter, 2001). A comparative study

of American universities illuminates the distinctive democratic and decentralised nature of these universities as opposed to the top-down and state-regulated character of Sub-Saharan African HE institutions. The study, amongst other, views the public role of universities and found that "[E]xcept in the case of land-grant[10] universities, the United States government does not mandate American universities to engage in community or national development; that is largely left up to mission statements, university trustees, administrators, and faculty (Thomson *et al.*, 2008: 6).

Despite the colonial history of North America, American universities developed very differently from their European and British counterparts and were devoted to the intellectual and moral development of students. It is interesting to note that American universities started as 'community colleges' that trained people to serve their communities and developed a totally different structure from those in Britain in the late 18th and early 19th centuries (Kenny & Gallagher, 2002). Despite the strong influence of religious groups and churches in the US, the state stepped in, which led to the development of research-driven institutions through the influence of European universities. The imperatives of the Cold War and the response of universities then marked an era of military-industrial focus in universities, where

> their culture celebrated science and technology, their faculty emphasised objectivity and detachment, and their value system elevated the role of the scientifically educated expert over that of the ordinary citizen in public affairs (Hollander, Saltmarsh & Zlotkowski, 2002).

An upsurge of civic engagement initiatives was ignited in the early 1990s following Boyer's call for universities to become more responsive to problems in society (Boyer, 1990). Some contemporary American universities have almost completed the circle of moving away from fulfilling a purely utilitarian purpose through research, and now (re)focus on service as part of scholarship including teaching, research and service (Boyer, 1990; Kenny & Gallagher, 2002). However, in contemporary universities in the United States, it appears that civic engagement is primarily rooted in the moral psyche of the citizenry and institutions rather than on a state mandate (Thomson *et al.*, 2008).

In SA fiscal support is a strong incentive for universities to tolerate state interference. However, one might question how the investment of a state in HE is linked to academic freedom and the autonomy of universities in relation to the state.

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[10] Land-grant universities refer to the Morrill Federal Land Grant College Act of 1862 that transferred government land to each state with the intention to fund education and skills training from the sales of the land.

When considering the substantial research on institutional autonomy and academic freedom, and the rigorous debates it ignites, it is clear that the fundamental thrust is in exploring the nature of universities. As organisations, universities are extremely complex as the administration-academic nexus presents its own dichotomies and conflicts. Coupled with the sometimes individualistic competitiveness within the community of scholars, it is not surprising that the epistemological shifts are rather focused on underlying academic control issues than driven by external forces. By this I do not mean to exclude the latter as contributing factors. The push and pull of state pressure, markets demanding well-trained graduates, conflicting ideologies and epistemological widening may be considered as currents contributing to a particular unique institutional identity for each university and possibly different viewpoints in context (Barnett, 2003). From the literature it is also clear that fiscal state sponsorship of universities, which rules out a complete absence of state interference, is a universal phenomenon and inevitably causes tension between the autonomy of universities and their dependence on the state. Apart from the implications for the institutions as such, this tension has underlying implications for the relationship between universities and civil society, which is discussed in the next section.

2.4.3 Perspectives on university and civil society

The role of universities in society attracts the attention of a wide array of stakeholders who are directly or indirectly involved with the field of HE (Naidoo, 2005; Waghid, 2008). The tension appears to be between what the university perceives as its own distinctive character and the general perception in society of what it should be. The discourses about this dichotomy fall into two categories: (i) the debates about the public role of universities; and closely linked to that, (ii) the debates on the modes of knowledge creation.

2.4.3.1 *Public role of universities*

Pertaining to the state of universities (meaning its status in society), Hall (2007:1) asserts: "Universities are sites of contradiction". They might aspire to be "utopias" untouched by the social and political turbulence in society, but they are places where key issues are debated and contested. Following Foucault, he calls universities heterotopias (opposite of utopia), which are "places where the classificatory systems that define the institutions of society are both present and contested" (Hall 2007:2).

These contradictions become evident when universities embody the *faultline* (*sic*) of social and political issues. Faultlines are conflict zones, described as the point of clashes between

social and political extremes. Considering the role universities played in the political struggle against the apartheid regime in South Africa, the contradiction is no more evident than in state-funded universities that were qualifying professionals opposing that very same government through political mass action (Hall, 2007). This demonstrates the power of HE to be a counter-hegemonic power in society, resisting the hegemonic manifestations of state power while being at the same time an agency for radical social change.

This social change also implies a developmental role aligned to contemporary social issues facing the societies in which universities function. This developmental role is in the centre of discourses on the public role of universities, which reaches much further in scope than just being a developmental role. Universities are expected to be centres of excellence in all of the roles they fulfil, which raises the issue of performativity. Universities are not only confronted with different roles, but also the additional pressure of maintaining excellence (Le Grange, 2006).

Waghid posits the three areas of public role-playing as: practising critical reasoning; being agents of social justice by taking action to alleviate conditions that lead to suffering among vulnerable people; and democratising structures and processes by widening the reach of universities beyond the boundaries of the institution (Waghid, 2008b:20-22). He states:

> To practice critical reasoning is to recognise that there are multiple readings of the world with which people ought to engage carefully and critically (Waghid, 2008b:20).

In a later article Waghid refers to Paulo Freire and formulates three features of transformation of HE which are closely related to the public roles of universities. These features are: (i) the process of developing a critical consciousness of 'social structures, practices and ideas' labelled 'concientisation'; (ii) humanisation, the importance of listening to the voices of the oppressed and building bridges to lessen all human suffering; and (iii) praxis, the link between theory and practice in such way that the diversity of meaning (those of learners and teachers) is captured in the process of learning (Waghid, 2008a:20-23).

These three areas of public role-playing by universities point towards universities being institutions for public good (meaning that they perform a social responsibility function in society) despite arguments against this view (Du Toit, 2007). This function may therefore be considered as one of the characteristics of universities, albeit with differentiation in individual institutions, as was implied in the different models of university structuring. The public role of universities is often perceived as a threat to its role of knowledge discovery and

creation and these facets are in some debates even juxtaposed as mutually exclusive. In the next section the issue of knowledge creation is explored.

2.4.3.2   Modes of knowledge creation

Discourse on knowledge production signifies a change towards knowledge produced multiculturally and culturally, rather than cultivating 'universal reason' which, coupled with the advancement of human progress, are the pillars on which Western universities rested traditionally. Universities have become one of many players in society, where knowledge creation is shared with other institutions, albeit not without controversy and tension (Le Grange, 2006; Du Toit, 2007).

Part of the tension may evolve from the paradigm shift in modes of knowledge creation, according to the Gibbons's thesis (1994; 2006). Mode 1 signifies knowledge produced in a disciplinary university-centred process, while mode 2 produces knowledge in a trans-disciplinary process at the site of its application in collaboration with other stakeholders (Peters & Olsen, 2005). Other sources refer to this as 'problem-solving' knowledge (Erasmus, 2005). Table 1 denotes the difference between the two modes of knowledge creation (adapted from Kraak, 2000). Mode 2 advocates a more permeable and open system of enquiry. This mode of knowledge production strives towards the transformation of the university and the demolition of its historical dominance of knowledge systems and character as the only site of knowledge creation.

Table 1 Characteristics of Mode 1 and Mode 2 Knowledge	
Mode 1	**Mode 2**
Disciplinarity Knowledge is formal and coded according to the canonical rules and procedures of disciplines.	Trans-disciplinarity Knowledge is generated in applicatory contexts instead of developed first to be applied later. It draws on multiple disciplines to solve problems in real-world contexts of use and application.
Homogeneous production site Disciplinary knowledge is associated with universities and other institutions of higher education that generate knowledge detached from real-world problems.	Heterogeneous, multiple production sites Consists of both empirical and theoretical, cognitive and non-cognitive components in novel and creative ways. This hybrid science blurs the boundaries between disciplines and is produced at multiple sites of application.
Insular knowledge Reference points for this knowledge are found in disciplinary peer review.	Socially useful knowledge Knowledge is socially accountable in the context in which it is generated.

In contemporary society there are increasingly louder voices that demand that universities generate socially useful knowledge. This signifies a shift from 'truth' as the main criterion to 'what use is it' (Barnett, 2005; Gibbons, 2006; Le Grange, 2005). 'Useful knowledge' holds different interpretations and opens up issues of 'knowledge for whom'? The knowledge economy considers knowledge as a commodity with the intrinsic requirement to meet the demands of the market, locally and globally (Naidoo, 2005; Le Grange, 2009). This demand is the very reason why the knowledge economy forges epistemological challenges in the knowledge society (Le Grange, 2009). Knowledge that meets the requirement of being useful for economic and social purposes prompts the criticism of being implicitly neo-liberal policy prescriptions. This criticism detests Gibbons's classification of mode 1/mode 2 as exclusive of other knowledge forms with reference to the lack of coding the tacit element of practical knowledge which points to the practice of 'what works'(Peters & Olsen, 2005). Gibbons takes a strong view that mode 2 knowledge builds on mode 1 and he emphasises the importance of universities generating both types of knowledge (Gibbons, 2006). He calls this a new contract between science and society which may produce a new generation of mode 2 scientists (Erasmus, 2005).Taking the argument a step further, one could argue that the boundaries between information, practice and theory becomes blurred, which has an impact on the intrinsic definition of knowledge (Peters & Olsen, 2005) and on the precise meaning of academic freedom.

2.4.3.3   Knowledge and education

In the context of (South) African universities multiple voices advocate the inclusion of an African philosophy of education and the Africanization of HE (Teferra & Altbach, 2004; Hoppers, 2004; Horsthemke, 2006), albeit this approach has not gone uncontested. Arguing for an African philosophy of education and in line with his view of the role of universities, Waghid (2004) states an African philosophy of education has three constitutive features: (i) reasonableness (the tolerance of different rationalities than one's own); (ii) moral maturity (caring for the well-being of others); and (iii) deliberative dialogue (listening to all the voices in agreement or disagreement). To him a philosophy of education is:

> an activity of methodical enquiry which enables one to understand, explain, explore, question or deconstruct the lived experiences of people (Waghid, 2004:56).

Closely linked to this lived experience is the inclusion of indigenous knowledge systems into scientific enquiry. Indigenous knowledge can be described as the knowledge and skills that

are passed down by generations of people living in spatial proximity over time (Hoppers, 2004). The categories of knowledge may be diverse and are transferred in relationships between people. The notion of *ubuntu* (meaning 'a person is a person through other people') might be such a type of relationship (Hoppers, 2004). This relates to the contextualisation of knowledge within a culture and tacit knowledge practices. Commensurate to an African philosophy of education and indigenous knowledge systems is the Afrocentric perspective on the transformation of HE (specifically in South Africa) and the impact it has on knowledge systems. Two opposing debates appear to dominate this discourse. The first argues for culturally and socially relevant knowledge that serves the purpose of building an inclusive customised body of knowledge rather than a globalised one. The second associates Africanism and Afrocentrism with lowering of standards as the contestation of an implicit African/European dichotomy and the danger of incompatibility with internationalisation (Horsthemke, 2006; Le Grange, 2005). These debates contribute to keeping the quest for inclusive knowledge systems alive.

In relation to policy frameworks shaping the role of universities, I argue that policy imperatives may structure transformation, but if independent relationships that embrace sensitivity towards the 'other' do not develop through dialogue and engagement, transformation will not be sustainable.

Three distinct features of the HE of the future emerge from this analysis.

- The democratisation of institutions in terms of equity and freedom manifesting in the massification of HE. This scenario appears to be at least applicable to SA and in the light of the millennium development goals puts pressure on those countries who have a similar legacy. The attributes of this feature, in my opinion, would be the widening of access, deliberative education and the relinquishing of any form of discrimination. Then only would universities be able to claim their public good status and build their autonomy pact on the goodwill and support of the stakeholders they depend on for their existence and sustainability.

- Commercialisation of knowledge through entrepreneurial innovation by universities driven by market demands. This feature manifests through contract research and vocational emphasis in teaching and learning. There are two determinants that I see in this development. The first is the necessity for universities to generate additional funding through innovative strategies to compensate for the dwindling and often limited state

funding. The second is the increasing social demand for students who are not only academically qualified, but vocationally trained when entering public life after graduation. In my empirical study this demand emerged from the data.

- Responsiveness to socio-economic problems of society through the production of socially and culturally relevant knowledge on multiple sites without discarding knowledge creation for its own sake. The attribute of this feature is permeable boundaries between the HE system and society, while both contribute to knowledge creation in concert with one another. Although this might be an opportunistic claim to make when taking into account the complexities involved in such connections, there are signs in the development of HE that progress is being made towards such a state of affairs in terms of the changing view of scholarship and the development of CE in HE, both as a field of study and in its impact on the HE systems worldwide.

2.5 IMPLICATIONS FOR SOUTH AFRICAN HIGHER EDUCATION

The ANC government did not only embark on a major restructuring campaign of merging racially divided institutions, but coupled that with quality audits that monitored accessibility, language preference, quality of programmes and social responsiveness to the development agenda of the state (MoE, 2001; HEQC Audit Criteria, 2004a, 2004b, 2004c; Bawa, 2001). Thirteen years down the line since 1994 – considered to be the turning point in the SA history and consequently in HE – coupled with the 1997 policy imperative for transformation, the agreement on universities, as articulated by the Higher Education South Africa report is that they should:

- Demonstrate a very distinct adherence to the values of human dignity, equality, non-sexist or racialism,

- Engage with the development needs of the country and ascribe to the fourfold goals of the Reconstruction and Development Programme (1994), namely 'meeting basic needs of people; 'developing our human resources'; 'building the economy'; 'democratising the state and society' (GNU, 1994),

- Transform by treating the ideas of social equity, social justice and redress as social imperatives despite the legacies of colonialism and apartheid.

- Coupled to this, expand equity internally in terms of the composition of students and staff by providing opportunity for social advancement through access and opportunity (HESA,[11] 2007:6).

What transpires from this report is the high priority awarded to the state agenda of promoting democracy and the politically induced role universities have to fulfil. Universities became entangled in issues of language preference, access of individuals or groups, and their contribution to the labour market and social justice. This in itself placed considerable pressure on the management of institutions to transform according to these imperatives.

In the same report the contemporary challenges of universities in SA are outlined. In addition, universities are encouraged to resist marketisation and commodification and to strive for innovation, quality and renewal, while creating an environment conducive to student learning and professional development, which implies quality despite transformation (HESA, 2007). Others do not share this optimism and dread the impact of transformation on quality (Mapesela & Hay, 2005). Amidst these pressures, it is not surprising that universities respond differently to their CE role, an issue that will be discussed in the next chapter.

2.6   SUMMATIVE PERSPECTIVES

The positioning of this study within HES indicates its potential contribution to this field of research. At the same time HE as a field of study provides an epistemological context and a frame of reference within which new knowledge of the field can be generated. I argued that CE has the potential to replace the current research category of socio-cultural links/ relationships/responsibilities, because it is a fast growing field of research and might attract new scholars to the field of HES. The transformation in SA HE and curriculum design might also be areas of potential expansion in the field, partly as a result of CE becoming an integral part of HE.

Because of the close link of the transformative policy imperatives to the evolving function of CE in HE, I gave an overview of the most critical policy frameworks. These also provided a context within which the HE system in SA was shaped. It is clear from the overview that the

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[11] According to the HESA website, this organisation "[W]as formed on 9 May 2005, as the successor to the two statutory representative organisations for universities and technikons (now universities of technology), the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP). The launch of HESA was in part driven by the restructuring of the higher education sector, which resulted in the establishment of new institutional types, but also by the need for a strong, unified body of leadership. HESA represents all 23 public universities and universities of technology in South Africa and is a section 21 company" (accessed on 10 September 2009: http://www.hesa.org.za/hesa/).

transformation is still in flux and that it remains a challenge for authorities to realise the envisioned changes. At the same time the policy developments streamlined the system, enhanced equity and offered opportunities for HE institutions to become centres of relevance to society and of academic excellence.

When I viewed the policy imperatives through different lenses, I observed that universities have undergone major changes since their historical inception. Those changes were induced by external forces such as policy imperatives, the influence of host state and the immediate societal environment, but they were equally driven by internal institutional forces that represent the way that universities respond to these forces. Drawing on dominant discourses on how knowledge is produced and valued and on the institutional autonomy-academic freedom nexus, I argued that universities' survival will depend on their responsiveness to and within their context and not necessarily what the level of their autonomy is. These responses are diverse and are the underlying determinant of major differences in institutional cultures. By drawing on models and organisational types that are part of the discourse, I argued that differentiation in institutional culture and character prevails, but policy frameworks appear to treat them as being identical entities. South African HE is no exception and was shaped by not only general internal and external forces, but also by the impact of their African and South African historical legacies.

It has become evident that CE evolved from the legacy of HE trends worldwide and has become an integral part of HE as a system, but also as a sub-field of HES that needs further exploration. CE as a bridge between society and institutions of higher learning has an impact on the philosophy of education, how knowledge is generated and how it is applied and shared through curriculum development. In the next chapter I give an overview of this evolving function in HE in South Africa.

Chapter 3

AN OVERVIEW OF COMMUNITY ENGAGEMENT

3.1   INTRODUCTION

As noted earlier, the literature on community engagement (CE) in higher education (HE) has increased progressively over the last ten years. In South Africa the development of CE is closely connected to the policy imperatives and subsequent transformation in HE. CE is equated with a responsiveness to the social struggles of society and finds itself in the crossfire of discourses, suggesting that its implementation threatens academic freedom (Albertyn & Daniels, 2009).

In the transformational process of South African HE these discourses include reference to CE either directly or indirectly, placing it in the centre of the modes of knowledge creation and debates on indigenous knowledge systems (Kraak, 2000; Hoppers, 2004; Gibbons, 2006; Hall, 2007). As noted earlier, the university's core functions are described in most of the sources as teaching and learning, research and community engagement (or by similar concepts that may vary in individual institutions). The concept of CE encompasses different forms of engagement (Lazarus, 2007; Lazarus *et al*., 2008) within particular institutional models (Bender, 2008a) that integrate the three core functions.

In line with international trends, the notion of 'service' – within collaborative relationships also referred to as partnerships – is prominent in the discourse (Jacoby, 2003; Mitchell & Rautenbach, 2005). This chapter gives an overview of what CE represents in a HE context, both generally and how it is conceptualised in South Africa and in particular at the university where the study is conducted. This chapter begins with the conceptualisation of CE locally and internationally. Building on that, a brief overview is given of the paradigm shifts that this core function has undergone over the last ten years and its gradual integration into teaching and research. This integration culminated in the production of some institutional models, key concepts in the field, various forms of engagement and a specific structure within one institution. The particular institution's structure represents the case that is used for this study.

3.2 CONCEPTUAL ANALYSIS OF COMMUNITY ENGAGEMENT

Metaphorically 'engagement' is a term that implies the meshing of two cogs generating power. When the metaphor takes a more personal character (applied to individuals), it implies a more long-term, mutual interconnectedness of an emotional character. In contrast to the first mechanical engagement, the latter transactional form creates a multiplication of energy that sustains the engagement.

Barnett and Coate (2005:123) compare engagement between a university with the rest of society with students and their engagement with the curriculum. The student's identity and unique way of integrating the self into processes of knowing and enquiry is similar to what is intended with the integration of CE into the core functions. Barnett (2003) distinguishes between four forms of engagement: non-reflectional or blind, extractional (only serving one's own interest), impositional (driven by state-imposed expectations) and realisational (taking responsibility for the way it sees itself and fulfilling its role accordingly). The first three forms personify self-centredness and represent an unsustainable way of approaching engagement. In the light of my stance in the previous chapter that the sustainability of universities depends on their adaption to their environment, I argue that the way in which institutions execute the project of CE in close relation to their core functions will determine their realisation as universities.

Despite the increasing literature on CE, it would not be appropriate to refer to a theory of CE. The literature emphasises that CE is mostly institutionally conceptualised within the context in which it is practised and the same concept is often differently interpreted and used in different individual institutional contexts (CIC, 2005; Mouton & Wilschut, 2007; Bender, 2008b). The concept of CE is also referred to by alternative terms such as community interaction (Stellenbosch University, 2009a), community service (University of the Free State, 2006) and community responsiveness (University of Cape Town, 2008). Despite this implied differentiation on institutional level, in the definition that was developed through a collaborative process including most universities in South Africa CE is described as:

> [T]he combination and integration of teaching and learning, professional community service by academic staff and participatory action research applied to identified community development priorities (HEQC/CHE, 2006:11).

CE is associated with both teaching and learning and research, emphasising its position as a core function.

Implicit in the notion of engagement is collaborative relationships between universities and actors and institutions beyond the boundaries of their own institutional identity. The act (process) of engagement (specifically through experiential learning methodologies) presupposes second party involvement – in this case the community. The term 'community' as in CE is a highly debated concept which needs to be unpacked in the engagement framework (Hustedde & Ganowitz, 2002; Bhattacharyya, 2004). In contemporary discourse it designates the individuals and groupings in society with which university staff and students engage. The question arises: how will the university fulfil its role without focusing only on its own benefit (extractional) and create the energy and motivation to achieve such fulfilment? Bender (2008a:91) argues that this will involve a change in management processes for both university and community that should not be underestimated.

What might be lacking in the conceptualisation of CE is a theoretical grounding for the actions it performs and for the processes that emanate from engagement activities in off-campus community sites. This gap will become clear in the discussion in the next section of some key concepts that evolved from the development of CE practice and literature. I will show how goal setting in CE tends to be idealistic without providing the theoretical basis to ground it.

3.3 KEY CONCEPTS IN CE

In the previous section it was argued that university-community engagement implies at least a dual institutional collaborative relationship, that between a university and a community institution. However, institutions are represented by actors which, in the case of universities, would normally be staff and students. In society the actors could encompass a myriad of people and institutions. In view of this, the notion of partnerships has become a central concept in CE.

3.3.1 Service-learning, engagement and partnerships

The notion of partnerships is a key concept in any academic discussion about SL and CE, because they are perceived as enabling the building of bridges between HE institutions and the communities with which they engage. Firstly, I contend that this is merely idealistic, if not well managed and coordinated by a central structure in an institution, and secondly, I suggest that some connections on a local level cannot be defined as partnerships. Thirdly, there appears to be confusion about what constitutes engagement and what is defined as partnerships.

The term 'partnership' is used for those connections with communities during curricular-related engagement and community-based research projects. Curricular-based engagement is closely linked to the focus of this study. The research problem relates directly to the pedagogy and methodologies developed to realise community engagement within the paradigm of scholarship. Service-learning (defined earlier) and community-based research (CBR) (adopting the methodologies of action research and participatory action research) are the concepts that have drawn the most attention in the field of CE (HEQC/CHE, 2006). The interest in SL in SA is growing after it was placed on the HE agenda as one of the methods to contribute to the transformation of HE (Le Grange, 2007). Further exploration of SL definitions distinguishes it from other experiential learning approaches by its focus on reciprocity between student learning and meeting community needs (Furco, 1996). SL engages students in meaningful service that enhances classroom teaching and students' psychosocial and moral reasoning abilities (Vernon & Ward, 1999).

According to Jacoby (2003:6), it is paramount that SL be grounded in a network of 'authentic, democratic, reciprocal partnerships'. Jacoby defines a partnership as a close mutual cooperation between parties who have common interests and responsibilities and who share privileges and power. She equates cooperation with collaboration (Jacoby, 2003:7). From a community development perspective Bowen (2005) concurs with the definition of collaboration, but contends that partnerships denote a more mutually interdependent relationship among actors who are equal (Bowen, 2005).

Another controversial issue is that reciprocity is regarded as a key characteristic of the partnership relation. This presupposes that benefits are equally distributed amongst all stakeholders. Jones quotes the Kellogg Commission:

> Such partnerships are likely to be characterised by problems defined together, goals and agendas that are shared in common, definitions for success that are meaningful to both university and community (Jones, 2003:152).

However, she acknowledges that prevailing practices are in stark contrast with this ideal, and cites Bringle, Games and Malloy (1999:9): "Communities cannot be viewed as pockets of needs, laboratories for experimentation, or passive recipients of expertise". Bowen (2005) posits that collaboration is a "midpoint on a continuum from cooperation and partnerships" (Bowen, 2005:74). In this sense cooperation denotes working in close proximity with one another, exchanging information, but not interfering in or overlapping with each others' work.

I suspect that using the term 'partnership' in micro-level collaboration is overplaying the meaning of the relationship. Collaborative patterns on this level are shaped by the individuals who manage them and open up the potential for a fair amount of differentiation. A study on collaboration in the context of healthcare teamwork, displaying a number of similarities to the collaboration between universities and community organisations on a micro-level, developed a definition of collaboration which I have adapted here:

> Collaboration is optimally a synergistic process involving interactions between individuals with various roles, working to create shared understandings in order to provide a cohesive outcome. These interactions are guided and influenced by formal and informal processes, and rely on input from personal and discipline or professional perspectives, together with individual capabilities (Croker, Higgs & Trede, 2009).

This denotes the involvement of actors rather than just alluding to what occurs or should occur between two organisational structures. Achieving cohesion might also be a more realistic aim, as reciprocity as embodied in the partnership notion is a highly elusive concept.

I argue that formal connections that are brokered on an institutional level between the management of the university and large enterprises are different from the relationship formed between a community organisation and an academic department of a university. The former is generally based on formal agreements that are characterised by mutual dependency while the latter is largely dependent on personal relationships between actors of the community organisation and the university department. The Carnegie Foundation (cited in McNall, Reed, Brown & Allan, 2009:318) concur with the notion of levels of relationships and demonstrates these levels by defining community engagement as:

> [C]ollaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity".

Despite the fusion of the terms 'engagement' and 'partnerships', this definition suggests that there are levels of partnering and engagement. The definition also makes sense when it is applied to communicate institutional policy about community connections. McNall *et al.* (2009:319) list the characteristics of effective partnerships as: cooperative goal setting and planning; shared power, resources and decision making; group cohesion; and partnership management.

Literature on partnerships in CE suggests mutually beneficial university-community partnerships with an institutionally engaged character and inclusive of more than one form of engagement. It advocates CE as a core value, substantiated by institutional leadership commitment, resources reallocation, infrastructural support, human resource appraisal and incentive motivation (Bringle & Hatcher, 2000; Wedgewood, 2003; Gentry, 2003; Smutz & Childers, 2003). Ultimately proponents of collaboration claim that it becomes a systemic transformational agent of institution and community, giving new meaning to knowledge creation and transfer, while improving quality of life in society.

In the South African HE context the conceptualisation of partnerships suggested a triad (community, higher education institution and service provider) "alliance between organisations" committing themselves to work together to "undertake a sustainable development project", which includes taking risks and sharing benefits, and a regular review of the partnership itself (HEQC/CHE, 2006:92). The purpose of the alliance between organisations was the envisioned community empowerment and development; transformation of the HE system; and enhancing service delivery to previously disadvantaged communities (Lazarus, 2001). What was not clarified was whether this form of partnership would be formed on a macro-level between university and industry, provincial government departments, local authorities and other universities, or whether it was meant to work on a micro-level between a non-profit organisation and a university department or both. If it was meant to be both, I contend that this conception is idealistic.

Despite the lack of clarity in its use, the practice of this model implies partnerships that are formed by a staff member in a university department and a partnering agency(ies), which becomes a system through which the community is accessed and regarded, and also how the community forms perceptions about the university. Within this paradigm the agency is considered to be an 'equalizing medium' to diffuse power struggles between university and community (HEQC/CHE, 2006), but often the opposite happens as community members do not easily form alliances to oppose the decisions of an organisation they depend on for resources. Due to the temporary nature of personal relationships and staff turnover in organisations, such relationships might also lack a sustainable, long-term vision of forming and building direct university-community connections.

This notion of partnerships does not provide a theoretical basis for service-related actions, as it refers to a relationship which might be the means to engagement, but not engagement itself. Considering the characteristics of the triad model critically leads one to seriously question the

practical viability of such relationships in fulfilling the purpose assigned to them when used in a micro-context of curricular-based engagement. On a policy level the triad model might give some guidance to how community connections might be approached and what the macro driving force should be.

Partnership is the term that has found its way into CE and SL discourse, but there appears to be a discrepancy between the ideal of partnerships and the reality in practice. Despite the agreement on the importance of partnerships, universities across the globe conceptualise and facilitate this notion differently, confusing partnerships with engagement. I argue against the definition that was developed by the [sub]Committee on Engagement of the Committee on Institutional Cooperation:

> Engagement is the partnership between a university's knowledge and resources with those of the public, service and private sectors so as to enrich scholarship, research and innovation; enhance the curriculum and be curriculum responsive, enhance learning and teaching; prepare educated, engaged citizens; strengthen democratic values and civic [social] responsibility; address critical societal issues; and contribute to the public good (CIC, 2005:2).

In this quote engagement is equated with partnership, which is a concern. Partnership in this context rather refers to the ideal outcomes of collaborative patterns that evolve from university-community connections. Each of the outcomes listed in the quoted definition needs to be grounded in actions and processes that support their realisation. My contention is that the meaning of each of those outcomes needs further clarification, especially those that refer to teaching and learning and addressing critical issues in society.

It is of paramount importance to distinguish clearly between what constitutes partnerships as the relationships through which engagement takes place and the engagement itself which constitutes the doing. In my study one of the sub-questions addresses mutual meaning developed by actors: "What meanings are developed jointly and separately when scholarly-based service activities take place?" The term 'service' surfaces recurrently as the cumulative description of the action that takes place between student or staff and community actors. In the next section the significance of service is discussed.

3.3.2 Significance of service

The term "service" in the HE context is interpreted differently by the different constituencies as reflected in HE CE and the scholarly literature. Macfarlane (2007) categorises service into what he calls the "most common" distinctions, namely 'internal' (in university communities) and 'external' (non-university communities) service forms (Macfarlane, 2007:47). Macfarlane (2005) reports on a survey amongst 21 academics from five geographic regions worldwide and identifies five distinguishable interpretations of service within his distinction between internal and external service.

The first equates service with administration covering the 'maintenance' duties of courses and research.

The second views service as the servicing of students as clients, while the third views it as collegial support provided to developing scholars in the form of mentoring.

The forth is often referred to as 'public or community service' and referred to in the same way as the obligation to colleagues, but as a service to the wider society in the form of voluntary work or charity work that does not necessarily relate to scholarly activities.

The fifth interpretation sees service as integrated learning by integrating service into the curriculum through a variety of initiatives (Macfarlane, 2005:168-171).

What is evident in this study, though, is that service tends to be associated rather with internal rather than external service in an HE setting. Even in the SA context there is evidence of academic staff who consider service activities in their academic department, the recruitment of students, service on academic committees or the reviewing of publications as community engagement (SU, 2009b). One could attribute this to the ambiguity about the meaning of the term.

Strengthening the argument about the ambiguity of the term service, Schnaubelt and Statham (2007) posit that service in a scholarly context is difficult to define, because it is vague and appears to be detached from intellectual work. From a perspective that service in a scholarly context equates CE, they found that the institutional context shaped the perceptions of academic staff on what service entails. Civic-orientated universities interpret service as widening access, participation and promoting social justice (Macfarlane, 2007).

Michigan State University refer to its service mission as 'public service', but Church (2001) states that they could just as well have called it engagement as it refers to service actions

outside the academic community and is integrated into the scholarly work of both staff and students.

In the SA context, access and participation are also valued, but they are equally related to improving service delivery to marginalised communities as promoted by transformation legislation and the early literature on community service in SA (Perold, 1998; CHE, 2006). In Perold (1998) the definition of Americorps is used to explain service; it is defined as "an activity which is undertaken for reasons other than financial reparation and which contributes to the overall well-being of the community" (Perold, 1998:30).

The University of the Free State (UFS) gives the following context-related definition of service:

> In the context of social transformation "service" at a higher education institution can be defined as social accountability and responsiveness to development challenges through the key functions of teaching and research in close cooperation with local communities and the service sector in a spirit of mutuality and reciprocity. On the one hand, this encompasses making available the institution's intellectual competence and infrastructure to improve service delivery. On the other hand, it is a focused modification and contextualisation of what is taught, learnt and researched (UFS, 2006).

The first part of the definition equates service with the responsiveness on an institutional level necessary for engagement practice and which also seems to lean towards the interpretation of partnership in the SA context or articulate intention. At the same time the definition perpetuates the ambiguity of the term, but it does highlight the contributory role of the institution as well as the benefit for teaching, learning and research, pointing towards the intended reciprocity.

Bender (2008b) links to the fifth interpretation in the Macfarlane study (2005), and advocates integrating service into the curriculum through a variety of initiatives; she refers to these initiatives as curricular CE, denoting them as scholarship activities in all three core functions of universities, engaging students, staff and community actors through collaboration with beneficial outcomes to all parties (Bender, 2008b). In this definition the term service does not appear and instead 'activity' and 'collaboration' are used.

In this study I focus on service as an activity with an external community other than its own, with a preference for scholarly-based actions which are embedded in the generally accepted

three core functions of a university. Such a notion of service is promoted as a catalyst for social change in the conceptualisation of CE and SL as stated earlier.

What is clear from the above discussion is the extensive discourse about service and at the same time the little attention devoted to clarifying its meaning as applicable to external non-academic communities. In the next section I relate service to the notion of scholarship.

