

**APPLICATION FORM:
Nelson Mandela University
ENGAGEMENT EXCELLENCE AWARDS**

(CONSULT THE ENGAGEMENT EXCELLENCE AWARDS POLICY AND READ THE APPLICATION FORM BEFORE COMPLETING THE TEMPLATE IN ORDER AVOID A DUPLICATION OF INFORMATION.)

COMPLETE THIS FORM IN TYPESCRIPT. PROVIDE ONLY THE INFORMATION REQUESTED.

SECTION A: Application category		
<ul style="list-style-type: none"> Indicate with an X in the appropriate box the award you are applying for. Your application will only be considered for the award you have applied for 	<div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Engagement Excellence Award – Science, Technology and Engineering</div> <div><input type="checkbox"/> Engagement Excellence Award – Social Sciences and Humanities</div> <div><input type="checkbox"/> Engagement Excellence Team Award</div> <div><input type="checkbox"/> Engagement Excellence Project Award – Science, Technology and Engineering</div> <div><input checked="" type="checkbox"/> Engagement Excellence Project Award – Social Sciences and Humanities</div> <div><input type="checkbox"/> Emerging Engagement Excellence Awards <i>(note that Professors and Associate Professors are not eligible for this category)</i></div> </div>	
Surname of Applicant/Team Leader	Hurst	
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Employment position	SARCHI Chair (ISCIA)	
Faculty	Humanities	
Department	Philosophy	
Division		
Immediate line-manager	Prof Mary Duker (Acting Dean of Arts) Dr Thandi Mgwebi (DVC RII)	
Eligibility: Are you permanently employed and/or on a long term (3 years or more) fixed contract? <i>(indicate with an X)</i>	Permanent x	Fixed term contract
If this is an application for one of the <u>Engagement Excellence Project Awards</u>, provide a brief title and description of the project (250 words maximum)	<p><u>Title: The Tributaries Project</u></p> <p><u>Description:</u> The Tributaries Project (2019), grew from the ISCIA Chair's mandate to foster social cohesion in a context of global crisis, through both philosophical research and aesthetic wisdom. The project emerged in collaboration with Visual Arts to: 1) configure a heterotopic, weekly seminar series where art and philosophy met, and 2) complete the third year of an existing multi-disciplinary art-meets-science engagement project, linking social and ecological issues. The project aimed not to resolve</p>	

	<p>ecological issues, but to foster cohesion in a diverse academic community, on the assumption that cohesion occurs when diverse individuals share an environmental concern. “Water” was selected as a pressing concern. Alongside the seminar series, a unique water-pilgrimage experience was created, as a three-day journey from sea-to-source, repeated three times for eleven participants each. From Sardinia Bay, pilgrims moved from site to site along the industrialized coastline (including Driftsands treatment works), up the poisoned Swartkops Estuary, ending at the sacred pure source of Swartkops River in Groendal Wilderness Area. This collaborative, cross-disciplinary engagement activity created opportunities for experimental, experiential learning outside of habitual academic spaces. Participants were requested to produce creative/academic responses to their experiences, to be showcased during a culminating week of public events at year-end. This included an exhibition opening where works were performed, an art exhibition at the university’s Bird Street Gallery, a one-day colloquium of academic presentations (to be worked into journal articles), and a narratives event, where poetry was read and stories were told. The project was granted further funding in 2020 to produce a comprehensive exhibition catalogue. See attached powerpoint presentation entitled Tributaries Overview.</p>
<p>If this is an application for either the <u>Excellence Awards</u> or the <u>Emerging Award</u>, provide a brief description of your engagement activities and initiatives (250 words maximum)</p>	<p><u>Description:</u></p>
<p>If this is an application for the <u>Engagement Excellence Team Award</u>, provide</p> <ul style="list-style-type: none"> the names of all staff members and students participating the nature of their involvement a brief description of the team’s engagement initiatives and activities (250 words maximum) 	<p><u>Staff:</u></p> <ol style="list-style-type: none"> <p><u>Students:</u></p> <ol style="list-style-type: none"> <p><u>Description:</u></p>
<p>Are your Engagement activities/projects/initiatives registered on the Engagement Management Information System (E-MIS) on SharePoint? If not, please ensure that they are before you submit this application. Applications that are not registered and updated on the E-MIS will not be considered for Awards. Provide the exact titles (as featured on the E-MIS) for all of the Engagement activities/ projects/ initiatives with which you are involved.</p>	<p><u>Titles:</u></p> <ol style="list-style-type: none"> The Tributaries Project (not yet registered due to constraints imposed by covid-19)

Visit <http://caec.mandela.ac.za/Engagement-Information-and-Development/Engagement-Management-Information-System>

SECTION B: Engagement categories

- *You are required to describe and report in detail on a minimum of two engagement categories (these are 1, 2, 3 and 4 below) in order to be considered for an award.*
- *If you or your team are involved in three or four of the engagement categories, report in detail on all of these categories.*
- *Applications that describe and can provide evidence of engagement activities across all four categories are encouraged.*
- *Refer to section 5 of the attached Engagement Excellence Awards policy which provides a guideline on the specific activities you should report on under each of the categories you have chosen.*

1. Report on your: Engagement through Community Interaction, Service and Outreach

An underlying assumption of The Tributaries Project as a whole was that social cohesion is best fostered when boundaries are dissolved between university communities those “beyond” them. This is not only because university academics and staff members are simultaneously members of diverse communities beyond the university. It is also because the project’s aim was to create a non-hierarchical space for community interaction, which would dislocate habits of social interaction by creating a situation where the university community did not have all the expertise to hand down to a community beyond its borders, but instead acknowledged that all have something to learn from all. The idea was to create a temporary, heterotopic “Tributaries” community, configured around a shared ecological concern, where a diverse mix of community members share in experimental and experiential learning. Just over two thirds of the 42 participants were currently part of the Nelson Mandela University community (30) and just under one third of the participants came from beyond the university community (12). A list of contributors to the Tributaries community is listed, with a brief breakdown of community profile, in Addendum 1: Tributaries Community.

- Engaging in sustainable community development activities.

All three of the project’s main activities (the weekly seminar, the three pilgrimages, and the week-long public performance and exhibition of works) are community development activities focused on using three aspects of “aesthetic wisdom” to develop capacity for social cohesion among diverse community members. The three aspects of “aesthetic wisdom” were: 1) the softening of ego-boundaries, due to the insistence on “the other” as a site of always elliptical truth; 2) aesthetics as “wisdom of the senses”, affirming sensation, emotion, inspiration, materiality and embodiment; and 3) “insight” as knowledge that not only informs, but ethically changes a person. These three activities were all relatively low-cost, sustainable and repeatable community development activities that can be replicated, with the necessary modifications, in diverse kinds of contexts and institutions.

- Participating in collaborative endeavours with schools, industry, Non-Governmental Organisations etc.

Intra-, inter-, and trans-disciplinary, research collaborations have been facilitated by The Tributaries Project. In brief, the project included diverse activities yielding different forms of participation from members across no less than nine departments of the University: Philosophy, Visual Arts, Media Studies, Languages, Sociology, Music, Chemistry, Development Studies, and Zoology. The Chair also fostered collaborative relationships with members from six University entities: CANRAD, CRISHET, ISCIA, CMR, the SARChI Chair in Shallow Water Ecosystems,

and the University's Engagement Office. Members from seven extra-university entities also participated in this initiative, including from industry (an Aurecon environmental scientist and a Wild Coast Abalone researcher and RU PhD candidate in Ichthyology); non-governmental organizations (WESSA, Zwartkops Conservancy) and the Waste Water Treatment division of the NMBM; tourism and eco-tourism (Alan Tours and Raggy Charters). See Addendums 2 and 3 for more details.

