MEASURING THE DEVELOPMENT IMPACT OF ENGAGED SCHOLARSHIP

1. Consent and Participation

All respondents who participated in this research project gave consent before the interviews were conducted. The participation to this study was completely voluntary and there was no penalty for refusal to participate. Participants could also choose to terminate participation at any stage without any penalty.

Individuals who were not willing to participate in the research project were nonetheless given the opportunity to indicate why they were unwilling. The feedback included staff indicating that their schedules were too busy; some individuals were on leave (different types) at time of the data collection; while a number of individuals stated that they were not involved with any community engagement projects. A few individuals indicated that they were unwilling to participate because of a lack of interest in such a research study.

Some respondents also indicated that they completed the survey online. The original data collection method considered, was electronic surveys, but due to a low response rate of academic staff members, the researchers decided to conduct personal interviews.

Another constraint to the project was brought about by internal operations within the collage. Numerous schools and departments within CEMS were relocated to different offices and buildings. The implication was that making initial contact with potential candidates was very difficult. One example of such a constraint was that telephone numbers were incorrect, out of order or even un-installed in certain buildings.

Taking this into consideration, one must acknowledge that the response rate might have been negatively influenced by such limitations.

2. Are you involved with any community engagement projects?

The total number of academic staff within Collage of Economic and Management Sciences is 662. For the purpose of this study only academic staff was considered. (Have to clarify on the number of staff…). The number of individuals, who indicated that they were willing to participate in this research project, amounted to 368.

Out of the 368 respondents, 219 of these participants indicated that they are involved in with community engagement projects (59,5%).
Of the 368 respondents 149 (40.5 %) indicated that they are not involved with any community engagement projects.

SECTION A
ENGAGED TEACHING, RESEARCH AND OUTREACH

3. State the name of project leader:
A name list can be made available, but was not included in this report, for confidentiality purposes.

4. Is the project leader a student, a staff member or a post-doctoral fellow
The respondents which indicated that they were involved with community engagement projects (219 in total) had to state whether the project leader was a staff member, a student or a post doctoral fellow. In response to the question, the results reviled that 165 projects leaders were staff members, 2 were students and 8 were post doctoral fellows.

Out of the 219 staff members involved in community engagement projects, 44 respondents failed to indicate what employment position (uncertain of correct term) the project leader filled.
This could be an indication that these project leaders do not fall within these categories, but this cannot be proven and further exploration will be needed to prove such an assumption. (personal opinion).

5. Title of project:

A total of 69 projects have been identified within the Collage of Economic and management sciences. A list of project names, a short description of the purpose of the project and the number of respondents involved can be found in Table 1.

6. Short description of project and its purpose (*max 200 words*):

See question 5

7. Number of beneficiaries reached:

Participants were asked to give an estimation how many individuals benefited from these community engagement initiatives were they were involved in.

From the 368 participants involved in the study only 161 respondents were able to indicate the approximate number of beneficiaries of the projects they were involved in.

Out of the 161 participants who were able to give an estimation of the number of beneficiaries, 29 of the respondents indicated that 20 individuals or less benefited from their project.

The highest number of the respondents (36) indicated that between 21 and 40 individuals benefited from their community engagement project.

20 of the participants stated that between 41 and 60 individuals benefited from their community engagement projects.   23 of the participants said that between 61 and 120 individuals benefited from their community engagement projects respectively. 27 of the participants said that between 121 and 260 people were benefiting from the community engagement projects they were involved with. A relatively large number of the respondents (26) indicated that 261 or more individuals benefited from their projects respectively.

8. School:

The respondents who participated in this research project had to indicate which School within the Collage of Economic and Management Sciences they represented. This is displayed in Table 2 below.

School	Number of participants
School of Accounting Sciences	76
School of Economic Sciences	21
School of Management Sciences	76

Table 2.

The representation of the different Schools within the Collage is displayed in the chart below.
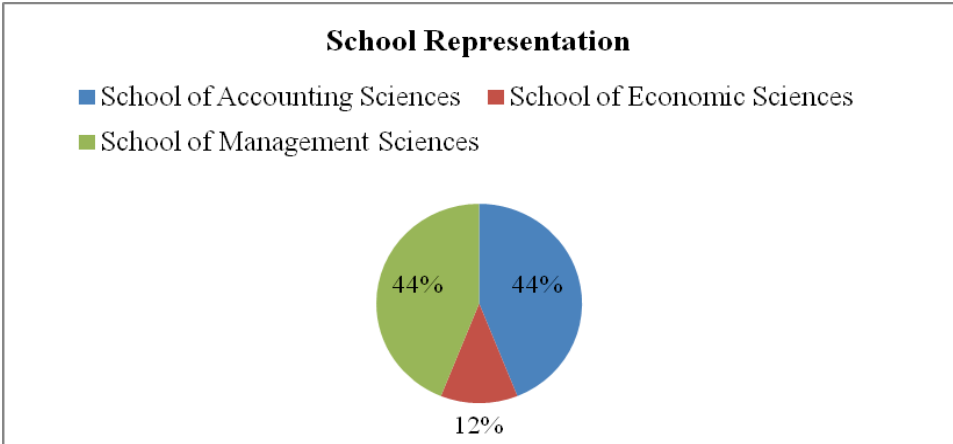

Figure 1.

From the chart it would seem that the School of Economic Sciences were less involved with this research project. However, one needs to remember that some of the schools have smaller departments and less of staff within the School. A percentage chart will thus not necessarily be a true reflection of involvement from the different Schools.

9. Department:

The respondents also had to indicate which Department within the Collage of Economic and Management Sciences they represented. This is displayed in Table 3 below.

