

2020 EUA ANNUAL CONFERENCE WEBINAR

Promoting universities' societal engagement

22 April 2020

#EUA2020online

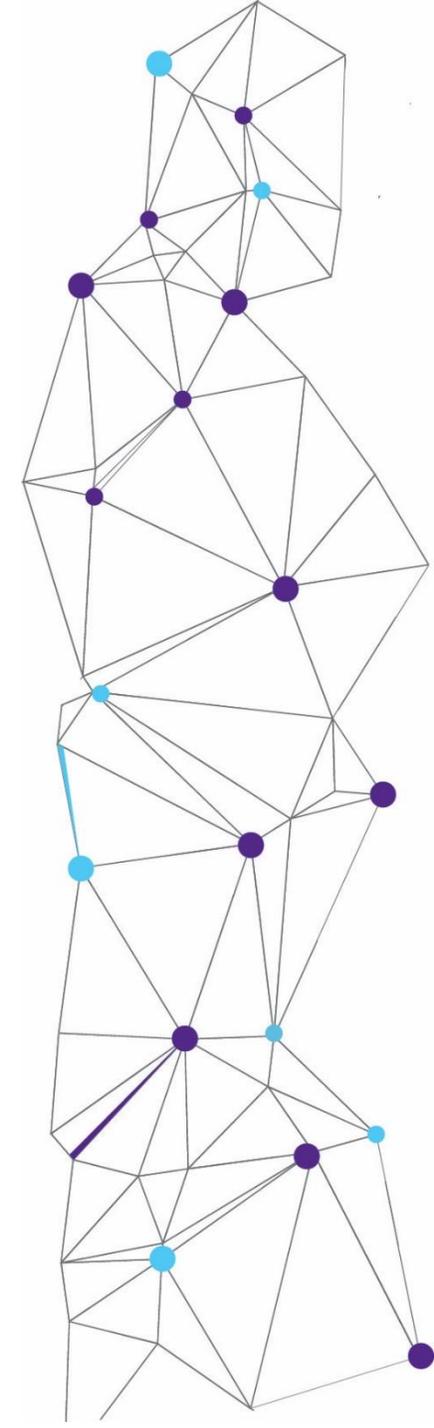
Speakers

- Snježana Prijić Samaržija, Rector, University of Rijeka, Croatia and Ninoslav Šćukanec Schmidt, Director, Institute for the Development of Education, Croatia
- Orla Duke, Programme Manager Scholars at Risk Europe, Maynooth University, Ireland
- Chaired by Tia Loukkola, Director, Institutional Development Unit, EUA



TEFCE

**Towards a European Framework for
Community Engagement in Higher Education**



PROJECT FUNDING



Funded by the
Erasmus+ Programme
of the European Union

PROJECT CO-FINANCING



GOVERNMENT OF THE REPUBLIC OF CROATIA
Office for Cooperation with NGOs

Towards a European Framework for Community Engagement in Higher Education

Snježana Prijić Samaržija, Rector

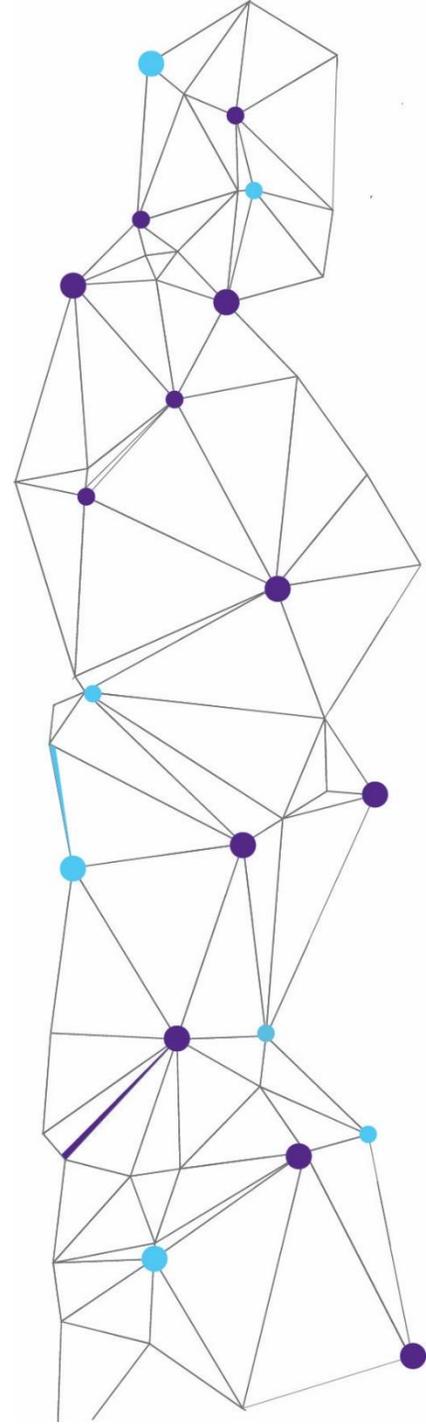
University of Rijeka, Croatia

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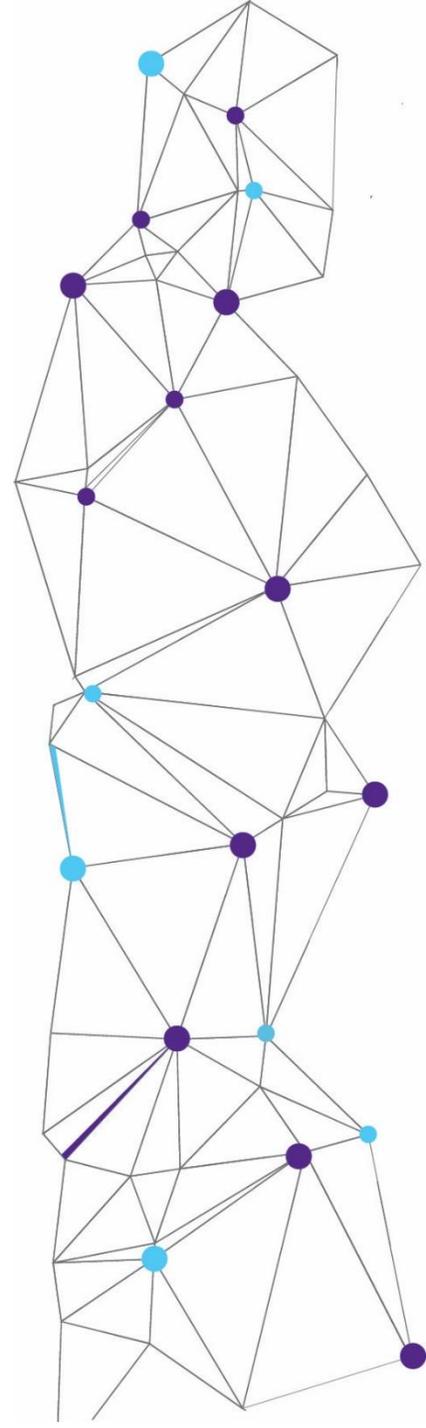
#2020 EUA Annual Conference webinar series

22 April, 14.00-15.00 CET



OVERVIEW OF PRESENTATION

1. Introduction
2. Background
3. **Definitions:** community engagement
4. Challenges
5. **Towards a European Framework** for community engagement
6. **Piloting the TEFCE Framework: University of Rijeka**
7. Conclusions



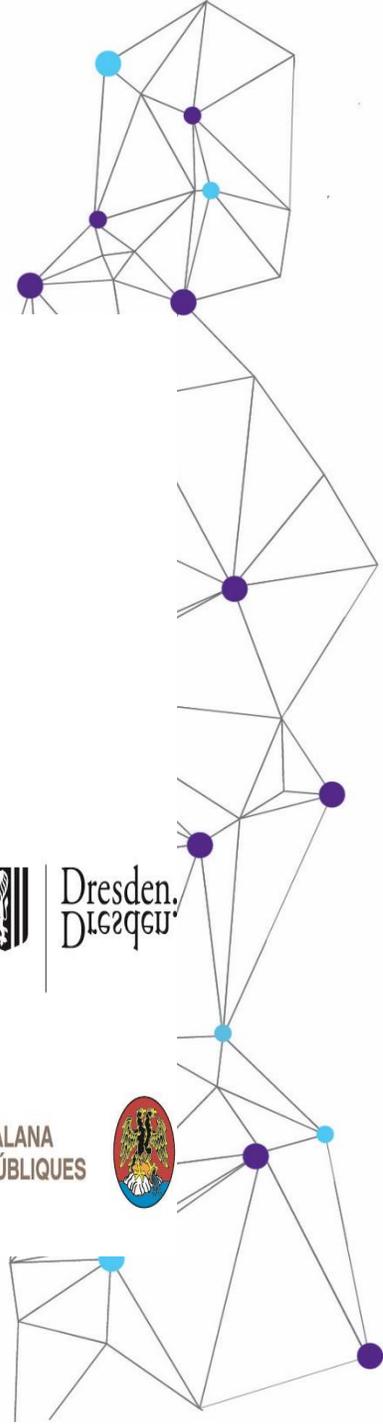
1. INTRODUCTION

- This presentation was developed as part of the project *Towards a European Framework for Community Engagement in Higher Education: TEFCE*.
- Funding: Erasmus+, Key Action 3, **Forward Looking Cooperation projects**
- Duration: 01.2018 - 12.2020
- www.tefce.eu