3.3.3   Scholarship of engagement

The seminal work of the late Ernest Boyer (1990) has sparked a renewed interest in the notion of scholarship in both SA and the USA (Le Grange, 2007; Bringle & Hatcher, 2007; HEQC/JET, 2006). Boyer (1990) presents an expanded view of scholarship as four overlapping functions: discovery, which refers to the contribution and advancement of (all forms of) knowledge; integration, referring to connections across disciplines in the larger context; application through service as dialogue between theory and practice; and teaching, which refers to the understanding of knowledge by the teacher and the learning of the student. Later publications of Boyer build on his first book *Scholarship Reconsidered: Priorities of the professoriate*, which has been revised in different sources as the *Scholarship of Engagement* (Boyer, 1994, 1996).

What Boyer (1990) argued for primarily is the widening of the definition of scholarship. He sees the functions of scholarship as interlocking and avoiding 'pedantry'. He argues that the sharing of knowledge will avoid discontinuity, and promotes its application to avoid irrelevance. Along with Gibbons (2006), he argues for 'useful knowledge' without discarding basic scientific knowledge coupled with reflexive scholars who rigorously move between theory and practice. With reference to poverty amongst pre-school children he contends that education is a seamless web. The academy cannot distance itself from those who might be future members of academe (Boyer, 1990).

Several interpretations are connected to these four functions of scholarship, of which the scholarship of integration has received the most attention as it is equated with the 'scholarship of engagement' by Boyer himself and others (Lazarus, 2001; Bringle & Hatcher, 2007; HEQC/JET, 2006; Albertyn & Daniels, 2009).

Hall (2007) takes this argument further when he asserts:

> (B)ecause knowledge is inseparable from power, it is also inseparable from action – from engagement ... The key point here is that engagement does not require a choice that compromises scholarship: "applied research" versus "pure research", "relevance"

versus "blue sky" pursuits. Engaged scholarship is better scholarship (the essence of theories of experiential learning from Dewey and Freire onwards) (Hall, 2007:3).

This conception strengthens the earlier argument about deliberative education and the mode 2 knowledge creation theses that the trans-disciplinary does not exclude disciplinary knowledge, but builds on it (Gibbons *et al.*, 1994).

McNall *et al.* (2009:318) explain engaged scholarship further: "As faculty members, staff, and students have engaged with communities, a new form of scholarship – engaged scholarship - has emerged. It is a form of scholarship that cuts across teaching, research, and service". To them "engaged scholarship is about the doing of engagement, the scholarship of engagement is about reflecting on and writing about it" (McNall *et al.,* 2009:319). This is an interesting perspective as the fourfold focus in my mind includes the writing and reflection on all forms of knowledge. However, this is a useful distinction between applying knowledge and generating or disseminating new knowledge.

With regard to service, Boyer opposes the "catch-all term from which serious application of scholarly knowledge needs to be disentangled" (Macfarlane, 2007:53) and concurs with the interpretation that scholarly service work needs to directly flow from academic disciplinary knowledge as opposed to internal service activities related to departmental chores. Proponents of the internal service argument argue that there might be departmental chores that do not relate to disciplinary knowledge *per se*, but they might constitute good citizenship in the form of scholarly skills that developed over years in the academe. According to them, neglecting the value of internal service negates the moral dimension of educators as espoused in educational literature and institutional traditions of early universities. There seems to be a tension between Boyer's (1990) understanding of internal and external scholarly service and that of Macfarlane (2007), whose work in this regard focuses on internal service rather than external service. What is evident is that Macfarlane contends that his respondents favoured the acknowledgement of administrative and managerial tasks as scholarly service over and above the core functions of teaching and research. Macfarlane (2007:55) developed a taxonomy of scholarly and non-scholarly activities on a continuum, but I suspect that the issue needs further research. Boyer (1990) favours all forms of scholarship, but actively promotes engaged institutions and scholarly service to communities beyond the university boundaries.

What becomes evident is that CE should become the vehicle through which university scholars build and integrate the scholarship of engagement, which includes all forms of knowledge.

A further point of debate is whether the four functions of scholarship should be performed by all scholars or whether some scholars would only perform some of the functions, culminating in a variety of specialist scholars focusing on one or more of the core functions in a particular institutional setting. This brings another debate into the equation, namely whether one single academic scholar should perform the roles of researcher, educator and community engager equally well, and as a corollary, whether all universities should be research universities. These questions focus on the practicalities of scholarship, which are challenges that need to be addressed in an institutional setting and might have implications for policy imperatives (Le Grange, 2007). Macfarlane (2007) quotes Nicholas Butler (1921) who asserted (ahead of his own times) that scholarship is built by scholars who discover knowledge and those who are, in Macfarlane's words "able to integrate existing concepts, apply them appropriately and communicate ideas effectively" (Macfarlane, 2007:51).

In this section I discussed the key concepts in CE. For practical reasons they were discussed separately, but it is evident that they will impact on each other. What was evident is the need for clarification between service, CE and community-university partnerships. The micro/macro nexus of partnering and engaging also does not appear to be clearly defined and demarcated. For the purpose of this study I demarcated micro-level collaboration between actors of both community and university where service form part of the engagement. How service (and engagement) becomes 'scholarly' was also one of the questions I hoped to gain more insight into through the study. Using Boyers's (1990) conceptualisation of scholarship as a guide, I could construe scholarly-based service-related activities as defined in Chapter 1. What also emanated from this discussion is that scholarship patterns will be influenced by the way in which institutions acknowledge their different forms and reward them, for example, giving preference to teaching and research rather than engagement. In the next section I discuss institutional models and how they might impact on the imperative of formulating a typology and reward it accordingly.

3.4   INSTITUTIONAL MODELS AND THE 'ENGAGED CAMPUS'

Generally models of engagement are developed according to institutional structures and cultures. When these models are graphically depicted, the three core functions are represented

as three circles interfacing, with areas of intersection which are depicted as different forms of engagement (Lazarus, 2001; CHE/CHESP, 2006). Bender (2008b) distinguishes between three institutional models based on the assumption of the three core functions of teaching and learning, research and CE:

- the silo model – three core functions are interdependent without intersections;

- the infusion model - functions overlap, but some aspects of all three functions remain independent entities; and

- the cross-cutting model – CE is a cross-cutting perspective that is integrated into most activities of the other two functions and intersects as a whole with society (Bender, 2008b).

These models are useful to understand variation in approach or in assisting institutions in positioning themselves managerially. However, the conceptualisation of CE systemically determines how a university will structure its institutional arrangements around CE. Some benchmarks have been developed for institutions to measure themselves against in terms of which they may be referred to as 'engaged' universities or campuses (Hollander, Saltmarsh & Zlotkowski, 2002; Holland & Gelmon, 2003).

3.4.1   The 'engaged' campus

Hollander *et al.* (2002) developed criteria for an engaged university based on the practice of 750 colleges and universities in the US. A set of integrated criteria provides a guideline to indicate what the engaged character of such an institution would look like (Table 2). These criteria serve as a guideline, which was adopted by CHESP in promoting CE at SA universities. CHESP has done extensive work to promote CE in HE by supporting institutions to build their institutional capacity and integrate community service into their curricular programme structures (Lazarus, 2007).

The criteria listed in Table 2 imply the establishment of an institutional character with an engagement strategy where mission and policy are supported by leadership, infrastructure and resources, coupled with a strong (external) community voice. My contention is that an engaged institution can only be realised if the criteria are met in concert with one another, even though differentiation in institutional compliance is inevitable.

Table 2:   Criteria for an engaged institution

Criteria	Explanation
Pedagogy and epistemology	Knowledge gained through experience in engaged teaching is acknowledged and student/educator roles are blurred in reflective practice.
Faculty Development	There are opportunities for academics to enhance their teaching strategies by redesigning modules and administrative support to maximise community-based experiences.
Enabling mechanisms	There are visible structures on campus that assist the academics towards brokering community partnership and promote community-based teaching and learning.
Internal resource allocation	Adequate funding is available to establish and enhance community-based student learning.
External resource allocation	Funding is available for communities to create a richer learning environment for students and access resources on campus.
Roles of academics	Promotion and reward structures reflect acknowledgement of a scholarship of engagement through service-learning, and the production of quality research is promoted
Disciplines, departments, interdisciplinary	The academic core of the university is involved in community-based education and spreads across all faculties and disciplines
Community voice	The community partners are deeply involved in determining their role and contribution to community-based education
Administrative and academic leadership	The university management supports the campus community engagement in words and deeds, resulting in recognition for contributing to local community development.
Mission and purpose	The mission of the institution articulates support towards becoming an engaged institution and reinforces its mission through identified engagement objectives.

(Hollander *et al*., 2002:34-36).

The research by Schnaubelt and Statham (2007) suggests that smaller universities tend to be more engaged with their local community than larger research-driven universities. In the SA context this appears to be reversed, although a comprehensive study has not been done in SA

to determine the validity of this assumption. Research on institutional differences has been minimal, but a brief summary in the next section can indicate the differentiation.

3.4.2 Institutional concepts, arrangements and progress

The terminology used to describe engagement differs from institution to institution. Three of the largest universities in SA are comparatively considered according to their preferred terms. The University of the Free State (UFS) uses the term 'community service' (samelewingsdiens) which implies 'service to society'. The praxis implied by this term promotes scholarship of engagement in a partnership environment (UFS, 2006). The University of Pretoria (UP) uses the term 'CE' and distinguishes between curricular and research CE and programmes and projects, which delimits non-curricular CE (UP, 2009). The University of Cape Town (UCT) uses the term 'social responsiveness'. The policy framework (approved in 2008) describes social responsiveness as:

> "Activities of academic staff of a socially responsive nature may include one or more of the following:
> - knowledge production,
> - knowledge dissemination,
> - integration and external application of knowledge
> - service learning or community based education initiatives" (University of Cape Town, 2008).

The policy framework gives impetus to a wide range of links and initiatives with non-academic communities through teaching and research. It is fair to deduce from the latest UCT social responsiveness report that the approach to CE occurs primarily on a macro-level and secondarily on a micro–level, with a strong social justice and broader public good thrust. The particular institution may be categorised as having implemented an 'infusion model' (Bender, 2008b). The other two universities were part of the enquiry discussed below.

Lazarus *et al.* (2008) tracked the progress that four universities made with engagement commensurate with six outcomes linked to a grant and considered to be important for the proliferation of CE. The six outcomes in question were: (1) conducting institution-wide CE audits of the status quo; (2) the development and adoption of institution-wide policies and strategies related to CE; (3) the development of enabling mechanisms for the institutionalisation of CE; (4) building CE institutional capacity; (5) the development of

accredited academic modules that include CE (i.e. service learning); and (6) generating data on CE through monitoring, evaluation and research (Lazarus *et al*., 2008:64).

The institutions in the enquiry all produced the outcomes in some or other form, but it was evident that there were differences in how each institution developed these outcomes and to what degree they have succeeded in become 'engaged campuses'. All four institutions had a formal policy framework to guide their CE agenda, a line manager on vice-rector level, a central representative body to give impetus to the policy imperative, a reward system, and a central office and institutional budget for CE (Lazarus *et al*., 2008). Some of them had a much longer history of transformation towards engagement. In terms of the development and adoption of institution-wide policies and strategies related to CE, the University of the Free State (UFS) approved its policy in 2002, Stellenbosch University (SU) in 2004 and the University of Pretoria (UP) in 2006, while Cape Peninsula University of Technology (CPUT) submitted its policy for approval in 2008 (Lazarus *et al*., 2008). The status of the official heading the central office for CE at these institutions also indicates differences in seniority. UFS is headed by a chief director, SU by a senior director, and UP by and CPUT by a director (Lazarus *et al*., 2008). At UCT social responsiveness is a sub-section of the Department of Institutional Planning, headed by a director (UCT, 2008).

3.4.3   Forms of engagement

Linked to the discussion on how CE has developed in institutions, it would be fair to classify the forms of CE in two broad categories, namely non-scholarly engagement and scholarly engagement, taking note of the fact that this excludes campus-based engagement or service to 'internal' communities.

- The first category constitutes those forms that have little or no bearing on scholarly activities or expertise or exclude external communities, and correspond with Macfarlane's (2005) first four interpretations.

- The second category comprises Bender's (2008) curricular community engagement; this was adopted by the University of Pretoria as it implies simultaneous participation of academic staff and students. However, the second broad category may include those engagements that draw on the scholarly expertise of university staff, but do not fall into the category of curricular community engagement or community-based research.

Two of those engagements that draw on the scholarly expertise of university staff are described as 'instructional outreach', translated as 'short courses' in a South African context, and 'resources for the public'.

- The first constitutes those "credit and non-credit instructional outreach programmes that are designed and marketed specially to serve external students/learners" who are neither degree seekers nor institutional staff members (Church, 2001:6).

- The second refers to the application of scholarly expertise to produce events or artefacts in the public sphere with and in external community settings. These might include radio broadcasts, curating an art exhibition or writing a constitution for a community agency (Church, 2001:10).

With reference to the earlier discussion on scholarship, the latter form of community outputs might be based on sound scientific research which is being applied in a community setting. In their annual report UCT provides examples of such outputs (UCT, 2008).

Despite the differences in terminology, institutional arrangements and conceptualisations, it appears as if most of the cases discussed here were moving in the same direction. However, a concerted effort might be necessary for HE institutions in SA to reach consensus on engagement as a core function, to standardise and categorise CE outputs (as in research and teaching), and design an evaluative system to review and reward it. Because of the lack of reward systems, some of these forms of engagement have become entrepreneurial initiatives in universities to generate alternative funding to supplement inadequate governmental funding structures. Many institutions have an extensive offering of short courses and other consultation offerings on their respective websites. What is evident from this brief descriptive analysis is that CE has grown over the last ten years from a peripheral activity to a centralised function in at least the largest universities in SA and abroad. There are some indications that all of the SA universities are moving towards becoming engaged institutions as in accordance with the criteria set out in Hollander *et al.* (2002). Further research is necessary, however, to undertake a comprehensive situational analysis of the status of CE in HE in SA. In terms of the indicators it might be possible to compile a South African set of criteria based on the progress made by those universities who show progress in becoming 'engaged, in the light of the work by Hollander *et al.* (2002). I propose a list of such criteria in the next section.

3.4.4 Proposed criteria for engaged universities in SA

The criteria I have developed refer to three levels of engaged functionality: institutional, academic and community relations. In Table 3 I outline the criteria applicable to these three levels. The three levels intersect and are merely grouped for the sake of clarity. Below the Table 3 provide an explanation of the criteria.

Table 3: Proposed criteria for engaged universities in SA

Institutional	Academic	Community
Coherent mission, policy and structure	Pedagogy and epistemology	Community profile and needs
Governance, management and support	Qualification offer and research	Ethical terms of engagement
Brokering resources	Inter- and trans-disciplinary collaboration	Community voice in governing
Monitoring, evaluation and reward	Appraisal and promotion	Value of community knowledge

(Adapted from Hollander *et al*., 2002; Holland & Gelmon, 2003; Lazarus *et al*., 2008)

Institutional level

On an institutional level the engaged institution declares in its mission statement that CE is one of its core functions and the reason the institution exists. Commitment to this declaration is reflected in a policy for CE which is coherent with other institutional policies. The policy supports all the criteria for becoming an engaged institution and institutional structures ensure the implementation of the policy in practice. Conceptual clarity is highly regarded in such an institution and it strives to interpret meanings with precision to ascertain a uniformity of conceptual interpretation in the institution. Governance structures on the level of council, senate, faculty and students ensure constant renewal aligned with the internal and the external changing environment. Management structures ensure leadership and enhancement of all types of CE by establishing support structures and maintaining them. Structures create an enabling environment for students and faculty members to engage in CE activities by prioritising resources to fulfil mission goals and policy intentions. A monitoring and evaluation mechanism monitors, evaluates and rewards CE initiatives through incentives and appropriate resource allocation.

Academic level

On the academic level there is an epistemological and pedagogical recognition of the notion that learning can be enhanced by community involvement, that knowledge emerges from experience, that multiple sources of knowledge exist. Teaching approaches are adaptable due to reflective and deliberative educational practice, while research includes action research methodologies and themes beneficial to communities. CE is integrated into the structuring of academic programmes and qualification offerings, which are supported by academic development and capacity building. Inter- and trans-disciplinary work is facilitated on interdepartmental and interfaculty level based on institutional management information and community needs. Academic appraisal and promotion are differentiated to include CE and the scholarship of engagement is rewarded on an equal basis to other forms of scholarship.

Community level

On community level the engaged institution has structures in place to generate information on development agendas locally, regionally, nationally and internationally to position itself in terms of its contribution within its limitations and capabilities. It maintains a coherent structure of building relations on all levels and ensures intra-structural coordination and an equitable code of ethical conduct in CE. Infrastructural resources support community-based learning and research, creating footprints of engagement outcomes in community development processes. The community voice is valued on micro-, meso- and macro-levels of engagement on a continuous basis.

I by no means claim that this is an exhaustive framework, but it provides some guidelines for universities in SA in their quest to become engaged institutions. The framework remains broad, leaving space for institutions to apply it within their unique institutional culture, but it aims to provide criteria as guidelines towards engaged institutionalisation.

3.5   THE STELLENBOSCH UNIVERSITY CONTEXT

SU was chosen as the micro-context of this study as it is one of the largest universities in SA, with a legacy of being a previously advantaged university in SA's political history of segregation. In terms of the different images of universities depicted by Lategan (2009), this university had an image of racial and language discrimination. The institution acknowledged this status in its *Strategic Framework* formulated shortly after the democratisation of the SA political arena: "The University acknowledges its contribution to the injustices of the past,

and therefore commits itself to appropriate redress and development initiatives" (SU, 2000:16).

In the light of the framework of criteria for an engaged institution that I developed in Table 3, I provide a brief reflection on the progress of the institution in terms of the criteria in the framework, both from the perspective of my own involvement and of the reviews in other sources.

3.5.1 Coherent mission, policy and structure

The mission of SU is "too create and sustain, in commitment to the universitarian ideal of excellent scholarly and scientific practice, an environment in which knowledge can be discovered; can be shared; and can be applied to the benefit of the community" (SU, 2000). Vision 2012 outlines five main focal points for the University, of which one states that the University "is an active role-player in the development of South African society" mandating the core function of CI (CI Policy, 2009:3).

This university was one of the first to establish a central office for CE in 2000. The term 'community interaction' (CI) was adopted, which in essence has the same meaning as community engagement (CI Policy, 2009). A database was designed and implemented to carry out an institutional audit that provided a profile of each community project, but also generated cumulative data of all the registered projects in the institution (Smith-Tolken, 2004). The audit informed a policy development process and led to the approval of a community interaction policy in 2004 after assigning the responsibility of CE to a vice-rector late in 2003. The policy was reviewed in 2009. The policy guides the institutional arrangements in terms of community interaction based on the graphical depiction in Figure 2. This depiction highlights the comprehensive interpretation of community interaction (CI) as a core function and its manifestation in four types of CI. The policy guides the actions as they manifest in CI programmes in all their forms (CI Policy, 2009). This gives some indication of the institutional development of SU in terms of its mission, policy and structure.

Type 1: Integration of Teaching and learning, Research & CI. In some rare occasions, this is achieved where projects integrate aspects of all three core functions.

Type 2: Integration of Teaching and learning and CI. Examples of this type of CI are service-learning (defined in section 1.2.2) and short courses[1].

Type 3: Integration of Research and CI. Examples of this type of CI are contract research, community-based research and science for society initiatives.

Type 4: Volunteerism and public service. Examples of this type of CI are student volunteerism, public service by faculty, community outreach and partnerships.

Figure 2: Types of Community Interaction @ SU (CI Policy, 2009)

3.5.2   Governance, management and support

The CI policy framework provides an enabling structure for its community interaction function through the appointment of a vice-rector, a division headed by a senior director, a senate committee, and a continually maintained and updated database of community interaction activities as well as funding structures for academics (Lazarus *et al*., 2008). Service-learning is espoused as a vehicle to promote the integration of community interaction into academic programmes. An office for SL provides training and support to faculty deans and academic staff, which includes a resource centre at the Division for Community Interaction. The office for SL works in close collaboration with the Faculty of Education and the Centre for Teaching and Learning as well as other research and development structures in the institution. CI has become a central concern in the institution for deliberation and collaboration (SU, 2009a).

3.5.3   Brokering resources

The cost of CE is centrally budgeted in the institution.

> The Vice-Rector (Community Interaction and Personnel) is responsible to ensure (*sic*) that the status of CI as a core function of the university is reflected in internal budgetary allocations and shall also advocate that the CI mandate is funded at national level (CI Policy, 2009:9).

This implies that the institution values the existence of a core function. Furthermore, it is a continuous allocation that is regularly adjusted to changing demands of the function.

> The Vice-Rector (Community Interaction and Personnel), in collaboration with the Finance Division, is responsible for revising and reconstructing the funding base for CI within the University on a regular basis. Fundraising for CI projects are (*sic*) co-ordinated and aligned in accordance with the stipulations of this policy and in collaboration with the Stellenbosch Foundation (CI Policy, 2009:10).

It is also stated in the policy that the Division for Community Interaction's expenses are defrayed from the central institutional budget (CI Policy, 2009).

Hollander *et al.* (2002) refer to universities who invest in communities. In the SA situation universities probably do not have the capital capacity for this and SU is no exception. SU does not see its role as investing in community infrastructure, but sponsors flagship projects with great benefit for communities.

> The CIC(S) [Community Interaction Committee (Senate)] will regularly extend invitations to faculties and divisions to nominate CI initiatives in their environments for CI Flagship Status depending on the availability of central SU funds. Applications will be adjudicated by the CIC(S) on the basis of criteria developed for this purpose by the CIC(S). CI flagship projects will be evaluated at regular intervals by the CIC(S) and continued flagship status and funding will be dependent on a positive evaluation (CI Policy, 2009:9).

Partnerships with government on local and national level exist which create scope for collaborative development. SU has partnerships on a macro-level with the government departments on the level of sharing faculties (Health and Military Science), local municipalities, other HE institutions, churches (Faculty of Theology) and many community organisations with whom innovative projects are facilitated (SU, 2009b). Funding available for communities apart from the above to create a richer learning environment was found to be limited and no evidence could be traced.

3.5.4   Monitoring, evaluation and reward

According to the CI policy, community projects and programmes must be registered on an institutional database and updated on an annual basis. Approval of these projects includes a quality-assurance process and a self-evaluation of departments and faculties. Funding is awarded according to registration status and criteria set by the CIC (SU, 2009a). The fiscal reward is currently based on project level as described in the flagship system.

3.5.5   Pedagogy and Epistemology

SU has adopted SL and CBR as a vehicle to promote scholarly-based community interaction. In policy and in some academic practice there is recognition of the notion that learning can be enhanced by community involvement and that knowledge emerges from experience that has the potential to create student self-awareness and attitudinal change in favour of critical citizenship and preparation for future career prospects (CI Policy, 2009:6). There are a growing number of SL modules in a diverse number of academic programmes in the institution (SU, 2009b; Lazarus *et al*., 2008).

Faculty members play a significant role in any institution's transformation to academically-based engagement (Hollander *et al*., 2002). When the first policy was approved, SL was a foreign concept in the institution. The concept was introduced and promoted through a partnership between the Department of Educational Psychology and the central office for CE. Promoting CE and SL in any institution depends on the institutional culture and in this instance this combination seemed to work. Faculty development consisted of joint capacity-building seminars that were offered to faculty members in 2005-2007 by the Office for SL and the Education Faculty, which included an international symposium. This created opportunities for academics to enhance their teaching strategies to maximise the student's experiences in the community. The seminars have now become a credit-bearing short programme (Lazarus *et al*., 2008). It is fair to assess that the maximum input is provided towards faculty development.

3.5.6   Qualification offer and research

SL modules in the institution were developed by giving incentives to faculty members who were attracted to the approach and made themselves available to undergo the training offered by the SL Office. Despite the agreement on departmental level to restructure the modules as suggested by the faculty members, it did not involve a holistic revisiting of academic programmes. One of the envisioned goals of the SL office is to have at least one SL module

established in all academic programmes (SU, 2009a). One of the issues that surfaced in this study is the growing demand of professional boards for community-based learning experiences for students before they graduate.

3.5.7 Inter- and trans-disciplinary collaboration

One of the biggest challenges for an institution to become engaged is the spread of CI across all faculties and departments. Some disciplines just do not lend themselves to community-based work. The strength of SU's engagement lies in the evidence of scholarly CI across 8 of the 10 faculties, including Engineering and Agriculture. Interdisciplinary work is in its incubation stage, but the capacity-building seminars contributed to the development of collaborative relationships between different disciplines. The need for interdisciplinary work is one of the issues that surfaced in this study and is reported on later (SU, 2009b).

3.5.8 Appraisal and promotion

The CI policy states: "Institutional incentives to promote or advance CI include the Rector's Award for Excellence in Community Interaction and the awarding of CI Flagship Status. The Rector's Award is governed by the document 'Rules for the Rector's Award for Excellence in Community Interaction' and the CIC(S) awards CI flagship status based on a list of criteria" (CI Policy, 2009:7). These rewards are in line with those awarded for teaching and research. With reference to the database and flagship projects, there is a structure in place to measure CI inputs, but it lacks a workable reward system on individual staff level regarding promotion. Reward for staff who favour CE is as important as rewards for teaching and research. The latter is generally more structured in HE systems and quantifiable through research outputs and number of graduates delivered (CHE, 2010). The latter is also a possible research topic that may be explored by future researchers.

3.5.9 Community profile and needs

Scrolling through project descriptions in the institutional database, one finds indications of community profiling and needs assessments that are done before projects are initiated, but a coherent profile of community needs does not exist. The database provides a list of organisations with which departments engage coupled with a geographical depiction of where these projects take place (SU, 2009b). In Chapters 5 and 6 it will become clear how the community voice is recognised or unrecognised in interactions in communities.

3.5.10 Ethical terms of engagement

A broad ethical code guides CI projects, but no control measures are in place to monitor compliance to it (SU, 2009a). The CI policy states in this regard: "Faculties and divisions are responsible for controlling and managing this function in accordance with the CI policy framework of the University. These environments themselves oversee that the prescribed ethical code is adhered to in all interactions with the community and that the interests of the community are served" (SU, 2009a:7). How this ethical management is done with regards to CE is not clear. Student projects are guided by the CI Ethical Code and sanctioned by the student organisation that manages the project (SU, 2009b).

3.5.11 Community voice in governance

The university's formal institutional structures accommodate public figures and representatives from the student body in the university council, but show little commitment to acknowledging the community voice in institutional CIC on senate level. Some strong views were expressed in terms of this aspect and recommendations are made to address this issue in the conclusion of this study.

3.5.12 Value of community knowledge

How community knowledge will be valued and acknowledged is not covered in the CE policy framework or website. Hoppers (2004) describes indigenous knowledge systems as the knowledge and skills that are passed on through generations. Students value from that knowledge and scholarly papers and articles are generated from community interaction projects, but on an institutional level there is no structure to appraise and value these inputs.

Considering the above assessment, it is fair to claim that this institution provides a context for conducting this study, not only through its mission, but also through tangible evidence of its commitment. Given the similarities between the larger universities, the findings should be transferable to other universities with similar structures in place. For the institution itself, the study provided an opportunity to gain a deeper insight into the interaction of the staff and students in and with external communities. This might give some direction in the quest to become an engaged institution.

Given the organisational arrangements, structures and incentives of the SU, it is evident that there is managerial and administrative support for CE. A fair amount of progress has been made to advance CE in the institution, but the number of SL modules and the number of community-based research projects is significantly small in relation to the institution's

academic profile (SU, 2009b). Connecting SL and CBR to the qualifications offer would be a progressive step towards institutionalising these methodologies. In my view, the challenge is to commit the academic community to engage in deliberative dialogue, undertake research and support the institutional initiatives. Subsequent to such a commitment would be the creation of an incentive system that rewards academic staff for individual CE excellence counting towards promotion. Furthermore, the community voice coupled with ethical conduct in communities and valuing community knowledge would be areas where the institution could advance the quest to become an engaged institution.

3.6   SUMMATIVE PERSPECTIVES

CE has been conceptualised as an evolving third function of universities across the globe. In this chapter I gave a brief overview of the development of CE in SA and its links with developments elsewhere. Conceptualising CE is complex, because despite its compatibility across country borders, it is practised differently in countries and even among universities it shows variations (Thomson *et al*., 2008). Despite these differences, there is reason to believe that it is an evolving field of enquiry which is producing models and benchmarks that may lead to a unified conceptual framework. Accumulating publications and national structures bode well for the future of this study field. However, scientific theorising building on the scholarship of engagement is almost non-existent, at least in SA. As a sub-field of HE, it is competing with other pressing issues which relate to research and teaching and learning, which are still in an advantaged position in institutional structures.

Gaining clarity on the key concepts of 'partnerships' and 'service' proved to be a daunting task, as both these concepts are equated with CE in different contexts and settings. What I aimed to clarify was that CE is a comprehensive label for universities' engagement with the rest of society beyond its own internal organisational structures on all levels. CE relates to the notion of engaged scholarship and the scholarship of engagement as articulated by McNall *et al.* (2009), which I consider to be a workable distinction. I argued that the conception of partnership is an overestimation of its scope and refers to institutions' relationship with some of their external connections which do not qualify them to be equated with CE. I argued that the notion of collaboration appears to offer a better fit to micro-level curricular-based actions of working together. This insight guided my theoretical exploration of the meaning of service in these collaborative patterns. The exploration of the construct 'service' in the literature confirmed my suggestion that it was under-defined. Internal service as a form of scholarship

was extensively researched by Macfarlane (2005; 2007), but research on external service tended to be thinly spread. This strengthened my motivation to explore this construct in the context of CE.

What emanated from the literature was the strong link between institutional commitment and the progress made with institutionalising CE as a core function. The criteria of Hollander *et al.* (2002) provided a point of departure, but the advancement of CE in SA brought some other indicators to the fore that could supplement those of Hollander *et al.* (2002). By drawing on the work of Lazarus *et al.* (2008) and my own insights, I developed a framework on three levels and the criteria for each level, which I used to view SU as a site of research for my study. The framework is not exhaustive and might be refined further, but using it to appraise SU's progress towards becoming an engaged institution, it demonstrated some of its usefulness.

Finally, I affirmed the stance that CE is mainly driven and enabled on an institutional level, requiring commitment on structural, managerial and individual levels. It requires pragmatic scholarship, favouring compassion for the other which comes down to scholarly citizenship.

Chapter 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The two chapters preceding this one comprised a contextual overview of the field and sub-field within which the study was positioned and conducted. Through this overview I established a critical informational map to frame the study in the context of HE studies, the transformation of public HE and its relation to CE. The purpose of this chapter is to elaborate on the research design and the subsequent research methodology as outlined in Chapter 1. The study is embedded in a qualitative research methodology and the approach is explorative and inductive with an emerging character. The purpose of the study was to explore and generate a theoretical framework for scholarly-based service actions and processes based on the grounded theory approach, a methodology in social science that generates theory from data systematically gathered and analised through the research process. In the next section I situate the study by providing a theoretical outline of qualitative research within an interpretive paradigm and then offer an explanation of why this research paradigm is best fitted for this type of study. This is followed by a description of the grounded theory methodological and analytical framework, after which I report on the operational and evaluative elements of the study.

4.2 QUALITATIVE RESEARCH DESIGN

The design of any study situates it within a particular theoretical paradigm of social research and explains the characteristics of the paradigm. It describes a flexible set of guidelines that connect the theoretical paradigm to a strategy of enquiry and indicates why it is suitable for the particular study (Babbie & Mouton, 2007; Denzin & Lincoln, 2008).

4.2.1 Defining qualitative research

Qualitative research is often defined by comparing it to quantitative research (Merriam, 2002a). Quantitative studies measure and analyse causal relationships between variables (not processes) and researchers thus claim that their work is value-free (Creswell, 1998). Qualitative researchers stress the socially constructed nature of the reality between the

researcher and what is being studied, where interaction is value-laden and context shapes the inquiry (Denzin & Lincoln, 2008). The main counter-argument of qualitative research is that reality is not a fixed single measurable phenomenon, as professed in quantitative research, but rather evolves as multiple constructions and interpretations that continuously change (Merriam, 2002a; Babbie & Mouton, 2007). Some authors contest the comparison of qualitative research to quantitative as the former has developed as a field of enquiry with a credibility of its own that renders comparison to quantitative methods redundant (Creswell, 1998; Denzin & Lincoln, 2003). Despite the difficulty of containing qualitative research within a single definition, it is often described as an interdisciplinary, trans-disciplinary and sometimes counter-disciplinary field of enquiry that commits to a naturalistic perspective and the interpretive understanding of human experience that is shaped by ethical and political perspectives (Denzin & Lincoln, 2008). Creswell (1998) locates qualitative research within five traditions of enquiry (biography, phenomenology, grounded theory, ethnography and case study) and describes the researcher as someone who,

> build[s] a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 1998:15).

The researcher becomes a "bricoleur" who fits together the analogical parts of a quilt (Denzin & Lincoln, 2008). Some philosophical and theoretical perspectives on qualitative research will clarify this statement.

4.2.2 Philosophical and theoretical perspectives

A basic set of beliefs or premises about the world (philosophy) guides the qualitative researcher throughout the process of the research and these are referred to as a paradigm or framework. A paradigm is characterised by the way the researcher sees the world and acts in it in terms of the three basic assumptions of ontology, epistemology and methodology. Ontology refers to how reality is perceived or viewed, while epistemology signifies the nature and evaluation of knowledge and the relationship between the enquirer and the known. Methodology refers to the way that we gain knowledge of the world (Lincoln & Guba, 2000; Denzin & Lincoln, 2008).