- Providing students opportunity to engage in volunteering and community service activities (discipline and non-discipline based).

On the water pilgrimage, participants were offered non-discipline based opportunities to engage directly in volunteer community service activities in the form of two beach clean-ups organized by WESSA. Some had the opportunity to join WESSA for a demonstration in solidarity with the Global Climate Strike. Luke Rudman created an extensive voluntary community service activity by developing his "Plastic Monsters" Campaign, a performance artwork to raise awareness against plastic pollution. Three participants were given the opportunity to act as live models, alongside Luke, at the initiation of his campaign, which took place in August, 2019, on the Mandela University Campus. See Addendum 7.

- Disseminating information in popular and non-academic newsletters, radio, television and magazines in order to improve the quality of life of citizens/communities.

Luke Rudman's "Plastic Monsters" Campaign, initially inspired by the Tributaries Project pilgrimage, took on a life of its own. Luke created 12 "plastic monster" costumes for the campus demonstration, and thereafter partnered with Greenpeace SA to perform these on multiple occasions, locally and nationally. This attracted wide media coverage including SABC TV, Channel24, The Herald, & social media platforms. Luke won the Commonwealth Litter Programme STOMP Award (Stamp Out Marine Plastic Pollution) in the Adult Inspire Through Creativity category. Further contributions to the dissemination of information about the project in the popular media were made by Dr Pittaway, who recorded two podcasts (with Prof Hurst, Dr Du Plooy and Prof Buchanan) and uploaded these as part of his Perspective Project, and Nehemiah Latolla, whose Tributaries inspired Unconsciousness/Anguish/Transcendence collection was recently shared as a "Lookbook" on social media (April, 2020), indicating the sustained relevance of the project to the Tributaries community.

2. Report on your: Engagement through Teaching and Learning

- Providing the community with opportunities for applied and experiential learning

The project's three Sea-to-Source pilgrimages were ideally suited to facilitate experiential learning that provided the diverse Tributaries community (of 17 students, 13 staff and 12 external members) with opportunities for applied learning that deepened student and staff civic responsiveness. These pilgrimages were conceived, following Michel Foucault, as heterotopia; that is, extra-curricular sites of knowledge production that offered temporary sanction and space for "otherness". Participants committed to a full three-day journey, relinquishing work and domestic responsibilities for the duration. Also, access to devices, while not intentionally restricted, was limited by localities and activities. Aesthetic learning (stimulating the imagination through close attention to our full sensory relationship with the material world) was central to the pilgrimages. Aesthetic learning requires a person to be "out there", open to concrete encounters that transcend egotism and attune the senses to the material world. To foster such aesthetic learning, participants were requested up-front to produce a response to their experience, and artwork was encouraged across the disciplines.

- Providing alternative modes of delivery to accommodate non-traditional students

Further, one of the reversals important to the project was to engage with experts in sites other than lecture halls, through relationships other than “chalk and talk,” and via oral discourses rather than texts. During the pilgrimages, multiple opportunities for on-site talks, tours and activities were offered, including: talks and tours of the Driftsands Wastewater Treatment Works conducted by M Lowies (Aurecon, NMBM), talks and tours of the Cape Recife Lighthouse by A Fogarty (Tourism), on-site presentations, Marine Drive, by Bernadette Snow (CMR) and David Pittaway (ISCIA), on-site presentation at the PE Harbour by Lloyd Edwards, on-site presentation at the Cape Recife Lighthouse by A Witte (Wild Coast Abalone, and Ichthyology, RU), on-site presentations at Redhouse by J Rump and D Clayton (Zwartkops Conservancy), On-site talks and tours of the Zwartkops Estuary by M Lowies (Aurecon), P Martin (Zwartkops Conservancy) and Janine Adams (SARChI Chair in Shallow Water Systems), on-site talk on Algoa Bay by Lorien Pichegru (NMU, Zoology), Beach clean-ups, and participation in the Global Eco-Strike (WESSA). Further details on these are offered in the list of contributors in Addendum 2: On-Site Talks, Tours and Activities

In sum, the water-pilgrimage experience was functionally and practically external to traditional sites of learning (classrooms, lecture halls, examinations, tests, political entities, departments, faculties, disciplines, modules, qualifications, curricula) and allowed for the kind of experimentation with alternative knowledge production and its “strategic performance” that ideally effects some form of change, although this is not predictable or enforceable, which can then be taken back into more conventional institutional sites of traditional teaching and research.

- Providing educators and potential educators with opportunities for work integrated learning

Since most of the Tributaries community members were, or had been, involved in the academic world, the project was also ideally situated to offer un-official and non-programmatic work integrated learning in education practices in a context of complexity. In an academic article reflecting on the project the co-authors discuss in detail how the project responded to a widespread call to develop modes of learning and teaching for a paradigm of complexity. The co-authors discuss how this project engaged participants in the seven aspects of the philosophy of education for a context of complexity, as articulated by Edgar Morin. These may be listed as the tasks of: responsible engagement with “subjugated knowledges”; Fostering inter- and multi-disciplinarity; dislocating anthropocentrism; fostering earth citizenship; embracing uncertainty; fostering mutual understanding; and developing a sustainable ethos of self, society and environment. This article has recently been submitted for consideration to the *South African Journal of Higher Education*. The degree to which insights gained from engagement with these philosophical tasks on the pilgrimages have been extended from staff members to students, is immeasurable. Exemplary in respect of work-integrated learning was Dr Glenn Holtzman’s Tributaries-inspired “Water Works”, a musical composition which he describes as a multi-lingual and multi-instrumental tone-poem cycle in four movements. Dr Holtzman designed the composition and it was assembled with student collaborators who were enrolled for a Diploma in Music. This exciting work, including an innovative water percussionist, was premiered on 18 November 2019 to a live audience (see final paragraph of Section B below for proposed further development and dissemination).

- Fostering, novel and non-traditional forms of knowledge production

Further, to engage responsibly with so-called “subjugated knowledges” and foster novel and non-traditional forms of knowledge production, participants were requested to produce creative and/or academic responses to their experiences, to be showcased during a culminating week of public events at year-end. This included an exhibition opening where two works were performed: Glenn Holtzman’s collaborative “Water Works” and Luke Rudman’s

influential “Plastic Monster”. These performances opened the “Sea-to-Source” Pilgrim’s exhibition, at the university’s Bird Street Gallery, which showcased diverse visual artworks by 14 participants. The exhibition opening was followed by a one-day colloquium of 11 academic presentations (see below), and a narratives event, where poetry was read and stories were told. Please find in Addendum 4: Exhibition Pamphlet a list of all contributors and contributions to the exhibition week. All will be included in the 2020 production of an exhibition catalogue.

3. Report on your: Engagement through Profession/Discipline-Based Service Provision:

- Contribution to the advancement of Philosophy as a discipline

The Faculty’s innovative move of appointing a Philosophy professor to a SARChI Chair in itself furthers the discipline of Philosophy. This report, however, does not include activities conducted as SARChI Chair (ISCIA), but only those that have direct bearing on The Tributaries Project. The project as a whole contributes to the advancement of the discipline of Philosophy, insofar as it is a philosophy-driven project and puts into practice the vision and mission of the Philosophy discipline at Nelson Mandela University. Philosophy is understood differently by different philosophers At Mandela University, Philosophy is understood to have two essential aspects. It is a theoretical discipline which includes concept creation. It is equally a practical (ethical) discipline, understood in terms of Hadot’s conception of Philosophy “as a way of life”. These aspects are reflected in the Philosophy curriculum, which focusses on theoretical thinking skills in the second year and in the third year on its practical aspect, where philosophy aims to develop student’s ability to foster an ethos (self, society and environment) for contemporary contexts characterized by complexity (as reflected in Morin’s 7 philosophical tasks). I have reported extensively above on the way in which the project furthers the practical aspect of Philosophy by engaging with experiential and experimental learning understood in terms of Morin’s 7 tasks. The Tributaries Project as a whole drew together university staff and students from an array of different Faculties and disciplines, allowing for the formation of new networks. Engagement with philosophy across the spectrum of disciplines, both on the pilgrimages, in the seminar series and during the exhibition week has contributed to reinvigorated interest in the discipline and augmented the overall profile of Philosophy at the Nelson Mandela University – so too helping to rebuild Philosophy’s institutional identity as critical, practical, contextualized, and intersectional.