PROJECT COORDINATORS



PROJECT CONSORTIUM



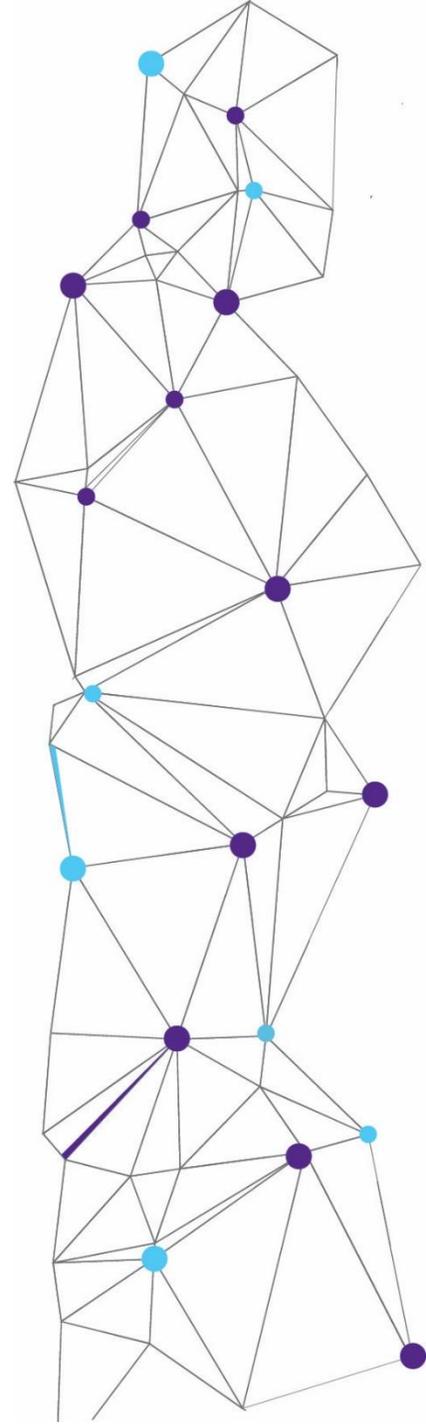
2. BACKGROUND

- Community engagement is emerging as a policy priority in higher education

3. DEFINITIONS

‘Community engagement’

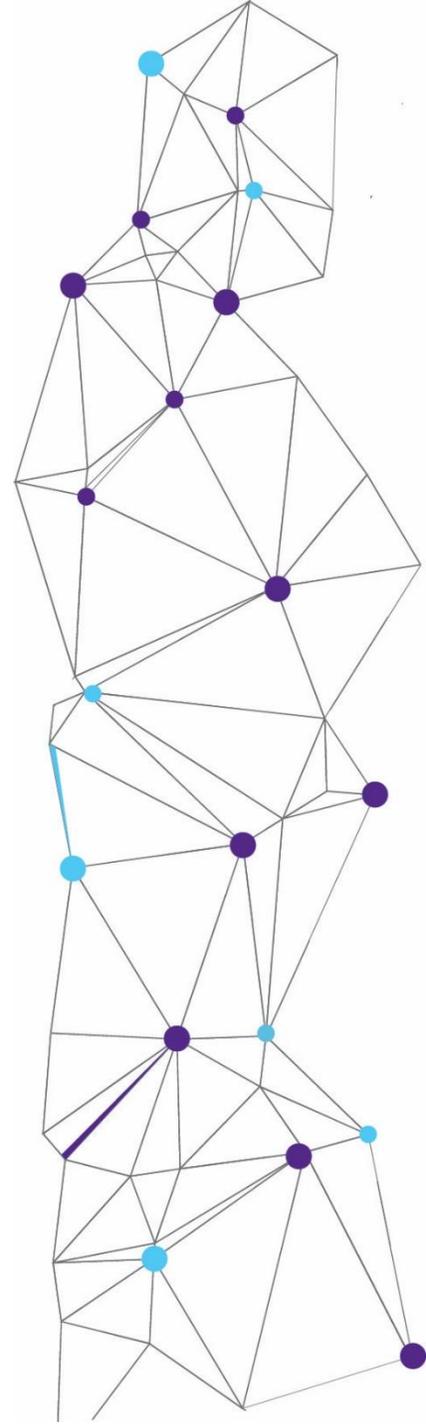
- Process whereby universities engage with community stakeholders to undertake joint activities that are **mutually beneficial**.



3. DEFINITIONS

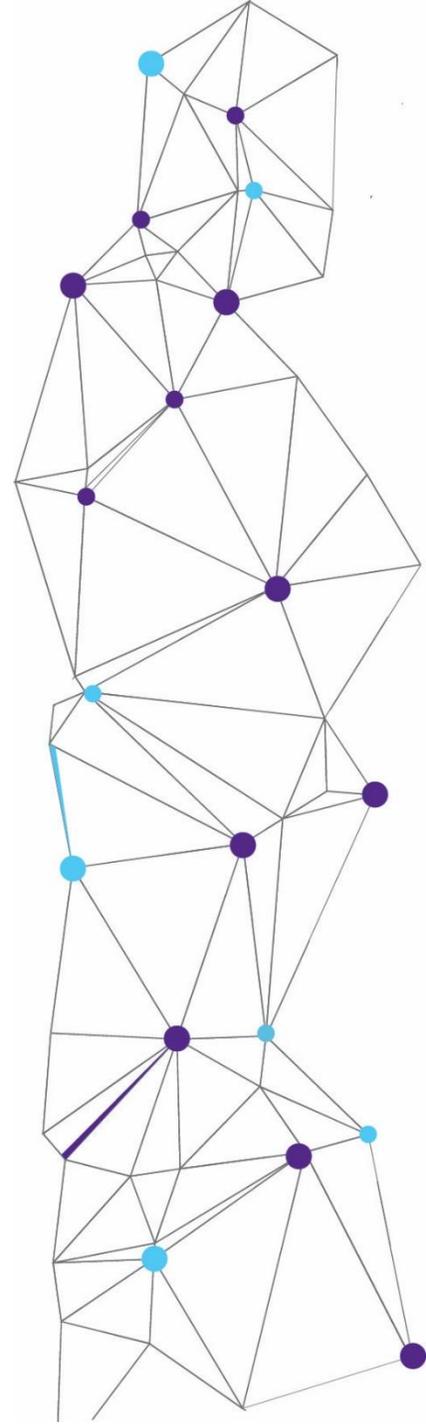
‘Community’

- Community refers to a **broad range of external university stakeholders:**
 - + government, business
 - NGOs, social enterprises, cultural organizations, schools, local governments, citizens.
- Emphasis on those communities **with fewer resources.**



4. CHALLENGES

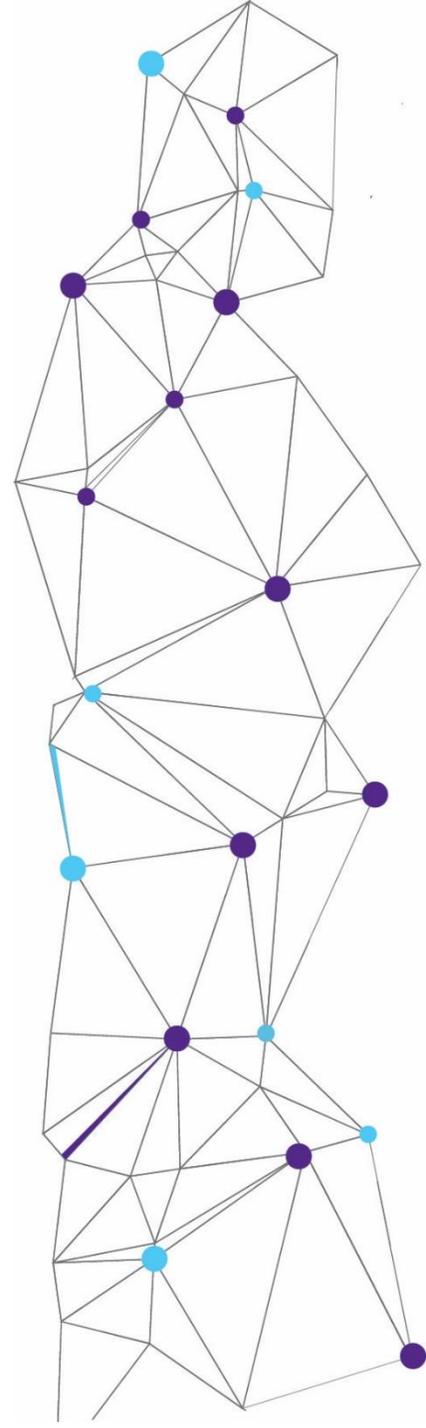
- Policy priorities in higher education focus on **excellence and global league tables** and do not encourage community engagement.
- Focus on forms of university engagement that have more **tangible economic benefits and are easier to measure.**
- Community engagement is **resistant to being measured.**



5. TOWARDS A EUROPEAN FRAMEWORK

The TEFCE approach:

- **Dropping the search for the perfect quantitative indicators** of community engagement.
- **Rejecting** the logic of **ranking** and competitive benchmarking.
- **Avoiding** a bureaucratic **self-assessment** process.
- **Learning from previous** tools, but **proposing a new approach** with a new set of principles.



The TEFCE Toolbox: 4 principles

1. Authenticity of engagement

The Toolbox's interpretative framework differentiates **authentic** community engagement (that provides the **community with a meaningful role and tangible benefits**) from **instrumental** and **'pseudo-'** engagement.

3. Bottom-up rather than top-down steering

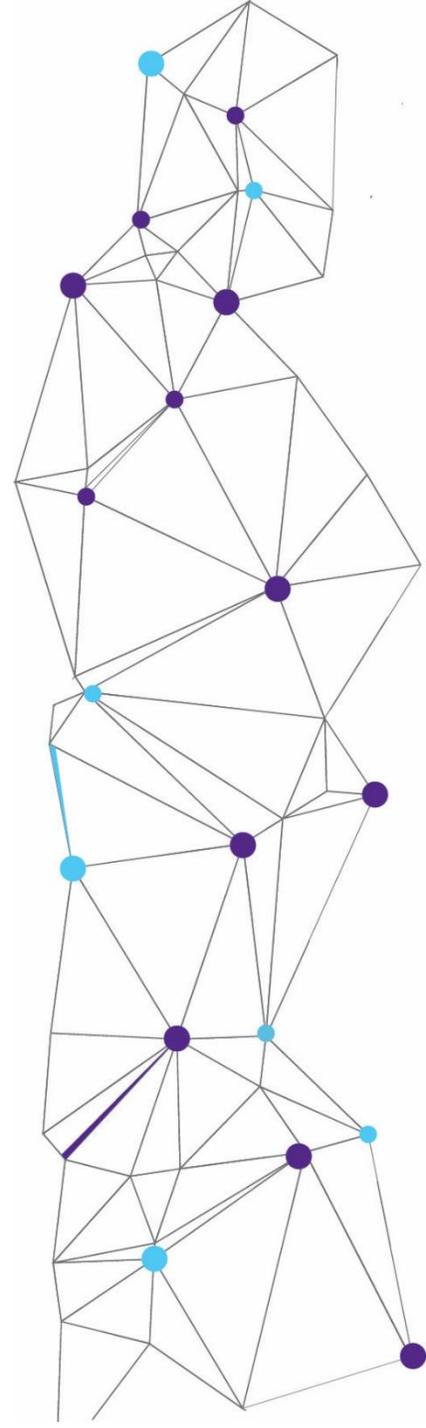
The Toolbox is **based on mapping stories of practitioners** (rather than on best practices selected by senior management) and **providing both university staff and the community with a say in the process.**

2. Empowerment of individuals

The Toolbox aims to **recognise and award** value for different kinds of **individual efforts** and results in community engagement, thus encouraging universities to **develop empowering environments** for individuals at the university.