These assumptions are interdependent, coherently related in a unique way and will determine how the researcher will conduct, interpret and utilise research (Kunkwenzu, 2007). Added to these assumptions is the role of values (axiology) and the language and style of writing up the text (rhetoric) which defines the paradigmatic approach. Values are identified and accounted

for in interpretation, while terminology and concepts are clarified (Creswell, 1998). The development of paradigms in qualitative research is also shaped by the historical roots of this form of enquiry.

4.2.3   Historical perspectives

As grounded theory is not common knowledge to all researchers, it is necessary to frame it within the historical roots of qualitative research. Historically qualitative research is rooted in ethnography and the Chicago school of the early 20th century when social researchers began to oppose the positivist approaches of quantification and objectivity (Babbie & Mouton, 2007). Embedded in its North American history, qualitative research is practised within cross-cutting historical moments which overlap and simultaneously operate in the present. The seven moments are labelled traditional (1900-1950); modernist (1950-1970); blurred genres (1970-1986); crisis of representation (1986-1990), postmodern (1990-1995), post-experimental inquiry (1995-2000), methodologically contested present (2000-2004) and the fractured future (2005-) called the 'eighth moment' (Denzin & Lincoln, 2003, 2008:2-3).

This historical depiction describes the ebb and flow between a positivist social science of fixed reality and the contemporary qualitative mode of enquiry, both of which have become theoretically and methodologically fractured and hybrid. During these moments theoretical perspectives made a gradual shift from causal-linear approaches to include patterned and interpretive theories. Each of these moments is part of the contemporary tensions in developing a fitting research design, which might entail mutations and combinations of quantitative, qualitative and participatory research methodologies which cut across the social sciences, humanities and even physical sciences (Denzin & Lincoln, 2008). Each paradigm has implications for the role of the researcher and relates to the political and cultural context in which a study is conducted. In general, four abstract interpretive paradigms structure qualitative research, namely positivist-postpositivist, constructivist-interpretive, critical and feminist (Denzin & Lincoln, 2008). This is a simplistic representation, as it becomes more complex (e.g. with types of critical and feminist paradigms) when viewed within its positivist-postpositivist and/or modernist-postmodernist-poststructuralist heritage.

Of significance for this study is to take note of the 'blurred genres' moment when naturalistic, constructivist paradigms gained ground and methodologies such as the case study, phenomenology and grounded theory abounded. At the time Glazer and Strauss (1967) wrote their pioneering book on grounded theory in reaction to the "logico-deductive method" of

science in the 1950s and 1960s (Denscombe, 2007:103). Qualitative research was perceived as preliminary to more 'rigorous quantifiable research'. Although the original work was still permeated with positivistic notions, it gave way to the later development of constructivist grounded theory methods (Charmaz, 2000).

Epistemologically this form of research steers away from criteria such as objectivity and verification as applied in the traditional and modernist moments. They were replaced by criteria such as trustworthiness, credibility, transferability and confirmability (Denzin, 2001; Denzin & Lincoln, 2000; 2008). A constructivist paradigm assumes a relativist ontology (there are multiple realities), a subjectivist epistemology (knower and respondent co- create understanding) and flexible naturalistic methodological procedures (Charmaz, 2002; Denzin & Lincoln, 2008). In the next section I position the study within the qualitative interpretive paradigm and explain why I gave preference to the constructivist-interpretive orientation.

4.2.4   Choice of research design

As explained in Chapter 1, I was interested in how service-related scholarly action takes place in community sites and what meanings are developed between the actors of those actions. Building on the qualitative interpretive theoretical paradigm, the characteristics of this paradigm (Creswell, 1998; Merriam, 2002b; Babbie & Mouton, 2007) that matched the design of this study are described below.

4.2.4.1   *Research is conducted in the natural setting of social actors*

The term 'natural' refers to the 'natural course of events' as seen from the actors' perspective. The researcher goes into the setting where the actions are taking place and acts as unobtrusively as possible (Denzin, 2001; Babbie & Mouton, 2007). In this study I interviewed academic staff and students in the setting of their activities and visited the sites where service-related activities took place. A certain degree of immersion was involved that gave me an opportunity to make observations about the setting during interviews. The focus was on meanings which were at times reconstructions of incidents that happened before and some were recorded as they happened. The focus of qualitative research on process means that was well suited for this study (Babbie & Mouton, 2007).

4.2.4.2   *Actor's (emic) perspective is emphasised and valued*

In qualitative research, the researcher strives towards understanding the meaning people construct about their experiences. 'Emic' refers to looking through the eyes of the actor in the situation versus the researcher's sole interpretation (etic) (Denzin, 2001; Merriam, 2002b). In

this study interaction (the capability of mutual action between individuals that is emergent) was studied. For humans interaction is symbolic, involving the use of language, and it is therefore referred to as 'symbolic interaction' (Denzin, 2001). The emic perspectives constituted actors' interpretations of interaction. It was therefore fitting to develop an understanding of what constitutes service-related activities and how they took place in the individual settings as perceived through the perspectives of staff, students and community actors.

4.2.4.3   Understanding social action in its specific context

A research strategy determines the applicability of a research methodology's application and its epistemological value, that is, they way it will relate to other research in the field. A nomothetic strategy is suitable for quantitative social studies that generate transferable empirical regularities in human behaviour (Merriam, 2002b; Babbie & Mouton, 2007). In this study an idiographic strategy was more suitable, as it focused on the case of one university within the structural coherence of CE as it evolves in HE functions. The results of this study are therefore applicable to the particular institution only and further study would be needed to apply them within the broader structure. But this does contribute towards sensitising other institutions in their engagement with external communities.

4.2.4.4   Research process is inductive, resulting in new hypotheses and theory

According to Merriam, qualitative researchers often undertake a study as a response to lack of theory or an existing theory failing to adequately explain a phenomenon (2002a:5). Rather than beginning with an existing hypothesis, the researcher is immersed in the natural setting and generates data through chosen methods depending on the setting (Babbie & Mouton, 2007). As indicated in Chapter 1, one of the reasons I undertook this study was the lack of theory to explain service-related scholarly activities in my own practice as CE and service-learning scholar, educator and manager. The purpose of the study was to explore such a theory through an interpretive inductive approach commensurate with grounded theory as a methodology.

4.2.4.5   The research is descriptive

Description may be thick or thin and provides a framework for interpretation (Babbie & Mouton, 2007). Interpretation is the process of explicating the meaning of an experience. Thin descriptions mostly only state facts, whereas thick descriptions clarify meaning by contextualising the action, stating the intentions and meanings that organise the action, trace

the evolution of the action, and present the action as a text (Denzin, 2001). By giving slices of the actors' speech verbatim, the sense of the actions as they occurred can be captured and places events in context so that actors themselves can later easily refer back to the events and their meanings (Denzin, 2001; Babbie & Mouton, 2007). This fitted the design of the study as meaning was emergent and could be clarified by going back to recordings, while meanings and later concepts could be illustrated through the inclusion of the exact wording of participants.

4.2.4.6   *The researcher as the 'main instrument in the research process*

The researcher is the human instrument who needs to be responsive and adaptive to the generation and analysis of data. Understanding of the research data can be expanded through different forms of interaction (observation and interpretation) and communication (verbal and non-verbal). This places a unique responsibility on the researcher in determining his/her role in the research process (Babbie & Mouton, 2007). In the constructivist approach (which is the preference of this study, as noted earlier) the researcher strives to pursue someone else's emic construction without a set of predetermined questions, and works on the assumption that they do not know (or are not aware of) what they don't know (Guba & Lincoln, 1989). In this particular study the research process was characterised by inter-subjectivity between me as the researcher and the respondents. The mutual trust was enhanced by my institutional involvement and relationships that simplified the task of building rapport with the respondents and asking open-ended questions, taking care not to force direction during interviews.

The research methodology that supports this paradigm is discussed in the next section. I used grounded theory as research strategy as it is particularly applicable to this study. Although its founders claim that it can be used for quantitative research, it if firmly embedded within the qualitative research paradigm (Creswell, 1998; Denscombe, 2007).

4.3   GROUNDED THEORY

Grounded theory methodology (GTM) is used by a wide variety of researchers who have a tendency to adapt and adopt grounded theory selectively for their own purposes (Denscombe, 2007). This evidently led to variations of the method, but the basic pillars on which it was built and its positioning within the broader qualitative interpretive paradigm has remained the same (Charmaz, 2000). In this section I describe grounded theory, variations in its approach, its analytical framework, the grounded theory process and its application in this study. My

description of grounded methodology covers its application to data collection, data analysis, interpretation and development of a theoretical framework.

4.3.1 What is grounded theory?

Grounded theory is a theory that emerges from the use of grounded theory methodology, which comprises "a systematic, inductive, and comparative approach for conducting inquiry for the purpose of constructing theory" (Bryant & Charmaz, 2007:31). In GTM theoretical frameworks are developed from data which inform and focus further data collection through a form of purposive sampling called theoretical sampling. Concepts and theories are developed through constant comparison of codes that are derived from the data (Glazer, 1978, 1992; Denscombe, 2007). Theory is emergent from the data gathered and is likely to offer insight, enhance understanding and provide guidance to action in the context in which the theory was developed.

This approach differs from the traditional model of research in which the researcher chooses a theoretical framework for a study formulates hypotheses and tests them (Strauss & Corbin, 1998; Charmaz, 2000). It also differs from 'armchair' theorising or research that aims to provide descriptive accounts of the subject matter. It is explorative in the sense that the researcher keeps an open mind about prior knowledge about the field of study without having any preconceived ideas about the relevance of the concepts or the hypotheses (Denscombe, 2007). This does not mean that the researcher has a blank mind as the he or she should have studied the area in order to develop the research question and make sense of the data (Glaser & Strauss, 1967).

What should be noted, though, is that grounded theory methodology consists of specific methods and strategies. The first refers to the techniques and methods associated with it in general (e.g. theoretical sampling, coding) and the latter to how those methods are applied in building theory (Charmaz, 2002; Denscombe, 2007). In all variants of GTM the following strategies remain the same: simultaneous date collection and analysis; pursuit of emergent themes in early data analysis; discovering of emerging social processes in the data; inductive construction of abstract categories that link these processes; sampling to refine the categories into a theoretical framework specifying causes, conditions and consequences of the studied processes (Charmaz, 2002:677)

4.3.2   Variations in the approach

Since its inception in 1967 its founders (Glaser & Strauss, 1967) developed GTM in somewhat opposing ontological and epistemological directions, resulting in endorsing a strong positivist (Glaser, 1978, 1992) and postpositivist (Strauss & Corbin, 1990, 1998) notion of the original more open-ended grounded theory (Charmaz, 2002). Though some of the basic elements of the method remained unchanged (such as coding, categorising and comparative analysis; memo writing; theoretical sampling), the most important criticism against both stances remained their realist ontology and objectivist epistemology (Charmaz, 2000).

The paradigmatic influence of post-modernist and post-structuralist qualitative research developed GTM into a further mutation of constructivism with a strong symbolic interactionist theoretical perspective, juxtaposing itself to the objectivist perspective of GTM.

Table 4 depicts the differences between these approaches in terms of ontology, epistemology and methodology through an analysis of the views of the original founders (Glaser & Strauss, 1967), the later interpretations of their associates (Glaser, 1978, 1992; Strauss & Corbin, 1990, 1998), and the view of more recent critics (Denscombe, 2007; Bryant & Charmaz, 2007). In the work of the original proponents there is a clear leaning towards the positivistic roots and a mechanistic procedural research process, prompting me to draw heavily on the work of Charmaz (2000; 2002; 2008) in compiling Table 4.

Table 4: Differences between GTM Approaches

Approach	Objectivist	Constructivist
Ontology	• Assumes external reality • Assumes discovery of data • Assumes conceptualisations emerge from data	• Assumes multiple realities • Assumes multiple constructions of data • Assumes researcher constructs categorisations
Epistemology	• Positivist/Postpositivist theoretical perspective • Assumes the neutrality, passivity and authority of the observer • Etic interpretation of data while giving voice to the observed • Views data analysis as an objective process • Aims at parsimonious explanation	• Constructivist/Symbolic interactionist perspective • Assumes observer's values, priorities, positions and actions affect views • Emic interpretation of data through inter-subjective interaction with the viewed. • Acknowledges subjectivities in data analysis, recognises co-construction of data; engages in reflexivity • Aims for interpretation
Methodology	• Guidelines are didactic and prescriptive • Uses axial coding and conditional matrix leading to testable hypotheses • Gives priority to researcher's view • Focuses on developing abstractions	• Guidelines are flexible • Uses sensitising concepts[12] embedded in the researchers' discipline and in relation to the research problem • Seeks participants' views and voices as integral to analysis • Focuses on constructing interpretations

(Based mainly on Charmaz, 2000, 2002, 2008; Denscombe, 2007)

In Table 4 I categorise the positivist and post-positivist notions as objectivist and the interpretive notions as constructivist. The role of the researcher plays a defining role in the approach. In the objectivist approach the traditional detachment and expert view prevails, while in constructivism there is a close interaction between respondent and researcher. Interactionism focuses on meaning of experience rather than factual evidence of a given situation and complements the constructivist approach in GTM (Denzin, 2001; Charmaz, 2000; 2002; 2007). This form of GTM promotes flexible strategies as the process unfolds and the development of sensitising concepts which give direction to the abstraction of data, while

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[12] Sensitizing concepts are further discussed in paragraph 4.4.4

valuing adaptability and pragmatism as principles in the theory-building process (Charmaz, 2000; 2002).

The constructivist grounded theory approach is associated with analytical strategies to generate data rather than on data collecting methods (Charmaz, 2000). This means that the researcher will purposely choose a set of actions to enhance her analytical ability. Unstructured interviewing is the most general method of data gathering, but aligned with the flexibility of the approach, rich data are drawn from multiple sources, for example, observations, public records, organisational reports, respondents' diaries, and the researchers' own memos and reflections (Denscombe, 2007; Charmaz, 2000, 2002, 2007). Data are narrative reconstructions of experience inter-subjectively shared by the researcher and respondent, which are recorded for analysis. In the next section I discuss the GTM analytical framework as it is applied in the constructivist notion.

4.3.3   The analytical framework

The analytical framework of GTM comprises five interconnected components, namely the theoretical sensitivity of the researcher; theoretical sampling to generate data during analysis; coding or labelling of phenomena; constant comparison of codes; and from this, the development of concepts and memo writing (Glaser & Strauss, 1967). I briefly discuss some of these components of the GTM that are applicable to this study. Theoretical sensitivity is a personal quality of the researcher and indicates an awareness of the subtleties of the meaning of data. The theoretical sensitivity of the researcher is developed from a number of sources (Glazer, 1978; Strauss & Corbin, 1990).

- The first is the literature, which gives the researcher a rich background of information about the topic and sensitises her to what is going on with the phenomena under study.

- Professional experience is another source of sensitivity which develops through years of practice in a field.

- Implicit knowledge from experience is incorporated into the research situation and gives the researcher an ability to gain insight into the situation more rapidly than someone without such experience.

- In addition, the analytical process itself provides an additional source for theoretical sensitivity, as the insights into, and understanding of, the phenomena increase as the researcher interacts with the data (Strauss & Corbin, 1990; Charmaz, 2008).

A fundamental feature of the emergence of data in GTM derives from active researchers who will interact with data and interpret the data (Charmaz, 2008). Theoretical sampling is closely related to, and dependent on, the theoretical sensitivity of the researcher and has been described as:

> ... a form of non-probability sampling in which the new sites are consciously selected by the researcher because of their particular characteristics (Denscombe, 2007:99).

Initially the researcher deliberately chooses a site and/or group to be studied that fits the research question and will generate the relevant data (Strauss & Corbin, 1990). During analysis, data generation becomes cumulatively aligned with the emerging themes in the data. This implies that the researcher decides what data will be gathered next and where to find them on the basis of provisional theoretical ideas. In this way it is possible to answer questions that have arisen from the analysis of, and reflection on, previous data (Boeije, 2002).

Coding is a process of labelling phenomena. Analysis is done by studying the data and doing line-by-line coding through interpretation known as 'open coding', which starts the chain of theory development (Glaser & Strauss, 1967). Preference is given to action codes that are synthesised into categories through constant comparison. Coding is highly dependent on constant comparison throughout the analysis, a critical technique in GTM comprising the following actions in close relation to one another:

- Comparing data with data;

- Labelling data with active specific codes;

- Selecting focused codes;

- Raising telling focused codes to tentative analytic categories;

- Comparing data and codes with analytic categories;

- Constructing theoretical concepts from abstract categories;

- Comparing category with concept;

- Comparing concept with concept (Charmaz, 2008).

When comparing data with data, the information may emanate from the same person at different points in time or different persons in the same situation. This may also involve

comparing incidents with incidents (Strauss & Corbin, 1990; Boeije, 2002). Constant comparison interprets open codes in relation to one another by identifying 'axes' or central codes and this is referred to as 'axial coding' (Strauss & Corbin, 1998). I prefer the term 'selective or focused' coding (see bullet 3 and 4 above) as per Charmaz (2000; 2008), which comes down to sorting and synthesising initial codes. Categories are developed from the focused codes, which subsequently begin to 'gel' into abstract configurations of the data – this is ultimately the beginning of a framework. A complexity of categories may be clarified by assigning dimensional properties that evolve from the data and give shape to analytical frameworks (Glazer, 1978; Charmaz, 2000). This serves the purpose of developing a richer understanding of the phenomena under study.

Memo writing is the middle ground between coding and the completed analysis. The researcher uses memos to remember observations, interpretations and ideas that surface throughout the process and uses them to refine interpretations (Creswell, 1998; Charmaz, 2000, 2002, 2007; Denscombe, 2007).

In the next section I describe how these components unfold into a research process.

4.3.4   The grounded theory process

The grounded theory research process occurs in cycles of research activity. Data analysis and 'collection' occur concurrently and researchers move reiteratively between empirical data and an emerging analysis, which becomes progressively more abstract and theoretical (Bryant & Charmaz, 2007).

The following steps occur in a cyclic process until theoretical saturation is reached.

- The researcher enters the field of interest;

- Decides on a purposive initial sample;

- Collects data through interviewing and other sources;

- Records the data;

- Codes it through interpretation;

- Compare interpretation codes from different cases (and different contacts of one case) to develop categories of codes;

- Builds concepts from categories;

- Order concepts in a relational order to form theory (Creswell, 2002; Denscombe, 2007).

Also see Kunkwenzu and Reddy (2008) for a graphical depiction of this process.

Theoretical sampling evolves and is informed by the emergent theory. If no new concepts emerge, the theory is saturated and can be written up. If not, the cycle goes on.

Data analysis begins during the fieldwork and continues after the data development process is completed (Kunkwenzu & Reddy, 2008; Brott & Myers, 2002: Bowen, 2006). Memo writing throughout the process ensures recording of continuous thinking and analysis by the researcher for writing up purposes when the research process has been completed (Glazer, 1978; Corbin & Strauss, 1998; Charmaz, 2002; Denscombe, 2007). Sequential interviewing with participants to control interpretation of data ensures that theory is derived from data (Glazer, 1978; Charmaz, 2000).

4.3.5   Application to the study

According to Denscombe (2007), the grounded theory approach is especially conducive to

> small-scale projects using qualitative data for the study of human interaction, and by those whose research is exploratory and focused on particular settings (Denscombe, 2007:99).

This purpose fitted well into the purpose of my study, as I was interested in the interaction between university staff and students and community-based role players during service-related scholarly actions. By exploring the implicit meanings these actors gave to the actions, it was possible to derive a substantive theoretical framework to guide similar actions in future in the context of CE at this particular institution (SU).

Substantive theory is relatively a localised theory, which is closely linked to the empirical situation and practice, compared to formal theory, which is more conceptual and generally applicable beyond specific settings (Denscombe, 2007). GTM is designed to develop middle-range theoretical frameworks that explain the collected data (Charmaz, 2000), which strengthens the selection of this approach for this study.

In the next section I provide an outline of how the study was constructed and conducted within the GTM by applying a constructivist approach.

4.4 IMPLEMENTATION

The implementation of the study represents a report back on how the study was conducted. In the previous section I situated the methodology of the study in the grounded theory approach. In this section I provide a logical account of how I 'entered the field', how I arrived at the research problem and questions, and what procedures I followed to conduct the study within the chosen constructivist GTM.

4.4.1 Entering the field of study

Grounded theory requires that the field should be 'entered' with initial questions that are derived from the literature or experience. Accessing a setting, presenting oneself and understanding the culture of the respondents are generally perceived as challenges in qualitative research (Fontana & Frey, 2008).

I entered the field by virtue of my practice through which I experienced a recurrence of the glaring gap in the theoretical grounding of scholarly service-related activities. Through interaction with peers and students, I used this knowledge and practice to demarcate the focus of the study within the broader context in line with grounded theory practice (Strauss & Corbin, 1990; Charmaz, 2000). As a fairly experienced manager in CE and an educator in both community development and SL, I could hardly 'enter' the broad field of study with an 'open mind' (as an underlying value of GTM) as I have lived through the complexities and the ebb and flow of different approaches, models and theories in the field of CE over the last twelve years. Grounded theory researchers are, however, not expected to be *tabula rasa* and starting out with a blank mind (Charmaz, 2000; Denscombe, 2007).

Pertaining to the specific research problem, though, community development was often used as a theoretical framework for what happens in the community during engagement (Fourie, 2003; Mitchell & Rautenbach, 2005). It was fairly simple to abandon the idea of applying community development theory to CE because practice has shown that they are not the same. One might be able to make an argument that knowledge of community development theory might inform practice of CE (Fourie, 2003), but the purpose of CE is not necessarily, or always, linked to community development and the context is entirely different (Bhattacharyya, 2004).

What contributed to the formulation of the research question was my extensive involvement in service-learning teaching and faculty development programmes for faculty members. Because of the relatively few publications that deal with the service aspect, it was fairly easy

to keep to this focus without forcing the theory into a particular direction. My prior knowledge of the field and my experience at the university under study informed my initial and later theoretical sampling.

4.4.2   Theoretical sampling and respondent criteria

The choice of projects in the sample emerged from the data by means of the theoretical sampling process described earlier. When starting an enquiry, the selection of sites for fieldwork needs to meet the criteria generating relevant information on the situation (Creswell, 2002; Charmaz, 2002). The initial questions or areas for observation are developed from the experience of the researcher or the literature review which both gives impetus to the choice of what phenomena will be studied. This means sites and objects are chosen according to their relevance to the study (Charmaz, 2000; Denscombe, 2007) and "not from representation of population traits or status attributes" (Charmaz, 2008:472).

I demarcated my study to address micro-level interactions that included projects connected to academic programmes in which both students and academic staff participated. This excluded macro-level (institutional–level) interactions that did not involve students as well as purely voluntary actions that form part of the broader population of possible instances of enquiry explained below.

In this instance the SU has an annually updated database of a diversity of community projects (±200) from which the sample was selected (SU, 2009b). This registration method represents a broad profile of community interactions with communities and community partners and indicates whether the project includes students in curricular capacity. In order to link to focus of *scholarly-based service-related processes* as purpose of the study, criteria for inclusion were developed prior to the fieldwork. The following criteria were set:

- curriculum-based participation of under- and postgraduate students (presupposes participation of students and faculty members in scholarly work);

- projects across the university from the 10 faculties (with the rationale to include faculties across the institution);

- inclusion of only one project per department (prevents domination of a specific discipline);

- an identifiable community partner (which is normally a community-based organisation that serves a particular community group(s));

- service-related actions on sites other than the university (excludes pure scholarly work serving internal purposes/communities only).

The criteria were provisional, flexible and adaptable as the research process proceeded, but it proved to have been applicable to the enquiry. The participants in the research were faculty members and students of the SU and the community organisation representatives and community members with whom they partnered in service-related processes. These participants were identified through the initial exploratory contacts with university staff members who managed the projects. In Chapter 5 I elaborate on the specifics of the sampling process and data generated.

4.4.3   Data-generation methods

In grounded theory data generation and analysis occur simultaneously, but for practical reasons and for the sake of clarity, I explain the two processes separately. The methods applied to generate data are described below.

Interviews

Researchers agree that interviewing is the more obvious central method of data generation in GTM (Glazer, 1978; Corbin & Strauss, 1998; Charmaz, 2002; Kunkwenzu & Reddy, 2008; Brott & Myers, 2002: Bowen, 2006; Denscombe, 2007) supported by other forms of acquiring information that evolve in the process (Charmaz, 2000; Denscombe, 2007).

Unstructured interviews, which were recorded and transcribed, were the main form of data generation. The process started by contacting the project managers of the selected projects to obtain their agreement to take part in the study. Once they agreed, I arranged for a personal meeting. Gaining trust and establishing rapport is important in first contacts with respondents (Fontana & Frey, 2008). Keeping this in mind, the purpose of my first personal contact was to begin building a relationship, explain the study and obtain their signed permission to participate and explore the applicability of their project for the study. The additional purpose was to determine what other role players are involved in their project and how I could access them. As the bulk of these respondents were faculty members, it was fairly easy to carry out this initial process of making contact. Charmaz (2002) posits that in organisational or social processes studies it is preferable to concentrate on the collective practices first and attend later to the individual's participation and experience.

In each of the projects I focused on the structure of the project first to build an overall picture of what it comprised. My initial interviews were firstly with the faculty member who was knowledgeable about the project, after which I followed their leads to identify the other participants, who could also be described as actors and stakeholders (Bowen, 2006).

Following Charmaz (2000), the initial questions were open-ended, starting with "Tell me about." questions followed by more specific intermediate questions which prompted respondents to go into more detail about a specific issue that emerged from their story. Constructivists frame material as views rather than hard facts (Charmaz, 2002), so in recurring interviews I could check my understanding by asking ending or conclusive questions. Charmaz (2002) contends:

> Multiple sequential interviews form a stronger basis for creating a nuanced understanding of a social process (2002:682).

In this case I explored questions in depth to ascertain that I understood accurately what the respondent were saying. Furthermore, my research questions served as subtle prompts to guide the interviews throughout the process, as will become clearer in my presentation of the data (Chapter 5).

Non-participant observation

Throughout the interviews and visits to sites where the actual interactions took place, I was in a position to make observations. This forms part of the constructivist researcher's interpretive contextual framework (Denzin, 2001; Denscombe, 2007). When visiting the sites, however, I abstained from getting involved (although this was not always easy), in finding solutions or redirecting processes of projects, as the focus of my study was the understanding of experience. My observations were recorded in my field notes and later in my memos and assisted me in developing codes into categories.

Researcher reflection

"Reflexivity is the process of reflecting critically on the self as researcher" (Lincoln & Guba, 2000:183). Reflexivity can be a messy business as one brings many selves into the research process: the research, social and historical selves.

This awareness characterised my approach as I embarked on this journey from the start. I deliberately had to sensitise myself as to the way in which I would manage my various "selves" in this enquiry. Linked to my observations, my own self-reflection after each

interview was to revisit the way that my own body language, the questions I asked and my position at the university could have possibly influenced the responses I received from respondents. This assisted me in preparing for interviews, but also kept me alert to not 'forcing' specific answers that fitted my own interpretations, but to generate authentic responses from respondents and interpret them as they were meant. In this regard, Glaser (1978) warns against researchers who forces data into preconceived categories, while Charmaz (2002) suggests asking significant questions rather than forcing responses. Reflection enhanced my own motivation to complete the study as understanding evolved from the multiple interactions which in the end shaped my becoming the unique self that was conducive to advancing the process. This unique self adopts fragments of the selves mentioned above, which is further shaped by the interactive process between researcher, respondent, texts, experience, meanings and interpretations (Glazer, 1978; Charmaz, 2002).

Student study frameworks and portfolios

In most modules where students engage in curricular service work, a study guide of the module provides detailed information. Students are in most cases also required to produce a portfolio of evidence on their service work. These sources formed part of the supplement of rich data referred to earlier (Denscombe, 2007; Charmaz, 2000, 2002, 2007) that is accessed throughout a study such as this one. These study guides and portfolios were made available to me and provided substantial information to support the interviews that were conducted with students and staff members. Students' reflections in particular in some instances captured fine nuances of interaction with community members and community organisation staff, which made interviewing them redundant.

Organisational reports

Another form of supplemental information was organisational reports that contained basic information about an organisation's vision, mission and goals, which served as a good orientation to the sites. This orientation became part of the interpretive context of actions and processes that were captured through the interviews. It provided clarity of the micro-context of actions.

4.4.4   Data analysis and sensitising concepts

A process of inductive analyses of data (concurrent with data generation) was used in the study to develop categories out of the line-by-line coding done initially. Using sensitising

concepts helped to clarify the main concepts and focus of the study. This section gives an outline of the components of analysis used in the study.

Sensitising concepts

Sensitising concepts give a researcher direction when exploring concepts that are not definitively clear, but convey a general sense of meaning. They are a starting point in an enquiry and provide a framework to see, organise and understand data about experience (Charmaz, 2002; Bowen, 2006). 'Service' and 'scholarly activities' were such concepts in my study. From my practice I also adopted 'interactive collaboration' rather than using the concept 'partnerships', mainly as a result of the presumptuous undertone in the latter, as described in Chapter 3. When I started off, the assumption was that the development of these concepts would depend on where the data take me.

Coding, developing categories and memo writing

The cyclic process described earlier was followed to arrive at the framework. Coding was done through constant comparison of action codes by comparing views and actions of different people, data from the same person at different times, incidents with other incidents, data with categories, and categories with other categories (Glaser, 1978; Charmaz, 2000). Before engaging in the actual cyclic process of data generation, analysis and writing the report, I used another significantly smaller research project from which I prepared a conference presentation to test my skill in coding and developing categories. This helped me to be much more confident in using action codes, grouping them into categories, recognising themes in the data and working in a focused way toward drawing up the framework that finally emerged. The practical experience of other researchers also provided a valuable frame of reference to validate my own research practice (Charmaz, 2000; Kunkwenzu, 2007; Kunkwenzu & Reddy, 2008; Bowen, 2006; Brott & Myers, 2002).

Triangulation

Triangulation is the practice of viewing data from more than one perspective to enable the researcher to get a better understanding of what is being studied (Denscombe, 2007). In this study I used respondent triangulation, which comes down to getting the different participants' view on the same collective practice. What was significantly challenging was triangulating the responses from the different participants of a specific project, as respondents do not directly oppose one another, despite the subtle nuances in negative feelings I detected. Building trust became paramount to authenticate understanding. This started with

understanding collective practice, moving to understanding individual experience and moving back to a more holistic picture of how actions culminated in processes and what theory underscored those processes. Although there is the disadvantage of more complex data analysis, this account of the process gives a fuller picture leading to improves accuracy (Creswell, 1998; Denscombe, 2007).

Peer debriefing

Peer debriefing is a way of doing an external check with "a similar status colleague" about the epistemological soundness of the research process and findings. It provides a 'devil's advocate' perspective on possible oversights by the researcher (Babbie & Mouton, 2007:277). The academic staff who participated offered continuous 'experimental laboratories' to soundboard ideas that were generated from the data. At the end of the study I shared the findings with a few peers in the field, presented the theoretical framework and explained how it was arrived at. Their feedback gave me valuable inputs to refine the final product.

4.4.5   Ethical considerations and anonymity

The prescribed ethical procedures at SU are principally aligned with the ethical standards set in the literature (Denscombe, 2007). This study was approved by the ethics committee of the institution (Appendix 1) after a comprehensive application had been submitted to them. In line with general research practice, the ethical framework in which I conducted the study covers the following points:

Respecting the rights and dignity of the participants in the research

The right to decline participation was incorporated in the wording of the consent form and stressed in my explanations. Participants were respectfully requested to participate, with the right to decline in electronic mails, telephone conversations and personal contacts. They could also withdraw at any time during the investigation. If they agreed to participate, a consent form was signed. The consent form was available in the home language of most of the respondents or a language in which they were substantially proficient (Appendices 2 and 3). Confidentiality was protected by saving data on a hard drive that was password secured. Minimal pressure was put on the participants in terms of meeting times and place, as the researcher travelled to locations which suited them best at convenient times.

Prevention of harm or detrimental consequences as a result of the study

In order to prevent cross-reference to information that might ignite conflict situations, the researcher persisted in open questions about all issues. This prevented the implicating of one respondent when interviewing another one. Ultimately the interpretation was kept to the collective practice and not the individual's sole contribution. Respondents were coded in terms of projects, sites and persons.

Operating with honesty and integrity

There was no reason for the study not to be open and honest about its purpose. However, researcher sensitivity was necessary to ensure that faculty members did not feel threatened by the inquiry and interpreting it as an administrator 'checking' on them. Emphasising the positive understanding that might transpire from the study and contributing to accountability of practice was an important building block of the integrity of the study.

In support of the grounded theory methodology, I conclude with some perspectives on the credibility of research conducted within the grounded theory methodology.

