TEFCE

Towards a European Framework for
Community Engagement in Higher Education

BUILDING AND PILOTING THE TEFCE TOOLBOX FOR COMMUNITY ENGAGEMENT IN HIGHER EDUCATION

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Contents

INTRODUCTION

This publication documents how the team of the TEFCE project (*Towards a European Framework for Community Engagement in Higher Education*) developed and piloted the TEFCE Toolbox for Community Engagement in Higher Education (hereafter: TEFCE Toolbox). The TEFCE Toolbox and the guidelines for its application are publicly available in a separate publication. The aim of this publication is to provide more information for those who are interested in the theoretical background of the Toolbox, the ways in which it builds upon and differs from other assessment tools and in outcomes of the Toolbox's piloting at four higher education institutions in Europe.

The purpose of the TEFCE Toolbox is to serve as a reference tool for universities,[1] communities and policymakers to better understand the dimensions of community engagement in higher education and as a practical tool for universities to determine how well they perform according to each dimension as well as where they can improve. While building upon previous international initiatives to assess community engagement (see Farnell & Šćukanec, 2018), the TEFCE Toolbox provides a novel and innovative approach, as will be presented in this publication.

The TEFCE Toolbox is the result of a co-creation process involving over 170 participants from eight countries over 18 months. The Toolbox prototype and method was developed by five international experts (the authors of this report), based on their previous study entitled *Mapping and Critical Synthesis on the State-of-the-Art in Community Engagement in Higher Education* (Benneworth et al., 2018). The final version of the TEFCE Toolbox is the result of collecting practices from over 120 practitioners and discussions between 50 experts and representatives of universities and their communities during piloting visits at four higher education institutions with diverse institutional profiles (University of Rijeka, Croatia; University of Twente, Netherlands; Technische Universität Dresden, Germany, and Technological University Dublin, Ireland). Furthermore, the TEFCE Toolbox was presented to and discussed with leading international stakeholders in higher education as well as with universities worldwide (see Section 5) and it has received widespread attention, positive feedback and encouragement.

The TEFCE Toolbox can be implemented in different institutional and local contexts. It thus has the potential to become a robust tool that will support European universities in institutionalising their cooperation with the wider community. Due to its flexibility and openness it could be applied at a European scale and could be promoted by the different European-level organisations and initiatives. We believe it could, therefore, be considered a potential European framework for community engagement in higher education.

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1 The TEFCE project uses the term 'university' to refer to all forms of tertiary education institutions, including research-intensive universities and universities of applied science.

1. BACKGROUND: WHY DEVELOP A EUROPEAN FRAMEWORK FOR COMMUNITY ENGAGEMENT IN HIGHER EDUCATION?

Community engagement in higher education: a (re-)emerging policy priority?

The main argument for developing a European framework for community engagement in higher education is that the topic is increasingly prominent in higher education and research policy worldwide. International organisations have shown growing interest in how universities contribute to social and economic development at the local and regional level, with such interest visible in the UN Sustainable Development Goals, the establishment of the UNESCO Chair in Community-based Research and Social Responsibility or the initiative of the Organisation for Economic Cooperation and Development (OECD) entitled *Higher Education and Regions: Globally Competitive, Locally Engaged* (2007). Since 2010, the European Union has placed increasing emphasis on better connecting universities with society, including through the *Renewed Agenda for Higher Education* (2017) and the Horizon 2020 programme, which includes an entire programme entitled *Science with and for Society* (SwafS), featuring the new concept of 'responsible research and innovation' (RRI) and promoting citizen science. This increasing emphasis on connecting universities with society is also visible at the national level, with countries such as the USA, Australia, the UK and Ireland all putting in place national policy frameworks and/or support mechanisms to increase community engagement in higher education (Farnell, 2020; Maasen et al., 2019).

Finally, there is an increasing number of 'bottom-up' international initiatives to support community engagement, notably through university networks such as the Global University Network for Innovation (affiliated to UNESCO) and the Talloires Network. Together, these networks have involved more than 600 member organisations and support universities in better responding to their external communities and addressing societal needs. The increasing prominence of the topic of community engagement as a (future) priority for policymakers and universities opens the question of how such a policy can be planned, implemented and evaluated. The question of a framework or tool for community engagement is therefore key and the TEFCE project sets its objective to develop such a tool.

Existing tools for community engagement in higher education

The TEFCE project team is not the first to tackle the challenge of developing a tool for community engagement and the team's work has been based on due acknowledgement on what tools already exist at the international level. Since the 1990s, a range of tools have been developed to assess and evaluate community engagement in higher education specifically (Furco & Miller, 2009; Le Clus, 2011). A range of other tools have been developed to assess more broadly the 'third mission' of higher education, with a primary emphasis on engagement related to regional development and economic development. Table 1 below provides an overview of some of the more prominent tools, including both self-assessment and external assessment tools:

Table 1: Existing tools for assessing and evaluating (community) engagement in higher education

Community engagement
Self-assessment
• Talloires Network/Association of Commonwealth Universities: Inventory Tool for Higher Education Civic Engagement (Watson, 2007)
• The 'Holland Matrix' for institutional commitment to service (Holland, 1997)
• Campus Compact Indicators of Engagement (Hollander, Saltmarsh & Zlotkowski, 2001)
• Furco Assessment Rubric for Institutionalizing Community Engagement in Higher Education (Furco et al., 2009)
• Building Capacity for Community Engagement: Institutional Self-Assessment (Gelmon et al., 2004)
• EDGE self-assessment tool for public engagement (NCCPE, n.d.)
External assessment
• Australian Universities Community Engagement Alliance: AUCEA Benchmarking University Community Engagement Pilot Project (Garlick & Langworthy, 2008)
• The Carnegie Foundation's Elective Classification for Community Engagement (2005)
Broader engagement/third mission
Self-assessment
• HEInnovate (2013)
External assessment
• The Russell Group indicators for measuring third-stream activities (Molas-Gallart et al., 2002)
• The PASCAL University Regional Engagement benchmarks (Charles and Benneworth, 2002)
• European Indicators and Ranking Methodology for University Third Mission (E3M, 2011)
• U-Multirank (2014)
• Indicators for Promoting and Monitoring Responsible Research and Innovation (Strand et al., 2015)
• Regional Innovation Impact Assessment Framework for Universities (Jonkers et al., 2018)

Source: Author's tabulation based on Benneworth et al. (2018)

At the beginning of the TEFCE project, an extensive review of these tools was carried out to ascertain the objectives and methods of these existing tools. The conclusions of the analysis were the following:

- **The self-assessment tools for community engagement** were all seen as being highly valuable, irrespective of the precise method used (e.g. standards, questionnaire-based approaches or rubrics). The tools result in qualitative self-assessments (without emphasising quantitative indicators or targets) that are flexible and open both to assessments being made by individuals (e.g. university management) and to assessments based on group discussions of key staff and stakeholders.

- **The external assessment tools for community engagement** were, in two out of three cases, ultimately not put into practice in any higher education system. This suggests that creating system-level schemes (with at least a partial reliance on quantitative indicators) would both be difficult to achieve and risk resembling a more narrow 'accountability' approach to community engagement, rather than one focused on the enhancement community engagement. However, there was a notable example of a successful external assessment of community engagement in the form of the Carnegie Foundation's Elective Classification for Community Engagement.

With its reliance on a detailed, qualitative analysis of how community engagement is institutionalised and its awarding of a 'quality label' in the form of a classification of a 'community-engaged university', the Carnegie Classification provides an interesting insight into alternative approaches to external assessment.

- **The tools to assess more broadly the third mission of higher education** were also interesting to analyse because, while some of them relied on rigid sets of metrics and indicators, more recent tools adopted more multidimensional approaches**.** The European Commission-supported proposals such as *Indicators for Promoting and Monitoring Responsible Research and Innovation* (2015) and *A Regional Innovation Impact Assessment Framework for Universities* (2018) use a mix of assessment methods, with the triangulation of quantitative and qualitative data to create a better understanding of university performance. These approaches to assessment permit customisation by universities through a context-specific selection of indicators and are more bottom-up oriented. This will result in a decreasing possibility to make transnational comparisons of scores.

  Other more established tools launched by the European Commission, such as HEInnovate (2013) and U-Multirank (2014), also break the mould of narrow approaches of classic university league tables to assessing universities' performance. HEInnovate is a self-assessment tool for universities that is not used as a benchmarking tool, while U-Multirank adopts a multidimensional approach to its use of metrics, without resulting in a composite score for each university.

In conclusion, existing tools for community engagement provide a wealth of valuable resources, while other tools for supporting the third mission offer numerous original approaches to the assessment of a university's performance.

Moving from existing tools to a new approach

The task undertaken by the TEFCE project was to reflect on what tools would work best to support community engagement in higher education and how existing tools could be improved *while taking into account a range of additional factors*. The additional factors in question were defined through an extensive review of the literature on why community engagement in higher education is so hard to define, prioritise and evaluate. The resulting publication, *Mapping and Critical Synthesis of the State of the Art in Community Engagement in Higher Education* (Benneworth et al., 2018), reached a number of conclusions regarding the factors that would influence developing a solid framework for supporting community engagement in higher education, including the following:

- **Community engagement is context-dependent – there is no 'one size fits all':** Community engagement takes different forms in different academic fields. In some fields, community engagement may easily become a part of standard academic practice, while in other fields it may be harder to connect community engagement to teaching or research. In addition to differences in academic fields, community engagement is also dependent on an institution's profile and mission, its socio-economic environment and other historical and cultural factors that may influence the likelihood of a university engaging with external stakeholders.

- **In practice, community engagement can vary in its level of authenticity and its objectives:** Although community engagement must be approached in a context-specific way, universities can demonstrate different levels of authenticity of commitment to community engagement. As Hoyt (2011) describes in her classification of stages of university-community partnerships, some partnerships reflect 'pseudo-engagement' and 'tentative' engagement, whereas more authentic efforts result in 'stable', 'authentic' and, finally, 'sustained' engagement. Additionally, different institutional missions and strategies will result in diverse types of engagement with various types of communities – with objectives ranging from economic development, social justice or the public good (Hazelkorn, 2016). Any tool to support community engagement should reflect this diversity of approaches.