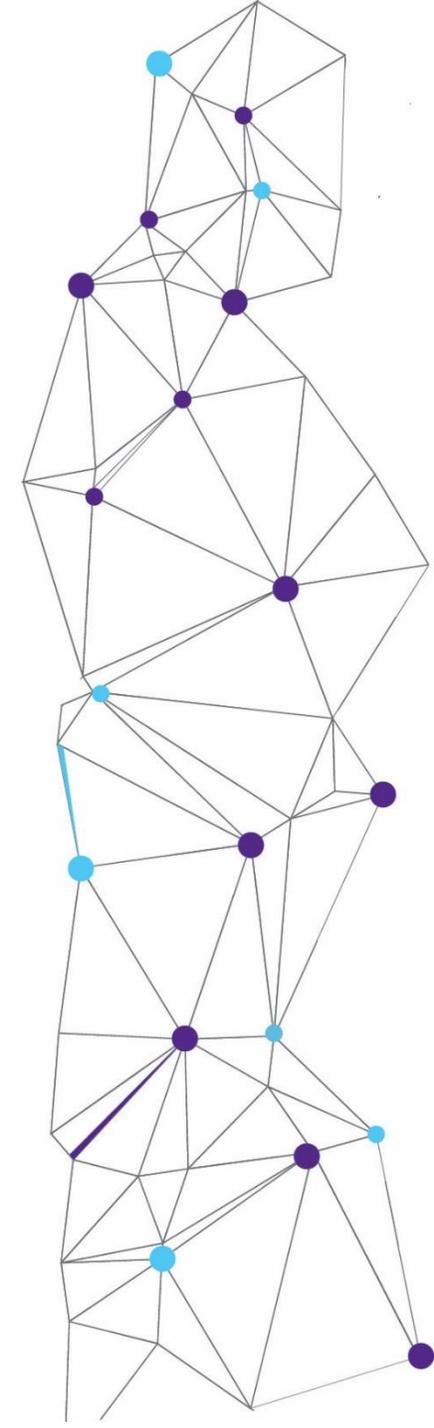
4. Learning journey rather than benchmarking

The Toolbox **results in a qualitative discovery of good practices**, a critical reflection on strengths and areas to improve, **achieved through a collaborative learning process.**



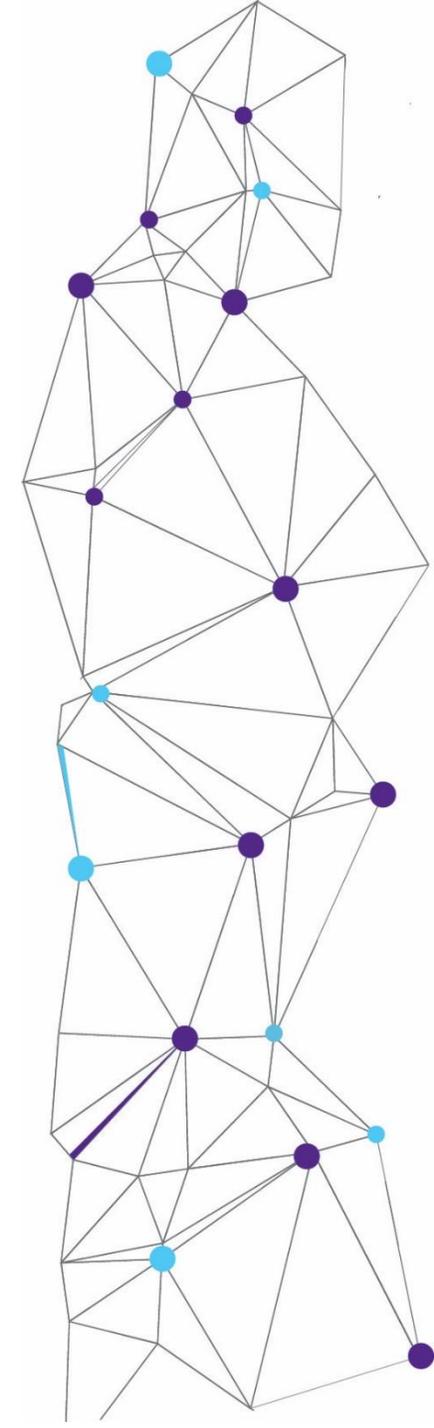
The TEFCE Toolbox: 6 stages

Steps	Description
1. Quick scan	Initial discussion by university/community team on the type and extent of community engagement at the university.
2. Evidence collection	Collecting stories of community-engaged practitioners throughout the university.
3. Mapping	Using a TEFCE Toolbox matrix to map the level of community-engagement of the university and to identify good practices.
4. Self-reflection	Open discussions among university management, staff, students and the community on strengths and areas of improvement
5. Institutional report	Promoting good practices and impact, and critical self-reflection for planning improvements to university-community engagement.
6. Into action	Using report to advocate and/or plan improvements to community engagement practices.



THE TEFCE TOOLBOX: THEORETICAL FRAMEWORK

	Level 1	Level 2	Level 3	Level 4	Level 5	References
	Superficial	Ad hoc	Building block	Systematic	Hallmark	
1. Ethos	<i>Pseudo</i>	Tentative	Stable	Authentic	Sustainable	<i>Hoyt (2011)</i>
2. Relationships	<i>Transactional</i>	Bilateral	Network	Systemic	Structural/ transformational	<i>Bowen et al. (2010), Enos and Morton (2003), Clayton et al. (2010)</i>
3. Mutuality	<i>Exploitative</i>	Donating	Assisting	Accommodating	Including	<i>Benneworth (2013)</i>
4. Directionality	<i>Dissemination</i>	Hearing voices	Listening to the voices seriously	Creating structures to hear voices	Co-creation	<i>Hall et al. (2011)</i>
5. Endowment	<i>Betterment</i>	Co-planning	Shared community	Co-determining	Empowerment	<i>Himmelman (2001)</i>



THE TEFCE TOOLBOX: 7 DIMENSIONS

Engagement activities

DIMENSION I. **TEACHING AND LEARNING**

DIMENSION II. **RESEARCH**

DIMENSION III. **SERVICE / KNOWLEDGE
EXCHANGE**

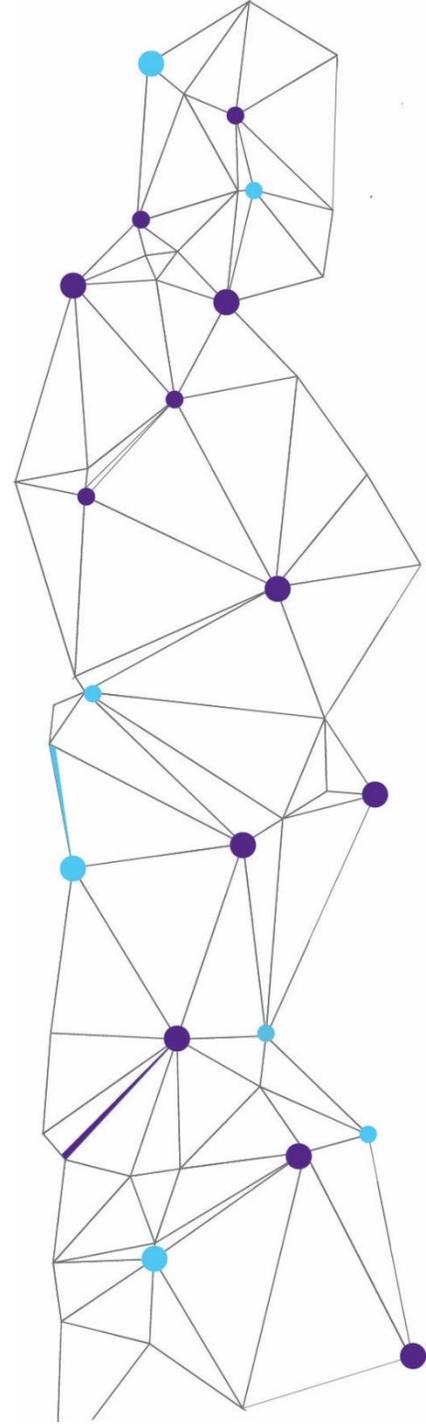
DIMENSION IV. **STUDENTS**

DIMENSION V. **MANAGEMENT**
(communication and partnerships)

Supportive environment

DIMENSION VI. **MANAGEMENT**
(policies and support structures)