4.5   PERSPECTIVES ON 'EPISTEMIC IMPERATIVE' IN GROUNDED THEORY

The 'epistemic imperative' of science refers to its striving towards the attribute of truthfulness or validity of statements about reality (or phenomena of the world we live in). It personifies a commitment to the ideal of generating results and findings that are as truthful as possible through rigorous and scientifically accepted methodologies that are sanctioned by the community of scientists. This sanction is based on the truth (as an epistemological criterion compared to existing theories or hypothesis), objectivity (as a methodological criterion of applying the appropriate methods and techniques) and rationality (as a sociological criterion). The latter refers to the judgements of other scientists who have the relevant knowledge and expertise to make those judgements (Lincoln & Guba, 2000; Babbie & Mouton, 2007). Since GTM's initial formulation, different and sometimes divergent perspectives have developed on the credibility of the method. Epistemologically this form of research steers away from criteria such as objectivity and validity specifically as applied in positivist quantitative and qualitative research. In naturalistic research, and specifically in GTM, they are replaced by criteria such as verification, trustworthiness, credibility, transferability and confirmability,

although proponents of GTM do not always have consensus on these matters (Creswell, 1998; Charmaz, 2000; Denzin, 2001; Denzin & Lincoln, 2000, 2008).

I chose credibility, confirmability (a form of verification) and transferability as evaluative criteria for this study. In the paragraphs below, I give an account of how these were addressed in this study.

4.5.1 Credibility and trustworthiness

Credibility refers to the verifiable link between the respondents' interpretation and that of the researcher (Babbie & Mouton, 2007). The credibility of a constructivist approach in GTM lies in the authenticity of the meanings that are developed through researcher-respondent interaction. Remaining attuned to participant's views and building categories that are authentically grounded in the data elevate the level of credibility (Charmaz, 2000). Prolonged engagement, persistent observation, providing evidence for findings (referential adequacy), triangulation and member checks are just some of the applicable procedures to ensure credibility.

From the onset of the study the identified gap in knowledge frameworks of CE was discussed informally with individual colleagues (also external to my own institution) as well as in peer group discussions, ensuring prolonged engagement.

In addition, I used triangulation as previously described and conducted member checks by confirming interpretations with respondents. Writing field notes during interviews about observations and writing memos shortly after the site visits contributed to the generation of trustworthy data and interpretations in writing the narrative. Using researcher self-reflection not only keeps researcher bias at bay, but prevents the researcher from 'forcing' data into preconceived theory (Creswell, 1998; Merriam, 2002).

4.5.2 Confirmability

In support of credibility, a paper trail ensures that the research interpretations and conclusions can be traced back to their sources (Babbie & Mouton, 2007). Recording interviews and retaining not only transcriptions but also the analytical 'rough work' along with the memos and field notes provides such an audit trail of evidence.

The method of theoretical sampling offered a built-in verification (Creswell, 1998). Once codes in the initial samples were related into categories and themes, those themes were verified by 'testing' them against the gathered data or with new samples. More sampling

serves a twofold purpose. It verifies the emergent framework and it simultaneously builds and expands it further. When new cases did not add or produced new evidence, the theory was saturated.

The second method that promoted verification was the rechecking of negative cases that did not fit the developed framework and recording variation. There were very few negative cases. Variations were more subtle nuances and stemmed from the contexts of the different disciplines.

4.5.3   Transferability

Creswell (1998), echoed by others, states that thick description and theoretical sampling allows the reader to decide if research findings are transferable to other settings, because comparison to their own settings is simplified (Cresswell, 1998; Merriam, 2002b; Babbie & Mouton, 2007). The transferability of grounded theory studies rests predominantly on the understanding that theory is developed of the phenomenon under study within the particular context and setting. The derived theory is normally transferable to similar contexts and settings. Multisite designs such as this one also strengthen both transferability and generalisability because of the variations in sites – in this case covering different SU faculties (Cresswell, 1998).

The scope of this study covers one institution as the setting within the context of CE and an important premise was that the study would primarily inform the setting. However, the ambiguity about the term 'service' and its implication in community work by university scholars was prominent in the literature. It is therefore fair to assume that the thick descriptions of respondents' responses and the theoretical framework that emerged may be transferred to similar settings (HE institutions with similar structural character and praxis).

4.6   SUMMATIVE PERSPECTIVES

This chapter covered the interpretive and explorative research paradigm that situated the study within the sphere of qualitative research as a form of social research and how it was applicable to the research problem, questions and purpose. The naturalistic character of the study was emphasised and underlined the focus on the emic character of the narrative. The supporting research methodology of grounded theory and the subsequent strategies and methods associated with it supported this type of enquiry. The specific features of this study as it is positioned in the GTM were illuminated by explaining the differences in objectivist

and constructivist GTM, and substantiating the preference for the GTM approach in this study. The implementation of the research methods during the enquiry created a better understanding of how meaning-making research processes are well suited for specifically constructivist GTM. Meaning-making processes are liable to be critiqued on the basis of scientific credibility in relation to more verifiable quantifiable types of research (Charmaz, 2002), but I addressed that concern by using the appropriate research strategies such as triangulation and member checks to ensure the highest possible level of credibility. I further described how a high standard of ethical conduct was adhered to. The final section provided some perspectives on the epistemological imperative of the study in support of the methodology and its applicability in other settings. The next chapter presents the content of the data as it emerged through the methods described in this chapter.

Chapter 5

PRESENTATION OF DATA

5.1 INTRODUCTION

An observable thread through the literature on GTM indicates that authors experience a challenge in presenting the data derived from their enquiry (Charmaz, 2002; Bowen, 2006; Kunkwenzu, 2007). My study was no exception and huge amounts of data were generated through the methods described in the previous chapter. To this end grounded theory researchers offer ideas of the sort of presentation methods that are appropriate for GTM.

> Constructivist grounded theory spawns an image of a writer at a desk who tries to balance theoretical interpretation with an evocative aesthetic (Charmaz, 2000:526).

With reference to style, this implies a different format of writing from the traditional without compromising scientific rigour. Data portray the experience and tacit meanings of participants through "linguistic style and narrative disposition" (Charmaz, 2000:527). On a more practical note, tables, illustrations, quotations from transcriptions and methodological narratives explaining the development and analysis of data are usable strategies (Glazer & Strauss, 1967).

What is presented in this chapter can be compared to 'raw data' which present the starting point in the progression of analysis. It can be compared to the steps of an intricate mathematical calculation preceding the final answer. In this case I describe the preliminary analytical process up to formulating the preliminary categories of developing the theory. I introduce the setting, provide contextual data about the setting and indicate how this impacted on the sampling process. I then present the data initially as broad open codes as they were generated from initial interviews with module coordinators followed by those with the community organisation representatives, community members and students. I demonstrate how these codes were developed into focused codes. The focus codes are then triangulated with coding from the interviews with students, community organisations and community members, after which I present the final developed categories.

5.2   DATA ON THE SETTING

Stellenbosch University, like most other universities, has a hierarchical and operational organisational structure governed by a university board or council, managed by a rector (or president), with a vice-president or vice-rector for each core function, and decentralised structures for academic functions and support normally headed by deans and directors respectively (BWF, 2004). Very few sources describe the contemporary university structure, which is what prompted a 'grounded approach' to construing graphical depictions of the organisational structures for the purpose of explaining the context within which the study took place. Describing the setting sheds light on how the theoretical sampling emerged, as discussed in section 5.3.

5.2.1   Demographic information

The demographic information gives an account of the staff and students of SU. The student and staff body of SU is shown in Table 5 (Factbook, 2009a, 2009b). Representation of the university population was not considered a prerequisite of the sampling process, as the focus was to find cases meeting the criteria set out in the design. The demographic information does, however, contribute to a fuller picture of the context of the enquiry in relation to the historical moment in time.

Table 5:   Demographic information - SU staff and student body as in 2009

Sub-Category	Staff	Students
Undergraduate	-	15869
Postgraduate	-	9233
Special students	-	1141
Academic (C1)	835	-
Administrative (C2)	1457	-
Service Workers (C3)	275	-
Total	**2567**	**26243**

(Factbook, 2009a, 2009b)

5.2.2   Managerial institutional structure

In this university a faculty (called a school in some contexts) is an administrative and functional, partially decentralised, organisational sub-unit of the university headed by a dean and in some cases supported by deputy deans. Each faculty has an assigned academic focus

such as health, theology etc. that guides the academic programmes it offers and the focus of its research. Faculties are functionally divided into departments that normally represent the relevant disciplinary focus in the faculty and in some cases also include centres and/or institutes that focus on a specific area of specialisation. Some faculties, depending on their size, might be divided into sub-areas. An example of this is found in the Arts and Social Sciences Faculty at SU (SU, 2010). The faculties in SU with their number of departments are listed in Table 6. The SU has 77 departments across 10 faculties and, taking into account the sub-departments, it is fair to deduce that it is a complex organisation in terms of management. The decentralised nature of the faculties, however, means less complex sub-organisations with which staff and students can identify and focus their academic and other activities such as CE.

Table 6:   List of faculties at SU as in 2010

Faculty	Number of departments
Agricultural Sciences	12
Arts and Social Sciences: • Arts • Languages • Social Sciences	18 • 3 • 6 • 9
Economic and Management Sciences	8
Health Sciences	10^{13}
Science	8
Education	4
Engineering	5
Law	4
Theology	3
Military Science	5

(SU, 2010)

Apart from faculties, there are also administrative divisions that perform a wide variety of support functions which do not form part of this study's demarcation.

Figure 3 shows an organisational structure to illustrate the setting in which the research took place. The graphical depiction denotes the focus on the staff and students (enlarged rectangle at the bottom of the graph) who were selected according to department and by academic

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[13] Six of these have sub-departments and centres.

module and met the criteria described in Chapter 4. It indicates the organisational positioning of staff and students and the micro-level of interaction referred to in Chapter 4.
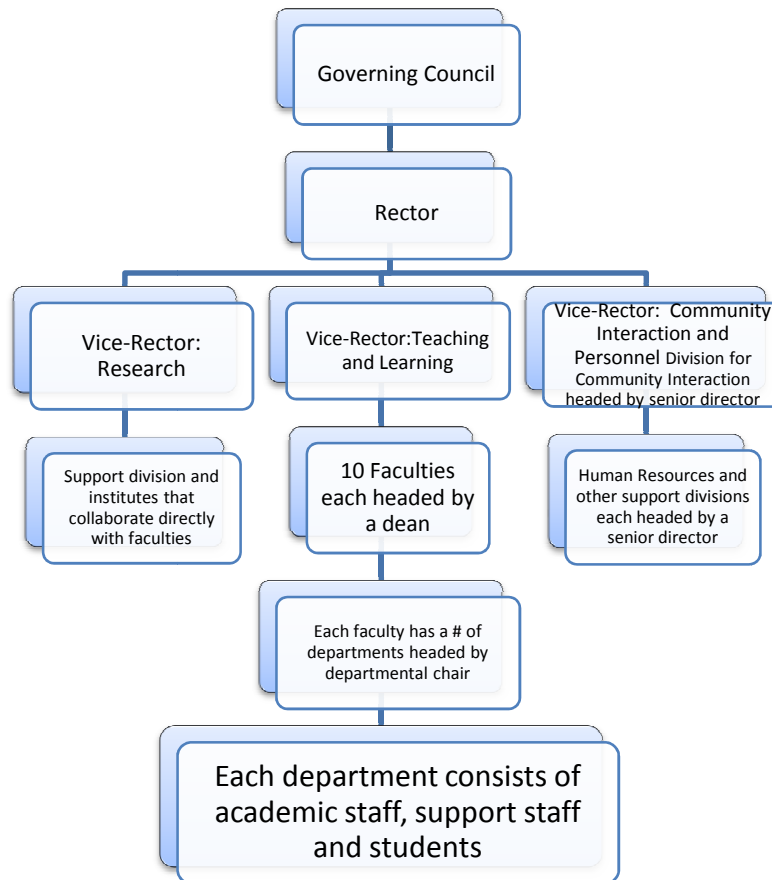
Figure 3:   Organisational setting of the study

The assumption was that institutional structures are supposed to support initiatives that link university departments with community entities. It is also assumed that the support or lack of it will impact on engagement as enabling or disabling structures, as discussed in Chapter 3. Equally one can assume that micro-level interaction impacts on the organisation's image as a whole, as was explored and reflected in the data generated. When considering the setting from the "conditional matrix" perspective of Strauss and Corbin (1990), in other words the immediate context, one would add the Council for Higher Education and Department of Education on top of the Governing Council to depict the macro-environment of the SU as organisation.

5.2.3   Programmatic setting of the study

A second level of understanding the setting is the programmatic one. This refers to the teaching and learning component of the setting.

The format in which SA HE is offered on an institutional level is the academic programmes aligned to a governmental framework, formerly called the National Qualifications Framework (NQF). A programme is defined as a purposeful and structured set of learning experiences leading to a qualification; the programme may be discipline based, professional, vocational, trans-, inter- or multidisciplinary in nature (Botha, 2009). This was replaced by the *Higher Education Qualifications Framework*, published in the Government Gazette (No. 928) on 5 October 2007 (Botha, 2008). Following this structure (see Table 7), each faculty offers a number of programmes to students that may be on undergraduate (HEQF level 5-7, and in four-year programmes levels 5-8) or postgraduate (HEQF 8-10) level. At SU, as in most universities, the highest decision-making body with regard to academic programmes is the University Senate.

Table 7:   Comparison between NQF and HEQF for SA HE

Current NQF levels		HEQF levels	
8b	Doctorate	10	Doctorate
8a	Masters	9	Masters
7	Honours, 4-year Bachelors	8	Honours, 4-year Bachelors (Postgraduate Diploma)
6	3-yr B	7	3-yr B, Advanced Diploma
	2nd yr	6	2nd yr, Advanced Certificate, Diploma
5	1st yr	5	1st yr, Higher Certificate

(Adapted from Botha, 2008)

Figure 4 depicts the programmatic structure of a faculty consisting of the different programmes offered by one faculty at, for example, undergraduate level. Programmes are governed by a programme committee in each faculty and sanctioned by a faculty board. What is relevant to this study are the academic modules or courses that form part of a specific programme that were selected as instances of enquiry, depending on their relation to community projects. It must be noted that the module should always be viewed as relevant to the context of the overarching programme (Botha, 2007).
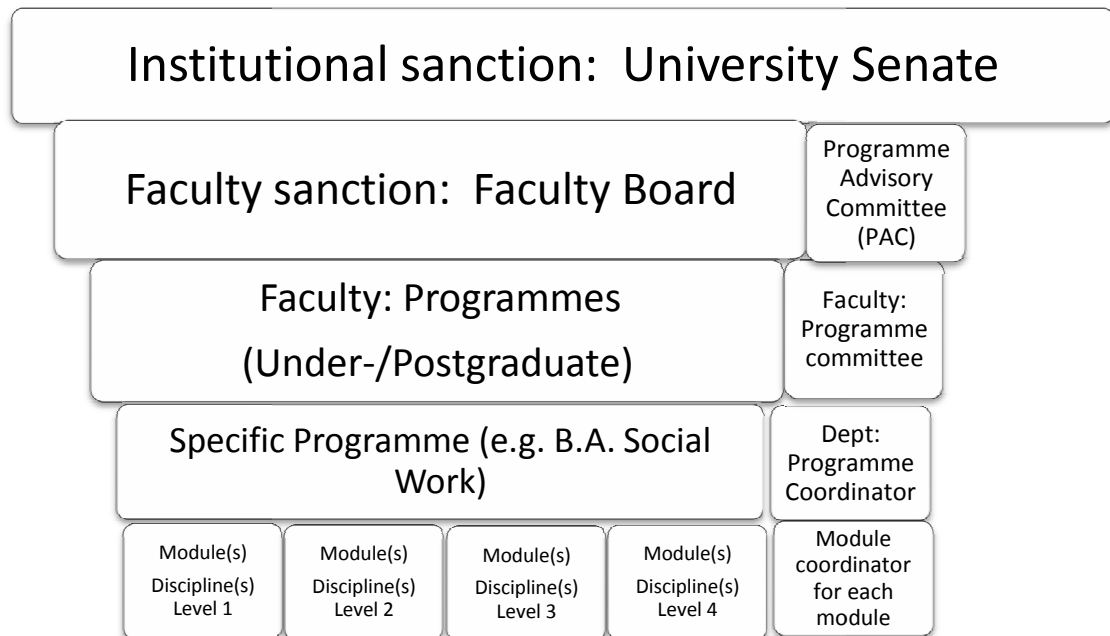
Figure 4:   Programmatic setting of the study

An example of such a programme would be the Social Work programme, as depicted in Figure 4, a 4- year undergraduate programme in the Faculty of Arts and Social Sciences. Each year levels 1 to 4 (HEQF levels 5-8) offer one or more modules.   The module coordinator is the academic staff member primarily responsible for the particular module in terms of structuring all modular activities.

5.2.4   Community setting of research

As mentioned before, faculties are required to register their community projects through the departments which manage the community projects. I was only interested in the projects that were scholarly-based and which included student engagement in communities. To include community sites in the setting, I had to deliberately choose academic programmes that included community work. The projects that are reflected in Figure 5 are based on the 2009 registrations, which were fewer than the normal approximately 200 registrations. The data received from the database administrator indicated that projects have to be reregistered or confirmed every year. The deduction is that all possible projects were not confirmed in 2009. The lower count can therefore be attributed to an administrative oversight (Williams, 2010). The geographical depiction of projects is depicted in Figure 6, indicating the most activities take place in the geographical proximity op the institution.
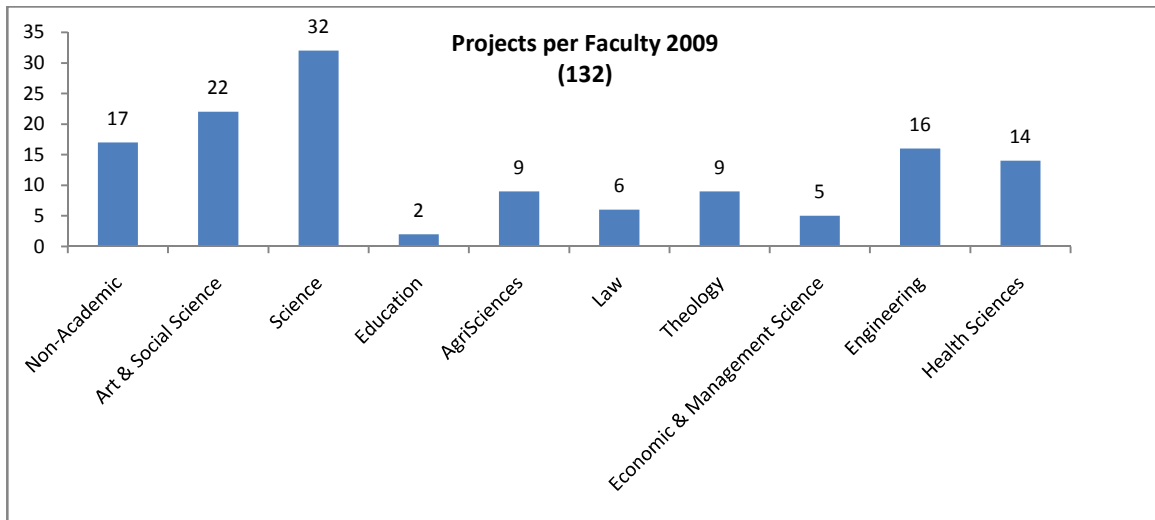
Figure 5: **Total number of registered projects per faculty for 2009 (SU, 2009b)**
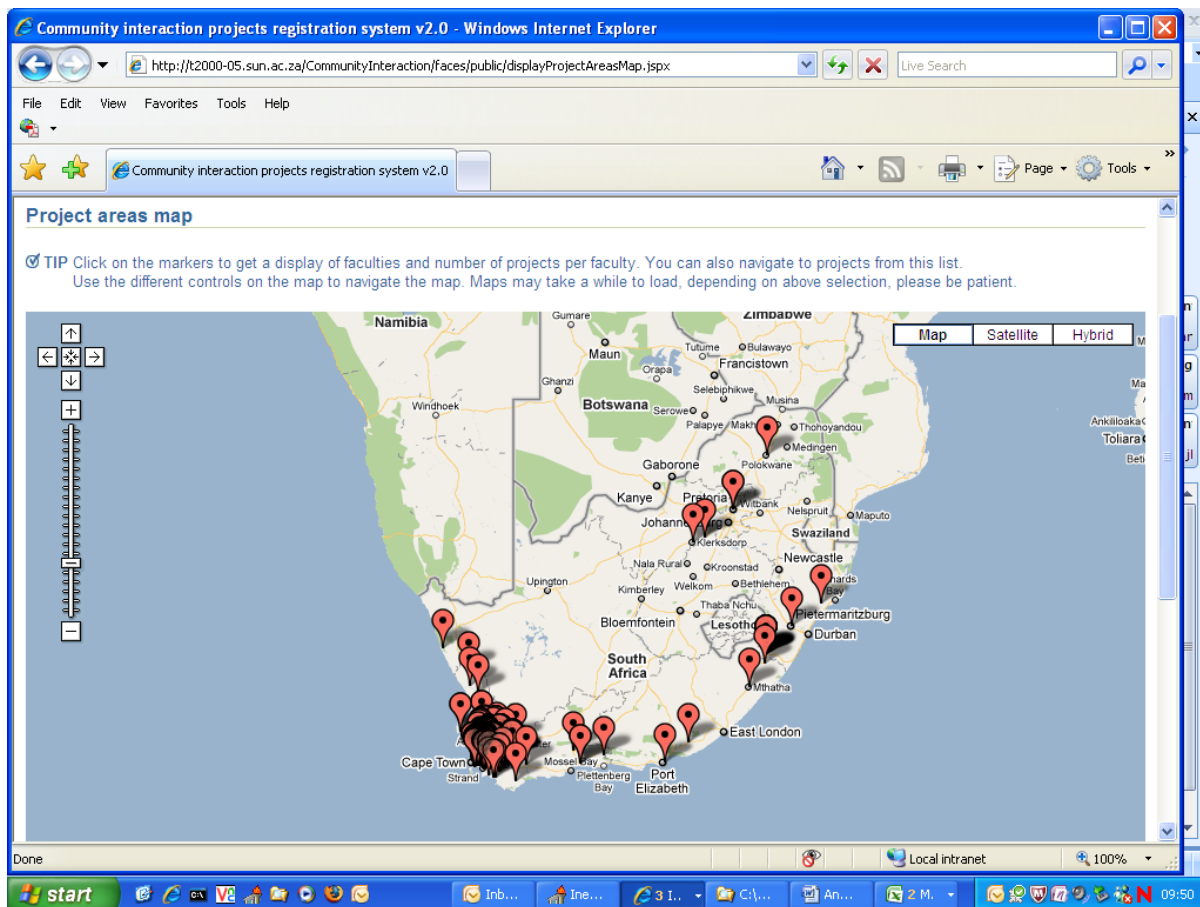
Figure 6: Geographical depiction of project sites (Williams, 2010)

Table 8:   Projects fitting scholarly actions criteria for 2009

Project Name	Faculty/Division
University of Stellenbosch Symphony Orchestra [USSO]	Arts and Social Sciences
The [Music] Certificate Programmes	Arts and Social Sciences
Social Work Practice Education 188	Arts and Social Sciences
Social Work Practice Education 288	Arts and Social Sciences
Interpretation Service (*Tolkdiens*)	Arts and Social Sciences
Amabali Ethu/Our stories	Arts and Social Sciences
Social Work Practice Education 388	Arts and Social Sciences
Social Work Practice Education 488	Arts and Social Sciences
Family photograph retrieval and archival project	Arts and Social Sciences
Middelpos Socio-Economic Survey	Arts and Social Sciences
Rural Engagement Project, Certificate Programme	Arts and Social Sciences
US Blow (*sic*)Ensemble [USSBe]	Arts and Social Sciences
Service-Learning in Community Development	Division of the Vice Rector
Huis Horison (*sic*) Entrepreneurship project	Economic and Management Sciences
Educational Psychology in Community Schools - A Service Learning Initiative	Education
BEd Hons Specialised Education Module 734	Education
Feasibility Study and Development of Project Plan for a Bio-energy Demonstration Project in the Cape	Engineering
Society in Perspective	Engineering
Service-Learning Project /Huis Protea	Health Sciences
Diensleer (service-learning)- K[h]ayamandi	Health Sciences
Zwelihle after-school programme	Health Sciences
Community-Based Education CBE	Health Sciences
Service-Learning Project/Huis Uitsig (*sic*)	Health Sciences
Bishop Lavis jeugprojek (Youth Project)	Health Sciences
Community Nutrition 478	Health Sciences
TB Free kids	Health Sciences
SU Legal Aid Clinic	Law
AIMS Interaction	Science
Kayamandi Siyazama Craft Project	Theology
Practical Theology 114	Theology
Licentiate in Theology 671	Theology
Approaches in Youth Work PT144	Theology
Substance Abuse 1 PT 214	Theology
Human Development and Service Learning (Practical) 352	Theology

(SU, 2009b)

In Table 8 the list of projects that fitted the criteria is presented according to each faculty. Each project is related to an academic module to fit the criteria of curricular engagement. The departments that manage these projects are not included because departments, module coordinators, students and community members remained anonymous throughout the presentation of data in this text. Agricultural Sciences did not feature here, though I was aware of a module that had a practical component which fitted the criteria, but was not registered on the database.

The project listed by the Faculty of Science did not fit the criteria as students were not involved in the project. The list in Table 8 was finally used to select the sample. The research setting described above had an impact on the theoretical sampling (see Chapter 4) throughout the data generation and analysis that happened concurrently (Strauss and Corbin, 1990; Charmaz, 2002). In the next section I elaborate on this impact and the theoretical sampling process.

5.3   IMPACT OF SETTING ON THEORETICAL SAMPLING

I used the guidelines in the literature on theoretical sampling which indicated that sampling should be emerging and relevant to the theory being developed. Literature suggests that sites are chosen because of their particular characteristics (Charmaz, 2003; Denscombe, 2007). By sampling those projects that included student and staff engagement, I focused on instances that would capture the differences between faculties, but would inform the development of categories.

To do this, there were two considerations:

- First, I had to include modules in faculties across the institution to widen the application of the research results;

- Second, they had to meet the criteria that I developed to demarcate the study and serve the purpose of theoretical sampling.

Taking into account the transferability of the study, I premised representation of cases across the institution as an imperative to attribute the results to be 'institutional'. This would strengthen my earlier argument that similar universities would benefit from the results. In doing this, however, I did not depart from the principle of theoretical sampling that entails purposefully selecting cases that would provide relevant data (Charmaz, 2008). Theory building remained my primary rationale in choosing cases.

Of the ten faculties, two were not considered (Table 8) as they did not have projects/programmes that satisfied the criteria of the sampling. I also excluded my own faculty (Education), the rationale being that it was 'too close to home'. Considering this reflectively, I decided that inclusion of the Education Faculty could cloud my own judgement and it would increase the ethical risk as academic staff might not remain anonymous. So I revised the scope to broadly cover the humanities, social sciences, health sciences and 'hard sciences'. All the faculties with viable projects were included, except Education. From these faculties I selected one or two departments to participate.

Table 9 provides the data according to the coded names of the departments, according to the ethical considerations outlined earlier, the actual programme level, coded name of the module coordinator (MC), number of students (ST) and community organisation representatives (COR) or community members (CM) that were included in the sample. The sample of 7 projects and 44 respondents provided a range of different settings, different kinds of service-related activities, projects running for more than three years and less than three years, and modules mostly on exit level, which indicates the last year of the programme before graduation. From my own experience – and as alluded to by others (Jones, 2003; Nduna, 2007) – it became clear that after three years most of the glitches in the participating programmes and community relationships had been resolved.

Table 9: Profile of participants

Departments (Dept)	Level	Coordinators (MC)	Students (ST)	Community (COR & CM)
O3	8	UO3E	3	3
T6	8	UT6E	0	0
G7	8	UG7E	Class (171)	0
W2	8	UW2E	2	2
M1	6	UM1E	2	2
S4	8	US4E	1	3
S5	8 & 9	US5E	10	7
Total		7	20	17

I also worked on the premise that the theory will be enriched by examining more advanced interactions of students who were closer to becoming graduate professionals. One programme was not on exit level (Dept M1). By including this programme, I could explore the difference in actions, process and outcome.

It should also be noted that the students from S5 were in their final academic year, but had to do another year of internship in order to graduate. The students in this module were divided in 3 groups, whose final presentations I attended. I also had access to their reflections and group reports. I did not follow up the information with individual interviews as the documents provided ample evidence of each student's individual experience. I had the opportunity to talk to them informally at the presentation event and received a transcript of their focus group feedback session from the coordinator.

In the case of M1 and S5, I spoke to more than one COR in one interview as they preferred to be interviewed together. In the case of S5, the 7 CORs were interviewed in groups of three, two and one person. All the other interviews were one-on-one. For G7 I could only access the programme coordinator for a recorded interview. I had only informal discussions with the administrator and the person who evaluated the module. No community members were accessible, but a research report on this aspect was available and I attended the class feedback of the students, where I could make extensive notes. I also received the project evaluation report from the previous year, which gave me a holistic picture of the particular module.

In developing this sample I was guided by my initial set of criteria. Following Charmaz (2002), the rationale was to start with the contextual experience of educators and triangulate that with the individual experiences of the community representatives and the students. "For a project concerning organisational or social processes, I direct questions to the collective practices first and then later attend to the individual's participation in and views of those practices" (Charmaz, 2002:679). For this reason I did most of the interviews with the module coordinators first as reflected in my contact and interview schedule (Table 10). I filled out the consent forms when doing the interviews, as many respondents did not have email facilities to return them to me. The schedule was influenced by the availability of respondents and my quest to avoid forcing them into my research process. Being flexible enabled me to develop data across all the participating faculties. The explorative process in the next section elaborates on how this was done.

Table 10:   Contact and interview schedule

Month	Day	Coordinator	Student	Community
January 2010	21-31	Email invitation to coordinators	Contact with students organised by coordinators	Contact with community organised by coordinators
February 2010	8 9 10 15 18	Planning meeting dept O3 Interview UM1E(1) Interview UW2E Interview UO3E Interview US4E Interview US5E	- - - Interview UW2S1 - -	- - - - -
March 2010	2 4 18 26 30	Attend meeting relating to UM1E Follow-up meeting line US5E Interview UT6E - Brief follow-up with UW2E	- - - Presentations US5(1-10) Brief interview Interview UW2S2	- - - - Consultation observation CW2C1 Consultation observation CW2C2
April 2010	7 13 14 15 21 28 29 30	Follow-up with US5E - - - - Interview UG7E - Follow-up UT6E - - -	- - Interview UM1S1 Interview UM1S2 - - Observer in class feedback UT6S Interview US4S - - Interview UO3S1 Interview UO3S2 Interview UO3S3	Interview CS5M5(1+2) Interview CS5W3(1-3) Interview CS5M4 - - CM1M6(1+2) Interview CO3M1 - Interview CS4M7 Interview CS4C1 Interview CS4C2 - -
May 2010	7	-	-	Interview CO3M8

5.4   DATA ON EXPLORATIVE PROCESS

Exploring scholarly-based service-related activities prompted my approach of purposefully sampling academic programmes that include at least one module that is linked to community-based activities as an accredited part of the module assessment. I assumed that both staff and

students would be actively involved in such linkages and activities. My first point of entry was to gain insight into the overall considerations of the setting of such a module and ascertaining who were the actors in establishing community connections.

Strauss and Corbin (1990) provide guidelines on how to analyse processes in GTM. Despite the critique from Charmaz (2002) that this might be over-procedural, I found it useful. The following questions gave pointers what to look for:

Who is doing the action?

What is being done? What happens when it is done?

How is it being done or how much of the action is necessary?

When is it being done?

And **why** is it important?

Actions might also take place in a particular **frequency, duration, rate and timing**. One could also ask some **spatial** types of questions such as **how much space** does special equipment take?

One can also asked technological types of questions such as **what kinds of** special equipment are needed? (Strauss & Corbin, 1990:77-81).

By doing initial line-by-line coding of interviews I had with the coordinators, I affirmed that the actors involved in the service-related modules represented four groups of people as shown in Tables 8 and 9:

- University staff (mostly module coordinators);
- University students;
- Community organisation management or workers; and
- Community members or groups.

Actors in each of these groups had an interest, and played a significant role, in interactive activities between them. I interpreted their status as stakeholders in the process (Bowen, 2005). By tracing these actions I could make sense of what they do. I developed action codes for this purpose by doing line-by-line coding. Figure 7 is an example of line-by-line coding (or open coding) that features in the first-level action codes for all four actor groups. This example demonstrates the action by the module coordinator in terms of goal setting in the design of the module. Each interview and data document were analysed through this method.

"Yes for the faculty it was a good idea, but there was also pressure from the [professional] society and the private practice on the faculty to send [professionals] into the	Aligned with institutional mission
	Goal setting: Professional board requirement
practice who knows something of what is going on out there. You know unfortunately universities are	Goal setting: Produce better practitioners
focused on academic knowledge, they can't consult they can't write	Goal setting: Extends academic knowledge
[profession-related] letters. They do not have an idea what a [professional] file look like. All those	Goal setting: enhancing practical training
basic skills and this is what we aim to teach them now. The implication is now that we put a cap on the	Goal setting: developing consultation skills
students who do get that chance to work here" (UW2E).	Goal setting: developing writing skills

Figure 7:   Line-by-line coding example

Through constant comparison, I developed open codes focusing on action and focused codes (grouping them) starting with module coordinators. I then followed through with the students and community representatives, focusing on individual experiences and concurrently triangulating data generated from the coordinators. This produced another set of codes and focused codes. As the data volume grew, patterns began to form as I compared data in the way I described in Chapter 4. In the next section I present the codes that were generated across the data sources.