Department	Number of participants
Auditing	16
Business Management	29
Decision Sciences	6
Economics	6
Finance, Risk Management and Banking	12
Financial Accounting	24
Human Resource Management	8
Industrial and Organisational Psychology	14
Management Accounting	33
Marketing and Retail Management	6
Public Administration	7
Taxation	2
Transport Economics, Logistics and Tourism	9
Failed to indicate	2

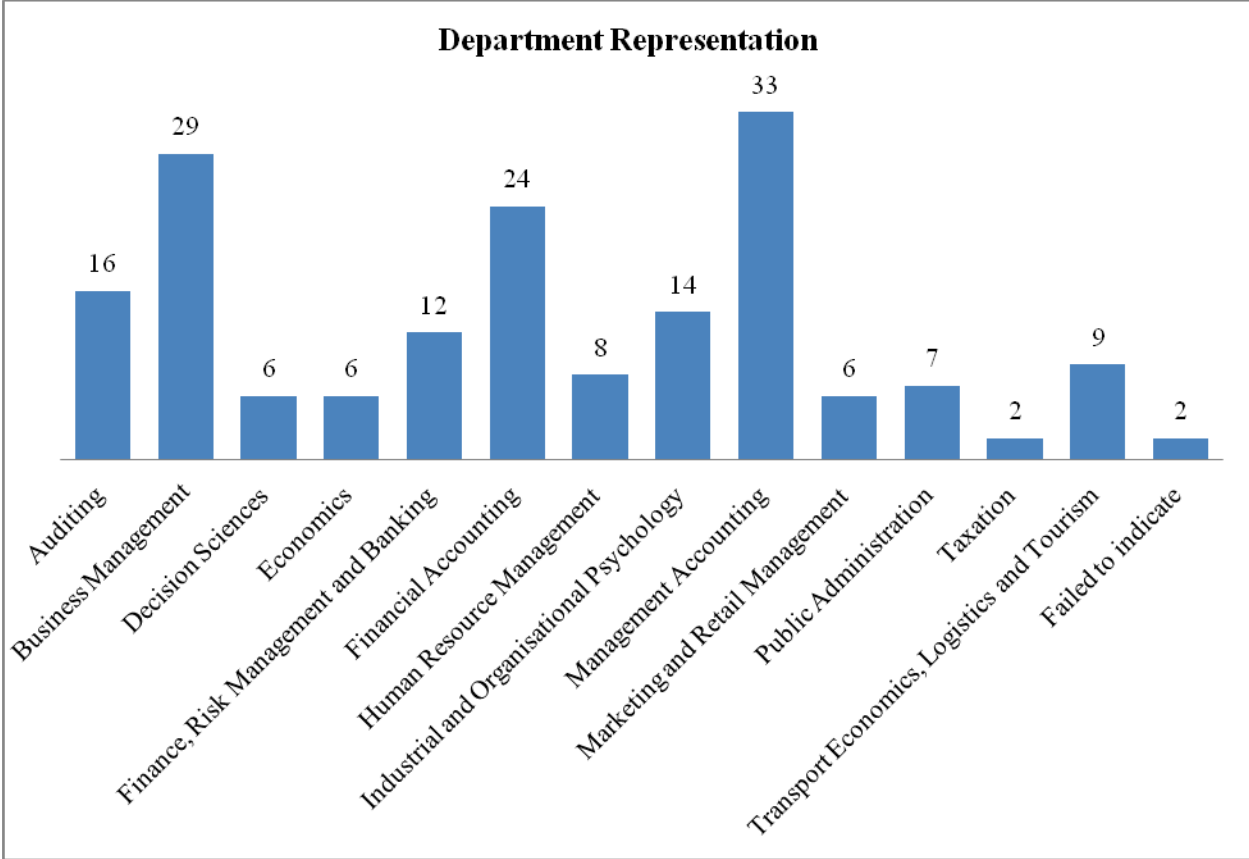Table 3.

Department Representation

Figure 2.

10. Unisa staff members involved:

The respondents were asked how many staff members were involved with their community engagement projects. Respondents also had to indicate from which department the involved staff members are. The numbers are reflected in Table 4 below.

School And Department	Number of Staff members involved
School of Accounting Sciences	
Auditing	29
Financial Accounting	36
Management Accounting	22
Taxation	3
School of Economic Sciences	
Economics	6
Decision Sciences	8
Transport Economics, Logistics and Tourism	11
School of Management Sciences	
Business Management	43
Marketing and Retail Management	11
Finance, Risk Management and Banking	13
Human Resource Management	11
Industrial and Organisational Psychology	14
Public Administration	9

Table 4.

11. Unisa students involved:

The respondents were asked how many students were involved with their community engagement projects. Respondents also had to indicate from which department the involved students are. The numbers are reflected in Table 5 below.

School And Department	Number of Students involved
School of Accounting Sciences	
Auditing	7
Financial Accounting	None
Management Accounting	None
Taxation	1
School of Economic Sciences	
Economics	None
Decision Sciences	None
Transport Economics, Logistics and Tourism	None
School of Management Sciences	
Business Management	2
Marketing and Retail Management	1
Finance, Risk Management and Banking	None
Human Resource Management	None
Industrial and Organisational Psychology	1
Public Administration	1

Table 5.

12. Post-doctoral fellows involved:

The respondents were asked how many Post-Doctoral fellows were involved with their community engagement projects. Respondents also had to indicate from which department the involved Post-Doctoral fellows are. The numbers are reflected in Table 6 below.

School And Department	Number of Post-Doctoral fellows involved
School of Accounting Sciences	
Auditing	None
Financial Accounting	None
Management Accounting	8
Taxation	1
School of Economic Sciences	
Economics	None
Decision Sciences	3
Transport Economics, Logistics and Tourism	5
School of Management Sciences	
Business Management	8
Marketing and Retail Management	3
Finance, Risk Management and Banking	None
Human Resource Management	1
Industrial and Organisational Psychology	3
Public Administration	1

Table 6.

