

# WEBINAR: TEFCE Toolbox for Community Engagement in Higher Education: From Theory to Practice

Thursday 9<sup>th</sup> of July 2020, 3.00-4.00pm (CEST)

## **BARBARA SCHMID July 9, 2020 03:22:00 PM**

What chance of actual "redefinition" of HEIs - which will need change in their governance

- *TF: I would say the likelihood of this change actually taking place depends on the extent to which national and transnational policy frameworks support and steer universities to adopt such new directions (such as engagement), and universities would then adapt their governance models accordingly.*

## **FRANCISCA INFANTE E July 9, 2020 03:23:30 PM**

Hello! Is there any publication on the requirements for an engaged university? Resources, incentives and accountability...

- *TF: See the first TEFCE publication *Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education (2018)* by Paul Benneworth, Bojana Čulum, Thomas Farnell, Frans Kaiser, Marco Seeber, Ninoslav Šćukanec, Hans Vossensteyn & Don Westerheijden <https://www.tefce.eu/publications/mapping>*

## **OECD - ANNE RIMMER July 9, 2020 03:34:12 PM**

Would recommend also checking out the OECD/EC HEInnovate framework as well

- *TF: HEInnovate is a framework that I am personally very familiar with since I was a member of the HEInnovate advisory team 2014-2016. We also analysed it in our first TEFCE publication (see above) as an example of the alternative ways in the which the European Commission is supporting universities to assess their performance and their engagement with society. HEInnovate is a good tool, also allowing more participative approach. I would argue, however, that it is well suited to support entrepreneurship and innovation but not as well suited to support community engagement as defined in our approach. In other words, while both those kinds of engagement overlap, I believe it is better to consider them in parallel rather than simultaneously.*

## **TONY GALLAGHER July 9, 2020 03:37:15 PM**

The Council of Europe's work on competences for democratic culture and how they might be applied within education is also relevant. A document on higher education is under preparation <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture>

- *TF: Duly noted. Thank you, Tony!*

## **DAVID PEACOCK July 9, 2020 03:40:47 PM**

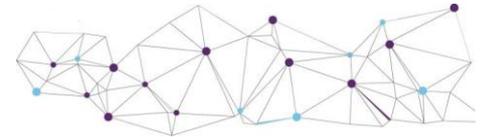


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How would you distinguish your approach from the Carnegie Classification system for CE?

**HENK MULDER July 9, 2020 03:42:31 PM**

How does this differ from the EDGE-tool of NCCPE?

**TONY GALLAGHER July 9, 2020 04:03:51 PM**

The NCCPE EDGE Tool is an example of how this can be done. It is similar to, though perhaps not as detailed, the TEFCE toolbox, but self-administered to encourage discussion and consideration.

- **TF:** *The TEFCE Toolbox obviously has many thematic overlaps with previous tools that have been developed to support community engagement in higher education, including the Carnegie Classification and the NCCPE tool and others. The differences would be the following*
  - Overall approach: *What is most distinctive about the TEFCE approach is that it is based on a critical understanding of what is authentic (and less authentic) engagement and on including the community in the process.*
  - Scope: *the TEFCE definition of community engagement is broader and more flexible and may go beyond what would be considered in the Carnegie Classification (although probably similar to NCCPE)*
  - Method: *There are lots of differences in the way the tools work in practice – including the use of the ‘heatmap’ and the ‘SLIPDOT analysis’ for example.*
  - Outcome: *the Carnegie and NCCPE tools result in ‘quality labels’ being awarded to universities; while the TEFCE results in identifying how and where the institution could improve.*

**MARTA ALONSO July 9, 2020 03:43:53 PM**

Hello, the European Observatory of Service Learning in Higher Education

<https://www.eoslhe.eu/> would like to disseminate this toolbox

- **TF:** *Thank you for your support. We'll be more than happy to share the Toolbox with all the webinar participants once it is available.*

**KIM ZUNDERDORP July 9, 2020 03:46:02 PM**

I suspect the major benefit of this process is having other universities as critical friends looking at your community engagement strategies. Can we help each other in applying this (awesome) toolbox? Can we set up networks of interested universities?

- **BC:** *TEFCE expert team spent a lot of time in discussing exactly that – the importance of (institutional) critical friends – and I'm happy you brought that up 😊 What I think is important throughout the whole process is to keep in mind the context-specific higher education environment(s). Applying TEFCE results in mapping existing engaged practices, and in identifying what aspects of community engagement could be improved and how. Why not helping each other? The issue of, as you nicely put it – networks of interested universities – has been on our agenda for some time, and I am sure this webinar will open new collaborative possibilities.*

**EVA MILROY July 9, 2020 03:46:08 PM**

Really like the 'Slipdot' Analysis - also useful in other areas, i.e. business development - brings a more positive spin on development

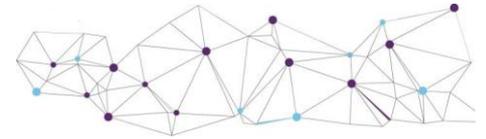


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- **BC:** *Appreciate that, we like the “SLIPDOT” as well. I was using it in different roles, as I was an external review expert for three universities, and I was UNIRi piloting team member exposed to the external review experts. Changing focus from weakness to those areas of low intensity and potential for development brings a whole new set of questions and ideas on the table... it really works 😊*

**HAMMAM ALKEZMAZY July 9, 2020 03:47:30 PM**

Thank you Victoria for the great coordination and many thanks to Josep and Thomas for sharing your inspirational insights with us! I have 2 questions please. The first one is for Josep. Are there any current projects related to community engagement and sustainability that Guni is involved in with any of the universities in Catalonia or worldwide? The second one for Thomas regarding the TEFCE toolbox. Based on what you have seen while developing the toolbox over the last years, what are the most essential skills needed on individual and organizational level to achieve community engagement in Higher Education? Thank in advance!