5.5   DATA ON DEVELOPING FOCUSED CODES

Developing action codes started the first level of coding that culminated in the second level of preliminary categories or focused codes. In Figure 8 I depict the actions of the module coordinator (MC) and the community organisation representative (COR) before students (STs) are placed and throughout the interaction process. The text boxes indicate the links

between actions according to the data interpretation. The MC actions revealed a tendency towards structure development and produced the codes design or redesign; goal considerations; ensured mutuality, quality, etc.; prepared students; interpreted and clarified and structured student engagement aligned with the module requirements (Figure 8). STs actions before placement indicated their ability or willingness to 'make choices' to participate and immerse themselves in the community work.

The MC's action also pointed to fulfilling specific actions linked to what the COR does. Additional codes for the MC were: decide negotiate, mediate and monitor. The COR fulfilled tasks that linked closely with the MC according to the latter's perception and the subsequent approach followed. The COR action tended to be responsive and the codes that emerged were: mediate (between MC and governing board), provide/withhold organisational capacity, negotiate, structure and ensure efficient operation (Figure 8).

Module coordinator | **Organisation**

(Re)Design
By adapting module to fit community work
New module
New approach to module
Relevant assessment methods

Decide
Which sites match module
Which students may participate
Timeframes of service (hours)
Structure of student interaction (direct/indirect)

Mediate
Between organisation and student
Resolve differentiation
Resolve conflicts
Scheduling of student hours

Ensure
Mutuality of module and community goals
Quality of student work: variation in performance
Feedback to community

Making choices to
Immerse self in situation
Offer time up
Adhere to boundaries/ parameters

Goal setting (considerations):
Extend academic knowledge
Meet professional board requirement
Impact on future practice
Require practical skills(e.g. Writing, administration, managing)
Practical training a priority shortly after graduating
Moral responsibility (protect community from untrained professionals)

Monitoring student projects
Progression
Perception of needs/goals
Goal achievement
Alignment to parameters of professional training (accuracy)
Diversion from parameters

Mediate
Between management board and module coordinator
student and community
Efforts to expand capacity/

Negotiate
Placements with sites
How many students
Scheduling of student hours
Role responsibilities

Preparing students:
Providing tools
Knowledge on macro environment
Parameters of professional training
Projecting trouble-shooting
Simulating situations

Provide/ withhold:
Organisational capacity:
Logistical capacity
Human capacity
Physical capacity

Negotiate
Compatibility of student placement
Capping numbers
Agree on parameters of student input
Available resources

Ensure
Efficient operation
Flow of actions
Students' safety
Students' learning
Alignment with goals

Interpret & clarify
Constructs (like service)
Needs of community to students
Community link to module
Parameters of professional training

Structure
Types of tasks
Parameters of task:
Directive/non-directive
For unintended outcomes
Aligned with curriculum

Structure:
Assigned tasks
Coordinate time schedules

Student Engagement with community (See Figure 9)

Figure 8: First-level coding for module coordinator-community organisation representative

Student | **Community member** | **Organisation**

Familiarise
Students with organisation
Community with students

Observe
Other than self
Behaviour of other in context

Trust/distrust
student

Expose/protect
Themselves to possible risks

Utilise/disregard access:
to services/social commodities
to resources

Participate in/ apathetic to:
Activities
Solutions
Course of action

Commit to
Self to service
Own learning

Share/withhold:
Their background
With students problems/concerns
Expectations
Emotions

Listen
To others
To meanings
Background Stories
To concerns

Allow/decline students:
into living space:
abstract/tangible
to probe information

Choose
between options

Takes responsibility:
for own decisions
Do assigned actions

Analyse
Own abilities
Own confidence
Own emotions: fear/inadequacy
Own gains

Respond to/negate
Information
Advice
Skills training
Agreed arrangements

Resume or take responsibility for:
Own learning
Community members assigned to them

Research
Collect information
Seek expert advice
Enrich options

Project:
Possible harm to community

Encourage/discourage
Student's initiative
Community access
Community participation

Developing skills
Overcoming own fears
Dealing with pressure
Building confidence

Critically assess
Information
Situation
Possibilities

Work in teams
Brainstorm ideas
Discuss possibilities
Weigh up options
Create options
Plan course of

Moves back and forth
Between site and university
Theory and practice
Knowing and doing

Reflexively monitor:
Work performance
Practical application of theory

Translate information to:
Applicable Knowledge
Viable Advice
Socially useful Products
Relevant actions

Interpret information in terms of
Voiced concerns
Overall situation
Organisation goals

Apply theory in context
Move beyond textbooks
Apply appropriate theory
To improve existing

Utilise/Disregard
Tangible social products
Skills of students
Available knowledge

Allow/decline
Disruption of routine
New ideas and practices

Produce social commodities
Pamphlets
New practice
Enabling activities

Being a source:
Of historical tablet of organisation
Current information
Expertise for consultation
Feedback from community

Respond to
Cues from community
Advice from management
Guidance of module coordinator

Give feedback
To community
To organisation
To module coordinator

Interpret
Communicate goals
Gains for organisation & community

Give feedback
On gains
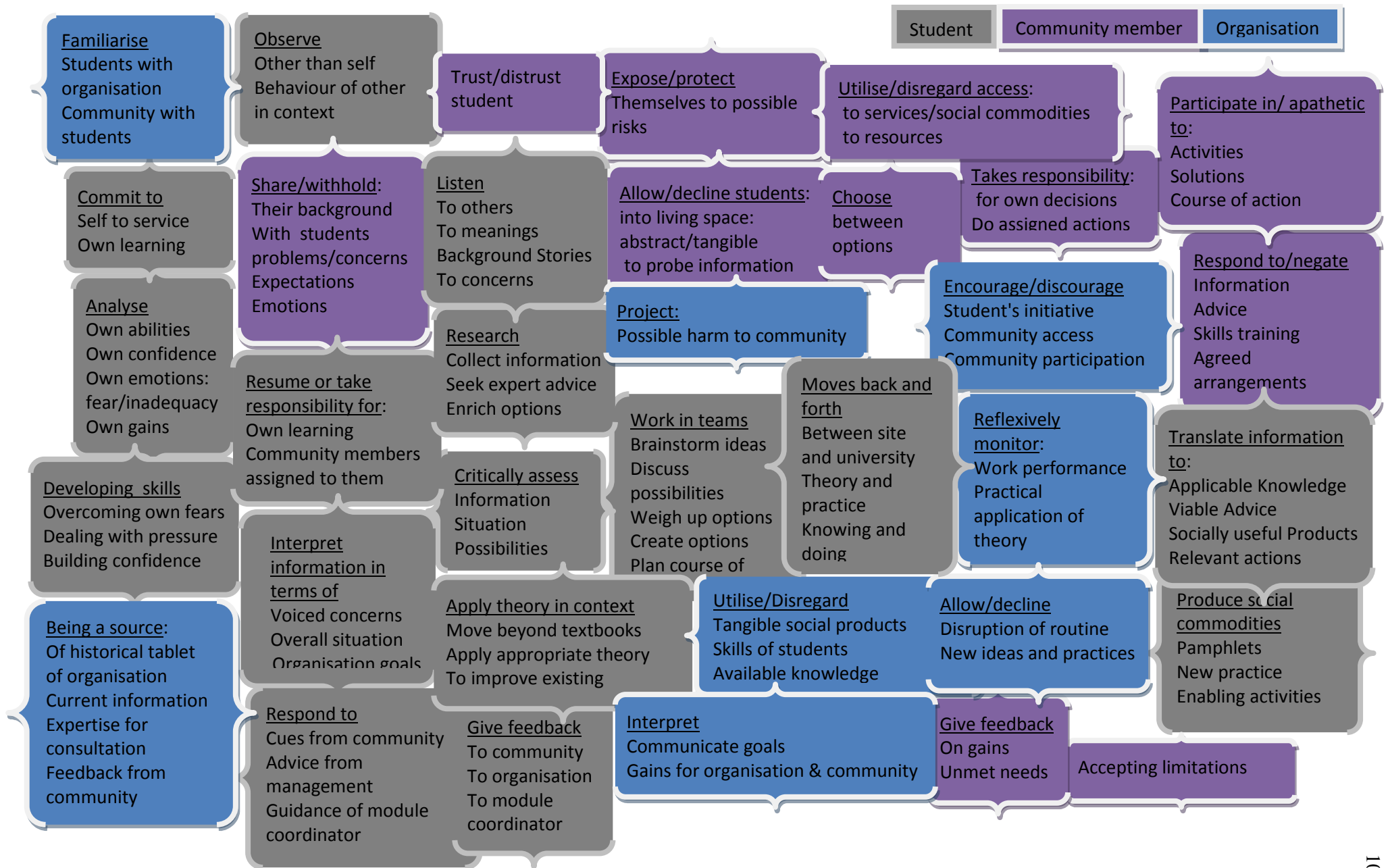Unmet needs

Accepting limitations

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Figure 9: First-level coding for student-community organisation-community members

What became clear at this early stage is the development of a common ground between the MC and the COR, but in strong relation to their respective organisational contexts. In seeking common purpose, students needed to align themselves with these arrangements and participate.

In Figure 9 the ST engagement with CORs and CMs is depicted by grouping action codes of these three groups. When I triangulated data generated from students and COR's responses, other actions of CORs emerged that linked strongly with STs' actions and responsibilities towards CMs. These codes were: familiarise, being a source, project, interpret, monitor reflexively, utilise/disregard, encourage/discourage and allow/decline.

ST action was very prominent as they responded to the actions of MCs (Figure 8) guided by the COR (Figure 9). The codes commit, analyse (self) and develop (skills) I interpreted as being in response to the MC actions, while observe, listen, resume or take responsibility indicated interaction with CMs and organisational goals. The codes indicating scholarly actions on and from site were: critically assess, research, interpret, apply theory and respond (to COR input). The process-related codes that emerged were: working in teams, giving feedback, moving back and forth and translate information into products. These 'products' were not necessarily tangibles, but took the form of knowledge transfer, advice, developing problem-solving skills, communicating observations, arranging enabling activities etc. so I later renamed them 'social commodities'.

CMs tended to act in concert with students and the COR (Figure 9). The codes that fitted their actions were: share/withhold, trust/distrust, expose/protect, allow/decline, utilize/discard, choose, taking responsibility for choices, participate in/apathetic to, respond to/negate, give feedback on gains/unmet needs and accepting limitations. What is important to note here is that action could have the attribute of positive or negative. The open coding produced a huge number of codes and was intricate and multi-interactional. What was important was to pin down the actions involved in these service connections and the open coding served that purpose.

In both Figures 8 and 9 each text box indicated a focused action code with properties that linked it to the other codes. Together they began to tell a story of how the process was emerging by these actions. By using constant comparison, it became clear that the action begins with the MC that interacts with students and CORs. Students respond to both MC and COR and interact with CMs, which in turn activates a response from the MC pertaining to

STs and the COR pertaining to both STs and CMs. The focused codes were, however, more descriptive and less abstract prompting their development into preliminary categories in order to develop a theory. By following the guidelines in the literature, I used the 'paradigm model' to do this.

5.6   THE PARADIGM MODEL

The "Paradigm Model" in GTM (Strauss & Corbin, 1990:99) is an analytical schema that provides five features for constant comparison, which enhances density and precision.

- The first feature is the *phenomenon*, which refers to the central idea or action to which the data refer.

- The second is the *causal conditions*, which lead to the development of the phenomenon.

- The third is the *context*, referring to the set of conditions within which action takes place in response to the specific phenomenon.

- The fourth is the actual action/interactional *strategies* directed towards managing or responding to the phenomenon.

- The fifth feature is the *consequences* that are the outcome of the action taken.

Charmaz (2008) warns against becoming too procedural in GTM as this "dampens its emergent possibilities for theoretical innovation" (Charmaz, 2008:471), but other novice GTM scholars like me found this paradigm model helpful in developing themes in their substantive theory (Bowen, 2005, 2006; Kunkwenzu, 2007). I used the model as a schema to develop preliminary categories without resorting to mere description instead of interpretation, as Charmaz (2008) warns. She believes the content of the research should shape the form of GMT as method by customising it to fit the study (Charmaz, 2008). This perspective I found both liberating and sensitising in my approach to this crucial stage of my analysis. I realised that my prior knowledge and disciplinary background had to be applied to make the necessary links in the constant comparative process. What was necessary was to combine interpretations more freely, while remaining close to the focused codes when developing the preliminary categories, keeping the sensitising concepts at the back of my mind.

From the open and focused codes a core code of 'interchange' began to emerge. I defined interchange as: mutual interaction which is reciprocating or exchanging (especially information and knowledge). It included giving to or receiving from one another, or reversing

(a direction, attitude or course of action) together. In Figure 10 I depict this dynamic with triangles.
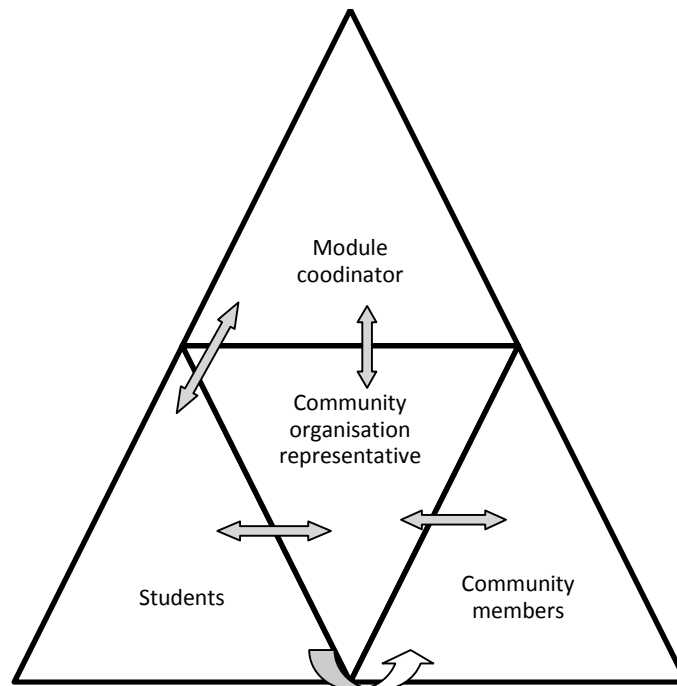
Figure 10: Depiction of the interchange process

It became clear that there was an interchange of information and knowledge between all the actors and interchanging of mediation, negotiation, structuring and monitoring. Organisational and module designing were necessary for this interchange to take place, both of which were negotiated through agreements on how to establish and maintain the conditions most conducive to engagement through service activities. Organisational conditions also needed to be conducive to student-community interaction facilitated by the COR. MCs offer service of students and organisations offer their capacity to accommodate them. Students bring fresh ideas and CORs share their practical expertise. Community members make themselves available for student interaction, students receive information from which they learn, and communities receive social commodities such as advice, enabling activities and tangible information documents, while students learn new skills and create new knowledge.

Physically the contact between all four types of actors was cyclical, as depicted in Figure 11, rather than continuous.
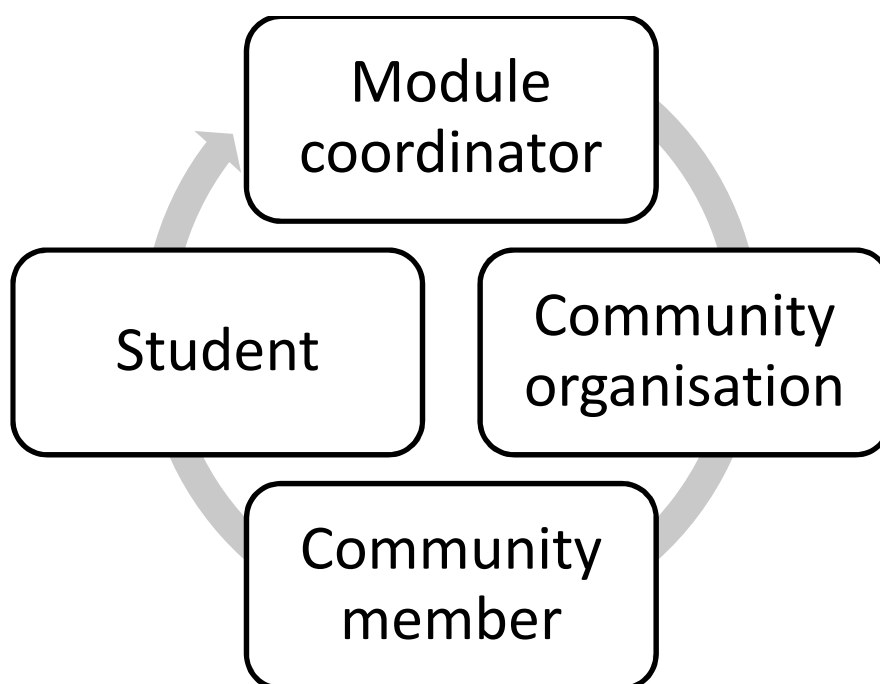
Figure 11: Cyclic Interchange between actors

The cycle can be reversed to any side as in some modules the students work directly with the public. In other cases a community organisation mediates the service. These cycles were also induced by some of the actors being dependent on the actions of others: the MC had to depend on the COR to mediate placements, while during student-community interaction there was back-and-forth movement of students between university and community site. Students executed their actions in cycles at the university with MCs or at the sites with CORs and CMs. Because of this cyclic action the context of actions constantly changed, which prompted students to adapt their application of theory to the setting in which they worked. The cyclical character of the interaction was also applicable to the modules being limited to the academic year, which caused a new cycle to start every year or semester, according to the particular structure.

With this insight it was now possible to develop preliminary categories by collapsing focused codes into features of the paradigm.

5.7   PRELIMINARY CATEGORIES

In order to arrive at preliminary categories, I had to collapse some of the open and focused codes into preliminary categories that were to become the main categories with their sub-categories. Loosely aligned with the paradigm model (Strauss & Corbin, 1990), I was able to group them broadly in four themes that emerged from the focused codes.

- The first theme (Figure 12: brace 1) consisted of the relevant micro-contextual conditions necessary for integrating community work into a curriculum.

- The second theme (Figure 12: brace 2) comprised the approach or strategies in managing linkages between the university and community actors.

- The third theme (Figure 13: brace 3) captures the actions and interactions that take place during on-site and off-site activities.

- The fourth theme (Figure 13: brace 4) captures the evaluation process and outcomes.

Each of the themes consisted of three or four preliminary categories substantiated by the focused codes linked to them. Each preliminary category has properties that link it to other preliminary categories and focused codes that refer to more than one preliminary category. In the first theme the focused code 'match programme outcomes with organisational goals' refers to both the preliminary categories 'conducive module structuring within context' and 'negotiating compatibility of community setting', while the focused code 'common understanding of constructs' refers to the joint understanding of the MC, the COR and the ST.

1

Academic structuring conducive to context

Design/re-structure module for community work

Set academic, professional, public good goals

Student preparation for purpose

Match module with CO goals

Common understanding of constructs

Negotiating compatible community setting

Ensure adequate organisational capacity

Complementary student proficiency

Applicable resource allocation

Coordinated scheduling/timeframes

Ensuring organisational and institutional support

Available expertise and mentoring

Agreement on community/university linkages

Integration of students in community

2

Manage disruption of routines

Direct/Indirect service requirement

Add value to current practice

Structuring goal-focused tasks

Agreement on learning and service parameters

Clarifying roles and responsibilities

Resolve conflict and differentiation

COR between board and MC

Mediating agreement

COR between ST and CM

MC between ST and COR

Unhindered clear communication flow

Monitoring student readiness and commitment

Gate-keeping diverting actions

Detect misinterpretation of needs

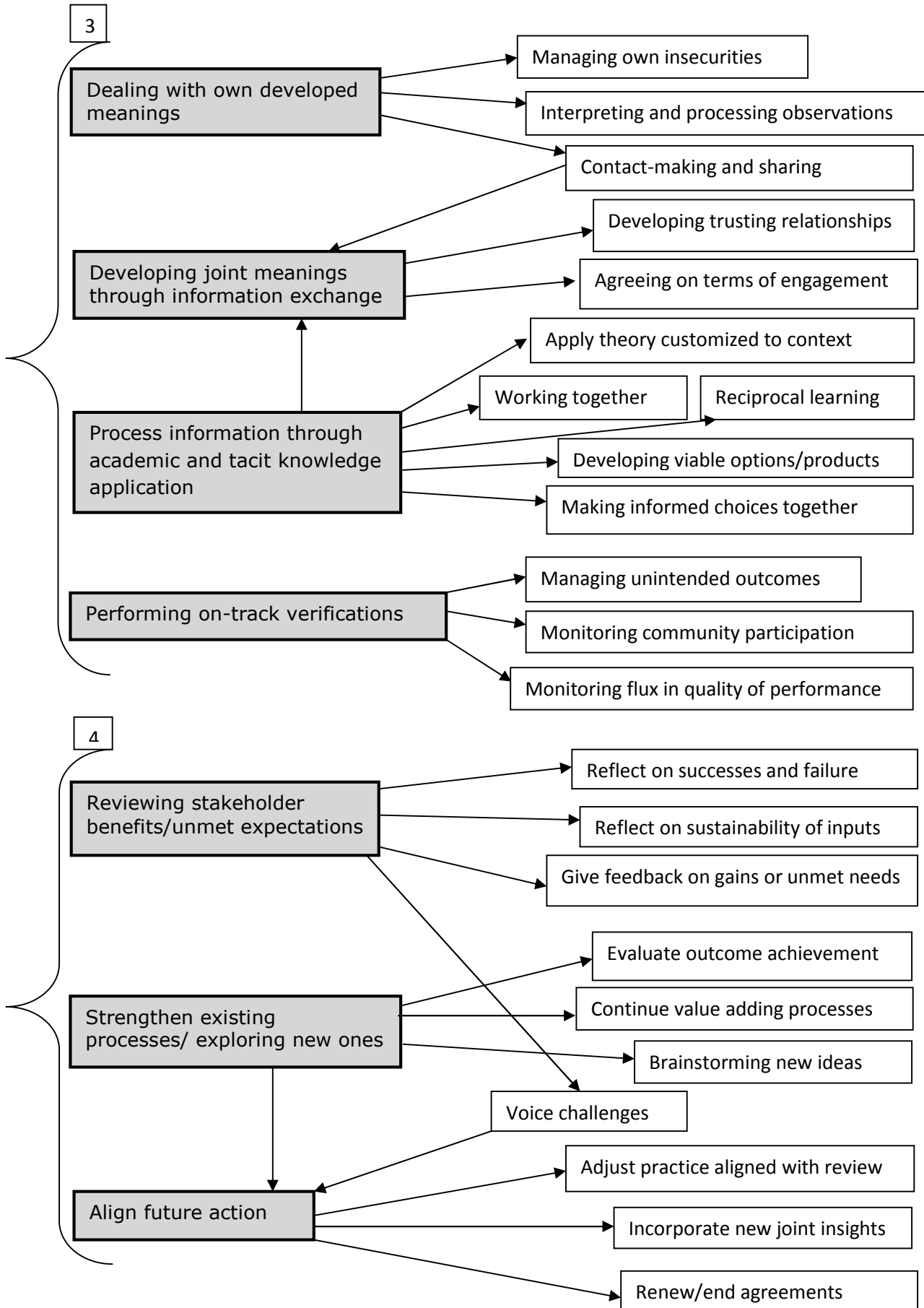Establish efficient feedback systems

Figure 12: Preliminary categories on conditions and strategies

One could misleadingly deduce that the conditional and strategy themes lead to the actions/interactions and consequences, but the actual process is much more complex, as indicated in Figures 12 and 13. Each of the preliminary categories and its properties are constantly influencing other preliminary categories. For example, to be able to structure goal-focused tasks as a strategy, one needs a compatible community setting to fit both the module goals and the organisational goals, while on-track verifications will ascertain whether actions are being diverted from goals or agreements.
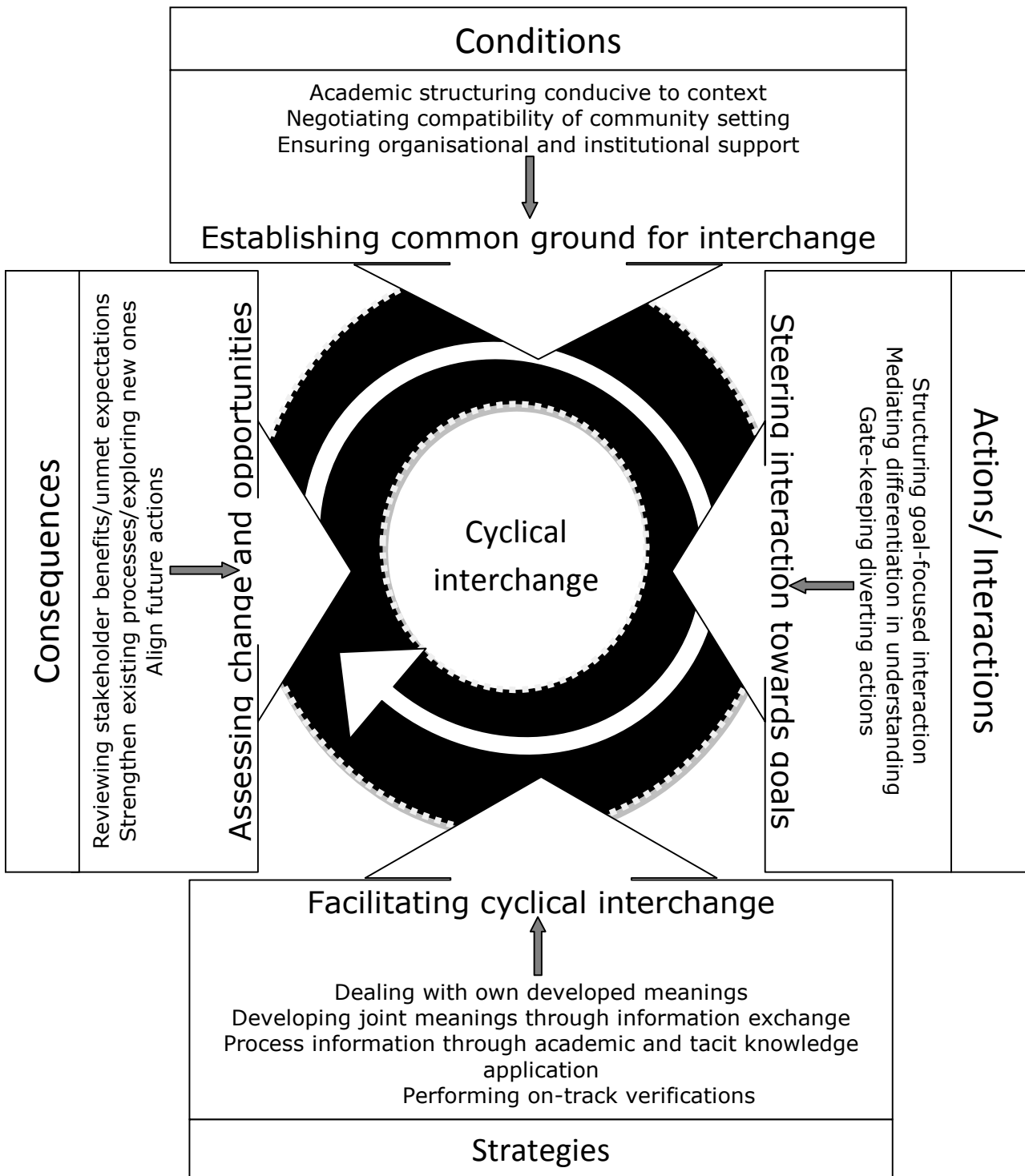
Actions on site can potentially be derailed if institutional support falters or organisational agreements are not honoured. In Chapter 6 this interdependency and linkages of categories will become clearer when I elaborate on the theory. What emerged from the themes were the main categories.

I theorised that the first three subcategories – module structuring conducive to community work, comparative community setting and organisational/institutional support (Figure 12) – could be grouped under the category 'Establishing common ground for interchange' between the four identified actors or actor groups. The actors' approach or strategy was labelled: 'Steering interaction towards goals' through structuring tasks, mediating agreement and gate-keeping (to prevent) diversions from planned action. What became the key to the final theory was the process through which the actions and interactions were performed. I labelled this 'facilitating cyclical interchange'. This refers to the moving back and forth of actors between personal and joint meanings as well as geographical locations, coupled with working together and apart at times (see Figure 13). The evaluation and outcomes theme I labelled 'assessing change and opportunities' and consequently giving greater clarity to the earlier equivocal trend in the literature about this element of scholarly-based service activities, as discussed earlier (see Chapter 1, par. 1.3). This culminated in a thematic structure that became the thematic framework of the theory according to the features of the paradigm model. These four themes clustered the sub-categorical processes into an integrated cyclical process of interchange.

3

Dealing with own developed meanings

Managing own insecurities

Interpreting and processing observations

Contact-making and sharing

Developing joint meanings through information exchange

Developing trusting relationships

Agreeing on terms of engagement

Process information through academic and tacit knowledge application

Apply theory customized to context

Working together

Reciprocal learning

Developing viable options/products

Making informed choices together

Performing on-track verifications

Managing unintended outcomes

Monitoring community participation

Monitoring flux in quality of performance

4

Reviewing stakeholder benefits/unmet expectations

Reflect on successes and failure

Reflect on sustainability of inputs

Give feedback on gains or unmet needs

Evaluate outcome achievement

Strengthen existing processes/ exploring new ones

Continue value adding processes

Brainstorming new ideas

Voice challenges

Align future action

Adjust practice aligned with review

Incorporate new joint insights

Renew/end agreements

Figure 13: Preliminary categories on actions and consequences

Figure 14: Thematic framework of the emerging theory

In Figure 14 I illustrate how the four processes are interlinked in the overall process of interchange. In the cyclical motion of interchange, the four processes are constantly integrated in different ways. For example conditions are constantly in flux due to the actions and strategies of actors, while consequences indicate how future relationships will continue or terminate.

After developing the thematic framework, I coded all new data in the same way until no new ideas or codes emerged from the data. Saturation means that the researcher has explicated all properties of the developed theoretical categories and has sought data that fill those properties (Charmaz, 2008). I subsequently interpreted the absence of new ideas as saturation of the emerging theory. This framework led me to rethink the conception of the phenomenon in question and the sensitising concepts. I refined this framework and used it to further analyse and formulate the theory. I elaborate on this in Chapter 6.

5.8   SUMMATIVE PERSPECTIVES

In this chapter I presented data on the research setting which painted a picture of the functions of the organisation, management and programmes at SU. This provided a description of the setting in which scholarly-based service activities were explored. These included students' engagement in communities as part of their curricular requirements. I then presented the community projects by faculty and the list from which the sample was generated without compromising the identity of the actual participants, as explained in my account of the ethical considerations. The data were systematically presented, firstly as open action codes and then culminating in focused codes. From these codes the core code 'cyclical interchange' emerged. The focused codes were then presented as preliminary categories which in turn became the sub-categories to the final four main categorical themes build around the core category of cyclical interchange. In Chapter 6 I use this framework to revisit the sensitising concepts.

What emanated from this part of the analysis was students' contribution to actions that could be interpreted as scholarly. Using exit-level modules (as explained in the qualification framework) for community integration in the curriculum enabled me to infer that students do engage in scholarly work by applying theory in practice. There is some strong evidence that they co-create new knowledge with community actors leading to the production of viable enabling products. I elaborate on this further in Chapter 6. I however needed to find more evidence on the meaning of service in order to elucidate this deduction.

What was further evident in the thematic structure, was the potential to also use this emerging theoretical framework for community-based research. Because I did not include post-graduate research-based modules in the study, this was identified as a limitation, but at the same time opened the potential for further research based on this framework.

Chapter 6

DATA ANALYSIS AND INTERPRETATION

6.1   INTRODUCTION

Data analysis and interpretation are two processes of GMT that occur from the first moment of data generation and continue throughout the process, as explained earlier. This chapter builds on the previous one and presents the data in new ways to illuminate the process of analysis and interpretation as well as introducing the central categories in the data. I initially revisit the phenomenon of scholarly-based service-related activities and the sensitising concepts I used to guide my study. I then use the framework I arrived at to guide the formulation of concepts and the generation of a substantive theory for cyclical interchange.

6.2   RETHINKING THE PHENOMENON AND SENSITISING CONCEPTS

Constant comparison often leads to revisiting and defining more accurately the phenomenon that was initially the focus (Charmaz, 2008). The phenomenon that I was interested in was scholarly-based service-related activities. My sensitising concepts were 'service', 'scholarly activities' and 'interactive collaboration'.

6.2.1   Emergence of scholarly service activities

With reference to the conceptualisation of service in the literature in Chapter 3, I realised through the data that service in a community setting was based on a one-on-one or group relationship rather than on an institutional policy or arrangement. In contrast with the conception of three parties in a triadic relationship, I identified four parties. 'Service' proved to be a construct rather than a concept as its meaning was defined by the context in which it was used. Macfarlane (2007) concurs with this perspective:

> As a result of the variety of university traditions from which the concept stems, it
> naturally means different things to different people (Macfarlane, 2007:47).

Service therefore had to be defined very specifically to elucidate its meaning accurately in this context. Charmaz (2008) encourages researchers to follow a hunch and that is what I did.

I moved from open questioning to more probing and focused questions. I probed every respondent about their understanding of service and through what actions and processes it takes place. The following quotes from MCs from three different faculties illustrate some of the meanings that emerged. In the first quote it is evident that the service is an 'indirect service' through a project that is initiated with, and for the benefit of, the community.