- Establishing and improving professional or academic standards within a profession or discipline.

Two postdoctoral research fellows in Philosophy, appointed by the ISCIA Chair, made significant contributions to the success of The Tributaries Project. Dr Pittaway took on primary responsibility for conceptualizing, co-organizing and leading the three pilgrimages along with the Chair. He added a high standard of lively, critical discussion into the mix, as well as: an on-site philosophical presentation during the pilgrimages, two related podcasts with academic philosophers, a colloquium presentation and a paper at the annual congress of the Philosophical Society of Southern Africa (PSSA). Dr Oyekan, who divides his time between South Africa and other African countries, researching the role of the arts in practical individual and collective change, was a pilgrim on the second pilgrimage. He similarly added deeply reflective, philosophical discussion to the mix, as well as a recorded oral response to the pilgrimages and a literary work in the form of a “Letter to Water”. His experiences on the pilgrimages have informed his research in Rwanda on the value of aesthetic practice in sustainable conflict resolution, for which he has recently completed a journal article for submission.

As part of the Chair’s effort to improve academic standards within philosophy, Prof Ian Buchanan, an internationally acclaimed Deleuze scholar was invited as a visiting Professor (Nov 3-10). Prof Buchanan offered

a Deleuze workshop on “assemblage theory” which inspired some of the philosophical reflection on The Tributaries Project later (presented at the PSSA conference). In relation to the Tributaries Project, he also recorded a podcast with Dr Pittaway, and a seminar presentation, ‘The Ethics of Eating Fish’. He visited the NMU Ocean Sciences Campus, and future collaborative research on the social dimension of ocean ecology is under discussion

- Representing the University on external committees, task teams or in public forums.

Under the umbrella of The Tributaries Project, a research visit to Vrije Universiteit, Amsterdam, was conducted with Dr Du Plooy (NMU Engagement Office): We participated in: 1) Refugee Academy Meeting conducted by Prof Halleh Ghorashi at the Institute for Societal Resilience (VU Amsterdam), entitled “Learning Crossroads for Refugee Inclusion” 2) Seminar: Reflections on the nature of engaged scholarship. 3) Presentations and discussion of 3 engagement projects related to water, with Dr Younes Saramifar, Ms Caroline von Slobbe. From this networking potential research collaboration was initiated with Arriaga Ocadiz (see final section below).

- Organising professional conferences or symposia, to provide discipline-informed expert opinion to internal and external stakeholders.

The Tributaries Project contributed to the ISCIA Chair’s active measures to improve the research culture in the discipline and Faculty. In addition to the on-site experiential learning offered on the three pilgrimages, the project provided opportunities for students and staff to participate, during the year, in an open, non-hierarchical Seminar series, which further exemplified the philosophy of complexity (represented by Morin’s 7 aspects of educating for complexity). A standing open invitation was issued to anyone who wished to present a seminar related to the topic of water, and 20 such seminars were volunteered during the 2019 academic year. The seminar maintained a non-hierarchical mode of delivery, where all were open to learning from all, and presenters ranged widely from undergraduate to professorial levels. These presentations brought together an inspiring diversity of topics to debate and discuss, and it testifies to its success that the seminars, held from 14:00 to 16:30 on a Friday afternoon were attended regularly by a core group of participants, and supplemented by diverse once-off audiences. Details may be found in Addendum 3: Tributaries Seminar Topics and Presenters. Building on this, at the end of the year, the project included a one-day colloquium, in which there were eleven paper presentations. The colloquium pamphlet, including abstracts for all presentations, may be found in Addendum 5: Tributaries Colloquium Programme. Authors of some of these presentations participated in a week-long writing retreat hosted in January 2020 by the Engagement Office – clearly indicating the momentum generated by the project’s activities where research is concerned. The commitment attached to participation in the retreat is the submission of a manuscript for review to an accredited, subsidy-bearing academic journal.

4. Report on your Engagement through Research and Scholarship:

In addition to the 17 on-site talks and tours, 20 seminar presentations, 11 colloquium presentations, 2 podcasts, and multiple, publically exhibited or performed artworks generated by the project (reported on above), the following are further, more formally academic, avenues for the dissemination of basic research and scholarship that seeks to contribute to solving social problems of communities at local, provincial, national and international levels

- Formal conference presentations

Hurst, Andrea. “Researching the Tributaries Project”. Presented at the Annual Congress of the PSSA, hosted by UKZN, 13-15 January, 2020

Pittaway, David. "Pilgrimage, Patterns, and Water – Reflections, Conceptual Elaborations, and Speculations on Three ISCIA SARCHI Chair Engagement Events". Presented at the Annual Congress of the PSSA, hosted by UKZN, 13-15 January, 2020

- Formal Research articles

The following research articles, drew directly from aspects of the project's conceptualization, implementation, and reflective theorization:

Pittaway, David. 2019. "Know thy systemic enemies: Mechanisms that prevent transformation." *Politikon*, 46:3, 326-344, doi: 10.1080/02589346.2019.1642030

Pittaway, David. 2019. Ecocentrism in Practice: A Search for Nodes on Humanity's Immune System. *Alternation Special Edition 24* (2019) 148-174. Print ISSN 1023-1757; Electronic ISSN: 2519-5476; DOI <https://doi.org/10.29086/2519-5476/2019/sp24.2a7>

Hurst, Andrea. 2019. Thinking through thinking: Deleuze and "the dogmatic image of thought." *South African Journal of Philosophy*, 38:4, 392-407, DOI: 10.1080/02580136.2019.1695095.

Du Plooy, B. (2019). *Sheroes of the Sea: A Comparative Reading of the Girl-Centred Films Moana and Whale Rider*. *Gender Questions*, 7(1), 24 pages. <https://doi.org/10.25159/2412-8457/6993>

Du Plooy, Belinda. & Hurst, Andrea. *Educating for Complexity: "The Tributaries Project" as a Higher Education Heterotopia*. Submitted to the *SA Journal of Higher Education*.

- Generation of further, continuing research

Responding to the PSSA conference presentations on Tributaries, as well as other seminar presentations, academics from several other universities (local and international) have expressed interest in possibilities of replication and/or collaboration. Likewise, civic and non-profit organizations have indicated their interest in the project and much potential exists for further collaboration.