**MATIAS FLORES July 9, 2020 03:46:35 PM**

How and when the communities participate in this evaluation process?

**ALFRED KITAWI July 9, 2020 03:51:16 PM**

I think the aspect of sense of mutuality and trust between stakeholders and the sense of self-reflection (institutional) are critical in providing the drive to community engagement. I would like to know how this was captured in the whole approach and possibly practical examples at institutional level across partner universities. Thank you.

- **BCI:** *There were three particular ways we had at the UNIRi during the piloting to engage community representatives – (I) several community members were part of the larger UNIRi piloting team, (II) we invited a couple of NGO members to present their collaborative projects with the UNIRi to the external review experts during their piloting visit, and (III) they were invited to participate in focus groups with external review experts. Similar scenarios were in place at other piloting universities. Having community members participating in the whole process gave us at the university additional perspective, another “layer” of understanding the complexities of their working environment, and challenges in collaborating with robust university system. Data collected from all focus groups and group discussions were submitted to analysis and all the critiques and conclusions will be available in the institutional report(s).*

**MATIAS FLORES July 9, 2020 03:59:42 PM**

Thank you all for the presentations! Another question: There are a lot of alternatives to measurement in public engagement, but they depend on external experts (or external funding). How can the universities build capacities to systematically assess the third mission without external experts? How much would it cost?

- **TF:** *This is a good question. On the one hand, the TEFCE Toolbox itself does not require external experts. As Bojana answered, if you have ‘in-house’ experts on community engagement (academics or professional staff), they could lead the process of applying the TEFCE Toolbox. On the other hand, however, our experience did show us that having a panel of external experts (as ‘critical friends’ rather than ‘assessors’) did add a hugely valuable dimension to the process: the external perspective provided new insights. However, this*

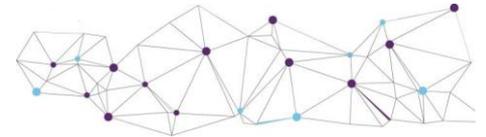


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does imply more time and resources. The TEFCE project will consider whether an new international network could provide this kind of support.

- **BC:** *It's not about having external experts but experts in the field... people engaged in, what you call, systematical assessment of community engagement (CE) need to be able to recognize variety of engaged practices happening around the university... how to "translate" those practices into stories of examples of good practice... one way could be to make it part of the institutional research on quality, for example.*

**ALFRED KITAWI July 9, 2020 04:02:33 PM**

Sorry, another question, I realized during Thomas presentation he spoke about building capacities instead of developing capacities. Wouldn't developing capacities be a better approach...at least from a developmental angle?

- **TF:** *I had not thought about this before, and the point is a very good one. Indeed, 'building' capacities could be interpreted that there are no capacities at all at the moment. After looking this up, I found this good resource on the topic: Although capacity-building is still widely used, a new term has been coined – 'capacity development' – and this has become the favoured choice of the development community. While 'capacity-building' suggests building something new from the ground up, according to a pre-imposed design, 'capacity development' is believed to better express an approach that builds on existing skills and knowledge, driving a dynamic and flexible process of change, borne by local actors.*  
[https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS\\_BRI\(2017\)599411](https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI(2017)599411)

*So thank you for this comment, Alfred – I think we will now change our usage of the term accordingly!*

**BC:** *I really appreciate this comment, and absolutely agree with you Alfred – capacity development leans so much better on the TEFCE principles.*

**NAJMODDIN YAZDI July 9, 2020 04:14:11 PM**

Thank you all. It was a very interesting webinar. Does TEFCE address the glocal dichotomy highlighted by Josep?

- **TF:** *Yes, the TEFCE Toolbox does not impose a geographical limit of what is considered as community engagement. While it is more likely that partnerships will be local in character, we found examples of universities supporting communities in the Global South, so we feel it is important not to place a geographical limit on what 'counts' as engagement.*

**MUHAMMAD TUFAIL July 9, 2020 04:18:05 PM**

Is this toolbox developed keeping in view CE by universities of EU or CE in other parts of the world like South Asia/Ind-Pak sub continent?

- **TF:** *The TEFCE Toolbox was specifically developed with the European higher education context in mind, since we identified the lack of any such transnational frameworks in Europe (whereas they do exist in North America, Latin America and Australia). However, we see no reason at all why the TEFCE Toolbox could not be applied in a more global context. Since the Toolbox will be fully open access, it could also be adapted to local/regional contexts if necessary.*