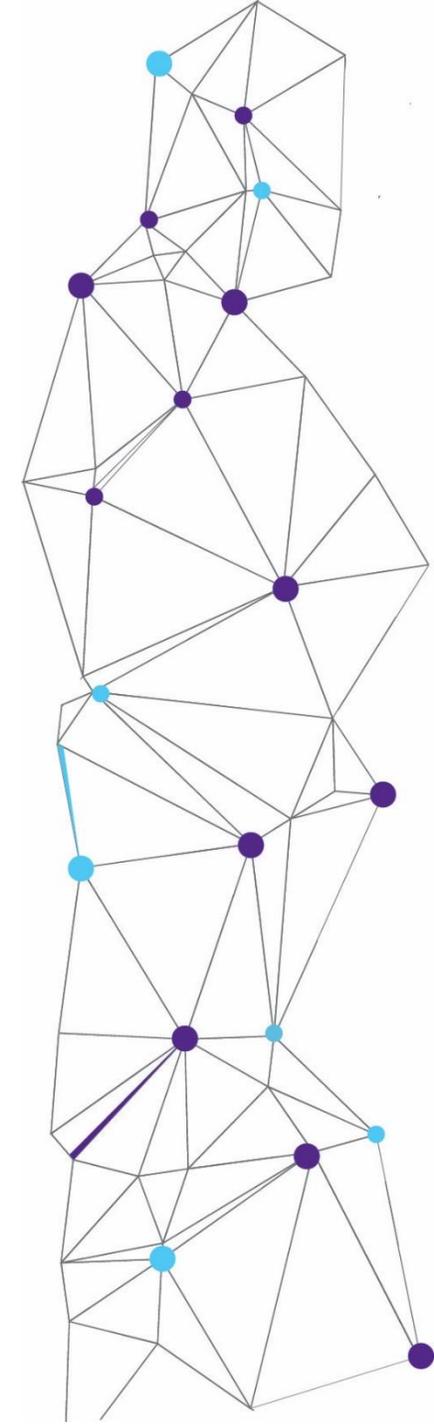
DIMENSION VII. **SUPPORTIVE PEERS**



THE TEFCE TOOLBOX: MATRIX

Dimension 1: Teaching and learning

SUB-DIMENSIONS	CRITERIA FOR MAPPING PRACTICES				
	Level 1	Level 2	Level 3	Level 4	Level 5
Sub-dimension I.1. The university has study programmes that include content about societal needs that are specific to the university's context and its external communities	There are study programmes at the university that ...				
	...make general references to their relevance to the societal needs of university's external communities.		... include specific content or make specific links with the societal needs of the university's external communities.		... are developed in cooperation with the university's external communities to address a societal need.
Sub-dimension I.2. The university has study programmes that include a community-based learning* component for students	Community-based learning is included in relevant study programmes at the university and...				
	.. benefits students to develop their knowledge and skills, although there is little evidence yet of their impact on the community.		... has demonstrated benefits for students and help community partners address a short-term problem or need.		... builds capacities of community partners and bring equal benefits to the students, teaching staff and university as a whole.
Sub-dimension I.3. The university has study programmes that are created, reviewed or evaluated in consultation/cooperation with external community representatives	External community representatives that cooperate on certain study programmes ...				
	... are not formally consulted regarding the design of the programmes or courses with which they cooperate.		... are formally consulted regarding the design courses with which they cooperate, and their voices are taken into consideration.		... co-design and co-evaluate the programmes or courses with which they cooperate.
Sub-dimension I.4. The university facilitates the participation of community representatives in the teaching and learning process in some study programmes (in a curricular or extra-curricular context)	External community representatives ...				
	... have a partnership role that does not involve delivery of teaching and learning.		... are included occasionally in teaching and learning processes (e.g. extra-curricular guest lecture).		... are included continually in teaching and learning processes (e.g. working with students on projects or research)

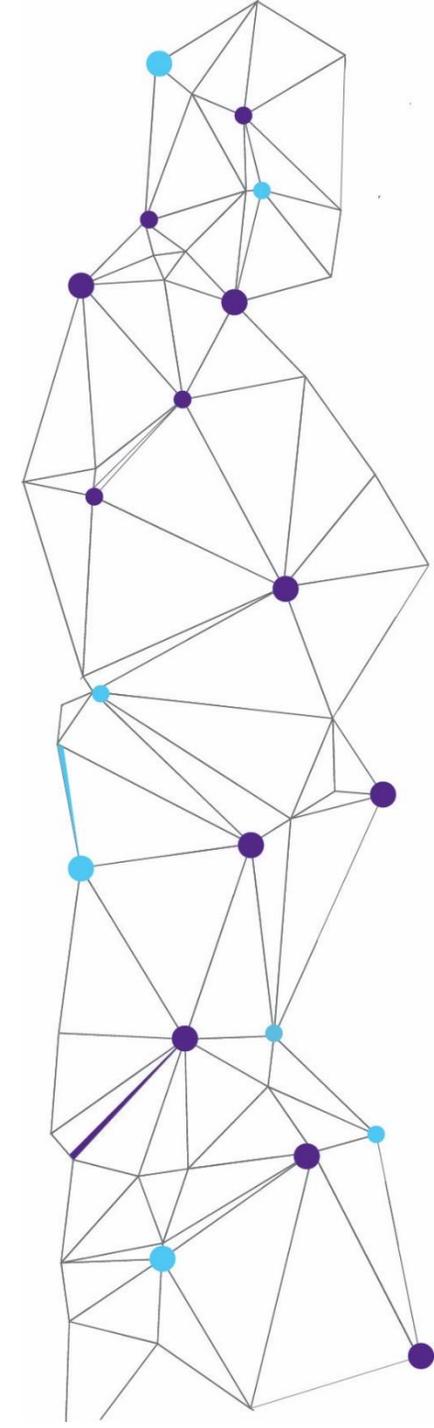


THE TEFCE TOOLBOX: HEATMAP

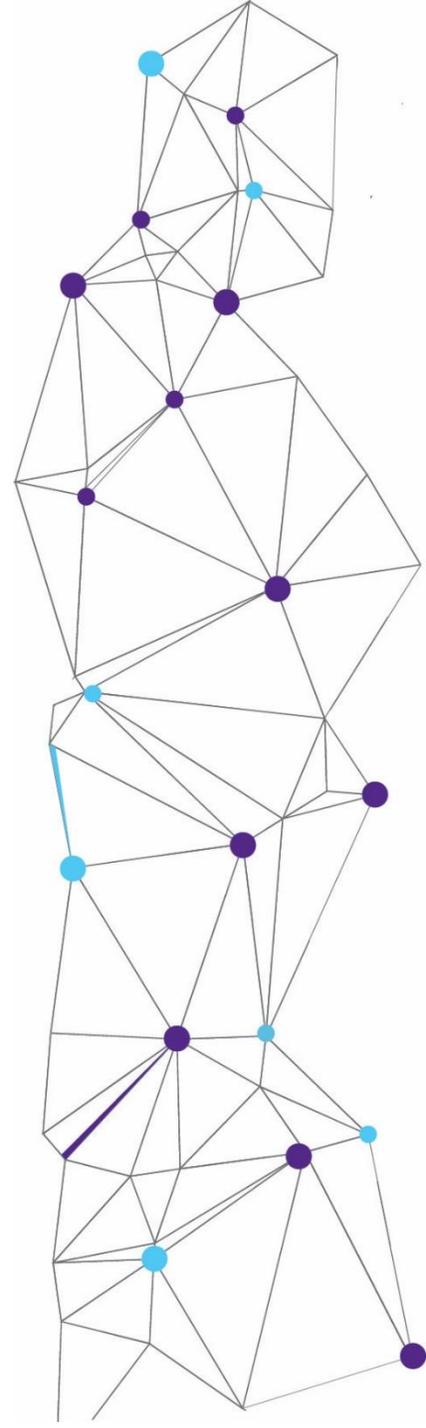
Synthesis: Community engagement heatmap for Dimension I

Type of engagement	Heatmap level					Heatmap criterion
	Red	Orange	Yellow	Light Green	Dark Green	
Authenticity of engagement						<i>(See sub-dimensions levels above)</i>
Societal needs addressed						From business needs to needs of vulnerable groups
Communities engaged with						From businesses and highly-structured organisations to hard-to-reach groups
Institutional spread						From one department to university-wide
Institutional sustainability						From short-term projects to embedded/continual activities.

[Insert a narrative description of the heatmap findings and an assessment of the overall achieved level]



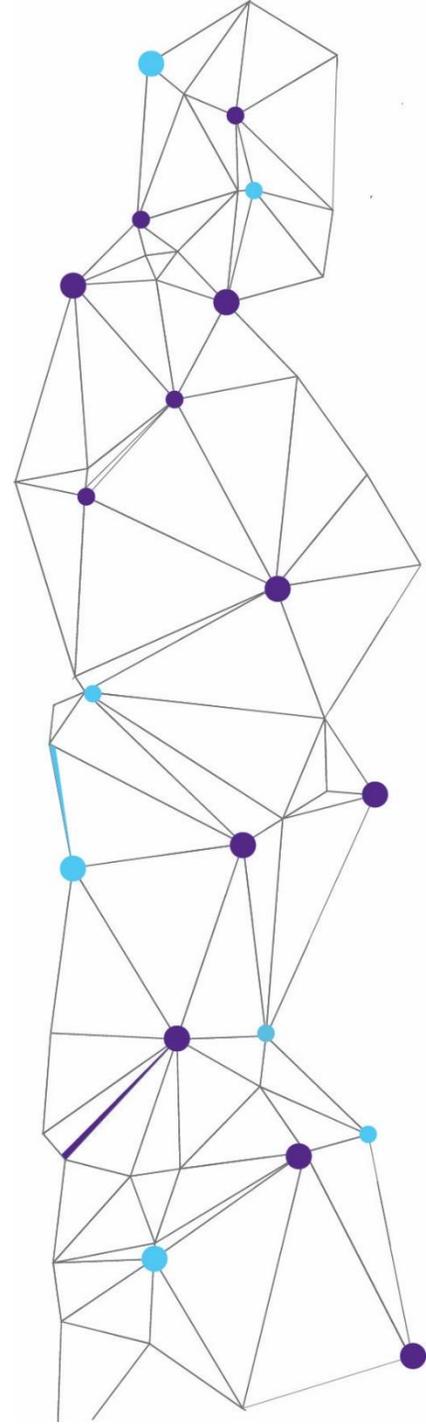
6. PILOTING THE TEFCE TOOLBOX: University of Rijeka experience



PILOTING THE TOOLBOX



- Piloted at universities in Dresden, Twente, Rijeka, and Dublin.
- Involved focus groups for university staff, students, and communities.
- **Quality of the Toolbox framework confirmed!**



WHY COMMUNITY ENGAGED UNIVERSITIES?