- Helen-Mary Cawood, a philosophy lecturer at UFS, expressed interest in the idea that The Tributaries Project, aims at fostering social cohesion in areas of extreme diversity. She expressed interest in developing a related community project in the Eastern Free State area as a Free State-focused extension of the initial project.
- An invitation was extended by Prof Shan Simmonds, NWU, sub-editor of *Transformation in Higher Education (THE)*, to speak about The Tributaries Project at the annual "NWU Forum" (Trans)forming higher education and post-schooling in research, teaching-learning and community engagement. This is organized by the Faculty of Humanities through the School of Philosophy. The 2020 Forum is organized in partnership with the journal, *Transformation in Higher Education* and the invitation is extended to submit the paper (as presented at the NWU Forum), afterwards as an article for publication in *Transformation in Higher Education*.
- An invitation was extended by Prof Celina Jeffery, University of Ottawa, Canada to contribute an essay on The Tributaries Project to a proposed anthology entitled *Ephemeral Coast: Views from the Edge*.
- Dr Holtzman is planning to complete a reflective written piece. Then he will sync the audio of the composition with photographs from the pilgrimage and the filmed performance of his "water works" This will be the final version released publicly as a YouTube video, along with an audio version that includes critical running commentary from him (like a podcast but talking over the music).
- Dr Sharon Rudman, in collaboration with her son Luke Rudman, are in the process of writing up an article for submission to an accredited journal.
- Arriaga Ocadiz (Mimi), a PhD candidate within the project Engaged Scholarship and Narratives of Change from the Vrije University Amsterdam, expressed interest in including The Tributaries Project as part of

her research on Engaged Scholarship in South Africa. An extensive, recorded interview was conducted with Prof Hurst, before she was relocated to Amsterdam due to the Covid-19 Pandemic.

- Correspondence was begun with Tara Scheckle of the Sustainable Seas Trust, with a view to future collaboration. This was interrupted by the COvid-19 pandemic, but will be taken up as soon as feasible.
- Future collaboration with the Institute for Coastal and Marine Research (CMR), is also proposed, via a collaboration with Dr Pittaway, whose postdoctoral fellowship with ISCIA has come to a close, but who will now be hosted by Dr Snow (Director of CMR) as a Postdoctoral Fellow for 2020 and 2021.
- During 2020, an on-line exhibition catalogue will be produced, with the aim of furthering public sharing of insights gained regarding, inter alia, social inclusion, from the project's implementation.

SECTION C: Descriptions

1. Describe the impact your Engagement activities have made on stakeholders/beneficiaries/communities and provide details on how these activities are acknowledged/recognized by:

1.1. External communities/stakeholders/beneficiaries: (not staff and students)

Due to the nature of the project as an experiment with the creation of a higher learning heterotopia characterized by the dissolution of boundaries between university communities those “beyond” them, it is difficult to discuss the impact of the project according to a strict separation between internal and external stakeholders. The project has reached and inspired a diverse group of internal and external participants in the seminar series and pilgrimages, public audiences at the final exhibition event, and academic audiences at the Tributaries colloquium and PSSA conference. The further impact of the pilgrimages is impossible to measure. Luke Rudman’s “plastic monsters” campaign, for example, attracted wide media coverage, whose impact is hard to measure. Also part of the broader media impact of the project are 2 podcasts recorded by Dr Pittaway and uploaded to his The Perspective Project, as well as the recently posted Unconsciousness/ Anguish/ Transcendence collection by Nehemiah Latolla, which has gained significant attention on social media. The pilgrimage inspired “Water Works” was assembled with student collaborators, thus further extending the project’s impact on external communities in immeasurable ways. Finally, perhaps the strongest testimony to the impact of the project has been its capacity to generate unsolicited expressions of interest, suggesting that it has great capacity to inspire diverse avenues or outflows for further, continued research.

<p>1.2. Internal communities/stakeholders/beneficiaries: (staff and students)</p>	<p>The most impactful experiences for all participants in the Tributaries community, undoubtedly occurred on the three pilgrimages, which involved a large collaborative effort to provide not only alternative experiences on site, but multiple talks, tours and activities, such as beach clean-ups and a climate strike. No participant was left unmoved, as testified by the many recorded response clips (a few of which may be heard in the Tributaries Video that accompanies this application) as well as the enthusiastic creation and performance of related artworks, academic papers and creative writing for the three end-of-year exhibition events. That Tributaries continues to have an impact on participants is testified to by the continued interest among some participants, as indicated above, in producing further artworks and related materials inspired by the Tributaries pilgrimages. It is also testimony to the impact of the project that the network of friendships, associations and bonds within the Tributaries community remains robust. The community requested the continuation of the seminar series while a second emanation of the project was considered. This was configured under the name of “A Drop in the Ocean”, focusing on action – “what can one drop do?” Two presentations in this new series had been offered before the interruption of Covid-19 led to the refashioning of the weekly meeting into an experimental webinar entitled “Thinking Together Through the Pandemic”.</p>
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<p>2. Describe how your Engagement activities contribute towards faculty/department/entity engagement goals and objectives. (Refer to your Department/Faculty/Entity’s strategic plan here)</p>	
<p>As detailed above The Tributaries Project makes a significant contribution towards fulfilling the ISCIA Chair’s mandate to foster social cohesion in a context of global crisis, through both philosophical research and fostering aesthetic wisdom. As detailed in section B3, the project also makes a significant contribution towards fulfilling the mandate of the Philosophy Department to develop philosophy as a discipline at Mandela University, particularly by embracing both complexity as a paradigm as well as philosophical practice (building an ethos, which includes a complex of self, society and environment). This, notably aligns the Chair’s mandate not only with the Philosophy Department, but also with the newly created Centre for Philosophy in Africa. The Chair and the Centre are in the initial stages of collaboration on a project which will articulate concepts and heuristics for complexity thinking in an African context. The Tributaries Project also contributed significantly to the Faculty of Humanities’ (formerly Faculty of Arts) objective of creating a “vibrant, imaginative and socially engaged space” for students and staff at Nelson Mandela University. The project was perfectly aligned with the major focus of the faculty, which in the words of the Acting Executive Dean, Prof Duker, is on “engendering a humanising pedagogy in the university context,” which aims to produce graduates equipped to “intelligently and productively analyse the rich complexity of life in the 21st Century” and “meet the ethical, social and political challenges in a rapidly changing South Africa and global society”. The theoretical and practical aspects of the Tributaries Project are very closely aligned with this Faculty objective. Notably, Prof Duker, prior to accepting the role of Dean, made significant contributions to the project as a member of the Tributaries community. Faculty support of the project (including funding support for the Exhibition Opening) was extremely important to its success. Finally, the project continues to contribute significantly to the ISCIA Chair’s active measures to improve the research culture in the discipline and Faculty.</p>	

3. Describe how your Engagement activities contribute towards the achievement of Vision 2020 Engagement Strategic Goals and Objectives.

The perfect alignment of the project with the Vision 2020 Engagement Strategic Priority is testified to by the enthusiastic and continued support for the project from the engagement office, particularly by Dr Du Plooy's willingness to participate actively in some of the project's offerings. Her participation added value and diversity to the Tributaries community, and, more importantly enabled the ISCIA Chair and the engagement office to collaboratively offer retrospective philosophical reflections on the project in the form of a submitted journal article on the heterotopic nature of the engagement space. As should be clear from the detailed report above, the project successfully contributed to the strategic objective of combining practical engagement activities with relevant and critical scholarship. It was kept consistently in mind that the project was situated in a university context, where the primary goal is to provide students (traditional and non-traditional) as well as staff with access to opportunities for education. The project was configured to provide substantial access both to experiential and experimental modes of learning that would precisely invigorate and enhance scholarship "through engagement activities that enable learning beyond the classroom walls". This project contributes to the recognition of the Nelson Mandela University for its responsiveness to societal needs, due to its strong focus on fostering social cohesion. The assumption was that insights learned from efforts to foster social cohesion in a diverse academic community are transferable, and may inform processes of community-building on diverse contexts. As listed in section B2, the project brought together multiple and diverse collaborative and mutually beneficial partnerships at a local level, and as listed in section B4, it has elicited substantial potential for the generation of further, continuing research collaborations at regional and international levels (including UFS, NWU, the Vrije University, Amsterdam, Prof Celina Jeffery, University of Ottawa, Canada, and Prof Buchanan of the Institute for Social Transformation, University of Wollongong, Australia).