- **"New Public Management" approaches to steering community engagement should be avoided:** Higher education policies worldwide have increasingly been influenced and shaped by the principles of New Public Management (NPM), referring to techniques and practices for

the planning, implementation, monitoring and evaluation of public policies that are inspired by practices in the business sector, with a strong focus on ensuring efficiency and economy. NPM approaches thus have a preference for using quantitative indicators and targets ('metrics'). The TEFCE team concluded that it would be impossible to reconcile the context-dependent nature of community engagement and the range of levels of authenticity of engagement with the use of quantitative indicators for community engagement. The use of metrics and – by association – the potential use of university rankings would also seem incompatible with a process that is developmental in character rather than judgemental (see Upton, 2017). Namely, the tool should be aimed at supporting universities in developing meaningful relationships with external communities to address societal needs, rather than comparing their performance to others. It should also be noted that several attempts have been made to define metrics for community engagement and none of these has yet been successful: the initiatives either failed to identify sensible and robust measures (see Benneworth & Zeeman, 2018) or were impracticable in their implementation (e.g. the 'E3M' initiative - see Benneworth et al., 2018).

- **The process of assessing community engagement should be participative:** On the one hand, most existing tools for community engagement focus on the views of the higher education institution about its community engagement – and not on assessing community perspectives or incorporating community feedback on how engaged the institution is or what the results of its engagement actually are. Additionally, many of the tools are tailored towards a university management perspective that focuses on the extent to which community engagement is reflected in institutional missions, strategies, policies and practices. The focus on institutionalisation is crucial for a sustainable approach to community engagement, but it may risk overlooking (and perhaps even obstructing) bottom-up initiatives to community engagement that keep university staff and students intrinsically motivated and that respond to emerging needs in the community. It may also risk adopting a bureaucratic 'check-list' approach to assessing community engagement. A tool to support community engagement would benefit from including testimonials and perspectives of staff, students and community representatives in the process.

As a response to these additional factors influencing community engagement, the TEFCE project team defined **four principles** that should guide the new framework for community engagement to be developed within the TEFCE project:

Table 2: Principles for developing a TEFCE framework for community engagement in higher education

(1) Commitment to authentic, mutually beneficial community engagement	The framework should promote university-community partnerships that benefit both universities and communities. The interpretative framework should thus differentiate engagement that provides the community with a meaningful role and tangible benefits from more superficial engagement.
(2) Empowerment of individual actors within and outside university	The framework should recognise and award value for different kinds of individual efforts and results in community engagement. The qualitative approach of the framework should ensure that good practices are acknowledged and celebrated and should examine to what extent the institution values such achievements.
(3) Participative approach, combining bottom-up and top-down involvement	The framework is based on mapping community-engaged practices through a participative approach that combines both a bottom-up and top-down approach. This provides university management, staff, students and the community with an active role in the process, providing a critical reflection on the value of the mapped engagement practices and on the overall conclusions reached.
(4) Collaborative learning rather than comparison of competitive performance	The framework should result in a qualitative discovery of good practices and a critical reflection on strengths and areas to improve, achieved through a collaborative learning process. The framework thus represents a learning journey to further improve universities' community engagement efforts, rather than as a narrow performance assessment for the purpose of ranking or competitive benchmarking.

Framing the community-engaged university

Based on the aforementioned principles, the TEFCE project approaches the concept of the 'community-engaged university' in a way that is highly flexible and context-specific. According to the definition adopted by the TEFCE project, community engagement in higher education is a process whereby universities undertake joint activities with external communities to address societal needs in a way that is mutually beneficial, even if each side benefits in a different way.

In defining what is a community-engaged university, the TEFCE project wishes to distance itself from framing the idea of the university as a homogenous, ideal-type institution whose performance is steered centrally by university management (through strategic plans and action plans) and monitored and evaluated via quantitative metrics. Instead, the TEFCE project approaches the community-engaged university by considering in a qualitative way the following aspects: firstly, and primarily, what **community engagement activities are currently carried out by university staff, students and external partners** (usually driven by intrinsic motivation and often despite the lack of institutional support or incentives) and secondly, to what extent there is a **supportive environment** for such activities.

In order to further clarify what the community-engaged university does and does not mean according to the TEFCE project, we present a table below presenting the key features of such a university.

Table 3: Framing the community-engaged university

Being a community-engaged university ...	
... **implies** that community engagement is considered as *one* of the university's key goals or missions and as one that enriches the university knowledge process while bringing tangible benefits to community partners.	... **does not imply** that community engagement is necessarily the *primary* goal or mission of the university, superseding goals related to e.g. excellence and internationalisation.
... **implies** having a range of 'bottom-up' community engagement activities in place, led by academic staff and students. Supportive leadership, strategies and infrastructure are important to consolidate these efforts.	... **is not *necessarily* dependent** on having a 'top-down' university management strategy for community engagement or having supportive leadership for community engagement.
... **implies** carrying out community engagement activities that depend entirely on *context*, including the type of institution, its external environment and its communities.	... **does not imply** conforming to 'one-size-fits-all' guidelines that prescribe specific community engagement activities.
... **implies** that community engagement activities are carried out in a variety of ways (and with varying intensity) in different disciplines across the university. Academics ultimately retain the autonomy to determine how to organise their community engagement activities.	... **does not imply** that certain types of community engagement can (or should) be carried out equally in different departments or disciplines within the university.
... **implies** that there is evidence that many academics are community-engaged (even if they are a minority).	... **does not imply** that the majority of academic staff should necessarily be community-engaged.
... **implies** that the community-engaged activities that are implemented by the university's staff bring *additional* value to the university and its communities.	... **does not imply** that university teaching, research and knowledge exchange activities that are *not* community-engaged are of less value.
... **can be determined individually and qualitatively** for each university based on the collection of evidence of community-engaged practices and based on a structured reflection (e.g. the TEFCE Toolbox).	... **cannot be measured quantitatively** by criteria such as number or volume of activities carried out (linked to a quantitative benchmark), hence is **not institutionally comparable**.

Based on this definition of the community-engaged university, the TEFCE Toolbox aims to capture community-engaged practices carried out by academics, staff and students in partnership with external communities (taking into account this context-specific nature of community engagement). As a next step, it maps how widespread those practices are and reflects on what place these practices occupy in the university's institutional culture (i.e. whether there is a sufficiently supportive environment for community engagement).

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In summary, there are already numerous tools for supporting and assessing community engagement in higher education. However, so far not many have succeeded in becoming mainstream, mainly because community engagement is difficult to measure. The TEFCE project has taken up the challenge of developing a new framework for supporting community engagement that is both informed and inspired by previous tools yet attempts to go a step further by both focusing on the **authenticity of engagement**. It attains these goals by allowing for **flexible and context-specific** understanding of what forms community engagement can take **and by adopting an approach that is qualitative, developmental, reflective and participative,** rather than quantitative, 'judgemental', normative and desk-based.

The following sections of this publication will present how the TEFCE project team developed a new approach to assessing/supporting community engagement in higher education that reflects both the four principles defined earlier in this section and the notion of the community-engaged institutions as defined above. The result is the TEFCE Toolbox for Community Engagement in Higher Education. After a description of how the TEFCE Toolbox methodology was developed, the fourth section of the publication will describe the results of the piloting of the TEFCE Toolbox at four European universities and the implications for its potential upscaling at a transnational level. In the final sections of the publication, we describe how the TEFCE Toolbox can position itself in the European higher education landscape beyond the TEFCE project itself.

2. THEORETICAL FRAMEWORK AND TEFCE TOOLBOX PROTOTYPE

The initial development of the TEFCE Toolbox for Community Engagement in Higher Education was carried out by the TEFCE Expert Team: Thomas Farnell (Institute for the Development of Education), Paul Benneworth (University of Twente, Center for Higher Education Policy Studies), Bojana Ćulum Ilić (University of Rijeka), Marco Seeber (Ghent University, Centre for Higher Education Governance Ghent) and Ninoslav Šćukanec Schmidt (Institute for the Development of Education).

As discussed in the previous section, the guidelines for developing the TEFCE Toolbox *approach* were the four principles defined in the previous section: authenticity of engagement, empowering individual actors, ensuring a participative approach and ensuring a qualitative approach, rather than a comparative/competitive one. The next challenge was to define the TEFCE Toolbox *content*:

- defining what kinds of community engagement activities should be encompassed by the TEFCE Toolbox;

- defining what criteria should be used to critically reflect on the community engagement activities of the university;

- defining the thematic scope and flexibility of the TEFCE Toolbox (e.g. Should there be a limit set on the types of activities that can be included? Should there be an emphasis on particular types of societal issues?).

Defining what to examine: Tool 1 - Dimensions of engagement

The first step in structuring the TEFCE Toolbox was to define the **core thematic dimensions of community engagement** that should be the subject of scrutiny. In other words, in what different contexts can community engagement take place within the sphere of higher education? The resulting list of seven dimensions of community engagement was based on a workshop discussion informed by an extensive literature review in Benneworth et al. (2018) of 200 articles, reports, tools and frameworks on community engagement in higher education:

Table 4: TEFCE dimensions of community engagement

Dimensions	Brief description
I. Teaching and learning	Extent to which study programmes reflect societal needs, include community-based learning and involve external communities in teaching and learning.
II. Research	Extent to which research is carried out *about* and *with* external communities.
III. Service and knowledge exchange	Extent to which academic staff is involved in joint initiatives supporting external communities' development and empowerment.
IV. Students	Extent to which students lead their own projects and initiatives with external communities (outside the framework of their study programmes).
V. Management (partnerships and openness)	Extent to which the university establishes mutually beneficial partnerships with external communities and provides them with access to facilities and resources.
VI. Management (policies and support structures)	Extent to which the university management reflects its commitment to community engagement in policies and institutional support structures.
VII. Supportive peers	Extent to which the academic and administrative/professional staff actively support community engagement.