Universities of the future:

- Collaborative and aware of **the role of higher education in securing a sustainable future (SDG)**
- “A clearly-defined ‘European university’ label could reward research and higher education institutions which actively and successfully promote **open science, open innovation, and openness to the world**”
- “The European Union has launched the concept (and funding) for conducting ‘**responsible research and innovation**’, which includes the **concept of public engagement and regional innovation impact**”



JRC SCIENCE FOR POLICY REPORT

A Regional Innovation Impact
Assessment Framework for universities

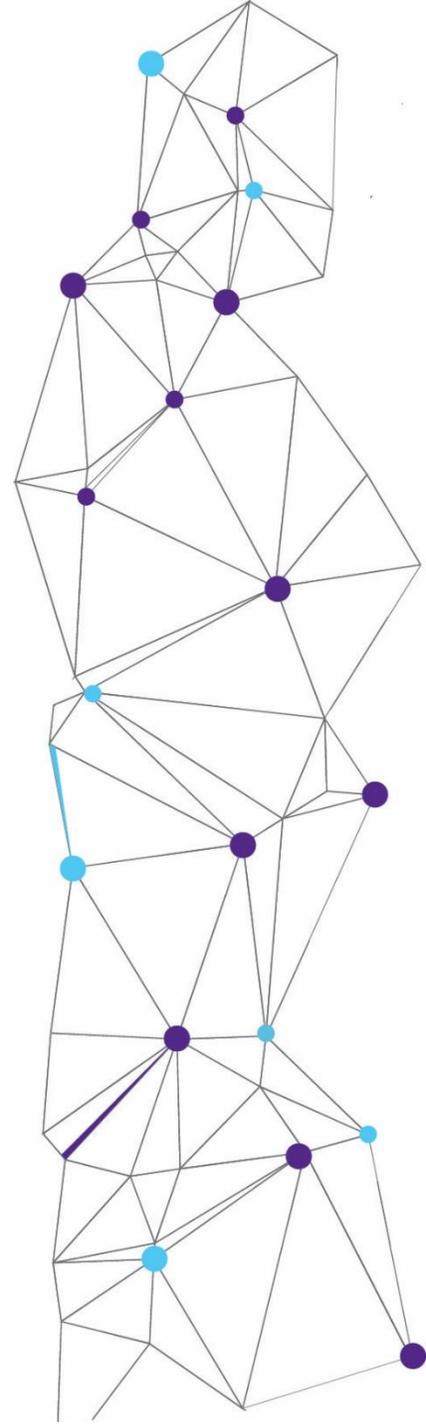
Koen Jonkers¹, Robert Tijssen², Athina Karvoumaraki¹, Xabier Goenaga¹

JRC Discussion Paper
Joint Research Centre, Brussels
January 2018

EUA VISION ‘STRONG UNIVERSITIES FOR EUROPE’

EUA’s Values

- “EUA protects and defends the values of universities: academic freedom, institutional autonomy, freedom of speech, integrity, inclusivity, diversity, sustainability, solidarity, promotion of creativity, and critical thinking.”

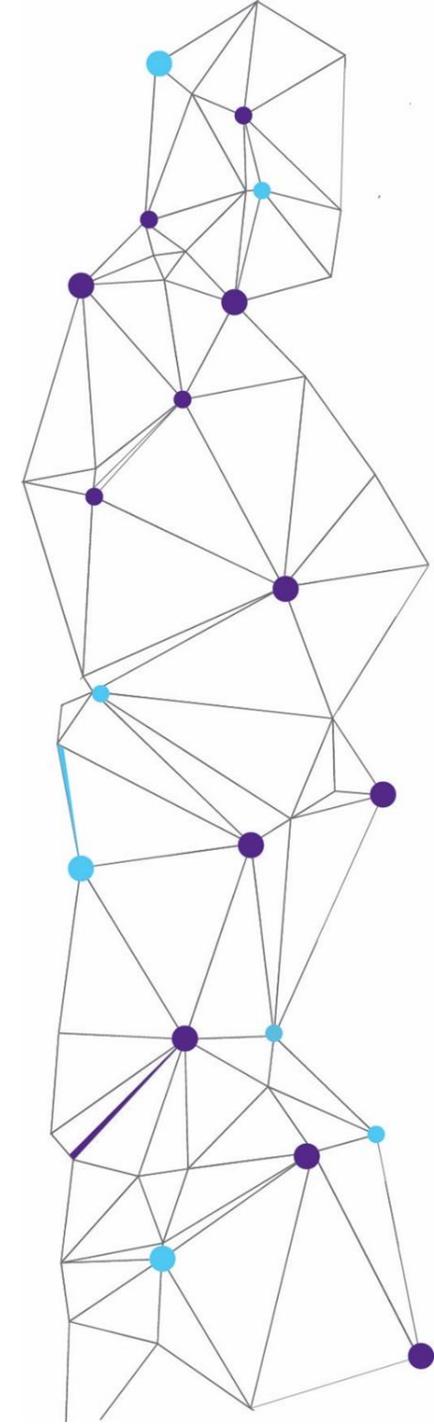


THE PILOTING PROCESS

- Piloting Report: 17/07/2019 – 12/9/2019: we analysed 45 practices within the framework of 7 dimensions and 21 sub-dimensions on 50+ pages
- We created a heatmap for each sub-dimension

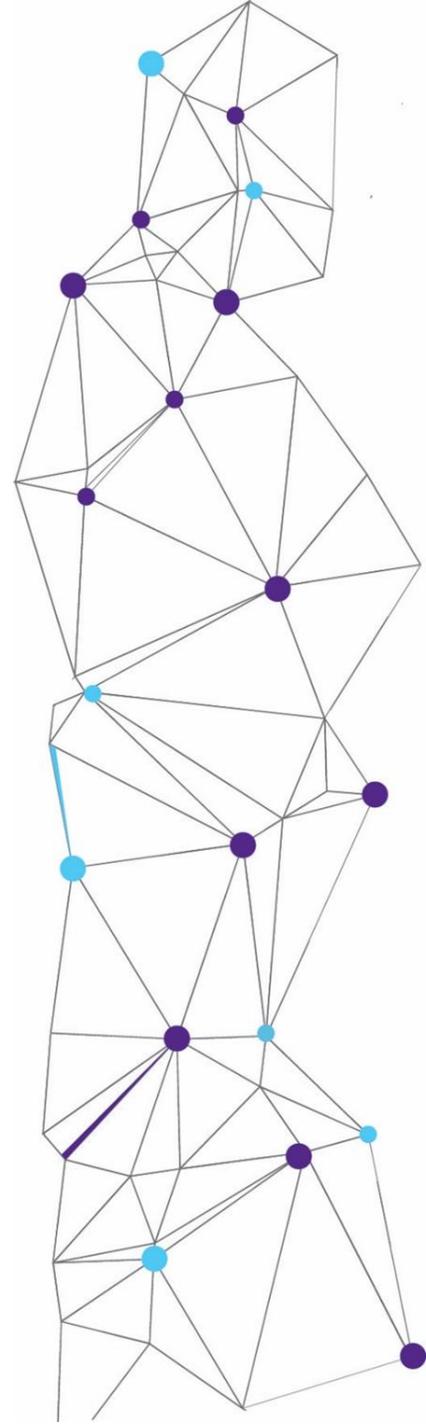
Type of engagement	Heatmap level					Heatmap criterion
	Red	Orange	Yellow	Light Green	Dark Green	
Authenticity of engagement				x		<i>(See sub-dimensions levels above)</i>
Societal needs addressed				x		<i>From business needs to needs of vulnerable groups</i>
Communities engaged with			x			<i>From businesses and highly-structured organisations to hard-to-reach groups</i>
Institutional spread				x		<i>From one department to university-wide</i>
Institutional sustainability					x	<i>From short-term projects to embedded/continual activities.</i>

- Piloting Visit: September 24-25, 2019 (Rijeka piloting team and peer reviewers - 4 external experts)



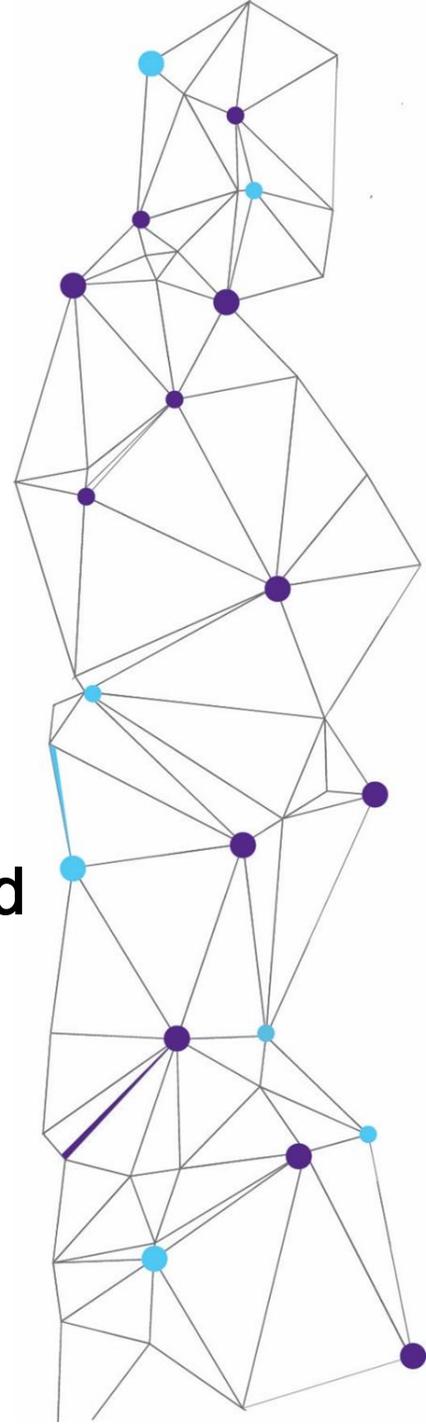
EXAMPLES OF UNIRI PRACTICES – R&D CENTRES