13. Activities and communities reached:

Each respondent was asked to respond to a number of questions regarding the community engagement project were they were involved with. The purpose was to identify the type of activity done with the project and also the intended beneficiaries of the project. The number of the projects within the different categories is listed below. The beneficiary groups were classified as local community engagement projects, provincial community engagement projects, national engagement projects and international community engagement projects. These are displayed in table 7, 8, 9 and 10 respectively.

Local community engagement projects

	Community based teaching	Applied research	Policy analysis	Program evaluation	Workshops	Outreach	Technical assistance/ consulting (non remuneration)	Expert testimonies/ media communication	Other
LOCAL: Small community based groups/ General public	41	6	4	6	14	11	9	5	3
LOCAL: Non-profits (NGOs are inclusive of churches and/or church agencies	5	-	-	-	3	6	2	1	-
LOCAL: Government offices/ agencies	5	6	4	5	8	4	4	3	4
LOCAL: Schools	17	8	1	6	4	24	9	3	2
Total:	**68**	**20**	**9**	**17**	**29**	**45**	**24**	**12**	**9**

Table 7.

For each project the respondents also had to identify the Millennium Development Goals addressed with their community engagement project. They should have indicated all relevant MDGs and were not limited to selecting only one. The results of the frequencies are displayed in figure 3. The chart gives a clear indication of which Goals are more frequently addressed in community engagement projects on local level. Figure 4 displays the percentage of each of the MDGs addressed at this level of community engagement.
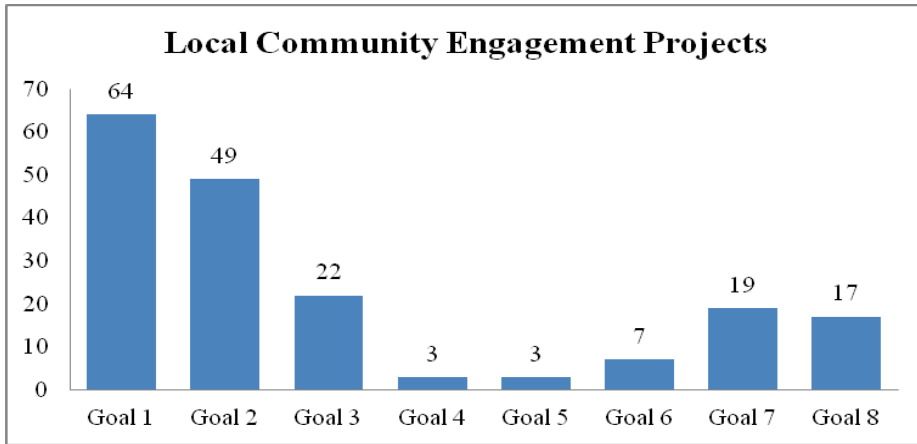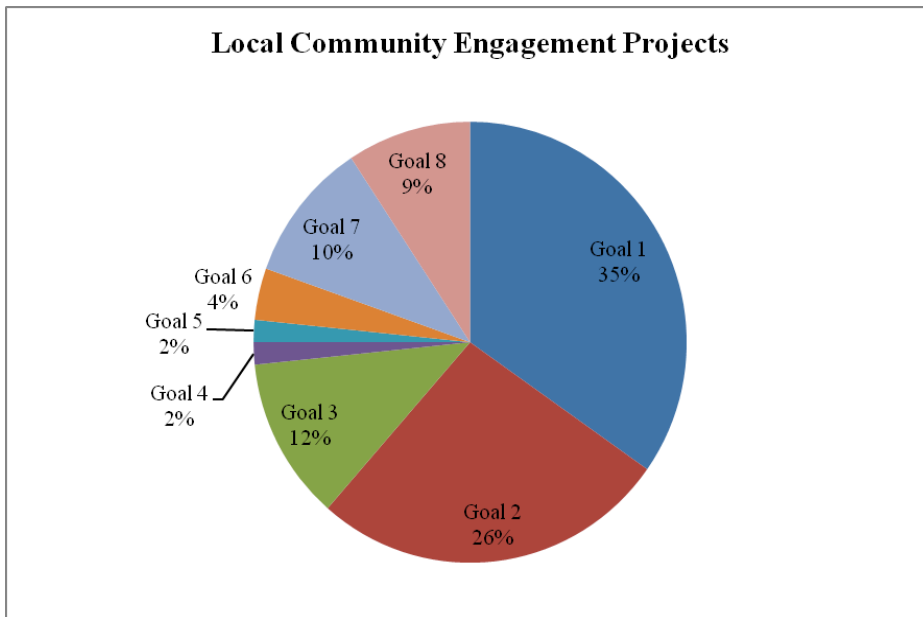
Figure 3.

Figure 4.

Provincial community engagement projects

	Community based teaching	Applied research	Policy analysis	Program evaluation	Workshops	Outreach	Technical assistance/ consulting (non remuneration)	Expert testimonies/ media communication	Other
PROVINCIAL: Regional non profits	-	-	-	-	-	1	-	-	-
PROVINCIAL: Mid-size businesses	-	-	-	-	-	-	-	-	-
PROVINCIAL: Government offices/ agencies	-	4	-	-	3	2	2	-	1
Total:	**-**	**4**	**-**	**-**	**3**	**3**	**2**	**-**	**1**

Table 8.