It should be noted that the list of dimensions deliberately places community engagement **practices** at the forefront of the TEFCE Toolbox: dimensions I-V refer to concrete activities carried out in by academic staff, students, management staff and administrative/professional staff at the university that are carried out in partnerships with external communities and/or that bring benefits to those

communities. Ensuring a **supportive environment** for community engagement in higher education is also crucial, so this element is included in dimensions VI-VII, which examine to what extent university management supports community engagement through its policies and to what extent university staff support this objective. As will be further discussed below, many tools for community engagement in higher education focus primarily on the supportive environment, that is, on the policies, structures and practices in place to *institutionalise* community engagement, rather than on what kind of community engagement practices actually take place at the university. By placing community engagement practices at the forefront, the TEFCE Toolbox aims to ensure that individuals involved in community engagement and their initiatives and achievements are the primary focus of the TEFCE Toolbox, rather than university management initiatives.

The next step was to define, within each dimension, a set of more precise indicators of community engagement. This took the form of a series of statements (referred to as **sub-dimensions**) that define what a university should have in place in each dimension to be considered community-engaged. The method adopted by the TEFCE Expert Team in developing the TEFCE Toolbox was to brainstorm what elements should be included and then to make a selection of the most relevant ones and phrase them as sub-dimension statements. The resulting list of **20 sub-dimensions** is presented in Table 5. The final step in the process was to check to what extent the list of sub-dimensions is in line with or goes beyond the thematic elements included in some of the more prominent existing tools for community engagement in higher education:

- Australian Universities Community Engagement Alliance: AUCEA Benchmarking University Community Engagement Pilot Project (Garlick & Langworthy, 2008)
- The Carnegie Foundation's Elective Classification for Community Engagement (2005)
- Furco Assessment Rubric for Institutionalizing Community Engagement in Higher Education (Furco et al., 2009)
- Building Capacity for Community Engagement: Institutional Self-Assessment (Gelmon et al., 2004)
- EDGE self-assessment tool for public engagement (NCCPE, n.d.)

Table 5: TEFCE sub-dimensions of community engagement

Dimensions	Sub-dimensions
I. Teaching and learning	I.1. The university has study programmes or courses to respond to societal needs that are specific to the university's context and its external communities.
	I.2. The university has study programmes or courses that include a community-based learning component for students.
	I.3. The university facilitates the participation of community representatives in the teaching and learning process (in a curricular or extracurricular context).
	I.4. The university has study programmes or courses that are created, reviewed or evaluated in consultation with the university's external communities.
II. Research	II.1. The university carries out research focusing on the societal needs of the university's external communities.
	II.2. The university carries out collaborative/participatory research in cooperation with the university's external communities.
III. Service and knowledge exchange	III.1. University staff contribute to debates and initiatives that address societal needs of the university's external communities.
	III.2. University staff provide their knowledge to support and/or build the capacity of the university's external communities.
	III.3. University staff community engagement activities bring demonstrable benefits to the university's external communities.
IV. Students	IV.1. Students deliver community engagement activities independently through student organisations or initiatives.
	IV.2. The university facilitates and supports partnerships between students and external communities.

V. Management (partnerships and openness)	V.1. The university has a track record of mutually beneficial partnerships with its external communities.
	V.2. The university makes learning and research resources accessible to its external communities.
	V.3. The university has facilities and services that are jointly managed and/or accessible to its external communities.
VI. Management (policies and support structures)	VI.1. The university provides support and/or incentives for community engagement achievements by its staff, students and external communities.
	VI.2. The university has a support structure (e.g. committee, office or staff) for embedding and coordinating community engagement activities at the university level.
	VI.3. The university has staff development policies that include community engagement as a criterion.
	VI.4. The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement.
VII. Supportive peers	VII.1. The university has prominent academic staff members that have a strong track record of community engagement and that advocate for its further advancement.
	VII.2. The university's academic staff are acceptive of the idea of university-community engagement and of the value and rigour of community-engaged teaching and research.

Table 6: Comparison of TEFCE Toolbox dimensions to other tools supporting community engagement in higher education

TEFCE Toolbox dimensions	TEFCE Toolbox sub-dimensions (short description)	AUCEA (2008)	Carnegie Classification (2005)	Furco et al. (2009)	Gelmon et al. (2005)	NCCPE (n.d.)
I. Teaching and learning	I.1. Study programmes or courses responding to societal needs					
	I.2. Community-based learning	x	x		x	
	I.3. Community participation in teaching and learning process					
	I.4. Community participation in creation, review or evaluation	x				
II. Research	II.1. Research on societal needs					
	II.2. Collaborative/participatory research	x	x			
III. Service and knowledge exchange	III.1. Staff contribution to debates and initiatives that address societal needs	x				
	III.2. Staff providing knowledge to build the capacity of communities					
	III.3. Staff community engagement has demonstrable public benefit	x	x			
IV. Students	IV.1. Students' own community engagement activities					
	IV.2. University facilitates student-community partnerships		x	x	x	x
V. Management (partnerships, openness)	V.1. University partnerships with external communities	x	x		x	
	V.2. Open access of learning and research resources accessible					
	V.3. Facilities and services accessible to community	x	x			
VI. Management (policies and support structures)	VI.1. University support and/or incentives for community engagement	x	x	x	x	x
	VI.2. University support structure for community engagement	x	x	x	x	x
	VI.3. University staff development policies include community engagement	x	x	x	x	x
	VI.4. University mission, strategy, leadership promote community engagement	x	x	x	x	x
VII. Supportive peers	VII.1. Prominent academic staff members that promote community engagement	x	x	x	x	x
	VII.2. Academic staff acceptive of university-community engagement	x	x	x	x	x

What is clear from Table 6 is that almost all existing tools primarily focus on examining the institutionalisation of community engagement in higher education (indeed, two of the tools explicitly focus on 'institutionalisation' in the title of the tools) rather than on examining the implementation of community engagement. Some tools do also encompass the implementation of community engagement, with the Carnegie Classification and the AUCEA benchmarking tool being the most comprehensive tools. However, the TEFCE Toolbox is distinct from previous tools in that it focuses primarily on ascertaining the diversity of ways in which the university, its staff and students are engaged with external communities, followed by ascertaining the extent to which such community engagement is actively supported by the university and its academic community.

Defining how to interpret findings: Tool 2 - Levels of engagement

Following the definition of what will be examined by the TEFCE Toolbox, the next step was to define how to critically reflect upon the findings of that examination. The TEFCE Expert Team decided to adopt a **5-level rubric** with indicators of different levels of community engagement. The approach, as illustrated below, is used, for example, in tools developed by Charles and Benneworth (2002), the Furco Rubric (Furco et al., 2009), the NCCPE Edge Tool (NCCPE, n.d.) and many others.

	Level 1	Level 2	Level 3	Level 4	Level 5
Indicator X	*Level descriptor*	*Level descriptor*	*Level descriptor*	*Level descriptor*	*Level descriptor*

The level descriptors of most previous self-assessment tools for community engagement in higher education have focused primarily on levels of institutionalisation. The levels of the TEFCE Toolbox, however, combine descriptors that focus on the community engagement activities themselves (the extent to which community engagement activities are authentic and mutually beneficial) as well as the level of institutionalisation. What further differentiates the TEFCE Toolbox from previous approaches is that the framework is based upon literature that adopts a ***critical* approach to the process and outcomes of community engagement**, rather than categorising community engagement only according to types of activities or intensity of activities. Based on a review of critical literature on community engagement (in Ćulum, 2018), the TEFCE Expert Team developed a matrix synthesising the different critical approaches to community engagement in a so-called '5 x 5 matrix' presented below:

Table 7: TEFCE Toolbox overarching interpretative framework (the '5x5 matrix')

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

Source: Table prepared by TEFCE Expert Team at workshop in Zagreb, May 2018

The purpose of the matrix is to act as an overarching framework for the TEFCE Toolbox and to guide the formulation of descriptors of the different levels of community engagement for each of the Toolbox's sub-dimensions. Each of the five elements and levels of the matrix were named by the TEFCE Expert Team based on existing literature on community engagement The short descriptors of each level of engagement were inspired by those same sources and then further expanded by the TEFCE team. A further explanation of each of the five elements can be provided as follows (based on the analysis in Ćulum, 2018):

1. **Ethos:** this element of the matrix was based entirely on Hoyt (2011), who discusses different types of community-engaged partnerships and stages of engagement commensurate with the level of power-sharing and reciprocity between the partners. As she describes in her classification of stages of university-community partnerships, some partnerships reflect 'pseudo-engagement' and 'tentative' engagement, whereas more authentic efforts result in

'stable', 'authentic' and, finally, 'sustained' engagement.

2. **Relationships:** this element of the matrix was based partly on Bowen et al. (2010), who developed a 'continuum of community engagement' model according to which engagement strategies model falls into three categories: 'transactional, transitional and transformational engagement'. In the first stage, the community has a passive role and receives information (e.g. charitable donations, employee volunteering and information sessions). In the second stage, there is a more active role for the community and there is two-way communication, but the community is still more of a recipient than an equal participant (e.g. stakeholder dialogues, public consultations, meetings). In the third stage, there is shared decision-making and the community has an equal position (e.g. joint management, joint decision-making, co-ownership).

The distinction between transactional and transformational partnerships are also echoed by other authors. Enos and Morton (2003) describe transactional partnerships as those that are instrumental in nature and are generally framed to meet limited tasks, outcomes, calendars and budgets. Clayton et al. (2010) describe transformational partnerships, in contrast, as those in which 'persons come together in more open-ended processes . . . to explore emergent possibilities, revisit and revise their own goals and identities, and develop systems that work within and beyond the status quo' (pp. 7-8).

3. **Mutuality:** this element of the matrix was based on Benneworth (2013), who identified that some forms of community engagement may serve specific, pragmatic purposes of higher education institutions (and are, therefore, 'exploitative, at worst'). Other levels of engagement progress from 'donating' (whereby the motivation of the engagement is altruistic, but the relationship is one-directional) to gradually achieving an 'including' approach, meaning that the community is directly involved in a partnership capacity.