As is reflected in the detailed reports in each of the four categories of Section B, The Tributaries Project was exemplary in respect of integration into the core activities of the university, since its three activities cut across teaching and learning, research and scholarship in multiple ways. Further, the project was centered on the assumption that social and ecological sustainability must be thought together, and it aimed specifically to develop graduate and staff attributes that enable them to become responsible and compassionate citizens. The project, finally, aimed to strengthen democratic values by modelling a leadership style that fostered autonomous input from participants and enabled many participants to take on leadership and management roles of different forms in different contexts (see section 71. For details).

4. Describe how your Engagement activities contribute towards: (Refer to any relevant media coverage, representation on boards or committees, scholarly publications, conference presentations etc.)

4.1. Addressing the needs of society and various external communities served by the university:

An underlying assumption of The Tributaries Project as a whole was that social cohesion is best fostered when boundaries are dissolved between university communities those "beyond" them. As mentioned, above, the project forms part of the ISCA mandate to meet the needs of society by creating a project that aims to foster social cohesion, and reflects on transferrable insights gained from the process. This means that the Tributaries Project is aligned with Faculty of Humanities' objective to meet the needs of both the community of students it serves, as well as, by extension, the larger society within which the university is placed by creating a "vibrant, imaginative and socially engaged space for a humanizing pedagogy, which equips graduates not only to "intelligently and productively analyze the rich complexity of life in the 21st Century", but also engenders ethically responsible practice and compassion for both the social and ecological other.

4.2. Profiling and promoting the university's as an engaged university:

Details are offered above. To summarize, the following contributed to profiling and promoting to Nelson Mandela University as an engaged university as the link between the project and the university was made clear, verbally and/or visually in each case:

- Media and social media coverage of performance artwork, and other artworks.

<ul style="list-style-type: none"> • The Project's Opening performance, and public exhibition, of artwork. • The Projects Seminar Series, Colloquium and Narratives event (all open to the public). • Academic conference presentations, generating interest creating a further project, and leading to invited talk at two other universities. • A submitted academic publication, on the project as an example of engaged scholarship, and other publications in process. • Expressions of interest for further collaboration, both internally and internationally. • The production of Exhibition catalogue to be disseminated electronically and in print (in process)
<p>5. Describe how you have successfully <u>integrated</u> engagement into the Teaching and Learning and Research functions of the university. <i>(Refer to sections 5.1, 5.2 and 5.3 of the Engagement Excellence Awards Policy as a guideline)</i></p>
<p>The Tributaries Project is an exemplary case in which the engagement activities detailed in Sections B1-4 are brought together in a coherent, multi-part structure, which allows diverse scholarly, aesthetic, ecological, social and practical/ethical exigencies to link synergistically across all of the four broad engagement categories, in a coherent, interdependent way.</p>
<p>6. Provide details of scholarly outputs/contributions made to a body of knowledge as a result of your engagement activities. <i>(Refer to publications, new teaching programmes, technical reports, conference proceedings, etc.)</i></p>
<p>Please refer to Section B4 for a full list of associated outputs: accepted, submitted, invited (in process), and potential further research.</p>
<p>7. Describe the important role performed by you or the team in:</p>
<p>7.1. The leadership and management of the engagement activities and initiatives:</p> <p>The overall, or main leadership and management responsibilities for the project's activities were distributed as follows. However, within this structure, as detailed below, many participants took on leadership roles in different contexts.</p> <p>Pilgrimages: The main organizers were Prof Hurst, Dr Pittaway and Mrs Riga. Prof Hurst and Dr Pittaway took on responsibility for conceptualizing the itinerary and contacting members of various external organizations for on-site talks and tours. Prof Hurst and Mrs Riga made food arrangements, and Dr Pittaway and Mrs Riga made travel and accommodation arrangements.</p> <p>Seminar Series: Prof Hurst took primary responsibility for organizing the seminar, hosting it, and soliciting speakers, with admin support from Mrs Riga.</p> <p>Exhibition Week: Mrs Riga took primary responsibility for the overall organization of this event, in collaboration with Dr Holtzman, and assisted by Prof Hurst, Dr Pittaway and Mr Manona.</p>
<p>7.2. The level and extent of partnerships/collaborations/networks/linkages formed internally and externally:</p> <p>Within the main leadership and management structure, a democratic, inclusive leadership style was adopted which embraced as far as possible the kind of uncertainty that demands "strategic action" from its participants. In the first pilgrimage, both organizers and participants embarked on a journey for the first time, and although the basic sea-to-source structure of subsequent pilgrimages remained the same, both felt like new journeys, not only because of the specific configuration of personalities and capacities in each group, but also because different elements (e.g. beach clean-up, protest action, site tour of river mouth) and different practical configurations (number of vehicles, accommodation sites, expert presenters) were experimentally introduced in response to feedback and pragmatic contingencies. During the pilgrimages, Prof Hurst and Dr Pittaway held the broad structure together, with a significant degree of pre-planning to ensure that logistics ran smoothly enough to disappear into the background. External partners were given the opportunity to spontaneously lead talks and tours, of their own design. No specific content was solicited by the pilgrimage organizers, who remained open to</p>

autonomous input from external partners, who took on temporary leadership roles as presenters and guides. Simultaneously, strategic action was encouraged by allowing for the dispersal of leadership roles among the pilgrims who spontaneously wished to take them up. Pilgrimage activities were made available, but nothing was mandatory aside from commitment to the full three days, whole group movement from point to point, and the daily group check-in. Within this structure, participants had sufficient autonomy to manage their own time and level of participation, and include activities of their own. Some examples: additional vehicle-drivers were drawn from the group and took on temporary leadership roles; on the day-hikes, the organizers walked behind the group, allowing a natural hike-leader to emerge from within; Mr Koekemoer (WESSA) led participants in the Global Eco-strike demonstration; Ms Hay took on an emotional leadership role by setting the tone for a complex emotional response to “eco-grief” during the first pilgrimage; and multiple other, social, emotional and informational leadership roles also emerged as contexts called for them.


Further, the weekly seminars were not scheduled long in advance. Spontaneous groups and conversations formed during and outside of seminars, generating ideas and volunteers for future seminars. Importantly, participation was on an entirely voluntary basis, participants were welcome to come and go as they pleased and to invite others. There was no external reward for participating nor penalty for not doing so. Thus the project remained open to the fluidity and flow of each situation, as determined by the unique dynamics of each group encounter and the subsequent larger project narrative that developed.

Finally, the end of year exhibition was planned as far as possible, given budget and practicalities, around the works of participants. Participants were asked to describe what they wished to exhibit, and spaces were created to make this possible. As a result, the end of year event turned out to consist of multiple components, including the open night performances, an art exhibition, a colloquium and an oral presentation of narratives.

In short, Tributaries can accurately be described as a communally owned, hands-on, bottom-up project that was not preconceived or pre-planned beyond the basic structures of a regular seminar series, an experiential pilgrimage experience and a publically sharable response by participants to their experience of the project. This enabled a large degree of mutual planning, implementation and assessment among partners.

a. Internally (<i>inter-departmental, inter-faculty and interdisciplinary</i>):	See above
b. Externally (<i>at local, national and international level</i>):	See above

SECTION D: Signature

Applicant Signature		Date	27 April, 2020
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SECTION E: FOR OFFICE USE

(Administered by the Engagement Office)

Resolution regarding application from Awards Committee:	
Feedback to applicant:	

SECTION F: Portfolio of Evidence

Attach any relevant documents as a portfolio of evidence to support your application. **Limit this portfolio of evidence to a maximum of 20 pages.** This can include photographs, promotional material, commendations from stakeholders/beneficiaries etc., publication references, (extracts from) annual or project reports to funders/sponsors etc., or any other relevant materials that may

serve as evidence. **Save your application form and portfolio together as one PDF document and submit it in this format, saved under your name.**

List of supporting documents submitted along with this application as addendums:

Please ensure that the documentary evidence below is clearly cross-referenced with the relevant section and number in the application template, for example Section B1 or Section C4.