The results of the frequencies of the MDGs selected for provincial community engagement projects are displayed in figure 5. The chart gives a clear indication of which Goals are more frequently addressed in community engagement projects on provincial level. Figure 6 displays the percentage of each of the MDGs addressed at this level of community engagement.
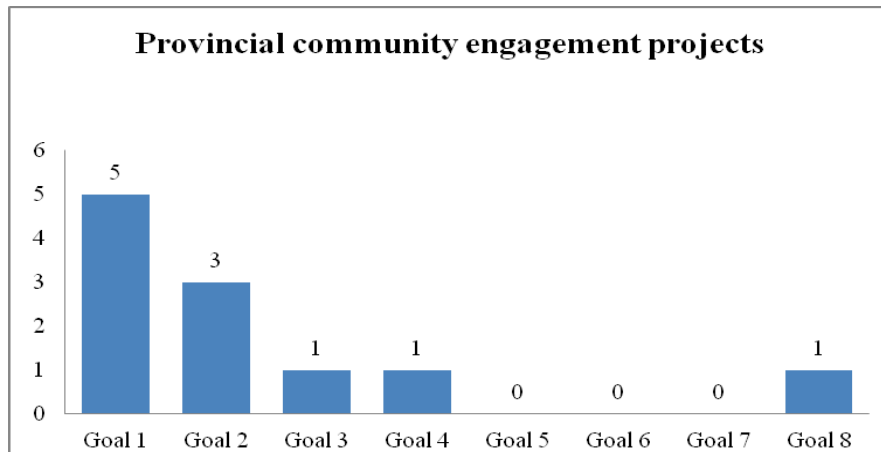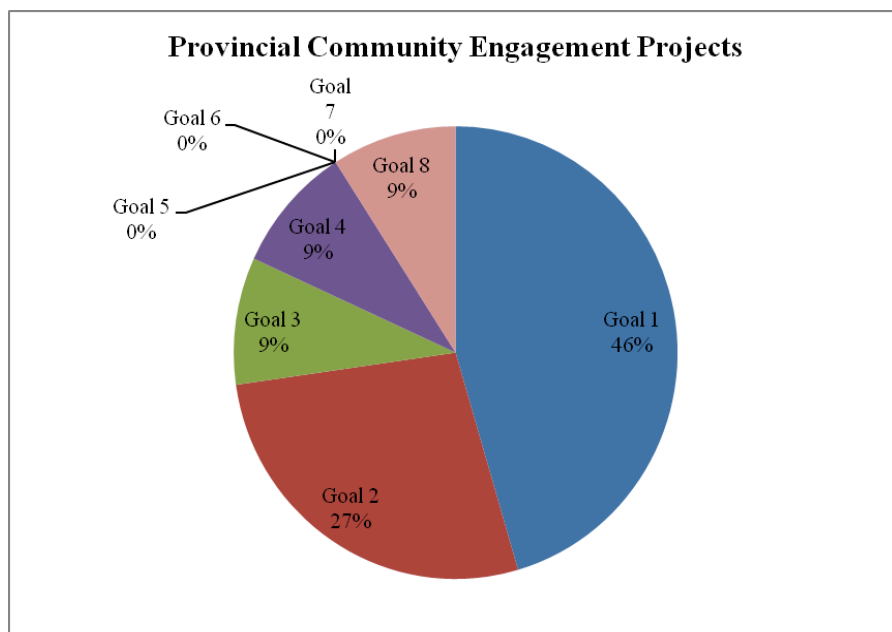

Figure 5.

Provincial Community Engagement Projects

Figure 6.

National community engagement projects

	Community based teaching	Applied research	Policy analysis	Program evaluation	Workshops	Outreach	Technical assistance/ consulting (non remuneration)	Expert testimonies/ media communication	Other
NATIONAL: Non-profits	-	-	1	1	1	2	1	-	-
NATIONAL: Businesses/ Corporations	2	1	1	1	-	-	1	-	-
NATIONAL: Government offices/ agencies	7	5	4	7	7	1	11	6	10
Total:	**9**	**6**	**6**	**9**	**8**	**3**	**13**	**6**	**10**

Table 9.

The results of the frequencies of the MDGs selected for national community engagement projects are displayed in figure 7. The chart gives a clear indication of which Goals are more

frequently addressed in community engagement projects on national level. Figure 8 displays the percentage of each of the MDGs addressed at this level of community engagement.
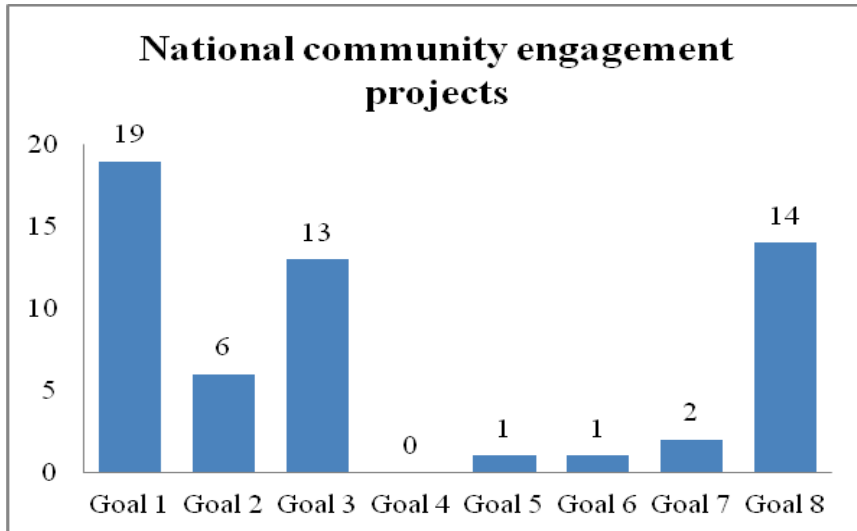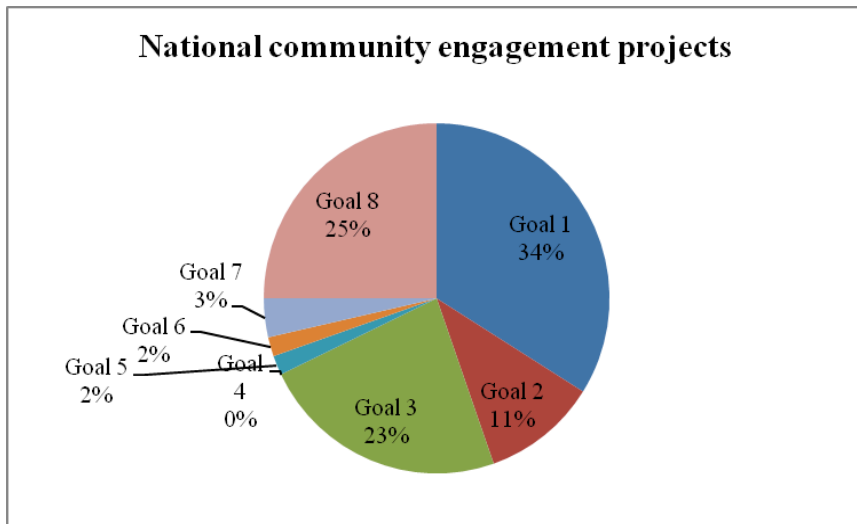

Figure 7.