4. **Directionality:** the next element of the matrix is based on Hall et al. (2011) who describe engagement as a continuum of processes for communication, collaboration and relationship-building, similarly to the model by Bowen et al. (2010). If put in the context of knowledge mobilisation that requires higher levels of engagement on the social side, transfer of knowledge would, for example, be located at the far left end of the Hall et al. engagement continuum, followed by knowledge translation to its right. Co-creation, on the other hand, would be located at the far right end of the continuum, as the engagement and knowledge mobilisation efforts, in this case, are genuinely and proportionately reciprocated between university and community partners.

5. **Endowment:** the final element of the matrix is based on Himmelman (2001), who argues that the nuances of reciprocity versus exploitation constitute the vital variations in university-community engagement. He describes a continuum of university-community action, from collaborative betterment to collaborative empowerment. Collaborative betterment partnerships might be characterised as those in which the campus has contracted a short-term project with a community. designed for the mutual benefit of both (e.g. a semester-limited service-learning project). Such coalitions do not seek to shift power relations or produce community ownership, or to increase a community's control in decision-making and action (Himmelman, 2001, p. 281). On the other hand, collaborative empowerment coalitions are initiated from within communities that institute mutual power relations. As Himmelman explains (2001, p. 278), it is the enactment of power that distinguishes collaborative betterment from collaborative empowerment coalitions. He suggested that the conditions for the engagement should provide opportunities for those involved to 'practice becoming more powerful in a democratic manner' (p. 284), which includes learning to be accountable to others in the partnership through civic engagement. This is why he insisted in particular that the transformation of power relations in coalitions requires the development of practices of deliberative civic engagement.

The TEFCE Expert Team decided that these critical approaches to community engagement should be central to the TEFCE approach and therefore synthesised the literature into the overarching '5x5 matrix' provided above. Based upon the framework, descriptors of the different levels of community

engagement for each of the Toolbox's core dimensions have been developed – as presented in the following sections of the Toolbox.

In practice, the formulation of indicators followed the model used by Charles and Benneworth (2002) for the Indicators of University Regional Engagement by defining descriptors for only three of the five possible levels, thus allowing institutions more flexibility to assess whether they are 'in-between' the different proposed levels. An example is provided below:

Example: Dimension I: Teaching and learning; Sub-dimension I.2 - The university has study programmes or courses that include a community-based learning component for students.

Community-based learning is included in study programmes or courses at the university and…	
Level 1	.. benefits students to develop their knowledge and skills, although there is little evidence yet of their benefit for the community.
Level 2	
Level 3	… has demonstrated benefits for students and support community partners address a short-term problem or need.
Level 4	
Level 5	… builds capacities of community partners and brings equal benefits to the students, teaching staff and university as a whole.

It is important to note that the five-level scale does not imply a value judgement in the sense that unless universities are achieving high levels then such engagement is not worth supporting. On the contrary, the context-specific nature of community engagement means that not all universities should necessarily be expected to achieve Level 5 on each or even on any (sub-)dimension and may not even wish to aspire to a Level 5. Each university can determine which sub-dimensions are its highest priority.

Defining how to apply the TEFCE Toolbox

The definition of the dimensions and levels of engagement ensured that the first principle of the TEFCE Toolbox would be fulfilled: that it should help users to determine to what extent the university is committed to authentic, mutually beneficial community engagement. The crucial question that remained to be addressed by the TEFCE Expert Team was how to ensure that a university could apply the TEFCE Toolbox tools in such a way as to remain in line with the three remaining principles. More precisely, the following challenges remained:

- How to ensure that the TEFCE Toolbox supports the empowerment of individual actors within and outside a university (rather than only being relevant to the top management of the university)?
- How to ensure that the TEFCE Toolbox uses a participative approach, rather than being a desk-based and bureaucratic' 'box-ticking' exercise?
- How to ensure that the TEFCE Toolbox avoids being a narrow scoring exercise, but instead results in a collaborative learning experience?

The TEFCE Expert Team concluded that the centrepiece of the TEFCE Toolbox should be **a focus on individuals and their stories**: in other words, on community-engaged practitioners at the university (staff and students) and concrete case studies of community engagement practices. Such an approach would meet all three remaining principles at once by ensuring that: (a) individuals involved in the process have a sense of recognition for the community engagement work, (b) practitioners are directly involved in the TEFCE Toolbox implementation by providing their narratives and reflections, and (c) the entire process is framed in a qualitative way and as peer-learning experience, rather than as a masurement process through the collection of quantitative data (such as number of projects, number of students involved, number of ECTS credits of certain courses, etc.)

The TEFCE Expert Team then defined in more detail the TEFCE Toolbox implementation process, as a sequence of stages undertaken by participating universities and involving university management, academic and professional staff, students and representatives of external communities. The stages are described in detail below and for each stage a template was provided for participating institutions.

Table 8: Implementation stages of TEFCE Toolbox

STAGE 1: QUICK SCAN Month 1	Setting up a team of university management, staff, students and community representatives and launching an initial discussion on the type and extent of community engagement at the university. Meeting/workshop to discuss where university fits on TEFCE Dimension of Engagement tool (Tool 1) based on existing knowledge of piloting team members and where community engagement activities are concentrated at the university.
STAGE 2: EVIDENCE COLLECTION Months 2-3	Collecting evidence on community engagement practices from staff and students throughout the university and from external communities. The aim is to collect evidence in the form of narratives of academics, students and administrative staff from a range of departments on how they have been community-engaged through teaching, research, service to the community, knowledge exchange etc. The aim is <u>not</u> to create a catalogue of all community-engaged practices at the university. • <u>Evidence-collection methods</u>: Each piloting team can adopt its own approach to evidence collection. Options include desk research, interviews with practitioners, using university offices (engagement, access offices), or even publishing a public call for practices via university media and circular emails. • <u>Language</u>: Institutions applying the TEFCE Toolbox may choose to collect evidence using their native language, rather than English, but with the mapping report written in English to allow for international peer-learning.
STAGE 3: MAPPING REPORT Month 4-5	Based on collected practices, identifying good practices and assigning a level of community engagement of the university, resulting in a 'mapping report' (later integrated into the overall institutional report). • <u>3.1. Reviewing collected evidence</u>: First read through collected practices by piloting team in order to both familiarise themselves with existing practices (as preparation for Toolbox application) and potentially to request additional information from the practitioners in case there are any issues to clarify. • <u>3.2. Application of TEFCE Toolbox</u>: This phase involves analysing the collected practices using the TEFCE Toolbox analytical framework. This will involve classifying each of the collected practices according to the Toolbox dimensions/sub-dimensions – i.e. assigning to which dimension and sub-dimension(s) a particular practice belongs to. • <u>3.3. Preparing mapping report using TEFCE project template on university's community engagement.</u>
STAGE 4: INSTITUTIONAL REPORT Month 6	Comprehensive report, which presents the TEFCE Toolbox mapping results, celebrates good practices and highlights areas for further improvement. A template is provided by the TEFCE project.

Finally, in addition to the four stages defined above, the TEFCE Expert Team included an additional **external facilitation** element to the process. In its initial plans, the TEFCE project planned for international experts to visit each university applying the TEFCE Toolbox and to act as an external 'review team', critically reflecting on the practices of the host university and providing recommendations. A revised version of that plan embodied the supportive character of the TEFCE Toolbox better and was agreed by the TEFCE Expert Team whereby the visiting team works closely with the host university piloting team in the role of expert facilitators for applying the Toolbox and act as 'critical friends' (based on Stenhouse, 1975) rather than external evaluators. In the same process, peer-learning takes place between the host university and the visiting experts, further emphasising the process as collaborative learning rather than as an external evaluation process.

Defining the piloting process for prototype Toolbox

Within the TEFCE project, the TEFCE Toolbox was to be piloted by universities in four European cities, in partnerships with their local or regional authority partners. The piloting institutions were the following:

Dresden, Germany	Technische Universität Dresden
	City of Dresden
Dublin, Ireland	Technological University Dublin
	Dublin City Council
Enschede, Twente, Netherlands	University of Twente
	Regio Twente/Kennispunt Twente
Rijeka, Croatia	University of Rijeka
	City of Rijeka

The four local partnerships (universities and local/regional authorities) had the task to pilot the TEFCE Toolbox in their specific contexts. The aim of the piloting was to test the relevance and quality of the toolbox in different contexts and to verify what value or benefits it brings to the institutions who apply it as well as to the individual stakeholders who take part in the process (engaged staff, students and the community itself). Initially, the piloting process was planned as a way of testing the final TEFCE Toolbox product. This would result in a summative evaluation of the outcomes for its users and ascertain its potential to be further upscaled as a transnational, European framework for community engagement in higher education. However, the TEFCE Expert Team decided instead to frame the piloting as a **formative, co-creation process**, with each piloting visit resulting in discussions that could lead to user-based revisions and improvements to the TEFCE Toolbox. The conclusion of the piloting phase at the four universities would be a joint discussion among the piloting visit coordinators from each institution to share their thoughts, experiences and recommendations on the future application of the TEFCE Toolbox.

The next section describes how the piloting process resulted in several major additions and improvements to the TEFCE Toolbox.

3. FROM PROTOTYPE TO CO-CREATION: PILOTING AND UPGRADING THE TEFCE TOOLBOX

The TEFCE Toolbox prototype, consisting of seven dimensions and 21 sub-dimensions of community engagement, was piloted at four universities in partnership with their local/regional authorities between February and November 2019. Each piloting institution was provided with piloting guidelines (described in the previous section) and a set of templates for their work.

As previously discussed, the TEFCE project redefined the piloting process as an opportunity to try out the TEFCE Toolbox in different national, socioeconomic and institutional contexts and as a way to improve the final TEFCE Toolbox through co-creation with users, rather than as a summative assessment of the Toolbox's value. The discussions with users during the piloting process at the first two partner institutions (in Dresden and Twente) resulted in the identification of crucial gaps of the TEFCE Toolbox prototype, which were subsequently addressed through additions and improvements to the Toolbox.