- 1. Addendum 1: Tributaries Community [Section B1]**
- 2. Addendum 2: On-Site Talks, Tours and Activities [Section B1; B2]**
- 3. Addendum 3: Tributaries Seminar Topics and Presenters [Section B1; B3]**
- 4. Addendum 4: Exhibition Pamphlet [Section B3]**
- 5. Addendum 5: Tributaries Colloquium Programme [Section B3]**
- 6. Addendum 6: Tributaries Narratives Programme [Section B3]**
- 7. Addendum 7: Example of Media Coverage [Section B1]**

Please also see the following supporting audio and visual materials, which cannot be copied below:

1: Tributaries Overview: A powerpoint presentation which offers images related to the pilgrimages, seminar series, Exhibition week, and impacts.

2: Tributaries Video: which offers reflections on the pilgrimages from pilgrims.

Addendum 1: Tributaries Community [Section B1]

Figures 1-3: The Pilgrims





PILGRIMS 3

Mary Duker

Gary Koekemoer

Thabang Queench

Silvon Windsor

David Pittaway

Christi Van der Westhuizen

Sharon Rudman

Danai Tembo

Thandazani Nofingxana

Andrea Hurst

Emma Hay

List of “Tributaries” Community Members

The following people, listed alphabetically, made various contributions to the Tributaries Project as pilgrims, seminar presenters, presenters of on-site talks and tours, and organisers. Notably, just over two thirds of the 42 participants were currently part of the Nelson Mandela University community (30) and just under one third of the participants came from beyond the university community (12). We must, however, here acknowledge that, aside from one high school pupil (who participated with an academic parent), most participants were, or had been, involved in the academic world. This may have predisposed the group to a certain type and level of engagement, and it would be interesting to see if the same principles and assumptions would hold, with inclusion of participants from beyond the university-level of proficiency. Tributaries participants were diverse in many respects, including: age (ranging from approx. 18 years to 60 years); race (participants from all 4 race categories); gender (an even split between females and males); physical ability; academic positioning (students and staff members at every level, including undergraduates, Hons, Masters, PhD, Postdoc, lecturer, Professor, Chair, Director, and PASS); relationships (strangers, colleagues, life-partners, friends, mother-son and mother-daughter). Within the specificity of an academic site, Tributaries participants spanned a diversity of interests, with multidisciplinary representation across the academic spectrum, from Art and Design, Philosophy, Languages and Literature, Music, Sociology, Media Studies, Psychology, Development Studies, Chemistry, Botany, Ichthyology, and Zoology. The Tributaries community

consisted of approximately 17 students, 13 university staff members, and 12 members beyond the university. There is a degree of overlap in these categories; for example those who are both staff members and students were counted as staff members. Finally, non-experts encountered water experts who offered activities, presentations and/or site tours. From this diversity, a group of entirely voluntary participants cohered for the project's duration.

1. Janine Adams (Prof, Zoology, SARChI Chair in Shallow Water Systems, Nelson Mandela University)
2. Ian Buchanan (Visiting Professor, University of Wollongong, Australia)
3. Thembelihle Buthelezi (MA Design, Nelson Mandela University)
4. Dale Clayton (Zwartkops Conservancy)
5. Belinda Du Plooy (Manager, Engagement Office, Nelson Mandela University)
6. Mary Duker (Prof, Visual Arts, Nelson Mandela University)
7. Lloyd Edwards (Raggy Charters, Algoa Bay expert)
8. Alan Fogarty (Alan Tours, Lighthouse Tour, Cape Recife)
9. Emma Hay (Lecturer, Rhodes University, Permaculture Designer)
10. Glenn Holtzman (Music, Nelson Mandela University)
11. Andrea Hurst (Prof, SARChI Chair ISCIA, Nelson Mandela University)
12. Gary Koekemoer (ISCIA PhD, Nelson Mandela University, WESSA)
13. Nehemiah Latolla (PhD candidate, Chemistry, and Fashion Design, Nelson Mandela University)
14. Margaret Lowies (Margaret MSc., Pr. Sci. Nat. Environmental Scientist, Aurecon)
15. Ethan Lyle (HONS Music, Nelson Mandela University)
16. Lungelo Manona (MA Media Studies, Nelson Mandela University)
17. Paul Martin (Dr, Zoology, Zwartkops Conservancy)
18. Nomtha Menye (MA Sociology, Nelson Mandela University)
19. Phelokazi Mntwini (BA HONS Philosophy, Nelson Mandela University)
20. Mbokazi Ngayeka (HONS Chemistry, Nelson Mandela University)
21. Sibu Nhlanguwini (HONS Graphic Design, Nelson Mandela University)
22. Thandazani Nofingxana (HONS Fashion, Nelson Mandela University)
23. Vulindlela Nyoni (Prof, Visual Arts, Nelson Mandela University)
24. Grettel Osorio Hernández (HONS Visual Art, Nelson Mandela University)
25. Adeolu Oyekan (ISCIA Postdoc, Lagos University, Nigeria)
26. Lorien Pichegru (Zoology, Nelson Mandela University)
27. David Pittaway (ISCIA Postdoc, Nelson Mandela University)
28. Thabang Queench (MA, CANRAD, Nelson Mandela University)
29. Harsheila Riga (ISCIA co-ordinator)
30. Nonnie Roodt (Independent Artist, Port Elizabeth)
31. Gletwyn Rubidge (Chemistry, Nelson Mandela University)
32. Luke Rudman (Student, Visual Arts, Nelson Mandela University)
33. Sharon Rudman (Applied Languages, Nelson Mandela University)
34. Jenny Rump (Zwartkops Conservancy)
35. Alida Sandison (Dr, Psychology, Nelson Mandela University)
36. Bernadette Snow (Dr, Director, Institute for Coastal and Marine Research)
37. Heather Snow (School pupil)
38. Luan Staphorst (CHRISHET Researcher, MA Languages)

39. Danai Tembo (PhD Development Studies, Coastal and Marine Research)
40. Christi van der Westhuizen (Prof, CANRAD, Nelson Mandela University)
41. Silvon Windsor (Student in Languages and Philosophy, Nelson Mandela University)
42. Andrew Witte (PhD Candidate, Ichthyology and Fisheries, Rhodes University)

Addendum 2: On-Site Talks, Tours and Activities [Section B2]



Figure 4: Talk and Tour of Zwartkops Estuary by Prof Janine Adams

The Tributaries Project: On-site speakers engaged on Sea-to-Source Pilgrimages in 2019	
Dates	Details
22 Mar, 21 June,	Alan Fogarty (Alan Tours), tour and on-site presentation at the Cape Recife Lighthouse. Alan shared with us his knowledge of its interesting history and details of its construction and workings, opening the way to understanding more about human/ocean interactions. Climbing the 101 stairs