- Centre for Industrial Heritage
- Centre for Peace and Conflict Studies
- Centre for Advanced Studies – Southeast Europe
- Centre for Logic and Decision Theory
- Centre for Micro and Nano Sciences and Technologies
- Centre for Advanced Computing and Modelling
- Centre for Artificial Intelligence and Cybersecurity
- Centre for Urban Transition, Architecture and Urbanism
- Centre for Support to Smart and Sustainable Cities



EXAMPLES OF UNIRI PRACTICES

- **Citizen Portal (YUFE)**
 - Direct contact with citizens, through which citizens can provide higher education institutions with information **about what challenges the community is facing** (a reality check for UNIRI)
- **University for the Third Age**
 - Educational programs for the ‘silver’ generation, **aiming to cultivate social inclusion, improve general levels of motivation and mental health, and foster community wellbeing.**
- **Students & Community**
 - A community-based teaching and learning course that **functions as a platform for students engaged in various community-based projects**



AREAS OF STRENGTH

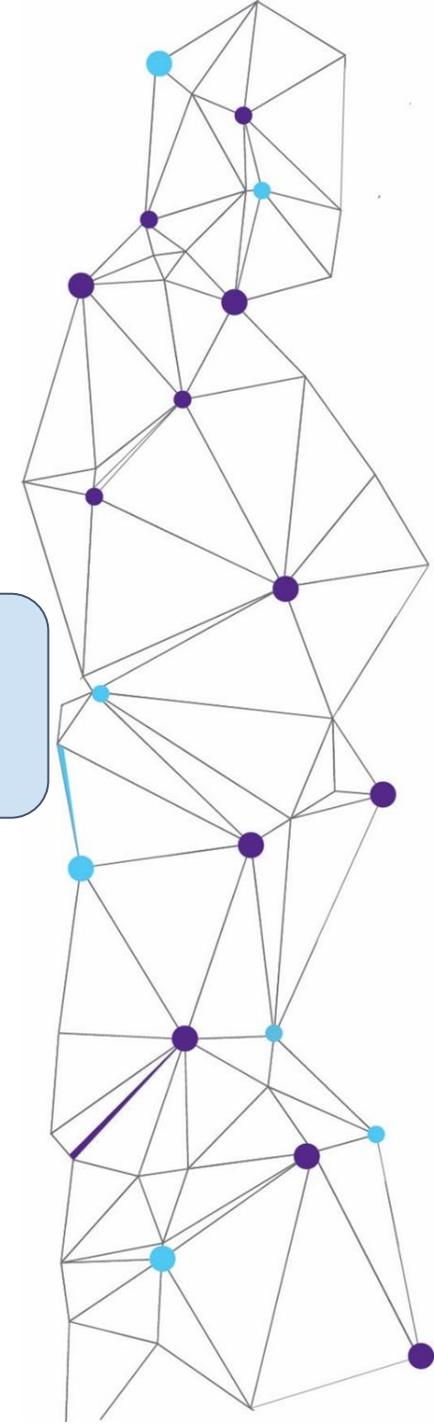
**UNIVERSITY
LEADERSHIP**

**ENGAGEMENT
CULTURE**

**UNIVERSITY
CENTERS**

STUDENTS

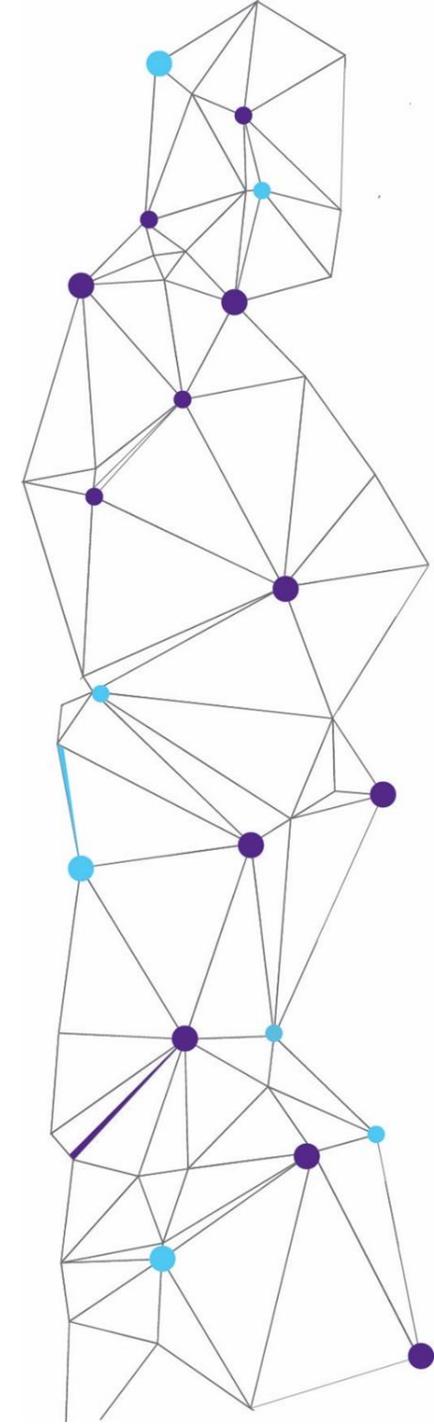
ACADEMICS



AREAS OF STRENGTH

UNIVERSITY LEADERSHIP

- **strong leadership support** for the policy of community engagement (CE)
- the university leadership has made a **strategic choice** to focus on CE - rare example
- **student-centred university approach** as a value and strategic decision for university governing - *“you can feel it all across the university, it is real, it’s not just lip talk”*

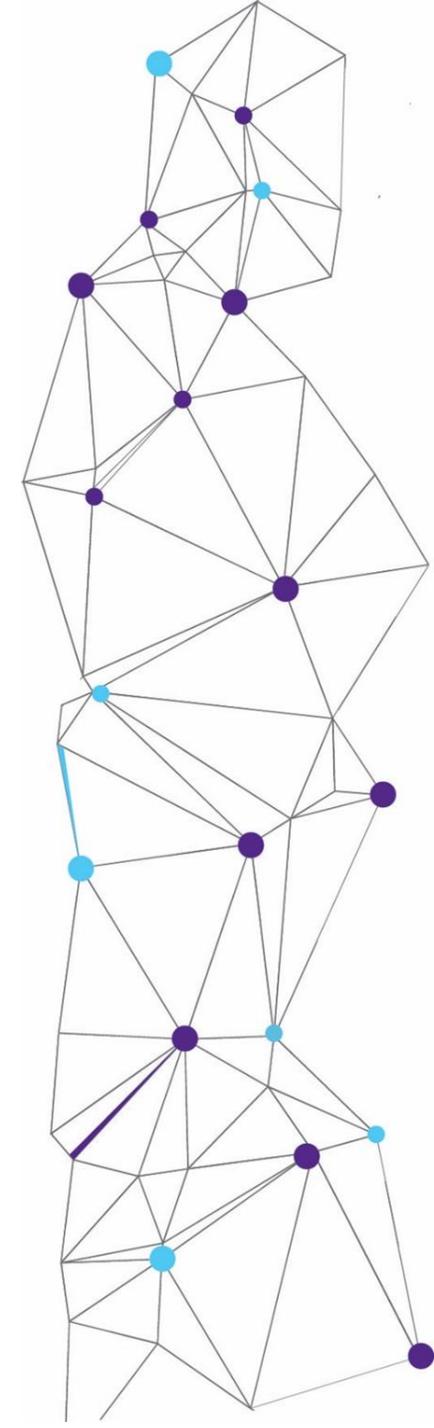


AREAS OF STRENGTH

ENGAGEMENT CULTURE

- the culture of working together at the UNIRI: working with communities
- the emergence of a **strong engagement culture** across the university

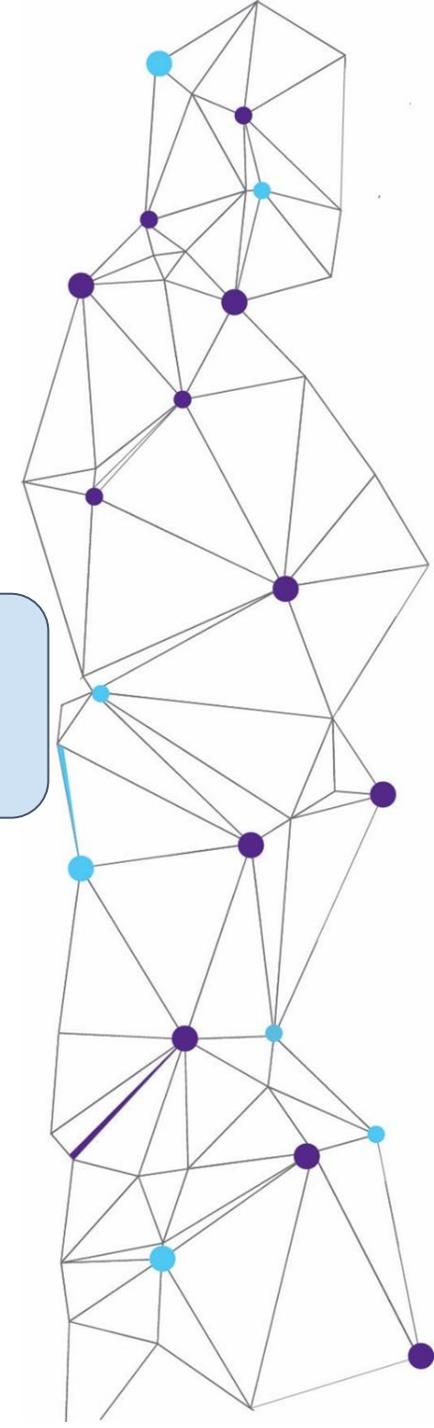
- the authenticity of CE practices at the UNIRI -
- positive and close ties with the local community and government



AREAS OF STRENGTH

- **UNIRI university centers** as units for fostering CE - quite unique approach - impressive work done
 - **examples of real co-creation of study courses** (combining scientific and community perspective) - this could serve as an exemplary practice that could be multiplied across the university