Methodological challenges: initial gaps identified in TEFCE Toolbox

Challenge 1: How to ensure that the TEFCE Toolbox does not become a desk-based analysis without any critical reflection

By being based on analysing data according to a set of dimensions and sub-dimensions, an initial risk faced by the TEFCE Toolbox was that it would simply repeat the approach of other self-assessment tools in higher education, characterised by long questionnaires or lists of indicators with little space for interaction. This would be problematic due to the inconsistency between the declared goals of launching a toolbox that is different, innovative and empowering for engaged staff and institutions, and the reality of implementing a desk-based self-assessment exercise. In particular, any performance assessment based exclusively on indicators lacks critical reflection on whether the level of community engagement is satisfactory in the university's overall context, which areas could be improved in the future and what internal and external factors support or hinder community engagement.

Challenge 2: How to ensure participation of community-engaged practitioners and community representatives in the process

Similarly to Challenge 1, Benneworth et al. (2018) identified a gap in previous tools for community engagement in higher education, i. e. the lack of participation of community representatives in the process. In its prototype version, the TEFCE Toolbox did not clearly define how to include community perspectives in the TEFCE Toolbox implementation.

Challenge 3: How to avoid a narrow approach to 'scoring' the community engagement levels

The TEFCE Toolbox prototype uses a 1-5 scale with descriptors of different levels of (authentic) community engagement. Discussions within the TEFCE project team raised questions about whether the use of levels (particularly if those levels are marked with numbers) risks turning the TEFCE Toolbox process into a grading or scoring process. This, in turn, could encourage a competitive approach to achieve the highest score possible, including through 'gaming' the process or adopting *pro forma* measures in order to fulfil a certain criterion. Such an approach could result in reductive interpretations, simplistic comparisons with other institutions and in decision-makers ignoring the qualitative findings and focusing only on the radar graph scores. This, would risk losing sight of the TEFCE Toolbox 'learning journey' philosophy and its intended purpose as an institutional self-reflection framework rather than as an external evaluation or a competitive benchmarking process. On the other hand, others within the TEFCE project team argued that levels (particularly following a 1-5 scale) allow universities and university managers to get a clear picture of results. This overview can be used as the basis for further decisions, actions and tracking progress, rather than as a purely descriptive and qualitative process.

Challenge 4: Implementation challenges (the "devil in the detail")

Institutions piloting the TEFCE Toolbox encountered a number of practical questions about the Toolbox implementation, for example::

- How to determine whether the number and variety of practices collected is enough to reflect the community engagement of the university as a whole and consequently how robust the assessment could be?
- How to classify practices according to the TEFCE Toolbox dimensions and sub-dimensions, e.g. some practices for service-learning could simultaneously encompass Dimension I. Teaching and Learning, Dimension III. Service/Knowledge Exchange, Dimension IV. Students and Dimension VI. University Management (partnerships and openness)?
- How to assign levels to different sub-dimensions of community engagement based on the collected practices, e.g. should the level be an average of all the collected practices?

Conceptual challenges: defining key terms and key criteria

Challenge 5: How to resolve the multifaceted types of community engagement and the different values that they reflect

There were difficulties with assigning the TEFCE Toolbox levels in some cases due to conceptual difficulties such as how to define the terms 'community', 'societal needs': e.g. how to differentiate (in terms of scoring) engagement with more or less powerful external partners or engagement on different types of issues (e.g. climate change or community engagement with less powerful partners to address their social welfare). The following conceptual issues were particularly emphasised:

- What does the TEFCE project precisely mean by the term "community"/"communities" and are any stakeholders (such as industry or SMEs) included in this definition? What does the TEFCE project precisely mean by the term "societal needs"?
- In relation to the previous questions, should the TEFCE Toolbox treat different types of community engagement equally or should these be placed on a scale – e.g. business engagement on one end and engagement for support to disadvantaged groups on the other?

To illustrate the challenge, if a university is engaged in reciprocal, mutually beneficial partnerships with highly-resourced institutions such as large businesses, public authorities and hospitals, should it be able to reach the highest level of engagement on the TEFCE Toolbox scale, even though it does not engage with less-resourced institutions?

Challenge 6: How to resolve the level of institutional spread and sustainability of community engagement

The primary focus of the TEFCE Toolbox prototype was to use a critical approach to fostering authenticity of community engagement, i.e. to determine to what extent the engagement results in mutual benefits for the university and the community, to what extent the community is provided with an important role in the process, to what extent their voices are heard in the process, etc. In practice, however, the implementation of the TEFCE Toolbox could result in cases in which universities have impressive examples of community engagement, but which only take place in one or two university departments or which might be the result of short-ternm projects. The question, therefore, arose how the TEFCE Toolbox could balance the assessment of the authenticity of engagement with the assessment of the extent to which community engagement is spread across the institution (or concentrated in pockets) and to what extent existing initiatives are peripheral/short-term or embedded/sustainable in the long term?

Solutions and improvements to TEFCE Toolbox

The TEFCE project team discussed these challenges during the piloting visit to each partner university and incorporated solutions into two new tools that would become an integral part of the final TEFCE Toolbox: the institutional heatmap for community engagement and the so-called 'SLIPDOT' analysis.

Solution 1: Refining definitions of key concepts

While the TEFCE project did define community engagement as focused on how universities address societal needs in partnership with their external communities, the project did not define more precisely the meaning of the terms 'community' and 'societal needs'. Following the challenges encountered during the first piloting process (see Challenge 5), the TEFCE project decided to define the term **community** broadly as **'**communities of place, identity or interest', thus including organisations from government, business, civil society, as well as the general population. Additionally, the project decided to ensure that the term community is not limited to the local community - community engagement can also have regional, national and even international dimensions (e.g. the Global South). This conclusion was important because it meant that no practice could be excluded from the TEFCE Toolbox implementation process simply due to it not fitting into a clear category of 'community'. The TEFCE project also adopted a broad definition of the term '**societal needs'** that can be addressed through community engagement, by encompassing all political, economic, cultural, social, technological and environmental factors that can influence the quality of life in society.

Overall, the approach of the TEFCE project to defining key terms is to acknowledge that community engagement is context-specific: engagement activities depend significantly on the type of institution, its socioeconomic and historical context and on its external communities. Allowing for broad definitions of key terms ensures that no activities are excluded *a priori* based on a 'one-size-fits-all' definition of community engagement.

Solution 2: Institutional university-community engagement heatmap

Despite resolving the challenge of defining key concepts, the remaining challenge was how to resolve the **multifaceted types of community engagement** and the different values that they reflect, particularly in the process of assigning levels to different sub-dimensions of the Toolbox (see Challenge 5). The conclusion reached by the TEFCE project team was that community engagement should be multifaceted in that it goes *beyond* partnerships solely with highly-structured organisations (e.g. large businesses and governmental/public institutions) and includes groups or organisations that do not have the resources to engage easily with universities. Such groups include NGOs, social enterprises, cultural organisations, schools and citizens. Similarly, the societal needs addressed through engagement reflect different levels of engagement, ranging from the needs of business and the public sector to global 'grand challenges' (e,g. climate change, ageing, migrations) and the needs of harder-to-reach and vulnerable groups. Finally, for the question of the **level of institutional spread and sustainability of community engagement** (see Challenge 6)**,** the TEFCE project team concluded that this criterion should also be incorporated into the TEFCE Toolbox.

For this reason, the TEFCE project developed what it called an 'Institutional university-community engagement heatmap' that could incorporate all of these new issues in a user-friendly way. The result is a heatmap for each dimension, which are then combined to form a single institutional community-engagement heatmap. This provides a visual guide to the areas in which the university is the strongest and the areas of low intensity that could be further improved (depending on the university's areas of priority). The assignment of heatmap levels is flexible, rather than being a precise score determined by a corresponding indicator. Levels are assigned by the university team based on discussions acknowledging the collected evidence and are then validated by stakeholders, including community practitioners, community representatives and (as recommended by the TEFCE approach) 'critical friends' from another university. The assignment of heatmap levels is based on the following guidelines:

Table 9: TEFCE Toolbox – Tool 3: Institutional community-engagement heatmap

Characteristics of engagement	Heatmap level		
	Lowest level → Highest level		
1. Authenticity of engagement	A level is assigned based on a synthesis of the findings of the previous levels of engagement for each sub-dimension, to reach a conclusion for the dimension as a whole.		
2. Societal needs addressed	Lower levels: engagement that meets the traditional notion of 'use to society', such as law, medicine, public administration, industry, etc.	Middle level: engagement that responds to needs such as digitalisation, innovation, smart cities, 21st century skills, etc.	Higher levels: engagement responding to pressing global challenges such as climate change or migration and local social problems.
3. Communities engaged with	Lower levels: large, highly-structured and well-resourced institutions such as corporations, central government, hospitals.	Middle level: institutions with less capacity for engagement such as local authorities, SMEs, cultural institutions, public bodies.	Higher levels: engagement with partners with the least capacity for engagement, such as schools, NGOs, social enterprises and citizens.
4. Institutional spread	Lower levels: community-engagement practices being only present at one or two university departments.	Middle level: community-engagement practices taking place at several different departments.	Higher levels: community-engagement practices that take place across the entire university.
5. Institutional sustainability	Lower levels: community engagement that is primarily the result of short-term projects or collaborations.	Middle level: community-engagement initiatives that have seen continuous implementation.	Higher levels: community-engagement practices that have been institutionalised, with adequate funding.

The heatmap proposal also tackles 'Challenge 3: How to avoid a narrow approach to 'scoring' the community engagement levels'. Namely, by using a colour-coded matrix, the process does not allow for rankings or for comparisons of aggregate scores but rather provides a visual indication of areas of strength and areas that could be improved.