20 September	to the top provided an illuminating and significant moment of experiential learning for many of us. The sense of being contained in a tiny glass case facing out towards a vast ocean reduced and relativized our very being as humans. This is the kind of learning that does not take place within the confines of a lecture hall.
22 Mar	Andrew Witte (Wild Coast Abalone, and PhD Candidate, Ichthyology, RU), on-site presentation at the Cape Recife Lighthouse. Andrew shared with us his knowledge of the kind of human/ocean interactions that cause extensive damage (e.g. perlemoen poaching that has devastated our coastline) and those that aim to rehabilitate (e.g. the Abalone seeding project that is the subject of his research). He discussed how to combine the complex demands of developing a sustainable fisheries industry and protecting it from poachers, promoting community upliftment, and preserving the natural ecology of reef systems.
21 June	Dr Bernadette Snow (Director of the Institute for Coastal and Marine Research). Bernadette Snow generously shared her rich store of knowledge both formally and informally as a fellow pilgrim. It was inspiring to learn from her personal journey that there are multiple and diverse spaces within the academic world for activities that lie between the hard natural sciences and the humanities, and that these offer diverse kinds of opportunities for productive work and relationships.
23 Mar 22 June, 21 September	<u>Margaret Lowies (MSc., Pr. Sci. Nat. and an Environmental Scientist, Aurecon). Tour and on-site presentation at the Driftsands Waste Water Treatment Works:</u> Margaret accompanied us on a walkabout through the Works, and offered us a detailed explanation of the processes and challenges involved in dealing with waste. In trying to understand some of the complex issues related to our water usage as city dwellers, we realised that we learn so much more when we actually see the processes on site instead of only hearing about them. We are all now much more informed about what happens to the water that flows down our various kinds of household pipes and we realise how concerned we should be about the additional chemicals and items that we put down our pipes in our homes. Our visit, among many other things, showed us that these things don't just disappear, but come out again, and cause multiple potential problems and hazards, at the other end.
23 Mar	Lloyd Edwards (Raggy Charters), on-site presentation at the PE Harbour: Lloyd shared with us his passion for the ocean, extensive knowledge of its creatures and of human/ocean interactions. It was particularly significant to learn from your example that making positive contributions towards ecological responsibility can be a matter of flexible, interconnected entrepreneurship, for example, chartering a tourist vessel to fund research and rehabilitation efforts, and offsetting the carbon footprint of chartering a vessel by planting trees. It

	was particularly important to us to have gained a sense from him that there are indeed viable opportunities for ecologically, socially and economically sound action, and that these opportunities are expanded when interconnections are made between diverse kinds of organisations.
23 Mar	Margaret Lowies (MSc., Pr. Sci. Nat. and an Environmental Scientist, Aurecon). On-site presentation at the mouth of the Zwartkops Estuary. Margaret accompanied us to the Zwartkops Estuary, and offered us a detailed explanation of the complex and delicate ecosystem that emerges precisely at the point where the river meets the sea.
22 June	Beach Clean-up (WESSA). Pilgrims joined WESSA for a scheduled beach clean-up in the Bluewater Bay Beach area from Coega Harbour to Brighton Beach; third pilgrimage.
22 June	Dr Lorien Pichegru (Zoology, NMU) on-site presentation at Brighton Beach. The participants in our second sea-to-source pilgrimage benefitted from the camaraderie and sense of making a small contribution during the beach clean-up. We appreciated Lorien's willingness to share with us her clear passion for the ocean and its numerous creatures, as well as her extensive knowledge about the unique region on our doorstep (Algoa Bay) and the complexities of human/ocean interaction.
21 September	International Coastal Clean-up, begun 30 years ago. Pilgrimage 3 joined the clean-up efforts from the Beacon towards Flat Rock Beach, hosted by the Sustainable Seas Trust.
21 September	Global Climate Strike (WESSA). Gary Koekemoer (ISCIA Phd student, WESSA), invited the pilgrims to join him for a demonstration in solidarity with the Global Climate Strike. Port Elizabeth added far too few to the millions who supported this worldwide, youth-led climate strike. We were grateful to be part of it!
23 Mar	Margaret Lowies (MSc., Pr. Sci. Nat. and an Environmental Scientist, Aurecon). On-site presentation at the mouth of the Zwartkops Estuary. Margaret accompanied us to the Zwartkops Estuary, and offered us a detailed explanation of the complex and delicate ecosystem that emerges precisely at the point where the river meets the sea.
23 Mar 22 June, 21 September	Jenny Rump, Dale Clayton (Zwartkops Conservancy). On-site presentation of the path of the Zwartkops River from source to sea at Redhouse. Jenny and Dale shared with us their extensive knowledge of the effects of human activity along the complex trajectory of the Zwartkops River. It was interesting to follow the river in pictures from its pristine sources in the Groendal wilderness reserve, through the accumulation of toxic human activity, to the mouth of the estuary where it meets the sea. This helped us

	understand more about the extremely distressing water pollution that has resulted from careless human activity in relation to the river and the complex social difficulties associated with efforts to address it.
22 June	Zwartkops Estuary Tour and talk by Dr Paul Martin (Zoology, Zwartkops Conservancy). Dr Martin conducted us on an extremely interesting and inspiring on-site tour of the Zwartkops, from the Estuary mouth to the point where salt water and fresh water meet. It was particularly fascinating to come to understand how birds, for example, adapt their migratory patterns in relation to human interference in natural habitats – an indication of the interconnectivity of all creatures and things.
21 September	Prof Janine Adams (Botany, NMU, Deputy Director CMR; DST/NRF Research Chair: Shallow Water Ecosystems). Scheduled Zwartkops Estuary Tour and talk. Prof Adam's richly informative on-site presentations and demonstrations was one of the highlights of pilgrimage 3. Her knowledge of the Zwartkops Estuary was awe-inspiring, and greatly increased our understanding of the extremely distressing water pollution that has resulted from careless human activity, and the complex social difficulties associated with efforts to address it.

Addendum 3: Tributaries Seminar topics and presenters [Section B3]



Figure 5: Some of the Seminar Invitations

The Tributaries Project: Seminar Schedule			
	DATE		TITLE
1	15 Feb, 2019		Andrea Hurst (ISCIA Chair): "Introduction to the project and open discussion, including the question of naming it".
2	22 Feb, 2019		Nomtha Menye (MA Sociology, Nelson Mandela University): "The spiritual significance of water amongst Xhosa's in the rural Eastern Cape."
3	01 Mar, 2019		Gary Koekemoer (ISCIA PhD, Nelson Mandela University, WESSA): "Algoa Bay - complexity on our doorstep"?
4	08 Mar, 2019		Mary Duker (Prof Visual Arts, Nelson Mandela University): "There's no water coming out of my TAP!': Suburban water narratives".
5	29 Mar, 2019		Sea-to-Source Group 1 Pilgrims: "Reflections on our 'Sea-to-Source' Pilgrimage".

6	05 2019	Apr,	Sibu Nhlanguwini (HONS Graphic Design, Nelson Mandela Uni): “[I]MP[ACT]- I act in order to make an impact”.
7	12 2019	April,	Luan Staphorst (CRISHET Researcher, MA Languages, Nelson Mandela University Choir Chairperson): “water-y likeness: the un-common archetype in poetry and song”
8	26 2019	April,	Luke Rudman (Student, Visual Arts, Nelson Mandela University): “‘Beauty and the Beast’: Performance art against plastic pollution”.
9	03 2019	May,	Gary Koekemoer (ISCIA PhD, Nelson Mandela University, WESSA): “Water Conflicts in the Bay”.
10	10 2019	May,	Vulindlela Nyoni (Prof, Visual Arts, Nelson Mandela University): “Bodies in Flow: A brief reflection on cross border movement between South Africa and Zimbabwe”
11	24 2019	May,	Nehemiah Latolla (HONS Chemistry, Nelson Mandela University): “The Meeting Place (Science/Fashion/Poetry and Water)”
12	31 2019	May,	Grettel Osorio (HONS Visual Art, Nelson Mandela University): “Landscape/Water”
13	2 Aug,	2019	Sea-to-Source Group 2 Pilgrims: Reflections on our “Sea-to-Source” Pilgrimage
14	16 2019	Aug,	Glenn Holtzman (Music, Mandela University): “Saturated sounds: making water music”
15	04 2019	Oct,	Sea-to-Source Group 3 Pilgrims: Reflections on our “Sea-to-Source” Pilgrimage.
16	11 2019	Oct,	Belinda Du Plooy (Engagement, NMU): “Sheroes of the Sea: Critical and public pedagogy of oceanic youthful female leadership”
17	18 2019	Oct,	Danai Tembo (PhD Development Studies, CMR) “Sustainable Fisheries: Bridging the gap between legislation and implementation.”
18	25 2019	Oct,	Luan Staphorst (CHRISHET Researcher, MA Languages) Repeat of Poetry Workshop.
19	01 2019	Nov,	Gletwyn Rubidge (Chemistry, NMU). “Developing and optimising the mammalian dive reflex”.
20	07 (Thurs)	Nov	Ian Buchanan – (Visiting Professor – Univeristy of Wollongong) “The Ethics of Eating Fish”