Figure 8.

International community engagement projects

	Community based teaching	Applied research	Policy analysis	Program evaluation	Workshops	Outreach	Technical assistance/ consulting (non remuneration)	Expert testimonies/ media communication	Other
INTERNATIONAL: Multinational corporations	-	3	-	-	2	-	1	-	1
INTERNATIONAL: NGOs	3	-	-	-	1	2	-	-	1
INTERNATIONAL: Government offices/ agencies	4	13	2	3	5	6	5	-	2
Total:	**7**	**16**	**2**	**3**	**8**	**8**	**6**	**-**	**4**

Table 10.

The results of the frequencies of the MDGs selected for international community engagement projects are displayed in figure 9. The chart gives a clear indication of which Goals are more frequently addressed in community engagement projects on international level. Figure 10 displays the percentage of each of the MDGs addressed at this level of community engagement.
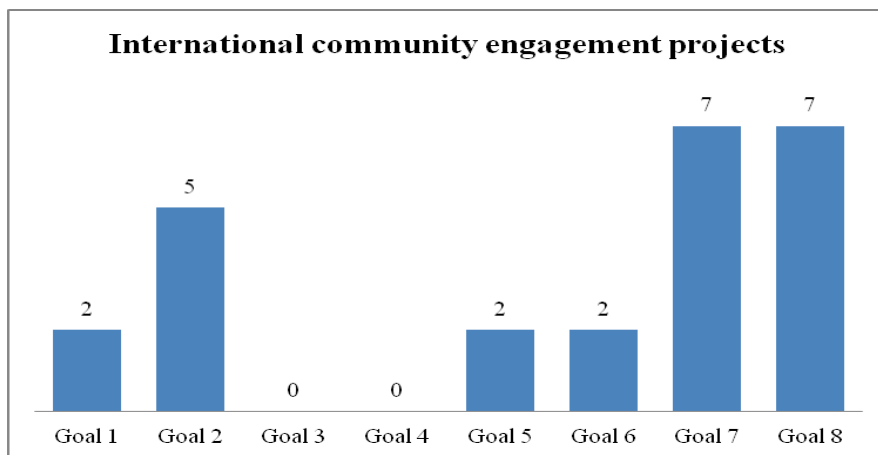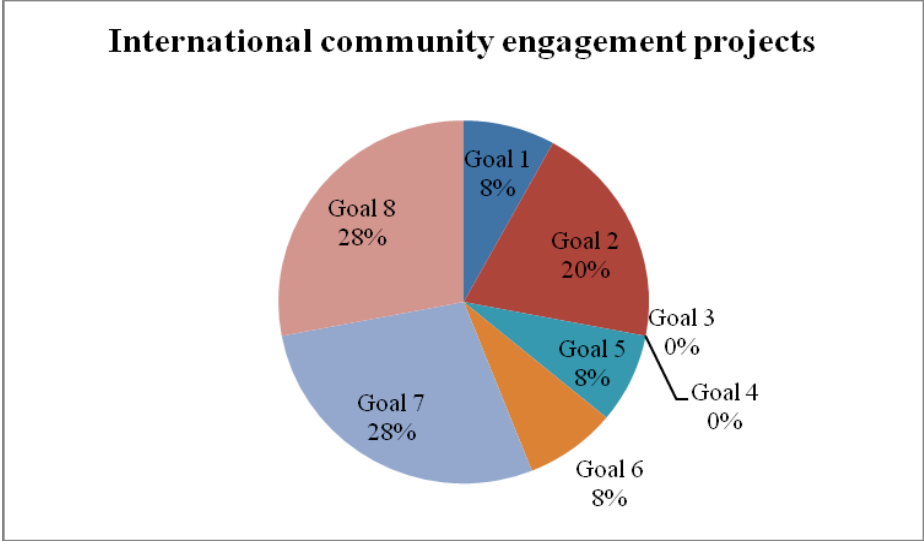

Figure 9.

International community engagement projects

Figure 10.

SECTION B

IN SERVICE LEARNING AND SHORT LEARNING PROGRAMMES

14. Are you involved in any in service learning programmes, offering a skills programme or customized programme, or a programme in which students work or interact with the community (either with individuals and/or groups or organisations in the community)?

From the 368 respondents only 8 of indicated that they were involved with in service learning programmes. 281 respondents indicated that they were not involved with such programmes, while 79 individuals failed to answer this question.

15. If yes, please complete the following section.

From the 8 respondents who indicated that they were involved with in service learning programmes, only one respondent gave the name of the course, called the Certificate in Theory of Accounting: Accounting Level 2. This programme is presented each week for a period of between 2 and 4 hours. On average 10 students attend the course.

The respondent identified MDGs Goal 1 and 8 as being addressed by this course. These goals are "Eradicate extreme poverty and hunger" and "Develop a global partnership for development". The complete Millennium Development Goal list can be found in Addendum A, including the list of targets of each overarching goal.

16. How are the community interactions structured?

Once again, only one respondent explained how the community interactions are structured. This programme (Certificate in Theory of Accounting: Accounting Level 2) engage in community interaction is once a week in the form of teaching and mentoring.