> [14]MC: "My perspective is the goal is not rendering (*sic*) service but it being mutual and getting benefit from the project. Otherwise it is charity" (UM1E1).

In the second quote the students provide a 'direct service' through a walk-in type of setting.

> MC: "[W]e see it as important that they get a real-life experience which is close to what happens out there so they can make the transition to the practice as easy as possible. To do that they have to see real clients with real [discipline-related] problems. So for us to offer that to them we need to render a service to the public" (UW2E).

In the third quote the importance of mutuality is metaphorically visualised as balancing a scale:

> MC: "I see it like a scale with the one side being the student that has to learn and this is what they have to learn, these are the things they need to be exposed to and experience. But while they experience it, they have to on an equal level render a service on the basis of the needs of the community" (US4E).

Service was used intermittently with interaction and was not considered viable in relation to community work if it was not a two-way motion. One MC saw service as "almost a by-product of interaction" (UM1E1).

Another perspective came from the CORs, who had their own interpretation of service. The majority of CORs felt they also render a service to the student and the university by allowing them to do practical work in the community setting. A community leader said:

> CM: "I would not say that it is a service that is being rendered. I think it is a mutual interaction. Right in the beginning you will remember that I said on the

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[14] MC (module coordinator); COR (community organisation representative); CM (community member); ST (student).

one hand we would like to help the children, but on the other hand like I said the one hand washes the other and the students should also get something out of it." (CS4C2).

Sometimes students' presence disrupts the normal routine, and time and effort are invested in guiding and overseeing students, but the majority indicated that, given time, service becomes meaningful for ST, COR and CM. One COR who has worked with six different SU departments over many years said:

COR: "When I think of service I think of rendering a meaningful task which could be for the organisation or directly to the [CM]. I feel if I render a meaningful task to someone then I would say that is service. The property of meaningful is very important to me and what I mean by that is when a person comes here and there is a specific task it should be meaningful not only for the person who benefits from the task but also the benefit to the student in terms of the study field that he or she is in (CM1M6, Respondent 1).

A colleague from the same organisation echoed this view:

COR: "I feel that if the service is not rendered mutually, then also it is not a service, because I think that both parties should benefit. I feel that it is not reciprocal if growth does not occur on both sides" (CM1M6, Respondent 2).

The conceptions of service strongly encompassed the concept 'scholarly activities', as academic or codified knowledge was seen as a prerequisite to service being useful in comparison with volunteer work that offered only tacit knowledge and skills. The respondents in the two above comments elaborated on how the students from each of the departments they worked with used their academic knowledge in their service actions. Other sites echoed their sentiment. A student articulated her perspective as follows:

ST: "I think service is to go out into circumstances where you have never been before and to learn through that and also to make your knowledge and skills part of their environment and their circumstances so that they can learn from what you can offer to them" (UM1S2).

The category 'scholarly service activities' emerged (distinguishing it from other forms of service) with the following properties:

- A direct service to and with a community member that mostly involves his or her specific concerns;

- An indirect participation (bringing leadership, knowledge and skills to the table) as part of a project and where more than one person or group is involved and where everyone involved works together on the outcome;

- Codifying lessons learned from practice transformed into knowledge;

- Specific academic knowledge being applied in the setting based on the goals of the community organisation or need of the community member is a prerequisite;

- Tacit knowledge application alone is considered a non-scholarly action, but as an important addition to academic knowledge;

- Skills emanating from academic knowledge were highly rated, but most respondents accepted that students would not have well developed skills as skills acquisition was part of the academic goals that originally prompted the involvement of students in the community;

- Both parties should be able to acknowledge benefits, of which 'meaningful' was perceived as the most important attribute. Meaningful indicated growth for both parties;

- Growth was measured according to the skills and insights that the actors took away from the action.

I consequently defined scholarly service activity in a curricular context as:

The act of applying implicit and codified knowledge in a community setting, directly or indirectly, focused on the agreed goals or needs while ascertaining growth through the acquisitioning of skills and an enhanced understanding of the meaning-making content by all the actors involved.

At the same time 'community service' developed into a new meaning of the 'community' offering the service. In the context of scholarly service actions, the community actor offers a service to the university actor by accommodating and engaging with them.

6.2.2   Interchange through agreement

I then theorised that scholarly service activities take place through a two-way motion defined (in Chapter 5) as 'interchange' as well as my earlier contention of cycles of mutual interaction (moving back and forth). The metaphorical scale vision of equality did not hold up, as evidence in the data proved that benefit was not always equally distributed amongst actor groups. I discarded the sensitising concept 'interactive collaboration'. The 'shared vision' property of collaboration (according to Bowen, 2005) emerged as contentious because of the sometimes diverse intentions of participants in the process despite their agreement on the meanings and the process. CORs' and CMs' primary vision was focused on improving community life and easing their task in doing so, while STs' focus tended to be balancing other academic work with community responsibilities from which they were to learn. A student reflected as follows:

> ST: "[Y]ou need to balance your studies with the intensity of the clients who call you all the time to find out what happened with their problem" (UW2S1).

There proved to be "joint strategies to address concerns" (Bowen, 2005:74). These strategies were 'joint' but the concerns were rather those of the CM and not of the student. The student's focus on the concern was to apply knowledge to solve or change the concern. Some characteristics of partnerships such as 'cooperative goal setting and planning' and shared resources and decision making' surfaced, but I deduced from the data that actions between the four actor groupings were linked by agreements rather than partnerships, as argued in Chapter 5. Some MCs, however, insisted that their relationship with the community organisation was a partnership despite the lack of a binding contract or permanence.

Contrary to conception of partnerships as interdependent relationships, the data showed that agreements were constantly mediated by the different actors (see Figure 12) guided by a set of parameters in terms of roles, responsibilities and expectations. Any of the CORs could withdraw from the relationship at any time by informing the other early enough. In most modules MCs had to reinstate their agreement every year and in some cases every semester. What seemed to keep the relationship going was the fit between community and academic goals.

> MC: "How we see the service is that it must fit in with our curriculum, but it should fit into the [organisational] programme" (UO3E).

Generally CORs who received students in support of professional council requirements or students who will become professionals in their line of work were less focused on the immediate benefits for the organisation. They acknowledged immediate benefits, but assertively indicated their commitment to sending well-trained professionals into society after graduation. One of the CORs referred to this as their hidden agenda.

> COR: "Our hidden agenda is we are going to expose these people to [naming the condition of the] persons. We are going to change their fears into interest and we are going to influence them so that they understand what it means to be [naming the condition]. We want them to understand the stigma attached to it, the barriers that they have to cope with in the community, and actually show them that these are normal people" (CS5M5).

They argued for student exposure to real people and problems while they are studying, as these students become professionals who have to make important decisions about people with special needs in society where insight beyond textbooks is an imperative.

This unconditional service from the community side is often negated and demonstrates the sometimes unequal relationships between community organisations and university departments, who nevertheless firmly believe it is an equal partnership. Although elements of partnering were present, agreements is a more appropriate description of the relationship in this context, but had the potential to become longer-term collaborations.

6.2.3   Social commodities

What also emanated from the data was the production of tangible and intangible commodities that were exchanged between actors. These commodities could be variations of tangible physical resources of the organisation or university, literary products such as pamphlets and booklets, or intangibles such as human resources like mentoring, knowledge sharing, access to expertise and enabling activities.

I consequently chose 'cyclical interchange of social commodities' as the core category. This category encapsulated the mutual giving and taking, the cyclical sequences and the results that emanated from this action.

6.2.4   Emerging theory

After clarifying and (re)defining the core emerging categories that were to become the core concepts, I could now deductively propose a framework for the emerging theory which I

could inductively link with data. The emerging theory that emanated on the basis of the raw data was:

Scholarly service activities at SU can best be explained by, and viewed in terms of, the cyclical interchange of social commodities theory consisting of four interdependent processes of:

- Establishing common ground for interchange;

- Steering interaction towards goals;

- Facilitating cyclical interchange; and

- Assessing change and opportunities.

In the following sections I analyse and discuss each of these processes in more detail, substantiated with relevant data. The framework is scrutinised through constant comparative analysis of the data, interpreting it in more abstract theoretical terms, which will lead to the conceptualising, substantiating and formulating the emerging substantive theory.

6.3 EXPLANATION OF THE EMERGENT SUBSTANTIVE THEORY

The substantive theory is understood by using a storyline to explain the main categories that were generated from the data (Strauss & Corbin, 1990). In other grounded theory studies researchers present their theory in stages (Bowen, 2005; Kunkwenzu, 2007). Here I refer to the 'interdependent processes' of the theory because their cause-effect nexus is cyclical, continuous and interlinking. I explained each of the above processes by conceptualising them, while substantiating the explanations with the generated data. The sub-categories are indicated in bold and the focused codes in Figures 12 and 13 are italicised used to build the story line.

The emergent substantive theory to view and explain scholarly service activities on a micro-curricular level of interaction that occurs concurrent with the learning processes of students in a community setting was labelled 'cyclical interchange of social commodities'. The three core concepts of scholarly service activities, cyclical interchange and social commodities were defined and explained in section 6.2.

The first element that sets the process in motion is finding common ground for the interchange to take place.

6.3.1 Establishing common ground for interchange

Establishing common ground is a process of preparing and maintaining the conditions necessary for cyclical interchange. Gibbons (2006) refers to this as boundary objects which link two social worlds with one another (Gibbons, 2006). In this case the boundary objects are social commodities. Prior to developing common ground for interchange, each actor has to engage in preparations within their own environment to create the necessary conditions for successful interchange. These conditions will enable the 'space' for interchange.

Academic structuring conducive to context is one of the important conditions to facilitate interchange. Structure within context means identifying an existing or new module that can be *designed/re-structured* to fit into the relevant academic programme (within context), but also fits the property of being conducive to community work. In identifying a module, a specific rationale determined the choice of the particular module which was different in the specific context.

> MC: "My students have to do service as part of their formal studies. [The discipline] lends itself to work with community. Students have to do an assignment in the form of a project as part of their work" (UM1E1)

> MC: "[This discipline] is an exit-level course which all [subject] students are required to take in their final year" (UW2E)

> MC: "The evaluations we received were very bad and I was appointed ... to see how we can improve" [the practical part of the course] (US5E).

Goal setting for the module relates to design and is aligned to academic outcomes, professional board requirements, if relevant, and takes into account the public good that is effected when the student steps into society as a trained professional. Changing the mode of service from direct to indirect demonstrates the MC's approach to practical training to fit the government requirements for this profession in the following quote:

> MC: "They are placed on sites throughout the country where they have to work for one year. They apply for a specific province where they want to work and then they are assigned to specific positions and those positions are in the [indirect service sector] The aim is to better prepare students for their [first] year [in indirect service sector]" (US5E).

In two others the professional board requirements prompted a different approach.

> MC: "... there was also pressure from the [professional] society and the private practice ... to send [professionals] into the practice who knows something of what is going on out there" (UW2E).

> MC: "The [discipline] degree has 10 outcomes of which one is that the student has to be critically aware of the community in which he will be working" (UG7E).

Module goals are *matched with COs* that are within practical travelling distance from the university and whose goals provisionally appear to match the module goals. Matching goals means that they complement each other in goal attainment, which allows space for interchange to occur.

> MC: "I think in terms of practical education, the process or idea of our department is that our students must render a service to the organisation, but that the organisation render a service to us by taking in our students according to our professional council" (UO3E).

> MC: "So the first thing is to understand the community and the second thing is to know that you are in the service of the community" (UG7E).

Coupled with linking the community setting to module goals, reciprocity was attempted and valued in the consideration of intended interaction. This referred to the metaphorical balancing scale vision of equitable benefit. Triangulated with COs' perspective, benefit was not always equal, but achieving equity in benefit was valued.

In the interchange a negotiation is a strategy for the MC to *negotiate* the **compatibility of community setting** with the targeted community organisation (CO) which is considered to be an appropriate setting for student-community-based work. Macro-level affiliations may advance such negotiation, as was demonstrated by two of the participating modules. The department used an organisation that was affiliated with, and partially sponsored by, the university on a macro-level. In such cases the negotiation shifted to the management of this organisation or with other institutions in the community.

MC: "So the course was instituted to give students the chance to get practical training but at the same time render a decent service to the community" (UW2E).

The role of the MC changes under such circumstances to the dual role of COR and MC in a university-sponsored non-profit organisation. Previous experience in student placement offered lessons learnt for future action, as explained by an MC. Students previously worked at the organisation as volunteers in an unstructured way, which led to an unsustainable service. Module design created a more structured service and increased goal attainment of all the actors.

Proactive planning in creating spaces for interchange is valued as a sound strategy. The following comments elaborate on this property.

MC: "By September of a previous year, my colleagues and I begin to divide organisations and we ask them to take X number of students to accommodate the next year. They discuss it on their councils and decide about it" (UO3E).

MC: "So I thought, what if I place them at community organisations and I started looking for organisations I could build relationships with. Most of the organisations I approached were those with which we (I or others) had relationships already" (US5E).

Language between actors may also be a 'boundary object' that is used in the spaces of interchange, so the condition of a *common understanding of the constructs* is an imperative when the envisioned goals and needs are described by a COR and a MC. A common understanding enables the COR to give the students the necessary support during their work at the organisation. The parameters are articulated, as just sending the COR a curriculum framework is regarded as not sufficient by the COR, although this is what was done in most cases. When I triangulated data from the MC with a COR, I received the following response from a COR:

COR: "We feel that they [MC] should contact us and collect some information about our background. The next thing is that I feel the lecturer should be very clear about what their expectations are, which means that has to be very specific and if it is not specific then we need to talk about it" (CM1M6).

Site visits were preferred to ensure that the MC is well informed about the physical environment and setting of the organisation. Common understanding reaches beyond language and includes observation, understanding and transfer of information to the student.

The COR also *ensures the organisational capacity* to receive the students in terms of physical space, staff availability and the type of tasks that will complement the module outcomes. In turn the MC clearly articulates *complementary ST proficiency* or lack thereof.

> MC: "I call each organisation and enquire about whom will be responsible for the students. We also ask them what was positive and negative about the previous year and what they expect in the following year, where and how they want to use the student, do they have transport, do they have offices, so I sort out all logistics re the placement" (UO3E).

In two modules community work is an option for STs instead of doing theoretical assignments, but the choice of community work was limited because of the limited organisational capacity, so students had to go through a selection process.

In addition, *students need preparation* for the purpose of integrating them into the organisational and community processes they will be exposed to. A filtering process for the participation of students in community-based work ascertains their commitment, necessary skills and academic competence. A student explained a selection interview as follows:

> MC: "It started with what you were going to do – you will work with the community and that the idea is to learn more about the [discipline] processes. He [MC] did a lot of enquiry – a lot of the stuff was about your personality but he also focused on the academy, like what happened to this grade and so forth, but he also asked about personality, for example, what will you do if a client asked this type of question and how will you handle this or that situation" (UW2S1).

Differentiation in strategies was found:

> MC: "Students have to apply for a specific organisation. They have to say why they study [the particular programme] and why they think they are good candidates for a particular job. It is like applying for a job" (US5E).

The preparation by the MCs is related to developing the capability of addressing the student's fears, developing motivation and interest in their assigned job and ascertaining that they attain the necessary knowledge and skills to do it. Techniques in preparing students are providing appropriate information, simulation of possible situations and trouble-shooting projections. STs are given the opportunity to express their fears and the MC endeavours to alleviate these as far as possible.

> MC: "They are scared because it is a total strange situation and a strange environment that they have to pursue. That's why we brought in the first two weeks of orientation that we have every beginning of the year" (UG7E).

> MC: "So on the first day they arrive and we orientate them a little in terms of [the discipline] and what is expected from them. We go through the study guide and how they will be assessed. One of the difficult things to tell them is that the [specific part of the module] is not a fear-based module and that they don't have to fear to give the right answers it is really about them learning.." (US5E)

STs are given a choice of organisation to do their community-based work. This is a strategy to stimulate their motivation by meeting their interests as far as possible, while ensuring that they will obtain the required practical experience. The personality, value system and methodological knowledge and preferences of the STs were deduced as reasons for the differentiation of students' preparedness and choices of sites. From the respondents' responses I adduced that utilitarian purposes (what works) were the basis for their decision.

> MC: "They [students] give us three choices. Then I have to check again what the organisation wants and if the student fits into the organisation which they chose. How will the student fit in and what sort of experience will they get there. We try to give the student a generic experience that will be to their benefit for practice" (UO3E).

An analysis of students' choices revealed a wide variety of reasons. Most of the time their choices were driven by interest, but prior personal experience was a strong motivational factor in some cases. One student chose a particular organisation because she had personal first-hand experience, which helped her to use her tacit knowledge in concert with academic knowledge to address the bereavement of a family in the particular community.

ST: "I have never really been particularly interested in [the condition], it was just another disease which I had to study ... Till last year. Last year this time is when my brother got diagnosed with [this condition]. Following [treatment], we thought he [had condition under control]. But in October he developed lung metastases, then soft tissue metastases, bone, spinal. It spread like a wild fire through his body, eventually also involving his brain. He died the evening of 24 December" (US5S10).

Personal experience was clearly not a positive factor in all cases. A COR was annoyed by a student who wanted to transfer his personal situation to a therapeutic situation.

COR: "That was really difficult to handle and he was academically very strong, so he believed that you can't tell me anything because I know everything about all these models and I have all this practical experience from my father and no reports were ever handed in" (CO3M8).

In all the modules using tacit knowledge together with codified knowledge was valued and respondents reflected that this contributed to personal growth as well as academic learning.

The ultimate factors that promotet a smooth integration process of STs in the community setting were the **institutional/CO support** and the *applicable resource* allocation to the purpose of both the management of the organisation and the faculty or department.

MC: "For the faculty it was a good idea.." (UW2E).

MC: "There are staff members assigned to specific student groups" (UO3E).

MC: "In my division I have a strong buy-in into SL and we have a set team who acts as supervisors" (US4E).

Resistance to change was one of the negative responses instead of support.

MC: "Initially it was not well accepted in the Department I think because each discipline thinks their subject should be presented by hyper-specialists" (US5E).

MC: "There are many people in the faculty who say what the heck are we doing here? Why do we do it? It's so much pain and problems. I think it's because the

only see a pain in the problem is, because they don't hear the good news" (UG7E).

University institutional support was associated with infrastructure and fiscal and human resources. It included supporting the restructuring of the module in terms of making available resources coupled with logistical support in terms of administration and transport. When the faculty had a transport and risk-management system in place, it created plain sailing for the MC. In this study no adverse issues arose in this regard. Respondents reported in a casual way that they used university transport or students used their own transport and were reimbursed.

The availability of specialised expertise of colleagues in the academic department for the students is considered to be an asset in some disciplines. Members of one department who specialised in a different field of *expertise* made themselves available to students who needed mentoring in those specific areas of practice. Triangulation with students confirmed this tendency.

> MC: "In some cases they would consult a professor in relation to a case. This means they get access to the best knowledge. Sometimes we get good cooperation from professors, but in some cases they do not always get the support from professors" (UW2E).

CO capacity availability and support depend on *an agreement* from the governing body to allow the university-organisational linkages. COs are expected to have the necessary capacity to integrate students into their routine and deal with possible disruptions as a result of the changed dynamics that students bring into the equation.

> COR: "We had a sort of established routine and now all of a sudden we have these people coming in. It causes a few ripples as some of the [volunteers] they feel little bit threatened and they don't always know what to do in the changed circumstances" (CS5W3).

Part of the COR's responsibility is also the ability to give guidance to the students in practice as well as determine whether there is benefit for the organisation. The MC's expectation is articulated as follows:

MC: "They also render a service by supervising the student in terms of the service that they do in practice" (UO3E).

MC: "If the community partners' needs cannot be met, then I will not allow students to work there. I will decline the site" (UM1E).

The perspective of two CORs was:

COR: "It does take a lot of time from us. Sometimes I asked the coordinator to take over, but I realised that I'd prefer to be involved myself. I think I prefer to give the guidance, because sometimes when I listen to their presentation I think, oh, that is not what I would have told them to do, so it is better for me to keep give them the guidance myself" (CS5M4).

"You see, what I'm doing is I still keep the [CMs] so I do not let go of them while the student is working with them" (CO3M8).

This demonstrated the COR's continuous responsibility. STs valued orientation at a CO as they needed to understand the protocols in the organisation in order to function properly.

"So I think it, orientation, had to be longer, then probably they will have to go over every possible case with us and that is probably not necessary. The way that we did it was overwhelming. You just had to go in, assess what is going on and then you seek assistance on what you should do and what the protocol is. I think in the first few weeks it probably appeared that we do not know anything" (UO3S1).

The condition of establishing common ground creates 'transaction spaces' (Gibbons, 2006) for interchange to take place. It appeared not to be so 'common' in all cases, but the underlying theoretical principle that respondents concurred with was that once common ground had been negotiated, it led to the strategy of steering of the students' interaction with the community actors towards the envisioned goals of both the module and the CO.

6.3.2 Steering interaction towards goals

In order to steer interaction towards the envisioned goals, the first strategy is that an **appropriate structure** needs to be agreed upon. Structuring involves deciding on the *type of service* (direct or indirect) that the module and the CO require. Direct service (as explained

earlier involves a random walk-in service for community members or making appointments to see a professional with a concern. Indirect service more or less equals participation in a community project where the student takes a leadership or facilitating role. In most cases the MC determines the timeframe and types of tasks of the community work.

A clear *set of parameters*, agreed upon by the MC and COR, provides a structural setting within which students can operate at the organisation by exchanging information on tasks that will meet the requirements set by the structure. The MC will specify the type of tasks and the COR will assign the actual tasks in the organisation. Within this parameters, the *roles and responsibilities* of each actor is clarified, but the overall aim is for students to follow the strategy of *adding value to the CO's current practice* while learning from the experience.

> "My contribution would be to identify the parameters in which students will work" (UM1E).

> "When I have the initial discussions with the organisation, I speak to the [professional] on that side on what projects the students will be working on" (UO3E).

A second strategy is a continuous **mediation to create a better understanding** between actors and their constituencies. A COR needs to obtain approval from his/her council or board to accommodate students at the organisation. The MC can contribute to this negotiation as demonstrated in the quote below.

> "Fortunately, the letter that is being sent to me, is also sent to the office so they automatically know about the students" (CO3M1).

During the process of students' interacting with CMs, they might form a different perspective on the needs articulated by the COR, which can lead to differences in understanding. The MC mediates between the COR and the ST to resolve *conflicts and differences*.

> "I would find that they come up with things that I had not identified and in that case I would supplement by clearing with the community organisation the matters that have come up" (UM1E).

"We get involved in situations where students and practice supervisor do not see eye to eye about the project. So we talk to them biweekly so we can talk to them about those issues" (UO3E).

I triangulated the above statement with a student from the same department. I probed her about differences between her and the COR and received the following response:

"Well, that was one of the pickles I had because I had something else in mind and my supervisor just decided that I had take this particular group. So she told me here are the possible people who will be interested in the group. Her approach was that she thinks I should be doing this or that, but basically she meant I had to do it" (UO3S3).

MCs design a system in which students have to work, but it was clear that they could not control everything. The student later explained that she did what the COR asked her to do and she learned a lot from it.

Mediation also occurs when STs and CMs experience differences in understanding needs and goals. In such a situation the MC or the COR will intervene by either withdrawing the ST from the CM or mediating a common understanding.

COR: "Sometimes students are also confronted with behaviour of staff members who do not have any University degree and they are uncomfortable with the behaviour, then they should report it to us, as we can put it into perspective immediately. They are seldom things that we cannot put in perspective immediately. There might be some things that we will not be able to put in perspective, but those would also be important as that is the sort of interaction that we would like with people from outside" (CM1M6).

MC: "And then we had to handle that frustration, because they say we are not going again. You can't tell the student you have to go!" (UG7E).

COR: "There is also a comfortable relationship with the person at the University with whom we can communicate if any differences come up between us and the student or if we have a concern" (CO3M1).

Scheduling of tasks for times that suit all actors involved is also a result of mediating between MC, ST, COR and, where applicable, the CMs. Challenges in this regard were matching students' schedules with CO routine and expectations, the timeframe of practical work and the other demands on students' time. Some MCs acknowledge their limitations and the frustration they experienced in this regard. They attribute their limitation to module requirements and the length of semesters.

The timeframe of students' work at the organisation came up in most of the interviews. Timeframes that MCs schedule within the framework of the module and the programme were not aligned with what organisations needed or expected. Most of the time the time allowed was too fragmented or too short for the purpose it was designed for. The timeframe had to be constantly negotiated and renegotiated.

> COR: "I would, however, say that if the University could make some changes; could we not make the [service period] that students have to do practical work, do it continuously. For both the community and the student that would have advantages, because the student will then feel part of the organisation much more than what they are now, but I know it is probably a big problem for the University" (UO3M1).

Mediation was one of the central categories that emerged from all the respondents. My impression was that there were doubts about the efficiency of mediation and that much more attention should be given to this form of interaction.

A third strategy is **gate-keeping diverting actions**, which links closely with the mediation between actors. A continuous unhindered flow of communication is considered an important property of this strategy. Communication between MC and COR, COR and ST, ST and CM and ST and ST working in teams need to be clear and constantly checked for discrepancies in meaning. Different avenues of doing that are followed but some challenges are also common in materialising this strategy as I will demonstrate below.

Communication may be part of the MC's monitoring of the process:

> MC: "Then in the middle of the semester, we convened a meeting with representatives of the classes in the particular school with our chairperson as well is myself and then we find out what is going on in the module, so that is the mid-term monitoring" (UG7E).

CORs expressed some dissatisfaction with MCs who only have contact with them in the beginning of the semester and during assessment meetings. They expressed a need for capacity-building meetings with COR peers from other organisations to enable them to deal better with ST support. After probing a few CORs on this matter, an institutional initiative in this regard was suggested (CM1M6; CO3M1; CO3M8).

Communication and the resolution of conflict between students were considered equally important for success. One of the students in US5 stated in her reflection:

> ST: "This situation challenged me to speak up in a way that would still keep peace in the group to ensure that we end up finishing what we set to do. I didn't want to bring any unrest as this just complicates things further and the job is never completed".

I picked up underlying differences between students in all the modules. I was hesitant to probe this further, but I realised that it is an important dynamic in the process.

In some cases lack of communication caused misunderstandings between more than one actor/group, but relationships among students came up repeatedly as an issue. This perspective came from a COR:

> COR: "I think it was a problem with the communication between the previous students and the ones that they had to come after them. They are supposed to take over work of the previous students and there was a break of communication between the two pairs of students. Maybe we also did not communicate with them throughout the process, so I don't want to create the impression that they were bad students" (CS5M4).

This strategy also requires an exchange of roles between the MC and the COR to *monitor student readiness and commitment*. Students' personal circumstances or academic pressures were perceived as distractions, while some students' perception was that community work offered an easier option without the commitment to really serve.

> MC: "I just think that students get out what they put in and it should be a win-win situation" (MC: UW2E).

> MC: "The lesson that I have learned is what you put in is what you get out. Students who do not immerse themselves, do not get the real experience in comparison with those who really work hard" (UM1E1).

> COR: "When they come in here with the right attitude, they learn so much more than just merely applying theoretical knowledge to the situation. What they learned from the community is worth much more, those life skills, those type of things they only realised later what impact it had on by following the model of the person in the community" (CS4M7).

This strategy aims to *detect misinterpretation of needs* in an early stage of the process by *putting in place effective feedback systems* between all the actors. To rule out misrepresentation or lack of communication of feedback, reliable mechanisms ensure regular feedback, especially from students and CMs.

> COR: "So really what we expect from them is every week when they come back, they present how far they have come, we give them feedback and then they go ahead more and more at the of the final product in the first week" (CS5M4).

Reports and written reflections were some of the most common forms of feedback supplemented by MC/ST, COR/ST and MC/COR consultation meetings. The following quote demonstrated the communication and control process of students between MC, COR and CM.

> COR: "[T]here are students that do not bring their side. [MC] and I have to sometimes intervene and when the volunteers tell us they [STs] frustrate the volunteers, because they are not prepared or they [STs] don't tell us conveniently about the negative feedback. So we let them type the minutes which creates better communication all over as now the volunteers can check what they wrote and I and [MC] also have better rapport about them" (CS4M7).

In this case the rationale was to prevent the CMs from complaining after the STs had left, when it was too late for follow-up of relevant issues.

From these examples it is evident that conditions and strategies of structure, mediation and preventing diversions are closely interlinked and together they provide challenging context conducive to the interchange between the ST and the community actors.

6.3.3 Facilitating cyclical interchange

This process is the core one that defines the underlying theory and represents interchanging actions of the actors in cycles. Interchange between STs and CMs is facilitated by the assigned COR who acts on behalf of both the CM and the ST.

> COR: "You see the [CM] also compete for the attention of the students because they see that when the students go out, a [CM] normally learns a lot from them. Sometimes the [CMs] themselves feel neglected and then they wonder why the student did not accompany them" (CS5W3).

The actual actions and interactions of the cyclical interchange process occur concurrently and in cycles of moving back and forth from the community site. The process also requires STs to perform certain actions between their contacts with the community site, as explained earlier, after which they report back or present options.

The concurrent action is mainly a meaning-making process that occurs before, during and after on-site and off-site actions in the minds of actors. Each actor goes through a process of **dealing with their own developed meanings** or preconceptions about the situation they are to engage with. STs deal with their own doubts, excitement and uncertainties, mostly as a result of the leap from being student to being a quasi-professional.

> ST: "Well when I ask them how can I help you, you think by yourself I don't hope it's a big problem, because you have some clients who present such difficult problems and I think you feel a little anxious on your side because you will probably not have an answer for that client" (UW2S1).

They articulate their experience in extremely intensive terms, e.g. as shocking, a reality check and mostly as a revelation and exposure to circumstances to which they have never been exposed. STs express uncertainty and fear when they enter unfamiliar situations. They are exposed to situations where real life is shocking, but part of their future career. A student wrote this in his reflection after such a situation, where the volunteer warned them about the situation.

> ST: "Upon this I became really worried and uncomfortable as I wondered what I could be expecting" (US5S5).

In his reflection the student reflected explicitly elaborated on the shocking situation he experienced when confronted with death, which left him experiencing intense emotions. After the experience the same student reflected:

> ST: "It became evident to us that without knowledge one had no power to help or change the circumstances within community" (US5S5).

What I understood from him was that his emotions needed to be followed by rational knowledge-based action.

Students also come with preconceived ideas of the communities they enter and the student partners they have to work with. In case the MC requested the student to work with a specific student from a different racial group than her own at a specific site.

> ST: "First of all I wasn't very keen to do something that I didn't 'sign up' for and secondly I didn't really want to work with someone that I didn't know that well. I'm always a bit sceptical to work with people in a group that you don't really know personally, because if you do find difficulties to work with them, then your end result of your project will reflect that" (US5S7).

Another student reflected differently:

> ST: "I was excited to come, although I've heard from the students that it is very difficult to handle your academic work rather than the community work side of it. I didn't work in the community like this before" (US4S1).

STs and CORs *interpret and process* their observations of each other. Students are mostly happy with their CORs, who were experienced as helpful, friendly and accommodating initially. My impression was that students do not easily criticise CORs and were hesitant to express negative feelings about CORs.

Triangulation with CORs produced a different perspective as a mix of positive and negative responses was generated.

> COR: "I think the key is the willingness to do something and to listen to feedback and work on it" (CS5M4).

COR: "I want to see what the student can do in practice without peeping over their shoulder all the time, as we are in the profession where we have a lot of responsibility" (CO3M1).

CMs need to decide whether they will expose themselves to, and participate in, the students' intervention. I sat in on a consultation between a student and a young man who presented a problem. It was evident that his expectations were very different from what the student was offering to do within the parameters in which she was functioning (CW2C2). The student had her own doubts about the information that was given to her and afterwards she said:

ST: "You see the problem is that we only hear one side of the story which is very problematic because we do not know what actually happened and we have to go on the information that the client has given us" (UW2S2).

Each actor deals individually with *his or own doubts and insecurities* about the possible failure or success of the interaction. In this case the young man did not see how he will be assisted, as the options given to him were challenging within his life situation. Another student explained the meaning he developed through his community-based work, which lead to an attitudinal change towards his own life.

ST: "There were really sad times and even shocking times. What really got to me and made me sad was to realise the state of the community. The community is in so much turmoil due to the crime and unemployment. All around there are just people at home with no jobs and gangsters walking around. Just by speaking to the people in the community you realise that the drug problem is one of the main causes of social issues at home leading to abuse and fighting. It made me really worried about the future for the people living in the community almost as if there is no hope for them. I look at my life in a totally different way now and I really appreciate every single thing that I have" (US5S4).

Moving into **developing joint meanings**, contact occurs in a cyclical process where *sharing and telling* are aimed at the development of a *trusting relationship,* while observations and listening to one another play a significant role in meaning-making processes.

ST: "When all the forms are filled out and it takes quite a while to do it, then you start talking to them about their problem. Then they will typically start telling you ... or whatever, depending on the situation" (UW2S1).

If their relationship does not move into the trusting dimension, the contact making process will last longer. When it does become a relationship of trust, entry into the community is simplified by positive attitudes of community leaders, who have to sanction STs' presence and involvement.

CM: "It really impressed me the way the students performed their tasks, writing reports and say please help me, to structure the programme, the children do not attend regularly and how can we do it alternatively. It was very good to see how enthusiastic they are" (CS4C2).