Solution 3: The SLIPDOT analysis

Another challenge identified was that an indicator-based analysis is unlikely to lead to the kind of open, critical reflection that is necessary to determine whether the existing state of affairs is a good result, whether there is potential to do more and how such progress should be achieved (see Challenge 1 and Challenge 3). In order to achieve this, the following proposal was made: instead of the final stage of the Toolbox being a form of external assessment (visit by external experts), the final stage would be an **internal process, but with external facilitation**. The visiting experts would lead university discussions in a process resembling a **SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)**, with the aim that, through discussions with stakeholders, the university itself realizes and understands its areas of strength, further improvement, etc. However, SWOT analyses are not completely adequate. They include the concept of 'weakness', which would not be applicable in the TEFCE Toolbox logic: identifying something as a weakness would risk adopting a logic of 'good' and 'bad' performance, which in turn strongly suggests that all universities should aim to reach top levels of performance (a 'Level 5'). Instead, the Toolbox should allow for context-specific differences in levels and should allow for the university to identify itself where it needs to improve. With the above ideas in mind, the Expert Team developed a customised analytical framework, which they referred to as a **SLIPDOT analysis** (referring to **S**trengths, Areas of **L**ower **I**ntensity, Areas with **P**otential for **D**evelopment, **O**pportunities and **T**hreats). The crucial role played by the SLIPDOT analysis is that it allows for the university to define where it wants to be, taking into account issues of geographical context, disciplinary mix, scarcity of resources, research and teaching base, etc.

Table 10: TEFCE Toolbox – Tool 4: SLIPDOT analysis

Areas of **S**trength	Areas of **L**ower **I**ntensity	Areas with **P**otential for **D**evelopment
Areas where the university is doing particularly well in terms of community engagement.	Areas of community engagement that are not highly developed at the university (due to it not yet being a priority, due to limited capacity or other reasons).	Areas of community engagement that the university could realistically improve in the future.

Opportunities		**T**hreats	
<u>Internal</u>: e.g. level of support among leadership and academic staff		<u>Internal</u>: e.g. level of support among leadership and academic staff	
<u>External</u>: e.g. level of community support; in line with national policy; availability of funds and programmes (at the national and European level)		<u>External</u>: e.g. level of community support; in line with national policy; availability of funds and programmes (at the national and European level)	

Source: TEFCE Expert Team

Solution 4: Inclusion of community representatives in planning, data collection and focus groups

The challenge of how to include external communities in the process was addressed in context-specific ways at different piloting institutions, with the following ways being most common:

- including community representatives on the university piloting team;
- encouraging community representatives to provide their own practices in the evidence-collection phase;
- inviting community representatives to discuss their experiences, challenges and opportunities through focus groups during the piloting visits to universities.

Solution 5: External facilitation, peer learning and 'critical friends'

To further address the challenge of universities adopting a narrow, competitive approach focusing on achieving the highest possible score for each dimension, the TEFCE piloting showed that having a visiting team of experts acting as facilitators and critical friends (based on Stenhouse, 1975) was crucial. Instead of acting as an external expert review panel, the visiting experts would ask open questions and guide discussions, allowing them to learn in more depth about how community engagement takes place in another context, but also allowing the local participants to think critically about their own practices and external environment.

Solution 6: Flexibility and context-specific approaches

To address the remaining challenges that arose during the piloting process, a number of solutions were formulated:

- <u>'Minimum' number of practices</u>: each participating university would reach its own conclusions based on open discussions regarding whether the number of collected practices would be sufficient to reflect the community engagement approach of the university as a whole or whether additional data collection should be carried out. The criterion agreed upon by all institutions involved was the criterion of the 'saturation point', i.e. ensuring that all dimensions are covered and that all potential sources of practices (e.g. academic departments and university offices) have been adequately explored.
- <u>Classifying practices in the report</u>: maximum flexibility was encouraged in the classification of practices, meaning that one practice could appear in more than one sub-dimension.
- <u>Assigning levels to each sub-dimension</u>: each piloting university was encouraged to reach its own conclusions regarding the level to assign to each dimension, based on open discussions. During the piloting, participative approaches were encouraged by using various strategies, for example, at a workshop at the University of Twente the participants were asked to 'vote with their feet' for each sub-dimension by moving to different parts of the room. After the

participants had 'voted', an open discussion ensued and was concluded by assigning a level that the majority agreed with.

Conclusion: from prototype to co-creation; from assessment to institutional self-reflection

In its initial development, the TEFCE Toolbox followed the footsteps of existing self-assessment tools for community engagement in higher education as well as including elements of external institutional reviews by expert teams facilitating the TEFCE Toolbox implementation process and providing recommendations. However, the aim of the Toolbox is to go beyond existing tools and be more meaningful to the individuals and communities taking part, so the TEFCE Toolbox prototype was further discussed and improved during its piloting, through discussions with users from four universities. The result is that the final TEFCE Toolbox was shaped and improved based on users' feedback and thus became more flexible than tools traditionally associated with the terms 'assessment', 'evaluation' or 'review'. It places more emphasis on qualitative and participatory approaches, by fostering discussions among management, staff and students at the university and discussions with the community. For this reason, the TEFCE team decided to categorise the TEFCE Toolbox as **'institutional self-reflection'** that combines elements of self-assessment and institutional reviews in a unique and flexible way. In this way, the TEFCE Toolbox achieved its aim to be more exploratory and respectful of differences between institutions and external environments and less rigid, indicator-driven and bureaucratic than other tools in higher education.

In the next section, the results of the TEFCE Toolbox piloting will be presented for each of the participating universities – both in terms of what was discovered about their level of community engagement and in terms of whether the TEFCE Toolbox was perceived by users as being valuable and sufficiently user-friendly.

4. PILOTING RESULTS: FINDINGS AND OUTCOMES FOR USERS

Technische Universität Dresden (Germany)

Piloting process

The piloting of the TEFCE Toolbox at Technische Universität Dresden (TU Dresden) took place between 1 March and 30 July 2019. Led by TU Dresden's Knowledge Architecture Lab, a university team was established comprising 15 members from several university departments (including the Internationalisation, Strategy and EU Projects departments) and the City of Dresden. After an initial 'quick scan' workshop to map out initial practices to explore, the university's core team (comprising two researchers, one coordinator and one contact from the City) carried out the evidence-collection phase through targeted email outreach and meetings with practitioners.

The process resulted in the collection of 38 community engagement practices at TU Dresden (carried out in two rounds of data collection). The case studies of community-engaged practices were provided by 15 different institutional sources: eight departments, three university offices/centres and four external partners. Involvement of the university's external communities was ensured through the participation of Dresden City Council as a partner and through the collection of practices from 4 external community representatives.

During the piloting visit to TU Dresden by TEFCE's international experts, the focus of the work was on how to classify practices and how to assign levels to different sub-dimensions. There were no focus group discussions or syntheses of results using the heatmap.

The institutional report of TU Dresden on piloting the TEFCE Toolbox (Jannack et al., 2020) provides an in-depth account of the outcomes of the piloting process and a summary of the outcomes is provided below.

Piloting outcomes

The TEFCE Toolbox led to the discovery of 38 community engagement practices that demonstrate that many teaching staff, researchers, administrative staff and students at TU Dresden show a great commitment to ensuring they mobilise their knowledge and resources to the benefit of the university's external communities and society as a whole. The types of practices predominantly featured **research or knowledge-exchange projects** led by academic staff and students to meet societal needs, for example:

- developing policy tools for local governments for climate change or urban planning;
- supporting refugee integration;
- changing public attitudes regarding racism;
- developing technical solutions for people with dementia.

There are also many community engagement initiatives **led or supported by the central university level**, for example:

- Dresden Concept is an innovative way of connecting research institutions to other societal actors and citizens;
- the University School is an innovative university-city partnership to achieve innovation in education;
- initiatives such as Science Night, Children's University and Juniordoktor are ways in which the university reaches out to its surrounding communities.

Finally, many of the case studies featured demonstrate that TU Dresden and the City of Dresden are involved in many joint projects and partnerships.

However, the conclusion of the sub-dimensions' levels and subsequent discussions during the TEFCE Toolbox piloting is that there appears to be **difficulty in strategically framing (community) engagement** at TU Dresden. TU Dresden is clearly a driver of technological innovation and has a strong impact on the city of Dresden, its region and beyond in terms of economic development and the broader social benefits that this brings. In this sense, the 'third mission of higher education', relating to universities' contribution to society, is clearly a priority of the university. However, the concept of 'engagement' itself (and in particular 'community engagement') does not yet appear to be defined in TU Dresden's strategic documents and was not clearly recognised during the Toolbox implementation. Most community engagement activities are thus undertaken by academic staff and students despite the lack of a central university level policy for community engagement and generally do not receive recognition from the university level. Even central-level community engagement initiatives by the university are not framed as forms of community engagement.

The overall conclusion of the TEFCE Toolbox application suggests that TU Dresden has **great potential to further develop** its community engagement, to formally recognise community engagement achievements of its staff and students and to acknowledge the value that these initiatives bring to external communities and society as a whole. Furthermore, TU Dresden staff and students engage with a range of different external communities. However, the practices show that the communities engaged with are still predominantly businesses, local government institutions and schools, with less prominence of civil society organisations, social enterprises and citizens. Two areas with potential for development have been identified – setting up community-based learning experiences for students and carrying out participative research with such external communities.