17. Is the impact on the community measured or not? If YES, please describe the methodology used and the impact of the programme on the community? (*max 200 words*)

The impact on the community is not measured by any of the participants, hence no methodologies were explained.

18. Do you offer any workshops or short learning programmes (SLP) in service of community needs?

Of 368 participants of this research study, 89 respondents indicated that they were involved with short learning programmes.

19. What is the nature of your involvement?

Respondents had to identify their role(s) with the short learning programmes (SLP's). Some of the respondents had more than one role to fulfil with these programmes.
47 individuals indicated that they were course leaders to these SLP's, while 54 respondents indicated that they were lecturers. 31 participants stated that they were facilitators for the SLP's. There were 19 participants who indicated that they were presenters to these programmes. 25 individuals stated that they were enablers.

20. If YES, please complete the following table.

In table 11 below the name of course; the need addressed and the frequency per annum is displayed.

Workshops and short learning programmes

	Name of course	Need addressed	Frequency per annum
1	2 Day Basic Accounting Workshop	Working in finance (VAT) and teaching basic Accounting needs	2
2	Administration of Estates	Estate Planning	1
3	Advance programme in financial and insurance	Financial planning skills	2
4	Auditing advanced Information Technology (IT) Systems	Practical skills development for IT auditing	2
6	Basic Business Finance	Basic Accounting in Business	2
7	Basic management principles	Basic management principles	1
8	Basics in total quality management	Education in quality management in its basic level	2
9	Bookkeeping to trial balance	Develop basic skills in accounting and business management	2
10	Branding	SME Marketing	1
11	Business Literacy	Equipping with basic business skills and terminology	2
12	Certificate in Fundamental Accounting	Basic bookkeeping skills and intermediate reporting skills	1
13	Certificate in Practical Bookkeeping	Practical Bookkeeping	1
14	Certificate in the basic principles of financial statement analysis and interpretation	To enable students to understand financial statements	1
15	Certified Institute of Secretaries Management program	Final Year secretarial Accounting	2

16	Compensation for Occupational Injuries	Social responsibility at the work place	2
17	Computerised Bookkeeping	Providing basic skills in computerised bookkeeping	2
18	Conceptual Framework and structure	Business logistics	1
19	Course in Value Added Tax	Teach students the principles of VAT	1
20	Credit Risk Management	Understanding of risk in the banking industry, basic knowledge of credit term requirement	2
22	Customer service	Education	2
23	Enterprise management	Enterprise management	2
24	Entrepreneurship and small business management	Provide funding	1
25	Finance for non financial managers	Financial skills to manage their budget	Depends on need
26	Financial Accounting Principles for Public Entities	Accounting Principles Knowledge	2
27	Financial management	To achieve a background in financial management so to better themselves	2
30	Happiness and attainable goal	Mental health	3
31	History of economic thought	Additional context teaching	20
32	Human Relations	Human relation skills	1
33	Human Resource Function	Is to provide students with an introductory or initial exposure to the field of human resource management	2
34	Human Resource Principal	Full spectrum of human resource it is a voluntary module	2
35	ICB Financial Statements	Finance	2

36	Implementing Risk based internal auditing	Risk based internal auditing	2
37	Income Tax returns	Basic tax skills	2
38	Information Management	Helps with empowerment of individuals. Assist with employment skills, because its practical	2
39	Insurance Programme	Property insurance	2
40	Introduction to Financial Statements	Introduction to financial statements of partnerships, Close Cooperatives and Companies	1
41	Introduction to Investment Management	Basics of investment management	2
42	Introduction to Risk and Insurance	Basic risk and insurance introduction	2
43	Labour Relation Management	A introduction for students who want to focus on studies of labour relations	2
44	Local Government Management	Designed to capacitate local government practitioners	2
45	Logistic activities	logistics activities	1
46	Marketing and Marketing Research	Data Collection	2
47	Mining taxation Programme	Specialised field. South Africa has lots mines, we need that knowledge.	1
48	Models for Risk Management	Banking and finance	1
49	Numbers and Functions	Mathematical literacy	1
50	Occupational Health and Safety	Compliance with work safety	2
51	Managing Strategic Change	Strategic intelligence	Through out the year
52	Linguistic Ability in Business	Communication	2

53	Programme in Sport Management	Training in public relations	2
54	Formulation of the Marketing Strategy	Fulfilling the need for marketing training	2
55	Practical Bookkeeping	Basic Accounting	1
56	Program in applied Organisational Development	To improve group and organisational functioning	1
57	Programme Banking	Banking Skills	2
58	Programme in Advance Banking Management	Improve Management Skills	1
59	Programme in business management	Business management skills	2
60	Programme in Economics and Public Finance	Understanding economics for public servants	1
61	Programme in International Freight Management and Administration for importers and exporters	To teach learners and students about imports and international trade. Administration for importers and exporters	1
62	Programme in Investment	For skills in pricing bonds and shares and also do informed investment	2
63	Programme in Marketing	Marketing Skills	1
64	Programme in Office Management	Help employees with more efficiency with tasks for administration services	2
65	Programme in Organisational Development	To train organisational development consultations and other practitioners who are involved in organisational change.	1
66	Programme in Public Procurement and Supply Management	Procurement in the public sector based on the public brief in legal aspects	1
67	Programmes in Business logistics: A transport Approach	Knowledge in logistics	1

| 68	Short course in Performance Auditing	Auditing Skills	2
69	Strategic planning	Strategic planning	2
70	Tourism destination	Tourism plan and policy	6
71	Workplace Management	Workplace management in public sector aligned with public management	2
72	Corporate Governance	Training in corporate governance legislation and strategic management	1

Table 11.

In table 12 the number of students enrolled in Short Learning Programmes or workshops are demonstrated.