UNIVERSITY CENTERS



AREAS OF LOWER INTENSITY & POTENTIAL FOR DEVELOPMENT

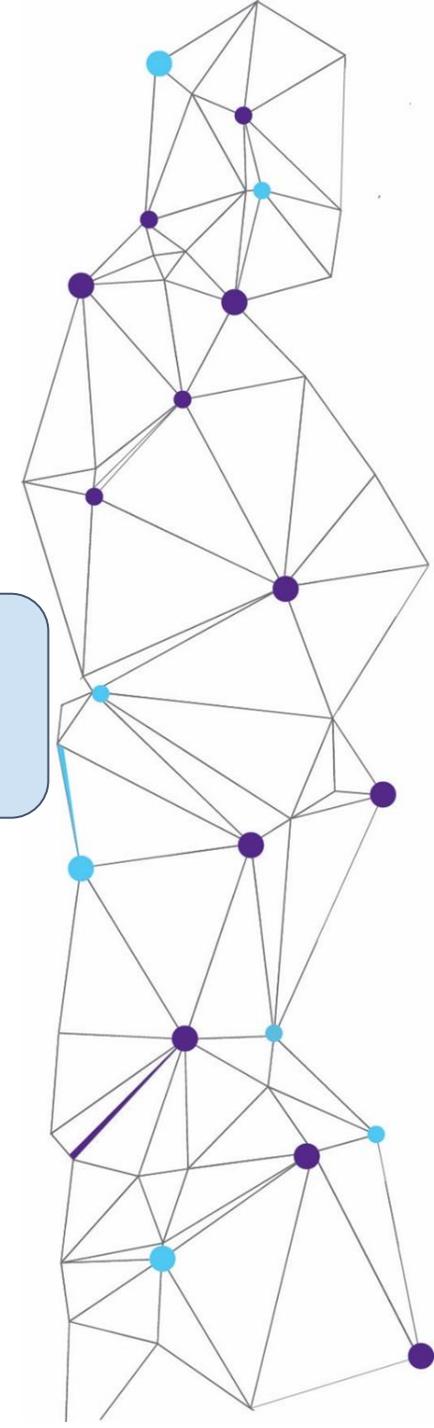
**LEADERSHIP &
POLICY**

RESEARCH

**UNIVERSITY
CENTERS**

**CENTER &
PERIPHERY**

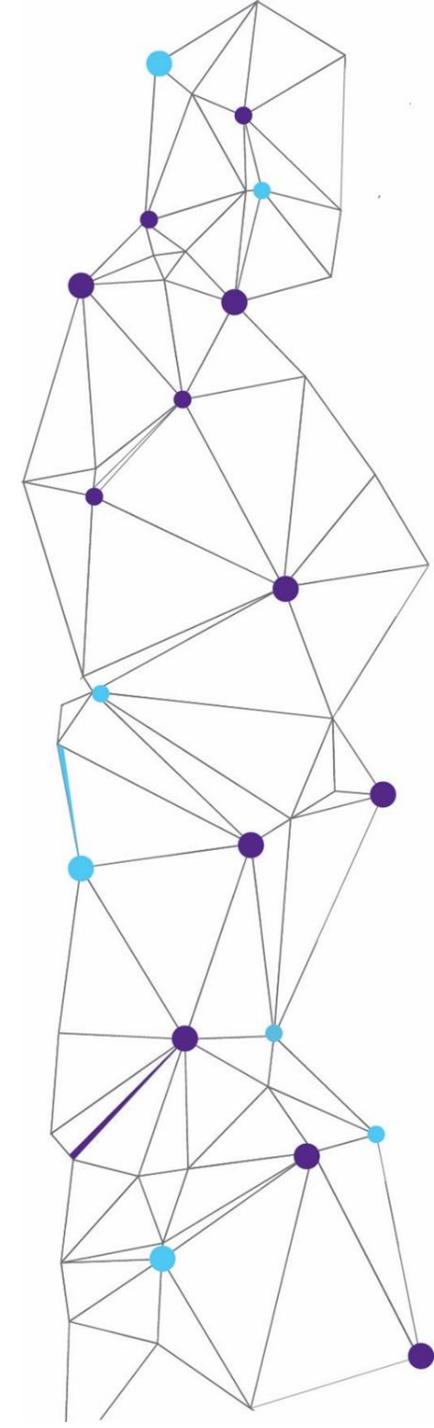
**MAINSTREAM
CE**



AREAS OF LOWER INTENSITY & POTENTIAL FOR DEVELOPMENT

LEADERSHIP & POLICY

- The CE legacy of the current leadership might be threatened
 - secure long-term sustainability of the CE activities
 - on the university and community level, display CE “stars”
 - create additional awards - **recognize CE champions**
 - **support academics in their CE activities** so that they do not feel as victims of their own CE success



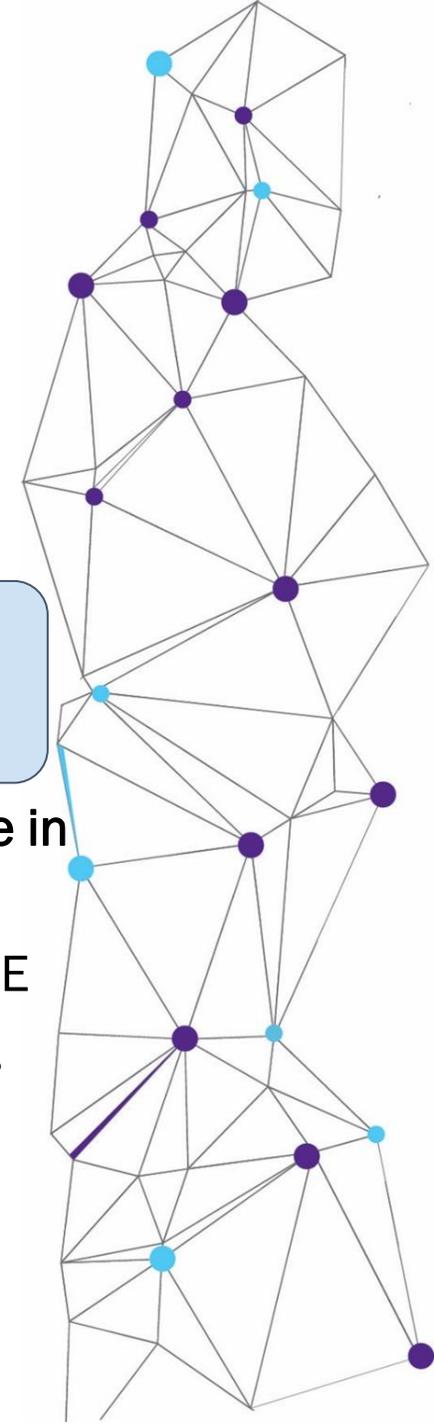
AREAS OF LOWER INTENSITY & POTENTIAL FOR DEVELOPMENT

CENTER & PERIPHERY

- move from the centre to the periphery - policy should “go down” from central management to the periphery (faculties and departments)

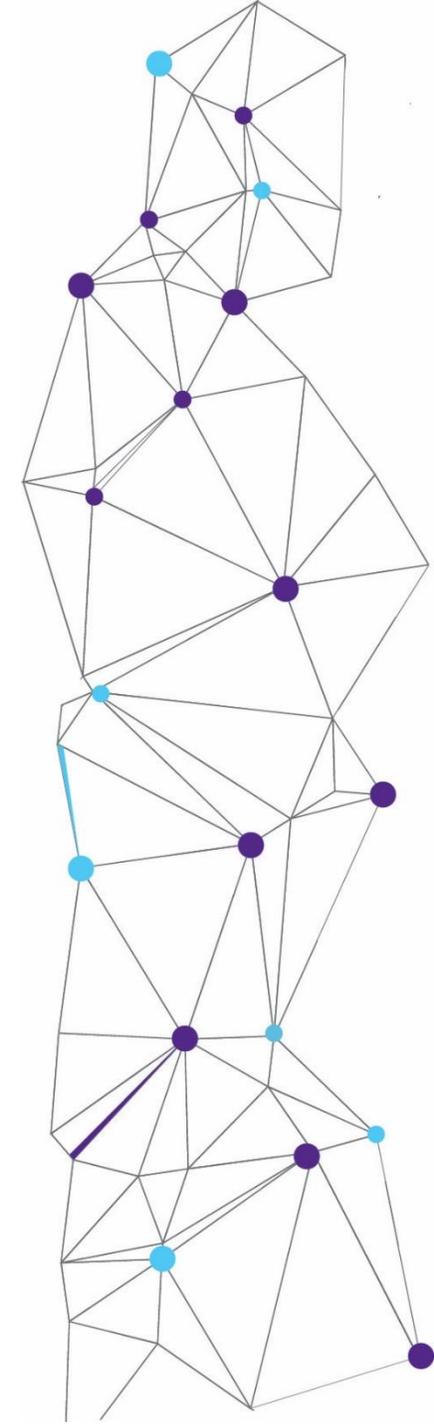
MAINSTREAM UNI CE IMAGE

- talk more about your university CE image in public
 - go out and teach others how to do CE
 - make it your advantage in attracting students



7. CONCLUSION: piloting the TEFCE Toolbox - key messages

- The Toolbox is **comprehensive** – institution learns a lot in the process about the **wealth of engagement activities** that takes place.
- The Toolbox **allows for context-specific application** – it is not framed as ‘one size fits all’.
- The process is **participative** and allows for participants (including communities) to have a meaningful say in the process.
 - The **participants appreciate** the process and are **empowered**.
- The process is **holistic and developmental** - it does not result in a narrow scoring exercise.
- The institution learns a lot in the process about **potential for improvement**.