Because of the limited time, students are prompted to develop relationships as soon as possible. The CORs need to monitor these relationships to make sure no harm is done to STs or CMs.

COR: "So they want the [CMs] to feel comfortable when they are there. They want them to say what they want. The [CMs], however, are very comfortable and they talk to them and they don't feel like they're talking to a stranger" (CS5W3).

COR: "The guy that she had, played with her, manipulated her and tried to get her off track from the purpose of the interaction. He hated me with passion, because he knew that he could not get away with the same tricks. In a way I think she had a good experience because a person like that is a reality out there" (CO3M8).

Students reflect later how they wanted to cry or respond aggressively during an experience and process the meanings continuously. This meaning making occurs throughout interactions in the community and off-site, and is both emotional and cognitive with constant integration of the two to develop a rational decision about the situation they encounter.

Successful contact and establishing a trust relationship between actors enables furthering of joint meanings through **the exchange of information**. This exchange is characterised by mutual trust and an agreement on the terms of the engagement. Differences in culture lead to different rules of engagement and adaptation to circumstances. This was demonstrated by students indicating that they had to set aside their own preconceptions and moral values and

to accept people as they are. A student explained how people meet without any specific appointment over coffee, while she expected a more formal approach:

> "You would be expected to make a proper arrangement and an appointment to see someone. The way they communicate here is also very different, because for example if the child is late, they would rather find an excuse or reason why the child has been late and not really pay attention to the fact that it is not appropriate to be late" (US4S1).

An MC shared a similar experience in another community where they had to change their protocol to adapt to the community leader's culturally-based preferences (US4E).

During the initial contact they develop a joint understanding of the concern, problem or goal that needs to be *worked through together*.

> ST: "But what I think is important is that comfort that he can trust you with his problem. You listen and you put him at ease. From there you do your research and you try to solve the problem, but many of them have a burning need to tell someone '*wat so swaar op hulle harte druk'* (what is bothering them so badly)" (UW2S1).

The ST listens, observes and explores the problem or issue presented to them. They interpret information as they receive it and use it later to do research or brainstorm possible solutions. In this relationship the CM fulfils the role of information source and interprets his or her own perspective about it. Their contribution to the process was valued by the STs and considered important to identify a need or confirm a goal that the CO set for them.

> ST: "[W]e asked her specific questions about her business, her finances and we asked her out about how did the business come about in with what projects she is busy and what she aims to do and of course her goals…and there was never a time that we felt that she didn't want to talk to us, help us or participate in the conversation" (UM1S2).

Information from the CM was supported by the perspectives which the COR shared with the students.

ST: "We spoke to [the professional] about the problems in the community and asked where we can assist. She explained to us that the volunteers had a lack of basic knowledge about [some of the conditions they had to deal with]" (US5S6)

In exchange the ST processes the information through brainstorming with peers, doing academic research on the issue, *applies tacit and theoretical knowledge* in a customised way to fit the problem or concern, and develop viable options or products (social commodities).

ST: "The assignment was that we had to design activities for them that were sort of more marketable because they have a problem with funding and the new activities were supposed to bring in more funds (UM1S1)

STs are creative and innovative in their approach.

I referred to the communication and relationships among students earlier as a condition for successful interchange. In this cyclic interaction the relationship between STs working in a team is also important as personality clashes, cultural differences and personal preconceptions can hinder successful collaboration, as this student confessed:

ST: "Sometimes I have a strong mind of my own and I have a picture in mind what I would like to do and what I decide will work. I find it difficult to accept if other people then don't feel the same or pursue it with the same passion as I do. I think in future I should articulate my planning better and explain it so everyone in the group can think about it and decide together on a plan of action, as it would then be easier to keep to it" (US5S1).

The STs who worked with this person did not resent her strong leadership. They accepted her and took the role of followers. The preparation of the MC in this case was proactive as he did a session with them about personality types before the practical work in the community practicum started.

A student who worked with a good friend as her partner said they talked about the project all the time and explained the process they followed:

ST: "We are basically two people in a group at the first decided about what theory has bearing on the assignment. Then we looked at what she is doing and now we have sort of combine that and now we are going to figure out what we think she

may be able to do. So when we hand the assignment in, then we will go back to her and give her some feedback on what we have done. We will also advise her how to implement the suggestions that we have made" (UM1S2).

Apart from demonstrating the good relationship between these students, the moving back and forth is clearly articulated in this quote.

The CM and COR are consulted throughout the process of cyclic contact with the site. STs explanation of their process during interviews indicated that it started with information gathering, doing research, and brainstorming solutions. The sentence "we came up with ..." was used in most student interviews or reflections. In some COs the goal is more clearly articulated than in others.

"We started off our project with nothing to work with since apparently the previous group did not understand what was expected of them. Even our project organiser did not know what to expect from us or what she needed to do to help out on the organisation" (US5S5).

Clearly articulated goals enable STs to focus better on the goals and come up with possible solutions more quickly and more efficiently. Students are enabled to come up with options for the achievement of a particular goal or need. They present their work to the community actors. This provides the opportunity for the community actors to *make informed choices together* with the STs. If the options are not viable, the STs will use the *feedback to reprocess the new information* and going through a similar cycle of processing and production. The following excerpt from a student reflection is a good example of how a process progresses:

"In terms of our project, we were assigned to capacity building of the [CO] employees. The previous group identified certain needs of the employees by means of a needs assessment and we had to implement one of these needs. They identified Group Therapy Sessions as a need and we decided it was something very important that we could implement. We decided to call it Group Discussion Sessions, where the employees would use it as a chance to reflect and share their experiences with the group and learn from each other's experiences. I did some research on methods of structured group discussions, this was vital because we wanted to set up something that would as be efficient as possible. We then discussed all our ideas with management where they shared with us what they felt

would work better and guided us into a better direction. This was very helpful and important to us as we were able to take a correct direction in the beginning of the block already which helped us to use our time effectively. We then set up resources in terms of manuals and posters that contained instructions to be followed for structured reflection" (US5S8).

Students respond to a clear indication of the need, add their interpretation and do research on the issue at hand. The consultation with the CO is evident and was supportive in giving direction to their action. As stated earlier, scholarly service as application of knowledge is associated with meaningful tasks, growth and the acquisition of skills. An important property of working together is therefore *reciprocal learning*.

Students expressed explicit learning from interaction with both the CMs and the CORs, while the community actors acknowledge the fresh ideas and new methodologies that STs bring into the normal practice at the CO.

"I think we tried to integrate knowledge gained in class into something practical. For instance, we know theoretically everything there is to know about [an aspect of the field of knowledge] but the [CMs] know mostly the practical aspects of [treating the condition of a] person, for example if the person acts in a certain way on a certain day how to react and to reassure the person and put them at ease. The [CMs] taught us a couple of skills which are not in our literature. In other words we both learned from each other's experiences. This reinforced our understanding and knowledge of the work" (US5S5).

What was evident is the learning of the student and the long-term impact it might have on his future as professional person in society.

One of the continuous actions in the process is **performing on-track verifications** about the direction of the process by the MC and the COR. The perspectives of a COR and a ST are reflected in the comments below. Throughout the process the actors sanction and monitor each other's actions, ensuring that the process remains on track.

COR: "In the community they are more focused on what the community can get out [gain] and not what students get out. I saw this in one of the communities - people wanted work because they are unemployed and then the students need to

sit down with them and clarify what they can and can't do. The community often have unrealistic expectations" (CS4M7).

ST: "Management gave us open, honest and building criticism at the final feedback session of our project. I feel that was very necessary in order to build us up into better people. They told us what they would have preferred in terms of the layout of the discussion session and they also clarified some ambiguity that existed in the instructions. We accepted this openly and realised if they had not asked and criticised the way they did with us, we would have never picked up the flaws that existed in our project. This was also a good opportunity for us to learn from more experienced people" (US5S8).

The MC detects and manages unintended outcomes.

"In many cases their contribution is in line what they have learned in class and a practical application of that. My input is not always the same. It depends on the type of community we are working with. The one option is applying knowledge as it is and in other cases one needs adapting to what you have. I give marks for creativity and ideas that are generated. That is those things you will not find in a text book" (UM1E).

These outcomes may constitute new knowledge that is generated through the creativity of students or their challenging of existing theories through their practical experience at the site. STs might also move beyond the set parameters of their tasks which would then require a judgement call by the MC on the appropriateness of the particular tasks.

The MC additionally monitors the flux in quality of student performance in the community setting, which is often the result of personal issues or lack of motivation.

"You can do a placement from this side but I have done student placements that fit in well with the organisation at that stage and then something happens in the life of the student that causes them not to work as hard as expected of them" (UO3E).

In turn, the COR monitors and encourages community participation in the process by giving them a voice in the direction of community projects.

COR: "I feel that they sense what will work and what won't work and that is why I feel that we should listen to what they say" (CS4M7).

This ensures the capacity building of CMs to express their values rather than apathetically going with the flow. A CM's perspective clarifies the principle:

CM: "If we work as a team, we have this sort it out right there and then. It's not really necessary to talk about it a lot. We believe that if you say you are going to do something, then you have to do it. In this community it is a big problem if you do not do what you say you going to do. We are very strict on the students as far as that is concerned, as we run into the danger to loose the trust of the community" (CS4C1).

STs also verify their peers' actions in some modules as part of the structure of the module. In such a module students work in blocks of X number of weeks, where one ST group is required to follow up on another group's actions or process.

"[The] students of block two [who did the planning] become the watchdogs that check on the students that are implementing. They would check on specific recommendation and enquire why they don't hear anything about the specifics of their planning" (US4E).

This brings in a different dynamic to the process, as they are allowed to differ from one another on their perspectives about the community where they are working.

6.3.4   Assessing change and opportunities

Every cyclic interchange period (be it a semester or a year) is characterised by an assessment of the change incurred and opportunities created through the interchange for all actors involved. It embodies what was gained and lives on after the interchange has taken place. As a consequence of the other three processes, a constant reviewing of stakeholder benefits or unmet expectations is necessary. From an MCs perspective:

"The recipient must show change and growth and must be satisfied with the service. It is also primarily what the assessment is about when we sit together and reflect on the work. We do not talk about the partnership and whether that is

working, we talk about how the recipients benefited from the intervention" (UO3E).

The term evaluation does not match this description because evaluation is often interpreted as a singular action. In this case the assessment is formative and occurs throughout the process and in some cases culminates in an evaluation process and constant report backs. Report back is cumulative, building on prior mistakes, changed expectations and unmet needs.

CORs reported specific outcomes and some of the most common responses were the fresh ideas, theoretical perspectives and outsider observations that STs brought to the table.

> COR: "Like I said, some of the products that they have come up are really beneficial. It has brought a breath of fresh air and new things that made us think sometimes differently" (CS5M4).

Adding value to existing practices was widely acknowledged when students did projects within the parameters of the organisation, but adding value by doing things they would not be able to find the time for or obtain the necessary skills to do. A COR assessed an art project at their organisation as follows:

> COR: "We received a lot of interest from all players from outside, for example, the frames of the pictures, and in the end it didn't cost us anything. We received donations from everything. The students did this project as part of their study field, and in actual fact we had nothing to do with it and it wasn't really part of our normal day-to-day activities" (CM1M6).

The following COR felt strongly about the service she offers to the university and found more fulfilment in seeing students grow than acknowledging their service, but said the following:

> COR: "It is also good for us to have contact with the University and to have access to the University resources because we do get new insights and new knowledge as we move along with them ... so it really helps me to keep up with the profession as well. I think it is an interchange in some way" (CO3M8).

More than one COR acknowledged the access to university resources and keeping in touch with the developments of their profession.

A community leader was very positive about the impact on the community.

> CM: "It is great that we know the kids are kept busy constructively and can express themselves through the dancing or art. What they do is that they opened a certain sense of creativity for the children" (CS4C2).

Most students reflected in a structured way on their personal growth, attitude change (positive or negative) about the exposure to community life different from their own and the lessons they learn from it.

> ST: "So when we started with this project my eyes really went wide open for things that I never see or noticed before or understood or really had an awareness about it" (UM1S2)

Cognitively the overwhelming feedback was the linking of theory and practice, and making the connection about how theory can be applied to practice and how practice feeds back into theory.

> "So I guess what I'm trying to say is that it's very important to be exposed to real cases, because that's the only way that one really learns how to apply theory in practice" (UW2S2).

No STs completely denigrated the experience, although some of them saw less benefit than others. One of the issues that surfaced strongly was the challenge of balancing community work with other requirements of a module or a programme. One student articulated the collective feeling:

> ST: "The workload is very high. To a certain extent I think it's a good thing because it gives us some practice of what we can expect one day when we practice ourselves. And when I say this I mean the practical part of the course. Normally we just had to deal with the theoretical part whenever we have the time. So when you work hard in your practical work, it really takes away your life completely" (UO3S1).

The four actor groupings saw themselves as stakeholders of this interchange process on micro-level, but acknowledged their bigger context as the university, the organisation and the community they live and work in as additional stakeholders. Because of the differentiation in

goals that are complementary to one another, each actor group assess the change in themselves or their goals and the opportunities that were generated in the process.

Reflection, verbally and in writing, is used to assess successes and failures. Opportunities are calculated from success, and failures are used to learn from for future actions. Feedback from the community actors and STs provided feedback on gains or unmet needs.

> COR: "I have told them at the University that it is difficult for me to let them do community work. At one stage I had an idea of community project where the students could offer them some leisure activities, because all they do is smoke in between their activities. For example, I thought it would be a good idea to get the Department of Sport from the University to offer them sports and recreation, but it never realised" (CO3M8).

This is a suggestion for interdisciplinary work which has not been realised, despite the request from the COR. This type of feedback feeds into the future action planning, which will culminate in designing more sustainable processes in the subsequent cycle. During assessments and reflections suggestions are made to the MC to revisit the structure of the engagement.

> MC: "I am looking at the possibility of extending the interaction for a longer period of time. I find in the second semester the students' focus is not what it should be, because the second semester is normally very rushed. The students are less focused and more rushed in the second semester and that is one of the challenges and the constraints that I need to address" (UM1E).

Success becomes the grounding to strengthen existing value-adding processes and continue with them in the following cyclical period. This is determined by evaluating the viability of outcome achievement. Community actors' input is valued when assessments are made. I challenged this CM about their measurement of the input of students.

> CM: "To be honest with you we have never done an assessment of what impact it had on the children. What is important to me, though, is to know that the children to go to these activities and they get the opportunity to develop new interests. My feeling is that if these activities are not worthwhile to them, then they will not attend them again tomorrow. So what I'm saying to you is that I measure the

success of the activities on their responses of the children to the programme" (CS4C2).

I triangulated this with the MC and she assured me that they have a record of each child and that their progress is measured through individual goal achievement for each child that participates.

When a particular project's goals have been reached or a concern has been addressed successfully, new ideas are brainstormed to determine if further common ground can be developed or whether the relationship should be terminated. MCs would revisit a particular organisational placement at least every year or semester to ascertain whether the CO wants to continue the relationship.

In aligning future actions, challenges are expressed and future practice is aligned with the review process outcomes.

> ST: "I think they did not learn how to learn. They do not know the basics of the dividing and I had to use the cake picture to explain to them how one would provide something in maths" (UG student feedback, 28 April)

Many lessons are learned and new insights that have been developed are integrated into future planning. The final action in each cycle is the decision to end or renew agreements.

This discussion was aimed at the theoretical analysis of the interchange process as substantiated by data expressing the views of the respondents in the research process. In the next section I transfer the analysis to the main findings of the empirical study.

6.4   MAIN FINDINGS OF THE EMPIRICAL STUDY

I have explored a theoretical grounding for the scholarly-based service-related activities of academic staff and students in the micro-context of an experiential learning curricular structure at Stellenbosch University. I renamed the phenomenon as 'scholarly service activities'. My main finding is that scholarly service actions and subsequent processes in this context can best be viewed and evaluated through the substantive theory of the cyclical interchange of social commodities as was generated through a grounded theory methodology. The supporting findings are indicated below.

### 6.4.1 The reciprocation of scholarly and community service

The concept of scholarly service activities emerged from the data pointing to the application and advancement of academic knowledge in practice in concert with tacit knowledge to address community-based problems and concerns. These actions are closely related to engaged scholarship, as noted by McNall *et al.* (2009). A diversion from the idea that engaged scholarship is the doing of engagement, evolved from the notion that scholarly service is reliant on the availability of community-related information, participation and practical knowledge constituting community service, meaning the service provided by the community through their engagement focused mainly on facilitating student learning.

6.4.2 Cyclical interchange by agreement

In curricular context this reciprocation is characterised by giving and taking between university and community actors occurring in cycles of contact between them under favourable conditions through negotiation, agreement and mediation within a cyclical collaborative process, here called cyclical interchange (see figure 15). Reciprocity is reliant on the quality of these agreements and this mediation.

6.4.3 Exchange of social commodities

Service is the centre point of the interchange and all actors contribute to the process through service and the offering of their social commodities, which were defined as tangible and intangible products of exchange that constitute a benefit to the benefactor and beneficiary, which are in essence revolving roles. Figure 15 depicts this process and reflects the quintessential commodities generated and received by each actor group.
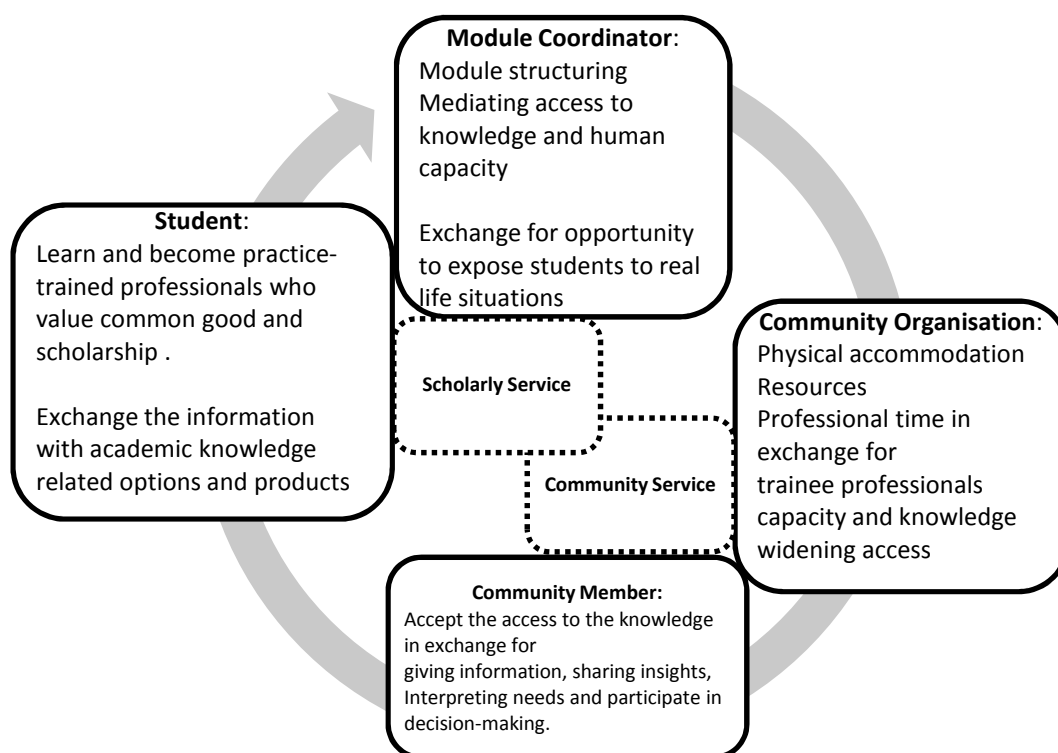
Figure 15: Exchange of social commodities

The *module coordinator's* scholarly service actions manifest through curricular structuring and by mediating the accessibility of academic knowledge and student human capacity for the community and by exposing students to real-life situations.

The *community organisation* offers the practical experience and time of their professionals, physical accommodation and resources to students as reciprocating service to the university, while widening the community members' access to the services of trainee professionals and the knowledge they bring to the table.

The participating *community members* accept the access to the knowledge and contribute to the development of enabling activities and products through giving information, sharing insight, interpreting community needs and participate in decision-making.

Students translate the information into academic knowledge related options (programmes) and products that benefit the community and community organisation. The student learns through this process, which constitutes the service they receive in the community setting. Student attitudinal changes indicated the development of an awareness among them of their role as future citizens in society. They are enabled to become practice-trained professionals

who value the common good of society and the opportunity to develop their own scholarship through the practice of scholarly service actions.

6.4.4   Knowledge creation through scholarly service activities

Service as a construct in this context is defined and specified by the property of 'scholarly', which is equated with the application of disciplinary knowledge as posited by other scholars (Boyer, 1990; Macfarlane, 2007; McNall *et al*., 2009). Module coordinators integrate their scholarship of teaching with engagement as they innovatively expand experiential learning theories into practice, culminating in new forms of knowledge transfer and access. They further demonstrate scholarship by steering, in a trans-disciplinary way, the integration of all forms of knowledge in the unfolding process. These forms of knowledge emerged as community wisdom, and the practical know-how of practitioners being merged and exchanged with STs' knowledge. Students critically synthesise their tacit knowledge creatively with codified knowledge to produce customised social commodities. They use methodologies such as information gathering, brainstorming ideas, presenting them in new forms and test them in real-life situations to produce the social outcomes that are customised to the specific community context. This type of knowledge creation was earlier referred to as 'useful knowledge', meaning the knowledge is socially accountable in the context in which it is generated (Kraak, 2000).

On the basis of these findings, the key concepts that emanated were elucidated. However, in order to answer the research question, a theoretical framework was developed to provide the theoretical grounding for scholarly service processes was envisaged in the purpose of the study.

6.5   A THEORETICAL FRAMEWORK FOR SCHOLARLY SERVICE PROCESSES

The empirical findings above culminate in the design of a conceptual structure that provides the components of the theoretical framework for scholarly-based service-related actions and subsequently processes. The framework provides an understanding of the concurrent processes linked to a curriculum based on experiential learning theories. At the same time the answering of the research question is addressed. Figure 16 positions the theoretical framework within the cascaded context within which it was developed through the study and on which it will impact. In this section I explain how this theoretical framework contributes

to a better understanding of the scholarly service processes that take place through engagement with community actors in an experiential learning context.
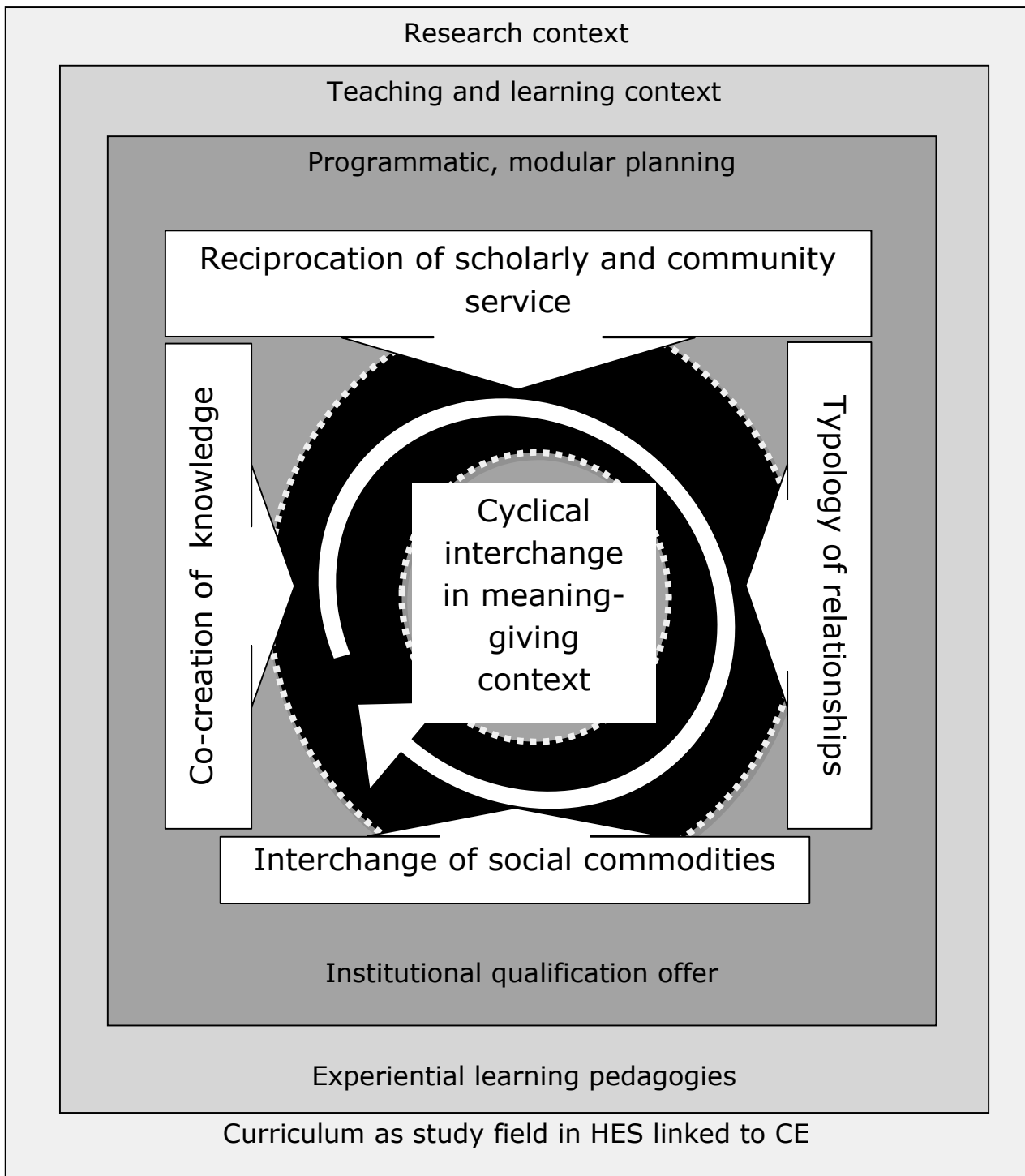
6.5.1   The theoretical framework

The theoretical framework consists of four interrelated concepts that define the main phenomenon of cyclical interchange (Figure 16), namely scholarly and community service, agreement-based relationships, social commodities and co-creation of useful knowledge. This interchange takes place in close relation with the concurrent meaning-giving contexts of the community and the student's learning process. The meaning-giving context in the centre of the figure is closely linked to the meaning-giving context of communities in general in society. The context is viewed as meaning-giving as it refers to the life experiences of the people who acquire meaning in the context within which past and present events, ideas and objects (including any developmental-related action) are interconnected. This context is constantly in flux, caused by the constant influence of parts on each other as they interact and the boundaries between the parts and the whole are blurred (Kotzé & Kotzé, 2008). The meaning-giving context of interchange consists of the meanings that are developed through the interchange process by actors reflectively or together with other actors. The assumption is that people can and do think about their actions rather than merely responding to stimuli is aligned with the formal theory of symbolic interactionism which "assumes society, reality, and self are constructed through interaction" reliant on language and communication (Charmaz, 2006:7).

On curricular level the meaning-giving context is dependent on favourable conditions for interchange, namely the reciprocation of scholarly and community service. This implies the reciprocal interchange of community assets for scholarly assets in the cyclical process of giving and receiving.

When the student or staff member interacts with community actors, an interchange of social commodities takes place within a typology of strategic relationships that may vary in intensity, commitment and length. These relationships may be labelled as *ad hoc* contacts, agreements, collaborations or partnerships depending on the meaning associated with them. What is different about these relationships is that they are not linear and neatly fitted into phases. In the meaning-giving context they are constantly fluctuating. The social commodities take on different forms, which may be tangible or intangible depending on the meanings that are developed during the interchange. The overarching attributes of social

commodities are their relation to student learning and development as well as their enhancing of current practice in community organisations and creating an enabling environment for community members. As consequence of the interchange, useful knowledge is co-created through the application of codified, implicit (professional know-how) and tacit knowledge, culminating in new custom-made knowledge in the context where it is developed.

The application of this framework potentially impacts on three spheres of the context in which it was developed. The first is the direct link with programme and modular planning and subsequent qualification offerings in HE institutions. This framework provides insight into the value of a community-based environment as bridging the gap between theory and practice, but concurrently developing the student's professional persona and laying the foundation for future scholarship and citizenship. It further provides an understanding of the underlying processes that occur concurrently with classroom teaching and the responsibilities that accompany the utilisation of community assets for teaching and learning purposes.

Research context

Teaching and learning context

Programmatic, modular planning

Reciprocation of scholarly and community service

Co-creation of knowledge

Cyclical interchange in meaning-giving context

Typology of relationships

Interchange of social commodities

Institutional qualification offer

Experiential learning pedagogies

Curriculum as study field in HES linked to CE

Figure 16: Theoretical framework for scholarly service processes

The second sphere, closely linked to the first, is that of the broader teaching and learning context. This framework provides a theoretical grounding for the actions of the 'silent partner' experience in experiential learning methodologies. Experience cannot occur in a vacuum. It is dependent on the processes that take place outside the classroom in a different learning space. Regarding experience as the interchange processes opens up a new approach to it. In this approach there is sensitivity to conditions and relationships conducive to and as prerequisite for facilitating relevant experience.

The third sphere relates to the curriculum as HE studies theme. The framework illuminates the importance of studying the curriculum in a theoretically accountable manner. In addition it illuminates the link between CE and curriculum studies.

6.5.2 Answering the research questions

In relation to the framework, I interrogate the research questions to ascertain whether they have been answered. The research question of this study was: What are the underlying theory(ies) through which scholarly-based service-related actions (as the main phenomenon which I changed to scholarly service actions based on the data analysis) can be viewed, understood, analysed and evaluated at Stellenbosch University? The substantive theory and the theoretical framework as outcomes of the study discussed above provided such a lens, while indicating the contexts in which this framework may be useful.

The sub-questions were answered as follows:

- What do staff, students and community partners understand under the term "service"? The understanding of service was explicated by defining its properties in this context culminating in the concepts of scholarly service and community service in their newly developed meaning.

- What meanings and actions are developed through this understanding of service in terms of change and 'opportunities'? The concept of reciprocation of scholarly and community service indicated the dynamic between the two concepts as a condition for interchange. The formative assessment process in the interchange framework provided insight into how this change and these opportunities are valued and taken forward, while the concept of social commodities represents the tangible and intangible benefit to all actors involved.

- What meanings are developed jointly and separately when scholarly-based service activities take place? The meaning-giving context is central to the interchange process.

The comprehensive analysis provided a better understanding of the underlying meanings in each of the connected processes of interchange.

- Which processes emanate from these joint meanings? The two concurrent processes of meaning-making and interaction were identified as underlying to interchange. The cyclical character of the interchange process was identified as a direct result of the meaning-giving context where university actors come and go.

- What are the key outcomes of developed meanings? Embedded in the interchange process is the formative assessment of outcomes to ensure reciprocation of scholarly and community services. The most important outcome was the creation of useful contextual knowledge and the long-term impact on students in becoming trained professionals.

6.6 SUMMARY

In this chapter I analysed, interpreted and presented the data in new ways. I used the open codes and focused codes of the emerging themes to revisit the sensitising concepts, which led me to discard of some core categories and generate new ones. The core categories that emerged were analysed and described. Together with the themes generated in Chapter 5, I was able to draw up a preliminary framework from the data which presupposed the conceptualisation of the theory. I then did a comprehensive theoretical analysis of the interdependent processes of the emerging theory, substantiated by the categories and sub-categories as well as giving a voice to the multiple perspectives of the respondents by quoting their own words. The main finding of the study emerged as a substantive theory that embodies the underlying theory for micro-level curriculum-based scholarly service activities. These activities may be theoretically grounded by the cyclical interchange of social commodities theory which involves the four actor groupings, namely module coordinators, students, community organisation representatives and community members. I conclude the chapter by presenting the theoretical framework I developed from the substantive theory in its context and explain how the research questions were addressed and answered. In Chapter 7 I discuss the implication of this study for future research and practice.

Chapter 7

IMPLICATIONS OF THE STUDY

7.1   INTRODUCTION

In this chapter I reflect critically on the study as a whole and the implications for future studies and practice. I first reflect on the journey I embarked upon through this study and how it changed my perspectives about HE and CE. Building on the theoretical framework I developed in Chapter 6, I discuss the implications of the study for HE studies, CE and SU. Some interesting parallels to, and contradictions of, the current theory, conceptual frameworks and practice that emanated from the study are illuminated. Finally, in my concluding remarks I briefly reflect on the significance of this study for future research and practice.

7.2   PERSONAL REFLECTION AS RESEARCHER

Linda Chisholm (2000) refers to the inner (abstract) journey that occurs concurrent with the external physical journey to unfamiliar places (Chisholm, 2000). The inner journey I found out often led to unfamiliar spaces and posed challenges one had never encountered before. I embarked upon this study at a late stage of my career and I am probably much older than the average PhD student. A long history of working in communities in different capacities earns one the label of an experienced practitioner, but in-depth theorising about that practice was a skill that was much more difficult to master for a novice. It indeed led me to perhaps less unfamiliar places, but most definitely to very unfamiliar and challenging spaces.