Addendum 4: Exhibition pamphlet [Section B3]

NELSON MANDELA
UNIVERSITY

The Faculty of Arts SARCHI Chair in Identities and Social Cohesion invites you to the opening of the

SEA-TO-SOURCE PILGRIM'S EXHIBITION

Opening:

18 November 2019 | 17h00 for 17h30
Music Building | Bird Street Campus |
20 Bird Street, Central

RSVP & Dietary:

11 November 2019 to
Harsheila.riga@mandela.ac.za

The Tributaries Project was initiated in 2019 by the Arts Faculty SARCHI Chair in Identities and Social Cohesion in Africa (ISCIA) in conjunction with the Nelson Mandela University Visual Arts Department and Engagement Office. The purpose of The Tributaries Project is to promote cross-disciplinary co-operative academic, engagement and creative activity in order to help participants understand, and find creative ways to address, social and environmental problems /challenges. The emphasis is on the connections between ecological and social problems, which should be addressed together. The Sea-to-Source Pilgrim's exhibition is a response from pilgrims who attended one of three water pilgrimages arranged by the ISICA office during the year.

Exhibition will run from 19 November to 25 November [09h00 to 15h00 weekdays only]

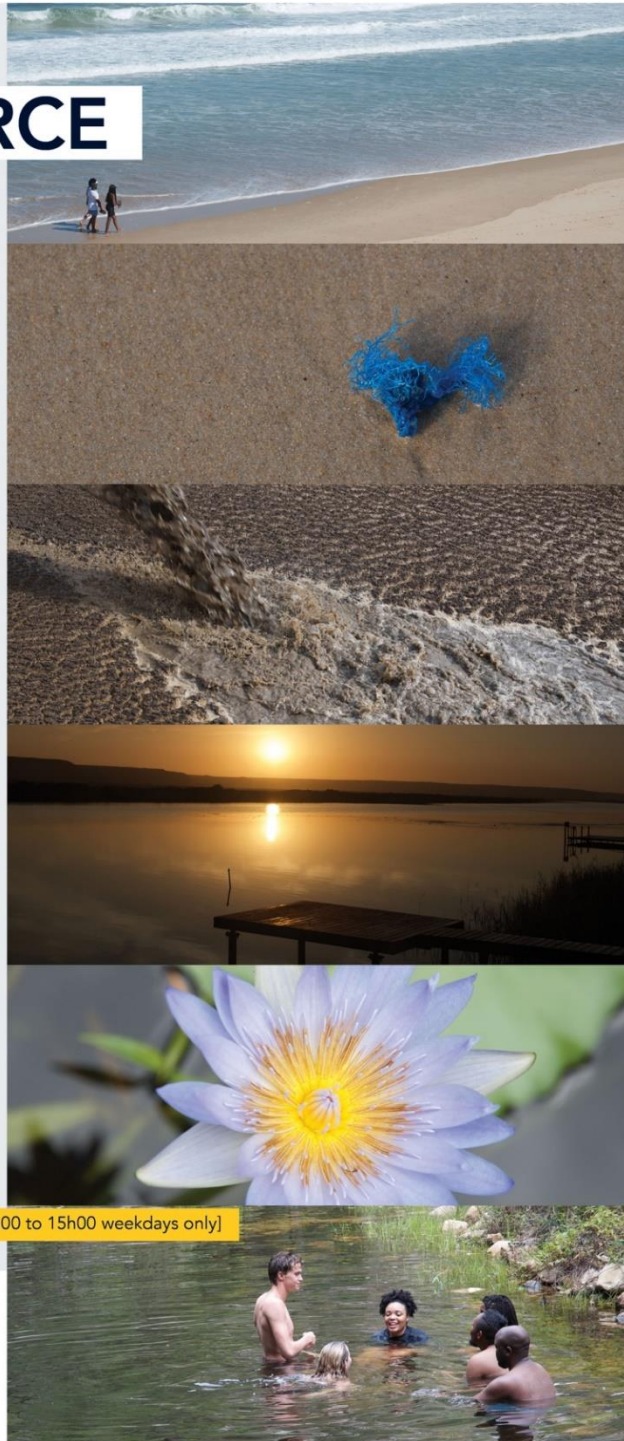




Figure 6: Performance of “Water Works” by Dr Glenn Holtzman and student collaborators



Addendum 5: Tributaries Colloquium Programme [Section B3]

Colloquium Programme			
		Presenter	Title
	08:30-09:00	Arrival tea/coffee	Welcome
1	09.00 – 09.30	Mary Duker	There is no water coming out of my TAP 🚰
2	09.35 – 10.05	Silvon Windsor	Water as crisis and culture in Frank Herbert's <i>Dune</i>
3	10.10 – 10.40	Emma Hay	Water is my symbol
	10.40 – 11.00	TEA BREAK (20 mins)	
4	11.00 – 11.30	Christi Van der Westhuizen	What the water brought: Ghost stories of a (post)colonial city at the confluence of river and sea
5	11.35 – 12.05	David Pittaway	Pilgrimage, patterns, and water: Reflections and conceptual elaborations on three ISCIA SARChI Chair engagement events
6	12.10 – 12.40	Gary Koekemoer	Seeing complexity by walking the construct
	12.40 – 13.20	LUNCH (40 mins)	
7	13.20 – 13.50	Glenn Holtzman	Saturated sounds: Making water music
8	13.55 – 14.25	Sharon Rudman and Luke Rudman	Reconfiguring the everyday: Performance art against plastic pollution
9	14.30 – 15.00	Bernadette Snow	A personal pilgrimage over time
	15.00 – 15.20	TEA BREAK (20 mins)	
10	15.20 – 15.50	Belinda du Plooy	Sheroes of the Sea: Popular representations of youthful female leadership
11	15.55 – 16.25	Andrea Hurst	Researching The Tributaries Project



Addendum 6: Tributaries Narratives Programme [Section B3]

Dear Walter,
I write to you,
expressing



Narratives Programme

		Presenter	Title and description of work
1	09.00 – 09.30	Arrival tea/coffee	Welcome
2	09.30 – 09.50	Belinda du Plooy	Poetry reading of "Belly of the whale"
3	09.50 – 10.10	Phelokazi Mntwini	Poetry reading of "Drops, rivers and oceans"
4	10.10 – 10.30	Mbokazi Ngayeka	Poetry reading of "Who do we tell our dreams to?"
5	10.30 – 10.50	Adeolu Oyekan	Reading of "a letter to water"
6	10.50 – 11.10	Thabang Queench	Narration of "I am a pilgrim"
7	11.10 – 11.30	Alida Sandison	Narration of "My pilgrimage"
8	11.30 – 11.50	Luan Staphorst	Audio-visual presentation of "Assemblancing water"
9	11.50 – 12.30	Spontaneous stories	

Addendum 7: Example of Media Coverage [Section B..]

Figure 8: Luke Rudman's Award Winning Performance Art



NMU student wins Stomp award

BY ZAMANDULO MALONDE - 09 December 2019



NMU student and performance artist Luke Rudman, front, dressed 10 models in outfits made from