Thank you for your attention!

www.tefce.eu

Twitter: www.twitter.com/TEFCEProject

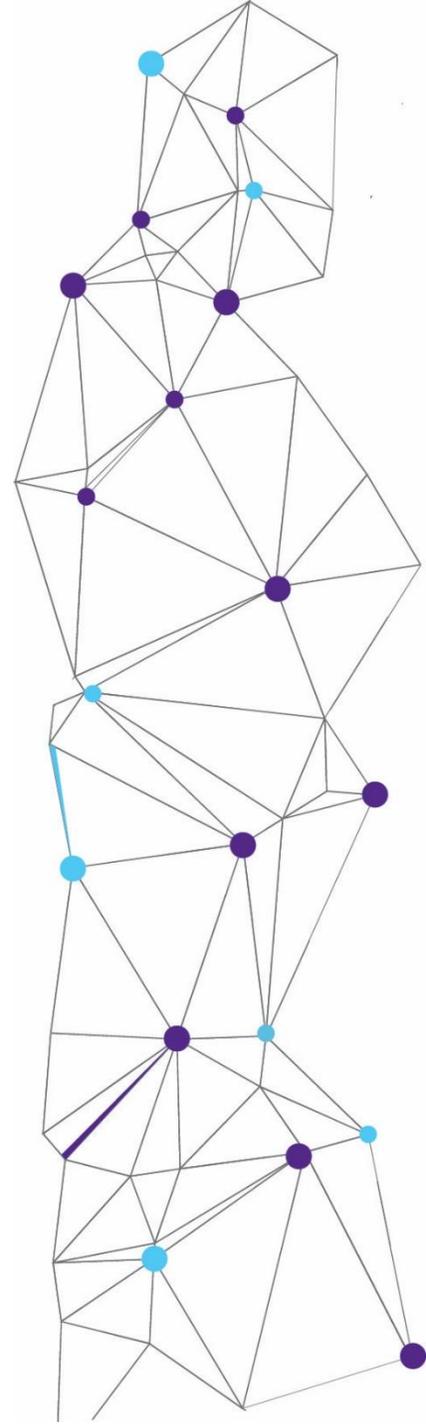
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- Ninoslav S. Schmidt, nscukanec@iro.hr, Executive Director



SCHOLARS AT RISK

NETWORK  EUROPE



**Maynooth
University**
National University
of Ireland Maynooth

European universities welcoming researchers at risk, promoting academic freedom

Presentation by Orla Duke, Programme Manager, Scholars at Risk Europe at Maynooth University, Ireland

EUA 2020 webinar series, April 22nd at 2pm CET

SAR Europe

- Scholars at Risk (SAR) Europe is hosted at Maynooth University, reflecting the shared commitment to the principle of Academic Freedom
- SAR Europe is the coordinator of European activities of over 300 member universities incl. national SAR sections in 11 European countries & coordinates the 10-partner H2020 project; [Inspireurope](https://inspireurope.eu)
- Aim to strengthen collective voice & contribute to informed policymaking at European Level



Launch of SAR Europe, European Parliament, Brussels, November 2018

Approaches taken by the SAR Network

The Scholars at Risk Network protects threatened scholars and promotes academic freedom in the following ways:



- Hosting threatened scholars for temporary academic visits
- Referring scholars to the network for assistance



- Academic Freedom Monitoring Project
- Scholars-in-Prison Project
- Student Advocacy Seminars & Legal Clinics



- Biennial Congress
- Online learning through MOOC on Academic Freedom
- SAR Speaker series

Aligns to these institutional strategies

Refugee Integration
Strategy

Diversity &
Inclusion

Internationalisation
at home

University Policy on
Academic Freedom

Challenges facing at risk Scholars

SAR's 2019 ['Free to Think'](#) report outlines the following:

- **324 reported attacks in 56 countries**, (Sept '18-Aug '19)
- **97 incidents of violent attacks** on higher education communities in 40 countries
- **87 incidents of wrongful imprisonment** & 70 incidents of wrongful prosecution

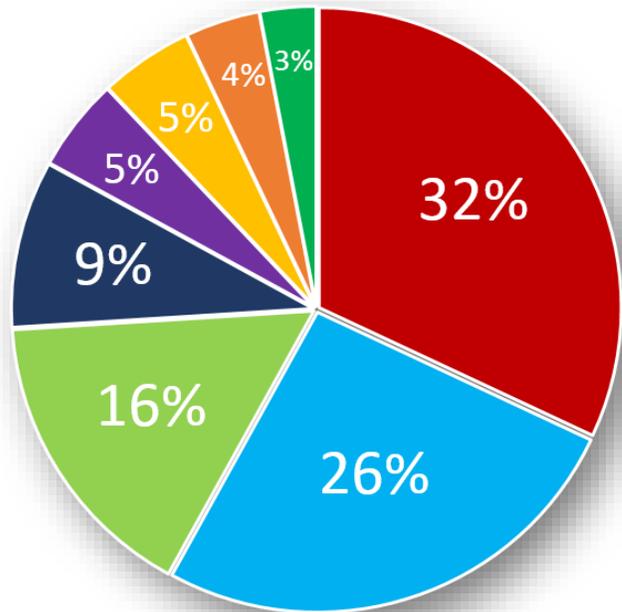
Current challenges posed by the COVID-19 pandemic:

- Some countries using crisis to crackdown on activists
- Many European countries have suspended asylum procedures
- Additional support needed for hosted scholars

REPORTED ATTACKS ON HIGHER EDUCATION		
SEPTEMBER 1, 2018 - AUGUST 31, 2019		
	Killings, Violence, Disappearances	97
	Imprisonment	87
	Prosecution	70
	Loss of Position	22
	Travel Restrictions	11
	Other	37
	TOTAL	324

Protecting Scholars at Risk

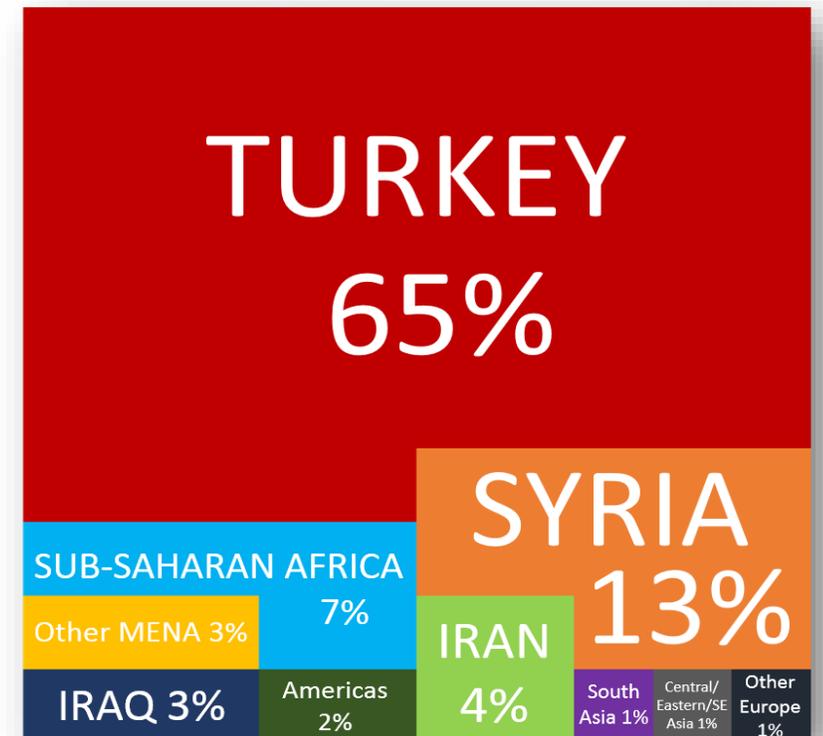
In the 2018-2019 academic year, SAR received 581 applications for assistance from a range of countries & wide variety of disciplines



Scholar Disciplines

■ Social Sciences	32%
■ Physical & Life Sciences	26%
■ Arts & Humanities	16%
■ Business & Finance	9%
■ Law & Human Rights	5%
■ Medicine & Public Health	5%
■ Journalism & Writing	4%
■ Mathematics & Info. Science	3%

Scholar Countries of Origin



Inspireurope

Supporting Researchers at Risk

Develop a long-term sustainable cross-sectoral European support structure

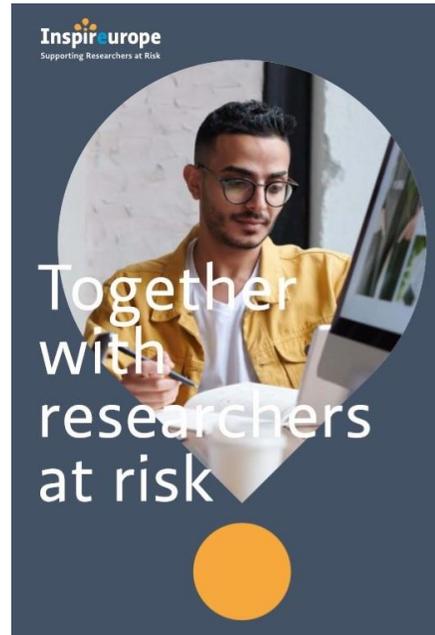
Improve career development opportunities for researchers at risk

Contribute to informed policymaking across Europe to strengthen support

Prepares the work environment in academic and non-academic sectors

Bridge the gaps between national and European support mechanisms

Grow the network of actors supporting researchers at risk with an emphasis on CESEE



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 857742

Call to action

- Participate in Inspireurope consultation process – current survey for HEIs can be found on the [EUA website](#) or here: bit.ly/2vSDS45
- Attend the first Inspireurope Stakeholder Forum (online) on June 8th from 9.30 – 17.30 (CET). Registration is free and open shortly to all [here](#)
- Register for and view previous Inspireurope webinars [here](#)
- Join the Inspireurope mailing list by emailing inspireurope@mu.ie



Call to Action

- Encourage faculty, staff and students to enrol in free online course; [“Dangerous Questions: Why Academic Freedom Matters”](#)
- Engage students through SAR’s Student Advocacy Seminars and campaigns on behalf of Scholars in Prison
- Consider inviting a speaker to campus through the SAR Speaker Series

Thank you!

Contact details:

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Website: www.maynoothuniversity.ie/sar-europe/

Twitter: @SAR_Europe

Thank you for your attention

UPCOMING:

24 April: Annual Conference webinar “Making a difference through partnerships”

Find us on