Since the TEFCE Toolbox heatmap was only developed for the last two piloting institutions based on the results of the piloting process, the results for TU Dresden were summarised in a sunburst chart, showing the areas of strength and areas that could be further developed.
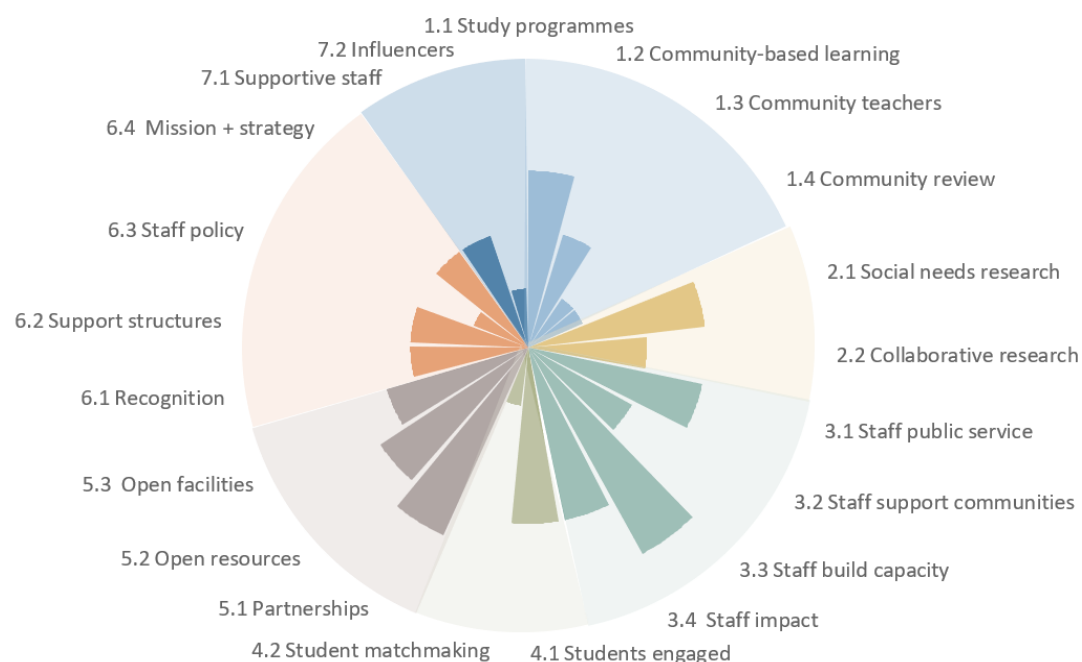
University of Twente (Netherlands)

Piloting process

The piloting of the TEFCE Toolbox at the University of Twente (UT) took place between 1 March and 30 August 2019. Led by the Centre for Higher Education Policy Studies (CHEPS), a university team (a 'sound-boarding team') was established comprising seven members from several university departments and three members of the core team (CHEPS and the Region of Twente). The group included academics, administrators and institutional leadership, but the students who had been invited did not respond. After an initial 'quick scan' workshop to explore and map community engagement practices, the university's core team carried out the evidence-collection phase. Compared to the experience of TU Dresden, the UT team collected more data through interviews than through receiving inputs from practitioners via email.

The process resulted in identifying 49 practices – through the collection of 16 community engagement practices at UT (carried out in two rounds of data collection) and identification of further 33 short practices via desk research. The practices were collected from across the university, including five academic departments, 12 university offices/centres and three external partners. In total, 26 participants took part in the TEFCE Toolbox piloting at UT (seven team members, 13 case study contributors /five local focus group participants and six visiting experts). The involvement of the university's external communities was ensured through the participation of RegioTwente/Kennispunt as a partner and through the collection of practices from three external community representatives.

During the piloting visit, the TEFCE international experts discussed the findings and the mapping process. During the two-day visit, participants took part in two discussion and validation activities: a so-called "voting-with-your-feet" workshop on the first day and a so-called "SLIPDOT analysis" workshop on the second day. On the first day, all participants were asked to score TEFCE's framework dimensions from 1 to 5 by moving through the room, followed by a moderated discussion. The feedback allowed to build consensus on what levels to assign to each dimension and also highlighted the need to further clarify the level descriptors for specific dimensions. On the second day, visiting experts and local team members were asked to analyse community engagement at UT using the SLIPDOT framework. A reflective discussion after both activities at the end of the second day allowed to build consensus around the areas for improvements at UT.

The institutional report of UT on piloting the TEFCE Toolbox (Westerheijden et al., 2020) provides an in-depth account of the outcomes of the piloting process, which is summarised below.

Piloting outcomes

The piloting of the TEFCE Toolbox at the University of Twente (UT) led to the collection of 16 case studies and the identification of 33 short descriptions of other community-engaged practices.

The TEFCE Toolbox application confirmed that the UT has undeniably had a **strong and positive impact** on the city of Enschede and the region of Twente in terms of economic development and the broader social benefits that this brings. The UT's historical context (being established to trigger regeneration in the region and developing a profile of an entrepreneurial university to achieve this goal) further emphasises the importance of the university as a key driver of societal development.

Strengths

- In teaching and learning, programmes such as the Twente Education Model (TOM), ATLAS and the example of the Crossing Borders minor demonstrated how education courses incorporate opportunities for community engagement.

- In research, an example of good practices with direct benefit to external communities included the Living Smart Campus, several citizen science projects and health preference research.

- For knowledge exchange and service, a distinctive strength of the UT is its highly external

outlook with entrepreneurial and local/regional partnerships. The science shop (SMART) that connects students with stakeholders, including disadvantaged groups, is another strength.
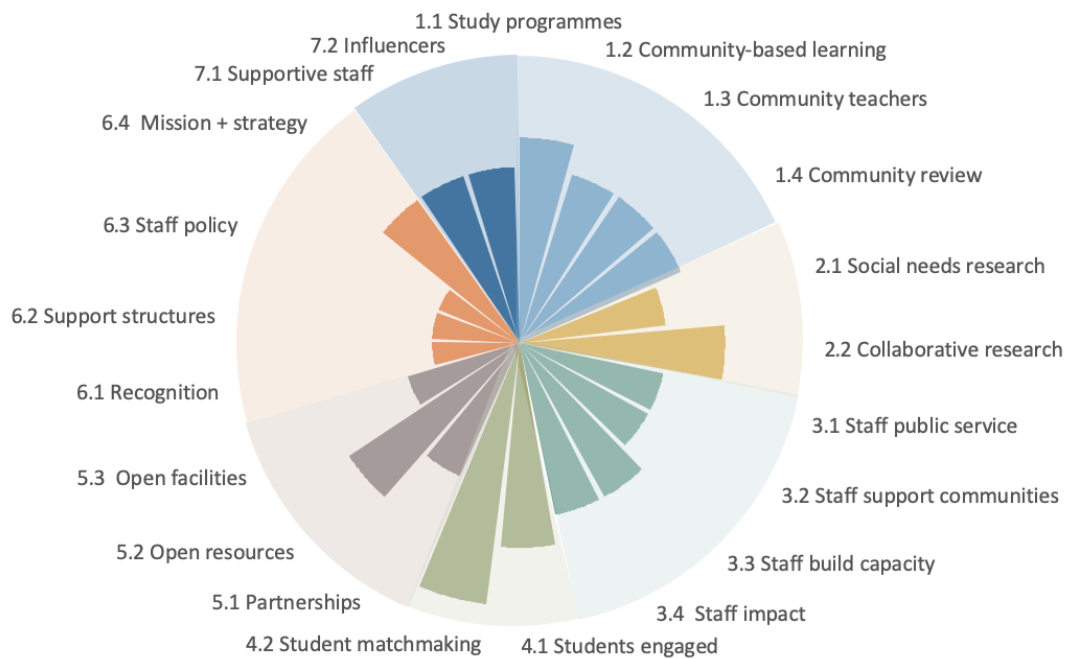
- Overall, students are one of the most significant drivers of community engagement, e.g. through the well-resourced Student Union and via the DesignLab.

Regarding **areas of lower intensity**, due to the UT's primary focus on technology and industry, the engagement with other, more vulnerable community groups aiming to address broader societal needs has been less prioritized. Also, there appears to be a divergence between the university management's approach to engagement and the range of community engagement activities that are indeed undertaken by academic staff and students using a bottom-up approach. Such a 'space' could be used for more coherent strategies/actions. Moreover, the engagement with the local community is restricted by the physical location of the UT campus, which is located outside the city. Also, the accessibility to facilities on campus is limited. For example, the DesignLab facilities need to be rented if used by 'externals' and the SMART Science Shop has been facing gradual financial cuts resulting in decreased prominence and visibility. Community engagement activities organised by students (with the exception of festivals) primarily occur on campus, which reinforces the separation between university and city. The UT pilot participants found the limited involvement of university management to be the least developed area in the UT's community engagement efforts.

Mostly for the UT management, **potentials for development** were highlighted: providing incentives for community engagement into staff recruitment or promotion, adopting a more integrated approach to community engagement in teaching and learning, further consolidating and interlinking existing initiatives (e.g. EnschedeLab, Living Smart Campus), encouraging other structures to get more involved in community engagement (e.g. TOM, DesignLab) and better embedding engagement into teaching (e.g., through the university study boards). Interdisciplinarity and community engagement in research could make the next step by adopting an approach to engagement that involves research *with* stakeholders rather than research *for* stakeholders. Other forms of strengthening the visibility (internally and externally) could be developed once a central capacity for oversight and coordination of the already wide-ranging community engagement activities taking place is established in the UT's management. The UT might consider to what extent it wants its engagement to move beyond the areas of business and industry and in particular to engage with harder-to-reach groups.

A **threat** remains that engagement might be understood narrowly focusing on business and industry rather than on harder-to-reach groups by many in the UT community, partly fuelled by the UT accounting systems, which favour financially self-sustaining activities. There is also a risk that the global focus of the UT will reduce attention to the regional and local dimension. This problem is compounded by pressures of national funding and global university rankings. Yet with the UT's track record in the Twente region and with its new strategic impulse, we envisage a positive development for community engagement at the UT.

Since the TEFCE Toolbox heatmap was only developed for the last two piloting institutions based on the results of the piloting process, the results for UT were summarised in a sunburst chart, showing the areas of strength and areas that could be further developed.

1.1 Study programmes
7.2 Influencers
7.1 Supportive staff
6.4 Mission + strategy
6.3 Staff policy
6.2 Support structures
6.1 Recognition
5.3 Open facilities
5.2 Open resources
5.1 Partnerships
4.2 Student matchmaking
4.1 Students engaged
3.4 Staff impact
3.3 Staff build capacity
3.2 Staff support communities
3.1 Staff public service
2.2 Collaborative research
2.1 Social needs research
1.4 Community review
1.3 Community teachers
1.2 Community-based learning

The current elaboration of the *Shaping 2030* strategy with its vision of the UT becoming a *people-first* university of technology provides a great **opportunity** for broadening the definition of how the UT can serve society. By using the results of this report and building on the current university board's growing awareness of these issues, the UT can reposition itself as a truly engaged institution. Moreover, internationally, there is increasing attention for community engagement, e.g. through the impact of the UN Sustainable Development Goals (SDGs).