Number of students enrolled:	Number of SLPs offering programmes/ workshops for this number of students:
Between 10 - 20	17
Between 21 - 50	19
Between 51 - 100	32
Between 101-200	12
Between 201 – 500	13
Between 501 – 1000	3
1001and Above	5

Table 12.

The respondents who were involved with short learning programmes or workshops were asked if these were offered for free and or whether there was any compensation. 4 of the respondents indicated that these courses were offered free of charge, while 72 respondents stated that there was fees involved. Two respondents indicated that both instances occur.

Respondents were asked to indicate the Millennium Development Goal(s) that were addressed by their activities. In figure 11, one can see the percentage the respondents who indicated that a respective goal is addressed by their SLPs or workshops.
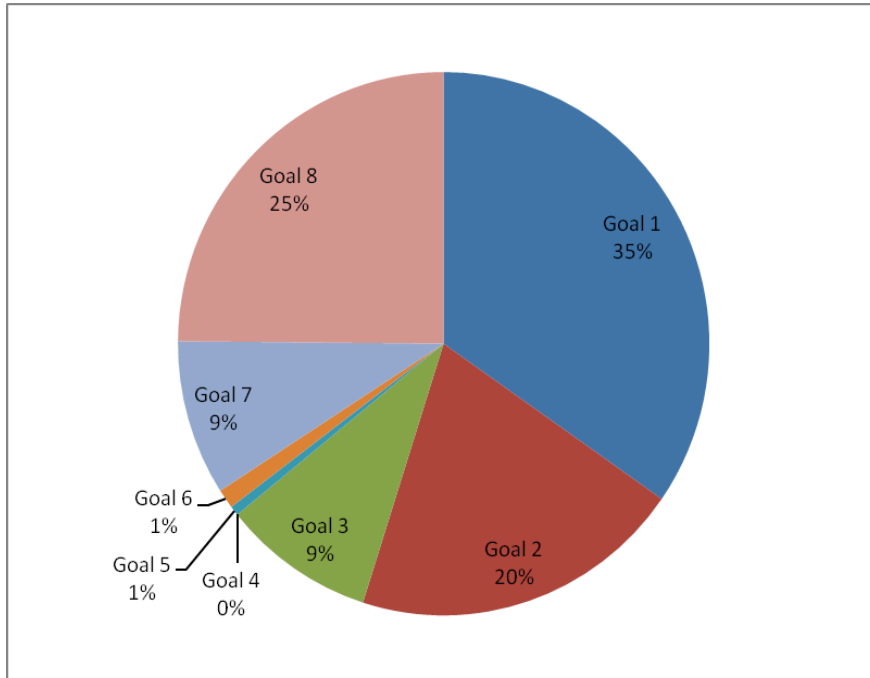
21. Is the impact on the community measured or not?

From the respondents involved with short learning programmes only 13 respondents indicated that the impact on the community was measured.

22. If YES, please describe the methodology used and the impact of the workshop/SLP on the community

Even though some respondents indicated that the impact of the short learning programme is being measured, they could not describe the methodology involved.

A few respondents did however describe the methodologies used in their projects, and these are listed below:

- The impact of the short learning programme is determined by evaluating pass rates. The numbers of people who qualify (pass) are compared statistically to previous years to determine an increase or decrease from previous years.

- A comparison of current percentages registered and passed with previous year and the reason for deviations.

- A certificate to those who pass the short learning programme is awarded.

- Receiving feedback from the people who attended.

- Pre experimental and research design. 4 Measurements (pre, during, post and post-post test). Mixed methods. Longitudinal survey based design.

- We use the results of the portfolios received by students. Evaluation is given on ability of the student to master the learning outcomes set out at the beginning of the project.

SECTION C

PROGRAMMES AND RESOURCES NEEDED TO DO YOUR COMMUNITY ENGAGEMENT WORK

23. Would any of the following programmes/resources be useful to you?

The respondents were asked if some of the following programmes or resources would be useful to them to do community engagement work. The respondents had to select all the resources or programmes they thought to be useful.

106 Respondents indicated that community projects/contacts that might be useful to them in their teaching/research/engagement activities. 67 of the respondents agreed that a teaching assistant to work with their course(s) could be useful, while 81 respondents said that a research assistant to assist with their engaged research activities would be beneficial. Of the respondents 93 indicated that mini financial grants to support their project(s) would be helpful. 79 of the respondents agreed that information on research methodologies to facilitate engaged research would help them, while 97 individuals stated that a list of grant opportunities to fund community based research would be beneficial. 98 respondents believed that a list of opportunities to publish community-based research could assist them.

24. Other suggestions for programs/resources.

- If a list could be compiled to indicate what community engagement projects are currently being done as well as projects focusing on sustainable development.
- Identifying skills that could be beneficial in community engagement projects. This can assist individuals to identify how they can contribute to projects.
- A contact person within the institution who can distribute a database of community engagement projects needed or envisaged.
- A partnership between CEMS and the broader institution would be beneficial. Networking with other colleges within Unisa, to identify opportunities for collaborative projects.

- Funds for projects.

- Administrative support.

- Infrastructure, including, computers, laptops, projectors, printers and other facilities.

- A wider range of programmes made available to choose from for community engagement projects.

- Funds allocated to assist less privileged individuals to study at the university, to ensure a better future. Creating an opportunity for less privileged individuals to obtain a degree.

- College based projects to increase awareness and to make it easier to participate in such projects.

- Obtain information from schools on their "wish list" so that a more informed knowledge base is developed of their needs.

- Help disabled people enter into tertiary education. Reach these students in their final school year so they can be assisted during admission phase and to provide support. This will aid in making Unisa their university of choice.

- Leadership programmes Entrepreneurship projects.

- Marketing facilities.

- Thorough explanation to staff as to why they should become involved with community engagement projects and providing sufficient motivation to do so.

- Need to continually equip/inform/teach about the best practices in terms of the community engagement.

- More information should be provided to staff on how they can launch projects. Information of whom they can contact for support and guidance.