For the design of this research I chose one where the role of the researcher was instrumental in sustaining the epistemological coherence of the research, as described earlier. I contended that the researcher is the human instrument who needs to be responsive and adaptive to the generation and analysis of data. To be able to understand the research data, it may be generated through different forms of interaction (observation and interpretation) and communication (verbal and non-verbal) (Babbie & Mouton, 2007). Looking back, I realise that although it appears clinical and straightforward, interaction is unique in every context and the people who are involved interact with the distinctive emotions, values and baggage they bring with them. "Reflexivity is the process of reflecting critically on the self as

researcher" (Lincoln & Guba, 2000:183), but as noted earlier, reflexivity can be a messy business as one brings many selves into the research process, the research, the social and the historical self.

Reflexivity I told myself is not so difficult if one is brutally honest about the 'self' and that worked well when using reflexivity in the research process, as outlined in Chapter 4. As someone who could be labelled as valuing being in control, I realised this was something I had never done before. I was going to use a research methodology where you do not know what the end result would be, as it emerges only gradually from the data that. I had to trust the testimonies of researchers who had used grounded theory before and testified that it would work (Charmaz, 2006; Bowen, 2005). This kept me motivated as the process of the study unfolded; my excitement about what the data presented mounted and the end product amazed me completely. In retrospect that was the sole force that encouraged me to persist.

Looking back I realise that this experience has changed my approach to research as just a clinical process, developed my confidence to let go of control, and deepened my understanding of CE on macro- and micro-level. The most important lesson I have learned is never to take anything that happens in a process for granted, or labelling it before ascertaining that the label actually represents it. I realised practitioners and researchers should be sensitive to changes in the society where we work, as a constant change of meaning occurs as people interact influencing those involved, which creates fluidity in interpretations and which need repeated re-visitation. We tend to underestimate the people who are not part of the university in the knowledge-creation process by weighing indigenous knowledge against codified knowledge, while we forget that without testing our codified knowledge, it would remain isolated from society or could do more harm than good. In the context of my study I learnt some valuable lessons.

- In service-learning a theoretical grounding for service is just as important as it is for learning. Accountability to the community is equally important as to our students.

- Service has multiple meanings and dimensions which need elucidating in the context that the term is used. One of those meanings transpired through the notion that community service is not simply service to the community, but also the community's service to the university.

- Partnership is a loaded concept and prescriptive, and should thus be used more carefully in collaborative connections, taking into account its dimensional relation to agreement,

cooperation and collaboration. It tends to be prescriptive, phased linearly and does not account for the complexities of community dynamics.

- Planning a curriculum to be conducive to community work is much more complicated than what it is perceived to be. Considering the implications for both students and the community, they need to be acknowledged through their input in the planning of such a curriculum before it is submitted for approval in an academic programme.

- Postgraduate research modules were not involved in this study, but in retrospect I realised that the substantive theory and theoretical framework I developed might equally serve as a grounding for community-based research that includes postgraduate scholarly service activities.

This has been an enriching experience in both my inner and external journey during this study.

7.3   IMPLICATIONS FOR HIGHER EDUCATION STUDIES

In Chapter 2 I argued that CE is evolving as a noteworthy sub-theme of HES, following other studies illuminating community connections as a possible sub-field (Tight, 2003; 2004; Bitzer & Wilkinson, 2009). In this study the importance of CE as a possible sub-field were closely linked to the gradual prominence of CE as third function of universities and its relation to transformation of the HE system globally, which constitutes a macro-level perspective. The role of universities in society and the way in which the three functions are affected individually and in relation to one another has come under renewed scrutiny by this transformation and advocacy of other modes of knowledge (Gibbons, 1994), a reconsideration of the nature of scholarship (Boyer, 1990; Peters & Olsen, 2005) and deliberative teaching and learning (Waghid, 2008b).

What emanated from the study are the macro- and micro-levels of the HE system as well as HES and the relation between them. Looking critically at the themes of HES as depicted in Chapter 2, one can distinguish system quality, policy, transformation and institutional management as macro-level structural and managerial issues, while teaching and learning, student experience and course/curriculum design might be more focused on the micro-operational level. If the rhetoric of the macro-level discourse does not find its way into practical application on a micro-level, it would be senseless even to engage in discursive argumentation on the role to be played by a university in society. This role of a university

encompasses the practice of critical reasoning, being agents of social justice by taking action to alleviate conditions that lead to suffering by vulnerable people by widening the reach of universities beyond the boundaries of the institution, as suggested earlier (Waghid, 2008b:20-22). My study illuminated the complexities of practising scholarly service activities in a community setting in the quest for social justice. At the same time it was demonstrated how useful knowledge emerged from meaningful interchange between actors. What happens between actors as depicted in this study reaches further than just the curricular level, as it is embedded in a much wider institutional and departmental undertaking.

The importance and impact of macro-structures on the implementation of the experiential learning-based curriculum emerged. It became evident that, if engagement on a micro-level includes curricular work, a fresh look at curriculum structuring is needed to find a balance between teaching students theory, and developing them professionally as role-players and scholars. Macfarlane (2007) states that scholarship and service are interlinked as they relate to citizenship (Macfarlane, 2007), an aspect which is equally important when developing students as citizens. Cultivating the citizenship of students is valued as service-learning theory is premised on the development of social responsibility in students, together with academic learning and service (HEQC/CHE, 2006), underscoring the multi-level development of students in the curriculum structuring. Two prominent issues surfaced in the exchange between university and community in a curricular context. The one was the dilemma of curriculum structure and the second was incorporating service theory into learning theory:

- Facilitating learning through exposing students to real-life practice is an alternative approach to class-room facilitation through interactive teaching. The educator modelling practice is exchanged for practitioner role models and access to the people in society who interact with those practitioners. Community actors are forced to align their availability to programme requirements, resulting in fragmented scholarly inputs in community programmes and even putting pressure on organisational routine and functions.

- Module coordinators are pressured by the academic programme system to leave theoretical content of programmes unchanged, while at the same time endeavouring to incorporate community-based work into the curriculum. This puts immense pressure on students to perform on both levels. The need to fill "their minds with facts" becomes a barrier to creating new applied knowledge and allowing them to become 'scholars' in their

field of study or "making their minds" (Fehl, 1962) which refers to rather building their skills capacity within their knowledge instead of just transferring codified knowledge.

In HES there needs to be a renewed awareness of the importance of micro-level research, not only to improve micro-level practice, but to inform macro-level system components in a bottom-up manner. Outcomes-based curriculum structuring of experiential learning programmes that are community based are here to stay in the face of the renewed upsurge of attention to the social responsibility of HE in society. This type of teaching and learning needs to be incorporated into the sub-field of curriculum design for HES to remain relevant. Experiential learning theory need coupling with service theory, as demonstrated in this study. Only focusing on student learning through experience, as depicted by Kolb (1984), may result in an extractional engagement practice (Barnett, 2003) which produce students who move into community spaces as experts, negating the multiple realities prevalent in community processes.

Service as a central construct is currently researched predominantly as an inward-looking enquiry (Macfarlane, 2007). It needs to be extended to include an outward-looking enquiry with the purpose of refining the theoretical grounding for community-related relationships and responsibilities.

7.4 IMPLICATIONS FOR COMMUNITY ENGAGEMENT

For community engagement I see three implications emanating from this study. One: it should strengthen its role as bridge between society and universities. Two: student service and scholarship development should be closely linked by valuing student scholarly work more. Three: CE should be conceptually and theoretically developed as a sub-field of HES, starting with clarifying the current key concepts.

In linking CE to HE I made the statement that CE can become a bridge between society and institutions of higher learning, which has an impact on the philosophy of education, how knowledge is generated, and how it is applied and shared through curriculum development. A substantive theory emerged through my study which could create an avenue to the practice of the African philosophy of education as propounded by Waghid (2004) earlier in the text. In practising scholarly service, the features of reasonableness (the tolerance for different rationalities than one's own), moral maturity (caring for the well-being of others) and deliberative dialogue (listening to all the voices in agreement or disagreement) can be developed in students as early as on the exit level during their undergraduate studies. These

features were demonstrated by the actions of the actors involved in the interchange of social commodities. In CE there should be a constant quest to find avenues to realise HE as a transformative agent through its primary purpose by embodying education and prioritising the discovery, application and dissemination of knowledge in society.

What also transpired in this study is how students may be guided to become citizens of a democratic society not only by releasing them from their protected life bubble into interaction with a variety of actors in communities beyond the university, but also by guiding them in how to collaborate with other students and shifting their relationship from the 'I' to the 'we', as espoused in Dewey's philosophy of educational pragmatism (HEQC/CHE, 2006). When service is advocated as a virtue in academe, it is viewed solely as an internal service to others within the university arena (Macfarlane, 2007). The practice of scholarship of engagement is widely advocated with reference to scholarly service beyond the campus (Boyer, 1990). However, a paradigm shift towards broadening this view is to consider students as the scholars and practitioners of tomorrow who need more than the 'service' of educators to mentor them. Through this study it is apparent that students' service may be seen as scholarly, albeit with less experience and rigor driving it, and thus validating the notion of scholarly service activities. The lack of experience may be a concern but, as demonstrated in the study, their service may be supplemented by academic staff support. It is therefore not farfetched to deduce that the theoretical grounding developed in this study might inform future studies on scholarly service of academic staff members as well as emerging student scholars and practitioners.

The third implication for CE arising from this study is linked to its development as a sub-field of HES. What transpired through my study is the confusion caused by using concepts that are applicable to macro-level engagement in micro-level engagement. Partnerships proved to be one of those misused concepts. On macro-level universities do form partnerships with institutions in society, of which SU's partnership with the Department of Health and the Department of Defence are good examples. The partnership is based on a formally signed contract and meets the criteria of a partnership set out by Bowen (2005). An aspect of these contracts is a joint vision, an interdependence and a relative permanency. This study has shown that such partnerships are only potential ones built on agreements when it comes to relationships between actors of the university and community respectively. These agreements tend to have some of the characteristics of longer term relationships, but in a fluid constantly negotiated way. Furthermore, goals are different but complementary, which facilitates the

interchange of social commodities in a reciprocal way. What I argue for is a fresh look at what the character and function of those connections are in order to develop appropriate constructs and eventually concepts to conceptualise and theorise what is happening on grassroots level in community settings during engagement. My study has made a contribution to the theoretical understanding of these processes.

What also transpired is that partnerships are not equated with engagement. The efficiency and efficacy of achieving goals are the elements that strengthen agreements or end them. What might inform the character of agreements and collaborations is further study and exploration of the link between scholarly service in a broader context than curricular-based programmes and CE. It would be interesting to explore a theoretical grounding for academic staff engagement in scholarly service beyond the campus without involving students per se.

7.5   IMPLICATIONS FOR STELLENBOSCH UNIVERSITY

SU was chosen as a 'case' of an engaged institution for this study. In Chapter 3 I outlined how the institution fares in its quest to be an engaged institution. In my critical evaluation of the institution, I deduced that the SU had made progress in terms of its structural and enabling endeavours. Enough evidence was found to suggest that policy and practice shows coherence and progress is being made in becoming an engaged institution measured according to the criteria of Hollander *et al.* (2002) and my own developed framework on three levels. However, there were indications that the community voice was not included in those structures despite the reference to building partnerships in the CI policy (2009). There was also little evidence of investment of funding in external community structures to enhance learning opportunities for students. In Chapter 5 I introduced the university as the research setting by outlining the demography, the managerial structure and the programme and community settings of the research.

With this backdrop in mind, the implications of the study for the SU are evident on different levels:

- The first is the importance of investing in external sites to enhance student learning and the potential to initiate interdisciplinary work;

- the second is the importance of faculty and departmental reward and support in community-based learning initiatives;

- the third is the importance of integrating the community voice into university structures not only on council level, but on micro-collaborative level;

- and lastly, revisiting the meaning of constructs and concepts that are used in institutional practice of scholarly service activities. In the following paragraphs I elaborate on these implications.

Through the study I learned about how the partnership between the SU and the Department of Health created a health rehabilitation facility in one of the southern suburbs of Cape Town through which students of the Faculty of Health Sciences do their practical training. The SU employs the manager of the facility, while the government department maintains the rest of the facility. There was a significant difference in the relationship between the four actor groups at that particular site. The reference to the 'university' was positive and the community members were observably content and relaxed to be at a facility that was run by what they believed to be the 'university'. I received the most honest and open feedback on students' behaviour from the community members who volunteered or received service there. In this facility there was a clear footprint of the SU, while students worked in an established well-structured environment. What was lacking here was the absence of other disciplines in support of the rehabilitation. At some of the other sites where these students worked, there were at least two who needed more disciplines to offer their service, but did not manage to attain the service of the university departments cooperating with them. It is clear that a mechanism is needed to initiate multidisciplinary work at community sites.

Input of more than one discipline at a particular community site is closely related to the community voice through which such a new form of collaboration might be facilitated. It was clear that academic programmes were too structured to reciprocate the input of community site staff. Changes on that level may not be mediated on a departmental level and it appears necessary that a more central mechanism is needed to deliberate with community site actors together with departmental coordinators. Such deliberation may feed into the facilitation of the development of multidisciplinary work as well.

The importance of institutional support and its impact on the micro-level interactions at community sites featured as one of the necessary conditions for successful interchange in the theory I developed. The lack of support was strangely not experienced on a logistical level but on an attitudinal level. Departments who supported their staff who worked in communities expressed their gratitude and declared openly that they would not be able to do

the work without such support. Those who did not receive the support indicated their frustration and added that they would not persist if things did not change. This would be one of the issues that may be followed through by the central division to create better support mechanisms for academic staff in their faculties.

The last issue strongly relates to my own reflection and reference to the importance of clarifying concepts. The meaning of service must be clarified and incorporated into the understanding of CE. In clarifying concepts such as partnership, community service and scholarly service might enhance general CE practice in the institution and refine the key concepts in the community interaction policy. A start would be to consider the term collaboration instead of partnership unless a formal agreement is reached to become partners. The new meaning of community service as a deliberate acknowledgement of the community's contribution to university processes may contribute to further community goodwill and relationships.

7.6   CONCLUDING REMARKS

In conclusion I wish to briefly highlight some interesting parallels and differences to current theory and practice that were explicated in the study.

CE is currently entrenched in HES as part of the HES theme "HE and socio-cultural links/relationships/responsibilities" (Bitzer & Wilkinson, 2009:394). I argue that this theme should become CE as it will draw scholars from what I consider to be an international phenomenon in HE and a fast growing number of publications (Boyer, 1990; Bjarnason & Coldstream (eds.), 2003; MacFarlane, 2007; Lazarus, 2007). The implication is an expansion and enhancement of HE studies and research in its quest to become a discipline.

The experiential learning cycle as depicted by Kolb (1984) is often used as a theoretical grounding to understand the learning of students in community settings where reflection is a key component in bridging theory and practice (Astin & Sax, 1998; Kenny & Gallagher, 2002; HEQC/CHE, 2006). Curriculum restructuring is central to creating an environment conducive to community-based learning (Hefferman, 2001). Coupled with this parallel to current practice, the study illuminates the importance of considering the service implications together with structuring the learning experience.

The study opened up a renewed discourse on service as a construct that had been either researched as an inward-looking enquiry or implicitly embedded in CE and HE studies,

leading to ambiguity or negative interpretations of it as paternalistic and demeaning. Defining it with the specific attributes 'scholarly' and 'community' opened up new meanings and provided clarity on its relation to CE in HE.

At the same time conceptual ambiguity in CE specifically in terms of the concept of partnerships is illuminated and deconstructed. Current practice equates partnerships with engagement and engagement with service (CIC, 2005; UFS, 2006). The study proposes a less linear and prescriptive model for community-university relationships on micro-level and makes a clear distinction between relationship building, which points to the symbolic interaction, and the actual actions of engagement.

Finally, I hope that this study will provide more clarity on what actions take place in communities during service activities and in so doing provide direction for further studies on the topic. Furthermore, it should give academic staff who have embarked on the adventure of working in communities a better idea of the issues that are relevant to community work and avoid the pitfalls that were indicated through the different voices in the study. To other universities with similar structures, it may stimulate revisiting of their practice and their conceptual frameworks for CE.

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APPENDIX 1:

ETHICAL CLEARANCE LETTER

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

14 September 2009

Tel.: 021 - 808-2687
Enquiries: Sidney Engelbrecht
Email: sidney@sun.ac.za

Reference No. 226/2009

Ms A Smith-Tolken
Department of Curriculum Studies
University of Stellenbosch
STELLENBOSCH
7602

Ms A Smith-Tolken

APPLICATION FOR ETHICAL CLEARANCE

With regards to your application, I would like to inform you that the project, *Community engagement at a higher educational institution: Exploring a theoretical grounding for scholarly-based service-related processes*, has been approved on condition that:

1. The researcher/s remain within the procedures and protocols indicated in the proposal;
2. The researcher/s stay within the boundaries of applicable national legislation, institutional guidelines, and applicable standards of scientific rigor that are followed within this field of study and that
3. Any substantive changes to this research project should be brought to the attention of the Ethics Committee with a view to obtain ethical clearance for it.
4. The researcher will implement the foregoing suggestions to lower the ethical risk associated with the research.

We wish you success with your research activities.

Best regards

MRS. MARYKE HUNTER-HÜSSELMANN
Manager: Research Information & Strategy

Afdeling Navorsingsontwikkeling • Division of Research Development
Privaat Sak/Private Bag XI • 7602 Stellenbosch • Suid-Afrika/South Africa
Tel +27 21 808 9111 • Faks/Fax: +27 21 808 4537

APPENDIX 2:

CONSENT FORM

APPENDIX 3:

INSTEMMINGSVORM

STELLENBOSCH UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Title of research:

Community engagement at a higher education institution: Exploring a theoretical grounding for scholarly-based service-related processes.

You are asked to participate in a research study conducted by:

ANTOINETTE R. SMITH-TOLKEN,

Division for Community Interaction at Stellenbosch University. The results of this research will contribute to a PhD in Education by ms Smith-Tolken. You were selected as a possible participant in this study because you are part of a community interaction project managed by a department of this University which meets the criteria for selection for this study.

1. PURPOSE OF THE STUDY

The study is undertaken by the researcher after being involved in community service in higher education practice for the last ten years including the process of transformation of the community related function of the Stellenbosch University (SU). Through the experience of the researchers own teaching practice and that of the faculty members she trained, the lack of theoretical grounding to view, understand, analise and evaluate actions in the community (labelled as service) became evident.

The purpose of the study is subsequently to explore and develop the underlying theories through which scholarly-based service-related actions can be viewed, understood, analysed and evaluated through a grounded theory methodology in social science that generates theory from data, systematically gathered and analised through the research process.

The questions that will be explored by using unstructured interviewing methodology are the following:

- What do staff, students and community partners understand under the term "service"?
- What meanings and actions are developed through this understanding of service in terms of change and 'opportunities'?

- What meanings are developed jointly and separately when scholarly-based service activities take place?

- Which processes emanate from these joint meanings

- What are the key outcomes of developed meanings?

2. PROCEDURES

If you volunteer to participate in this study, the following will be done:

- The researcher will contact you by phone to schedule an appointment.
- The first contact will be to explain the content and purpose of the research and signing the appropriate permission forms.
- The next step would be to determine an appropriate time and place for the first interview.
- Each interview should not take longer than 45 minutes.
- If other interviews are needed, they will be scheduled in advance at the time indicated by you.

As this study focuses on meaning of service activities, there are no right and wrong answers in this research. Participants will be prompted to speak freely about their involvement in university-community projects focusing on their understanding of it.

3. POTENTIAL RISKS AND DISCOMFORTS

We do not forsee any discomfort by participants as community work is something that most participants are open and passionate about, even if negative experiences are discussed. If however you do feel there are subjects you wish not to discuss, please indicate it to the researcher and the subject will be dropped from the research. Any feeling of fatigue or boredom should also be made known as the study does not intend to cause any discomfort to the participants. If a specific time for an interview does not work out, a next one can be scheduled according to your preference.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The aim of the study is to make a contribution to the theoretical grounding of scholarly-based service-related activities of students and staff in communities with which they partner. *Scholarly-based service-related* processes are described as:

A series of actions by staff members and/or students of a higher education institution in collaboration with community members or representatives of community organisations which relate to the specialised field of the staff and/or students knowledge base, the core functions of the university, as well as the needs expressed by the said community members, culminating in a meaning making process over time. The assumption is that this collaboration is agreed upon by the participants.

The potential benefit for faculty members and students is a theoretical framework within which they can design future service-related activities in a community setting. Not only will the theoretical base improve their own critical reflection, but urge them to be more accountable in terms of embedding reciprocity in their actions. Community participants will benefit by a more clear understanding of what is envisaged when university students and staff engage with them, and in turn hold them accountable for their actions. This mutual benefit underscores the principles of engagement set by the institutions of higher education in general based on practice of community engagement.

5. PAYMENT FOR PARTICIPATION

No remuneration is included for participation and respondents will be asked to participate voluntarily.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of coding. Each participant will be coded by a project number with a person number in brackets e.g. site 1(1). Reference to any case will be coded accordingly in the text. This will ensure that neither the projects nor the sites are identifiable by the report back in the dissertation. The original data is stored on the researcher's personal computer that is protected by a pass word. The probable persons to whom the information will be disclosed, if necessary, are the two study leaders. It is however projected, that it will be the exception. The only reason for disclosure will be the validation of data used in the dissertation.

All interviews will be audio taped. These tapes and transcripts are stored on a hard drive of my computer and will be erased when the study is completed. The transcripts will be kept confidential as described above.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. It is however not anticipated that it should be necessary. When selecting a project, the researcher will ensure that all participants will cooperate before including the project as a case. If some of the parties in a project refuses to participate, the whole project will be withdrawn.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Investigator:

Antoinette Smith-Tolken, Deputy Director: Community Interaction, Luckhoff School Building, Banghoek Rd, Stellenbosch.

Telephone: 021-8083798; Cellphone: 0828817032

Study Leader:

Prof Eli Bitzer, Centre for Higher Education, Education Building, Ryneveld Street, Stellenbosch University.

Telephone: 021-8082297

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, feel free to contact Maléne Fouché: mfouche@sun.ac.za Unit for Research Development at Stellenbosch University. Telephone 021 808 4622.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to:

_____

[*me/the subject/the participant*]

by   Antoinette   Smith-Tolken   in   The   language   of   my   preference   namely _____

[*Afrikaans/English/Xhosa/other*]

and I am in command of this language or it was satisfactorily translated to me. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study   ☐

I hereby consent that the subject/participant may participate in this study.   ☐

I have been given a copy of this form.

_____   _____

Name of Subject/Participant   **Name of Legal Representative**

_____   _____

Signature of Participant or Legal Representative   Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to

_____[*name of the object/participant*]

and/or [his/her] representative _____ [*name of the representative*].
*[H*e/she] was encouraged and given ample time to ask me any questions. This conversation
was conducted in *Afrikaans/English* and no translator was used/this conversation.

_____   _____

Signature of Investigator   Date

STELLENBOSCH UNIVERSITEIT

INSTEMMING TOT DEELNAME AAN NAVORSING

Titel van navorsing

Gemeenskapsbetrokkenheid van 'n instelling vir hoëronderwys: Die ondersoek na 'n teoretiese begronding van akademies-gebaseerde diensverwante prosesse.

U word gevra om deel te neem aan 'n navorsingstudie wat uitgevoer word deur **Antoinette R. Smith-Tolken**, Afdeling vir Gemeenskapsinteraksie van die Universiteit Stellenbosch. Die resultate van hierdie navorsing sal bydra tot 'n PhD in Opvoedkunde deur Me Smith-Tolken.

U is gekies as 'n moontlike deelnemer aan hierdie studie, want u is deel van 'n gemeenskapsinteraksieprojek wat deur 'n departement van die Universiteit behartig word en wat voldoen aan die seleksiekriteria vir hierdie studie.

1. DOEL van DIE STUDIE

Die studie word onderneem deur die navorser wat die afgelope tien jaar betrokke is by gemeenskapsdiens in die hoëronderwyspraktyk, insluitende die proses van transformasie van die gemeenskapsverwante funksie van die Universiteit Stellenbosch (US). Uit die navorser se eie onderrigpraktyk en dié van die fakulteitslede wat deur haar opgelei word, het die gebrek aan 'n teoretiese begronding waaruit aksies in die gemeenskap (ook bekend as diens) beskou, verstaan, geanaliseer en gëevalueer kan word, duidelik na vore gekom. Die doel van hierdie studie is dus om 'n ondersoek na en ontwikkeling van die onderliggende teorieë te doen waardeur akademies-gebaseerde diensverwante aksies beoordeel, verstaan, geanaliseer en geëvalueer kan word. Dit sal ook gedoen word vanuit 'n sosiaal wetenskaplike teoreties-begronde metodiek wat teorie sal genereer uit data wat sistematies versamel en geanaliseer word deur die navorsingsproses. Die vrae wat tydens die ongestruktureerde onderhoudvoeringsmetodologie gebruik sal word, is die volgende:

- Wat verstaan personeel, studente en die gemeenskapsvennote onder die term "diens"?
- Watter betekenisse en aksies het uit hierdie begrip van diens ontwikkel in terme van verandering en "geleenthede"?
- Watter betekenisse is gesamentlik en afsonderlik ontwikkel tydens die uitvoering van akademies-gebaseerde diensaktiwiteite?
- Watter prosesse het ontstaan uit hierdie gesamentlike betekenisbegrippe?
- Wat is die kernuitkomste van die ontwikkelde betekenisbegrippe?

2. PROSEDURE

Sou u vrywillig deelneem aan hierdie studie, sal die volgende gedoen word:

- Die navorser sal u telefonies kontak om 'n afspraak te reël.
- Gedurende die eerste sessie sal die inhoud en doel van die navorsing bespreek en die toepaslike instemmingsvorms geteken word.
- Daarna sal 'n geskikte tyd en plek vir die eerste onderhoud vasgestel word.

- Onderhoude sal nie langer as 45 minute duur nie.
- Indien verdere onderhoude nodig is, sal dit op 'n tyd geskeduleer word wat deur u aangedui word.

Aangesien hierdie studie op die betekenisbegrip van diensaktiwiteite fokus, is daar nie regte en verkeerde antwoorde in hierdie navorsing nie. Deelnemers sal aangemoedig word om met vrymoedigheid oor hulle betrokkenheid by die Universiteit se gemeenskapsprojekte te praat en op hul verstaan daarvan te fokus.

3. POTENSIËLE RISIKO'S EN ONGEMAKLIKHEDE

Ons verwag nie dat daar enige ongemaklikhede by die deelnemers sal wees nie aangesien gemeenskapswerk iets is waaroor die meeste deelnemers openlik en passievol is, selfs al word negatiewe ervarings bespreek. Indien u egter voel dat daar enige onderwerp is wat u nie wil bespreek nie, lig asseblief die navorser daaroor in sodat dit van die navorsingsnavraag geskrap kan word. Kommunikeer ook enige gevoel van moegheid of verveling – ons wil geen vorm van ongemak by ons deelnemers veroorsaak nie. Indien 'n spesifieke tyd vir 'n onderhoud nie geleë is nie, kan dit na 'n meer gepaste tyd vir die deelnemer geskuif word.

4. POTENSIËLE VOORDELE VIR BETROKKENES EN/OF DIE GEMEENSKAP

Die doel van die studie is om 'n bydra te maak tot die teoretiese begronding van akademies-gebaseerde diensverwante aktiwiteite van studente en personeel in gemeenskappe waarmee venootskappe gesluit is. *Akademies-gebaseerde diensverwante prosesse* word beskryf as:

> *'n Reeks aktiwiteite deur personeellede en/of studente van 'n hoëronderwysinstelling in samewerking met gemeenskapslede of verteenwoordigers van gemeenskapsorganisasies wat verband hou met die spesialisveld van die personeel en/of studente se kennisbasis, die kerfunksies van die universiteit, sowel as die behoeftes uitgespreek deur die betrokke gemeenskapslede en wat mettertyd kulmineer in 'n proses van betekenismaking. Die aanname is dat die deelnemers hierdie samewerking met mekaar ooreengekom het.*

Die potensiële voordeel vir fakulteitslede en studente is 'n teoretiese raamwerk waarbinne toekomstige diensverwante aktiwiteite in 'n gemeenskapsopset ontwerp kan word. Nie net nie sal die teoretiese basis hul eie kritiese refleksie verbeter nie, maar dit sal hulle ook aanspoor om groter aanspreeklikheid te aanvaar vir die integrale wederkerigheid van hul aksies. Gemeenskapsdeelnemers sal baat by 'n beter begrip van wat verwag kan word wanneer universiteitstudente en -personeel by hulle betrokke raak en dat hulle op hulle beurt aanspreeklik gehou word vir hulle handelinge. Hierdie wedersydse voordeel onderstreep die beginsels wat in die algemeen deur die instellings van hoëronderwys gestel is en gebaseer is op die praktyk van gemeenskapsbetrokkenheid.

5. VERGOEDING VIR DEELNAME

Daar is geen vergoeding verbonde aan deelname nie en deelnemers word versoek om vrywillig deel te neem.

6. VERTROULIKHEID

Enige inligting wat met betrekking tot hierdie studie verkry is en wat met u geïdentifiseer kan word, sal vertroulik gehou word en sal slegs met u toestemming of indien vereis deur wetgewing openbaargemaak word. Vertroulikheid sal gehandhaaf word deur middel van

kodering. Elke deelnemer sal deur middel van 'n projeknommer met 'n persoonnommer in hakies, bv. site 1(1), gekodeer word. Verwysings na enige voorbeeld in die teks sal op dieselfde manier gekodeer word. Dit sal voorkom dat nòg die projekte, nòg die liggings geïdentifiseer word deur rapportering in die tesis. Die oorspronklike data sal op die navorser se persoonlike rekenaar gestoor en met 'n wagwoord beskerm word. Die moontlike persone aan wie die inligting bekendgemaak sal word, indien nodig, is die twee studieleiers. Die verwagting is dat dit by hoogste uitsondering sal gebeur. Die enigste rede vir sodanige bekendmaking kan wees om die geldigheid van die data in die tesis te bevestig.

Alle onderhoude sal op oudioband opgeneem word. Hierdie bande en die transkripsies sal op 'n harde skyf in die navorser se rekenaar gestoor word en vernietig word sodra die studie voltooi is. Die transkripsies sal op dieselfde vertroulike manier gehou word soos hierbo beskryf.

7.   DEELNAME EN ONTTREKKING

U kan kies of u deel van hierdie studie wil wees of nie. Indien u vrywillig kies om deel van die studie te wees, mag u enige tyd daarvan onttrek sonder enige gevolge. U mag ook weier om enige vrae te antwoord wat u nie wil beantwoord nie en steeds deel van die studie bly. Die ondersoeker mag u van die studie onttrek indien omstandighede ontstaan wat dit sou regverdig. Die verwagting is egter dat dit nie nodig sal wees nie. Wanneer 'n projek gekies word, sal die navorser seker maak dat al die deelnemers hul samewerking gee voordat sodanige projek ingesluit word as 'n voorbeeld. Indien van die partye van 'n projek weier om deel te neem, sal die hele projek onttrek word.

8.   IDENTIFIKASIE VAN ONDERSOEKERS

Voel asseblief vry om enige van die onderstaande persone te skakel indien u enige vrae of besware het:

Ondersoeker:

Antoinette Smith-Tolken, Adjunk-Direkteur: Gemeenskapsinteraksie, Luckhoff Skoolgebou, Banghoekweg, Stellenbosch Universiteit.

Telefoon: 021 808 3798; Selfoon: 082 881 7032

Studieleier:

Prof Eli Bitzer, Sentrum vir Hoër Onderwys, Opvoedkundegebou, Ryneveldstraat, Stellenbosch Universiteit.

Telefoon: 021 808 2297

9.   REGTE VAN NAVORSINGSONDERWERPE

U mag u instemming enige tyd onttrek en u deelname opsê sonder benadeling. Deur u deelname aan hierdie studie doen u nie afstand van enige wetlike eise, regte of bates nie. Indien u vrae oor u regte as navorsingsonderwerp het, kontak gerus Maléne Fouché by: mfouche@sun.ac.za Eenheid vir Navorsingsontwikkeling, Universiteit Stellenbosch. Telefoon 021 808 4622

HANDTEKENING van NAVORSINGSONDERWERP OF WETLIKE VERTEENWOORDIGER

Die inligting hierbo is verduidelik aan:

_____   _____

my /die deelnemer   *my verteenwoordiger (naam)*

deur Antoinette Smith-Tolken in die taal van my voorkeur naamlik

_____

Afrikaans/Engels

Ek verstaan hierdie taal of dit is bevredigend aan my vertaal. Ek is die geleentheid gegun om vrae te vra en hierdie vrae is bevredigend beantwoord. Hiermee gee ek vrywillig my instemming:

om aan hierdie studie deel te neem.

dat die onderwerp/deelnemer aan hierdie studie mag deelneem.

Ek het 'n afskrif van hierdie vorm ontvang.

_____   _____

Naam van Deelnemer   **Naam van Verteenwoordiger**

Datum:_____

_____

Handtekening van Onderwerp/Deelnemer of Wetlike Verteenwoordiger

HANDTEKENING van ONDERSOEKER

Hiermee verklaar ek dat ek die inligting vervat in hierdie dokument verduidelik het aan:

_____   en/of [sy/haar] verteenwoordiger

_____ [*naam van die verteenwoordiger*]. *[Hy*/Sy] is
aangemoedig om en het genoeg tyd gehad om enige vrae aan my te rig. Hierdie gesprek is
gevoer in

*Afrikaans/*English* en geen *vertaler is gebruik nie.*

_____   _____

Handtekening van Ondersoeker   **Datum**