- Donations of food and clothes.

- Time allocation for community engagement projects.

SECTION D

ATTITUDINAL STUDY

25. Have you already completed Section D for this Participant?

Filter question

26. What incentives do/would motivate you to participate in community engagement activities and projects?

Participants were presented with a list of possible incentives to determine what would or is motivating them to participate in community engagement activities and projects. With each option the participants had to indicate the level importance they attached to the incentive. The options ranged from very important up to not applicable. The results are presented in the table below, with the number of participants evaluating each category.

Incentive	Very Important	Important	Somewhat Important	Not Important	N/A
Extra financial compensation	45	63	57	68	14
Course release time to pursue CE activities	110	91	34	9	3
Institutional acknowledgements and awards	56	75	58	50	8
Professional development in engaged teaching	61	119	45	16	6
Professional development in engaged research	78	92	49	21	7
Recognition in promotion/tenure	79	88	41	32	7
Smaller number of students in non-community related courses	32	69	66	50	30

Travel and conference fees to community engagement conferences	79	106	35	23	4

For the incentive "extra financial compensation" of the 247 of the individuals who responded to the questions, 67% indicated that it was very important, important or somewhat important.

To the incentive of "course release time to pursue CE activities, an overwhelming 95% of the 247 respondents emphasised the importance of such an incentive. Only 5% of the respondents felt that it was not important or not applicable.

For the incentive "institutional acknowledgements and awards" 77% of the respondents felt that such an incentive was somewhat important, important, or very important to motivate them to participate in community engagement initiatives.

An overwhelming 91% of the respondents agreed that "Professional development in engaged teaching" is an somewhat important, important or very important incentive, while 89% felt the same way regarding the insensitive "Professional development in engaged research".

For "recognition in promotion/tenure" 84% of the 247 respondents indicated that they regard this incentive as somewhat important, important or very important.

For the incentive "smaller number of students in non-community related courses" there were different opinions regarding the role it played. 68% of the respondents agreed that is somewhat important, important or very important, while a relatively high percentage of 32% indicated that they thought it was not important or not applicable.

With 89% of the respondents choosing somewhat important, important or very important to the incentive "travel and conference fees to community engagement conferences" there is no uncertainty of its importance either.

From the responses of the participants, it became very clear that implementing certain incentives could be beneficial to increase involvement of staff members in community engagement projects within the collage.

27. Other institutional incentives that do/would motivate you to engage with the community?

- All projects should be recognised as Community Engagement projects regardless of whether they are registered within UNISA or not. The implication would be that employees would become involved in CE projects with greater conviction if/when they come across opportunities (even if it is outside of UNISA).
- Including community engagement as part of a individual's performance agreement evaluation could motivate employees to become involved with projects.
- A clear institution-wide goal could be beneficial.
- Creating greater awareness of current community engagement projects within the collage and Unisa. Listing projects where one could get involved could be useful. The need for feedback on successful projects was also highlighted.
- The need for a support structure, financial support and or sponsorship, from the university to administer or manage projects was repeatedly mentioned.
- Another concern mentioned by participants, is the time constrains which they face. If time could be awarded for community engagement projects, they would consider community engagement involvement more favourably.
- Financial rewards and recognition of employees by the institution for community engagement work done could be beneficial.

28. What outcomes do/would motivate you to engage with the community?

Participants were presented with a list of possible motivational factors to determine what outcomes would encourage them to engage with the community. With each option the participants had to indicate the level importance they attached to the motivation, for themselves, their students and the broader society. The options ranged from very important up to not applicable. The results are presented in the table below, with the number of participants selecting a category.

Motivation	Very Important	Important	Somewhat Important	Not Important	N/A
YOURSELF: Increased awareness of community/ environmental issues	100	110	23	11	4
YOURSELF: increased sense of involvement with the community	79	123	32	9	4
YOUR STUDENTS: improved understanding of and ability to apply course material	89	103	24	18	13
YOUR STUDENTS: increased awareness of community/environme ntal issues	98	101	25	15	8
GENERAL: achieving sustainable development (MDGS)	123	92	21	8	3
GENERAL: Improved community-university relationships	118	95	24	7	3

85% of the 247 respondents to this question indicate that an increased awareness of community/ environmental issues would motivate them to engage with the community. A very similar percentage of 81% of the respondents also felt that their students would be more inclined to engage with the community if they were made more aware.

An increased sense of involvement with the community also scored very high with 82% respondents indicating that they (personally) felt that this would motivate them to engage with the community (or is already contributing to their level of involvement). These respondents considered this motivation as important or very important.

78% of the 247 respondents indicated by selecting important/ very important that an improved understanding of and ability to apply course material would encourage their students to engage with the community.

87% of the 247 respondents indicated that it is important/ very important to achieve sustainable development (MDG's) goals if one wants to motivate people to engage with the community.

The same percentage of respondents also indicated that it is important/ very important to improve community-university relationships to encourage community engagement.

29. Other outcomes that do/would motivate you to engage with the community?

- Open communication between communities and the university. Communities should be able to voice their needs and the university should respond accordingly. The university should not embark in projects without prior consultation.
- Improved relationships in South Africa between different socio-economic groups. If it would enhance unity and can relief poverty and unemployment to a certain extent.
- Community engagement projects provide individuals with the opportunity to apply their specific skills to the broader community.
- Regular feedback of how progress is made on reaching The Millennium Development Goals could be insightful and beneficial.
- Empowerment of individuals and the broader community. Improving people's ability to find work and perform better at what they do.
- Creating awareness within communities of the responsibility they hold as well.
- The knowledge that people's quality of lives is improved serves as a motivation to be involved with community engagement projects.
- Meaningful partnerships with local municipalities and civil society groups which could result in tailor-made short courses, to improve education levels of involved stakeholders.
- Sustainable development projects to make sure that the engagement makes a long-term positive difference.