University of Rijeka (Croatia)

Piloting process

The piloting of the TEFCE Toolbox at the University of Rijeka (UniRi) took place between 1 July and 31 October 2019. The piloting was led by a core team comprising the University's Rector's Office, a researcher of the Faculty of Humanities and Social Sciences and a member of the City of Rijeka. A university-level team was first established comprising 25 members from several university departments, from the City of Rijeka and from other community groups. After the initial 'quick scan' workshop to map out initial practices to explore, the university's core team carried out the evidence-collection phase. Compared to the previous experiences at TU Dresden and UT, the UniRi team relied primarily on an open call for practices that was sent by the rector to all university units as well as on targeted emails to community-engaged practitioners.

The process resulted in identifying **50 practices**, collected from 18 sources (ten academic departments, six university offices/centres and two external partners). In total, as many as 47 participants took part in the TEFCE Toolbox piloting at UniRi (25 team members, 18 case study contributors / 11 local focus group participants and four visiting experts). The involvement of the university's external communities was ensured through the participation of the City of Rijeka, through involving community members in the university team and in the focus groups during the piloting visit by the international team.

The piloting visit differed from those conducted at TU Dresden and the UT by employing primarily focus groups with university practitioners and community representatives in order to validate and further discuss the findings of the mapping report prepared by the university team. A significant novelty to previous piloting visits is that the TEFCE Toolbox's institutional heatmap was piloted for the first time

at UniRi. Following the focus groups and the discussion of the heatmap findings, the visiting team and local stakeholders also carried out the SLIPDOT analysis, providing conclusions about the main areas of achievements and the main areas for improvement at the UniRi.

The UniRi's institutional report of on piloting the TEFCE Toolbox (Ćulum Ilić et al., 2020) provides an in-depth account of the outcomes of the piloting process and a summary of the outcomes is provided below.

Piloting outcomes

Overall, the UniRi has undeniably had a **strong and positive impact** on the city of Rijeka and the Primorje-Gorski Kotar county in terms of economic development and the broader social benefits implied. This has particularly been the case during the past year as the City of Rijeka holds the prestigious title European Capital of Culture 2020 and the UniRi has been one of the main partners in the project, with many academics, students and non-academic staff being involved in various ECoC activities.

The UniRi's **areas of strengths** could be categorized according to five main points - (I) university leadership, (II) academics, (III) students, (IV) engagement culture and (V) university centres. The current **university leadership** values the notion of university-community engagement and the role of universities as responsible institutional 'citizens' in their community, which is reflected in the UniRi's strategic documents. The UniRi leadership's deliberate choice to focus on promoting and developing community engagement as well as on creating favourable policies and supportive structures offers a positive environment for the further development of various aspects of community engagement. Particularly, the student-centred approach that the current leadership values and implements is seen as a true value.

Engagement culture at the university is portrayed as authentic due to very close ties with various stakeholders in the community, from local authorities on different levels, to institutions in various sectors (culture, health, social care education...) and not-for-profit organisations. The culture of working together might be connected with the context of one university being anchored in a smaller city, therefore allowing for the university to actually be in real contact with non-academic communities. At the university there already are many engagement practices coming from both academics and students, as well as joint initiatives by staff and students.

Students are seen as partners in a true sense and hold an important role in the decision-making process. They are strong and loud advocates of community engagement and, in many cases, they have ownership of their own engagement through the student council and many students' associations. The mapping process allows for recognition of many **academics** that are already engaged in various contexts – teaching, research or diversified outreached activities – so there is already a group of community-engaged 'champions' that seriously take ownership of their own engagement. There are a number of academics with significant interest and even expertise in community engagement, so they could serve as key drivers in pushing the community engagement at the UniRi forward.

There is a great variety of university centres that act as special units for fostering knowledge transfer and community engagement in various contexts. With their impressive work in the context of community engagement already done, those centres offer great examples of real co-creation of many activities, including study courses even and could serve as an exemplary practice that could be multiplicated across the university.

The UniRi's **areas of low intensity** are mostly related to two aspects - (I) research and (II) university impact on the community. As for the **research** element, although there are great examples of academics/scientists being engaged in various forms of knowledge transfer (through their own individual or project team work at the institutions/departments and through university centres), community-based research seems to be neglected as a research design. It might be the reason why engagement with hard-to-reach groups in the community is less present and/or less documented. Following this issue,

low intensity of interdisciplinarity is another element that seriously needs to be taken into account, having in mind that our communities usually face complex challenges that call for the equally complex (interdisciplinary) approach in addressing and co-creating possible solutions. Another important issue revolves around the **impact of the (existing) community-engaged practices on the community.** There are only a few practices (presented and analysed) that had certain follow-up activities in the context of the evaluation and analysis of their impact. It seems that, while plenty of engaged activities have been taking place at the university, little effort has been invested in actually analysing the true impact that those activities have on various stakeholders and the community itself. More focus is therefore needed to structure the 'evolution' of evidence-based strategy at the university so as to be able to answer the question of the tangible legacy the UniRi actually leaves to the community.

The UniRi's **potential for development** is categorised in the following areas: (I) leadership and policy, (II) relationship between centre and periphery, (III) university centres and (IV) mainstreaming community engagement, therefore actually aiming at the university management. While the current **university leadership** is recognised for its advocacy of community engagement, their legacy might be threatened and it is therefore necessary to secure the long-term sustainability of CE activities as well as create a favourable environment at different (institutional) levels. The second aspect therefore leans on this one - there is a certain 'cacophony' between the university management and that of particular institutions (university constituents). **Moving from centre to periphery** in terms of better integrating university policies and practices calls for all university constituents to manage community-engaged activities accordingly.

University centres have been recognised for their impressive work already done in relation to knowledge transfer, but at the same time they are seen as a potential for further development, by motivating more academics/researchers to engage, by promoting community-based research and by creating new and sustainable opportunities for centres and those engaged to strive (e.g. sustainability grants for university centres). It seems that the relevant knowledge existing at the UniRi is not actually used to its full capacity.

Mainstreaming community engagement presents a potential that can grow in many different directions, for example: good examples of service-learning practices in teaching could be spread across the university, recognising community engagement 'champions' by creating environment of recognition and celebration (e.g. awards), communicating university-engaged practices with non-academic communities in local media, establishing the university's electronic system for continuous collection of engaged practices, analysing engaged activities in all academic pillars as part of institutional research and self-assessment, collaborating more with former students/alumni in co-creation of new community-engaged courses, community-based research and other activities, as well as making the community-engaged 'label' of the university an advantage in attracting and recruiting students.

Threats for further community engagement development are mostly related to external elements, in terms of the national higher education policies that are in favour of collaboration with business/industry, then by the continuous demographic changes causing a drop in the number of students (university funding is directly linked with the number of students) and to the attractiveness of close-by universities in other EU countries (e.g. Ljubljana and Trieste). There are, however, internal elements as well, related to the already presented centre-periphery management relationship, but also with an immense (and increasing) workload of academics, who therefore report having little or no time available for community-engaged activities.

Opportunities are numerous, analysed both from the internal and the external perspectives. However, at this particular point in time, the membership of the UniRi in the YUFE alliance seems to be the platform that opens up many opportunities for broadening the ideas and constructive ways of how the UniRi can serve its community and society by using the results of this report and by building on the current university management's growing awareness of these issues. All internal stakeholders (management, academics, students, non-academic staff) are there to play an important role in further promoting and strengthening of the UniRi's university-community engagement portfolio.

Dimensions of community engagement	Characteristics of community engagement				
	Authenticity	Social Needs	Communities	Spread	Sustainability
I. Teaching and learning					
II. Research					
III. Service/knowledge exchange					
IV. Students					
V. Management (partnerships)					
VI. Management (policies)					
VII. Peer support					

Heatmap colour legend

Lowest level				Highest level

Technological University Dublin (Ireland)

Piloting process

The piloting of the TEFCE Toolbox at the Technological University Dublin (TU Dublin) took place between 1 May and 31 November 2019. The piloting was led by two researchers at the College of Business and by a member of the Dublin City Council.

The first step in the piloting was establishing a university-level team comprising 12 members from several university departments, from Dublin City Council and from community groups. After an initial 'quick scan' workshop to map out initial practices to explore, the university's core team carried out an in-depth evidence-collection process. Compared to the experiences of the three previous piloting universities, TU Dublin had the advantage of both having a dedicated Access and Civic Engagement Office with a wealth of data, as well as having data from a separate self-assessment carried out by TU Dublin for their piloting of the Carnegie Classification for Community Engagement in Higher Education. The core team, therefore, decided to explore a smaller number of practices in more detail, while referring to the broader list of practices already mapped at the university.

The process resulted in identifying as many as **105 practices**, of which nine were turned into detailed case studies. The collected practices cover activities carried out by 12 academic departments and two university offices/centres of TU Dublin. In total, 34 participants took part in the TEFCE Toolbox piloting at TU Dublin (12 team members, 15 local focus group participants/case study providers and seven visiting experts). The involvement of the university's external communities was ensured through the participation of the Dublin City Council as a partner and through involving community members in the university team and in the focus groups during the piloting visit by the international team.

The piloting visit was identical in structure to the previous visit to UniRi, since it involved focus groups discussions with university practitioners and community representatives, it further tested the institutional heatmap and then concluded with a SLIPDOT analysis, providing conclusions about the main areas of achievements and the main areas for improvement at TU Dublin.

The institutional report of TU Dublin on piloting the TEFCE Toolbox (O'Brien et al., 2020) provides an in-depth account of the outcomes of the piloting process and a summary of the outcomes is provided below.

Piloting outcomes

TU Dublin has a long tradition of extensive community and civic engagement demonstrating a **strong and positive impact** on the city of Dublin and the surrounding region in terms of economic development and the broader societal benefit that this brings. At the highest level (senior management) within the university, there is a clear commitment to community engagement at TU Dublin. The new campus at Grangegorman has been designed with a focus on community benefit. Through the Grangegorman Development Agency, TU Dublin has collaborated with partners including the Health Service Executive (HSE), Dublin City Council and the local community in delivering the vision for the regeneration of Dublin's North West inner city. Flagship projects such as the Students Learning With Communities (SLWC) demonstrate the embedding of community engagement within Teaching and Learning at TU Dublin. The university's leading role in a number of community development research projects (e.g. Area Based Childhood, ABC project) highlight the co-creation of academic and community knowledge for societal benefit.

Regarding **areas of lower intensity**, whilst 1-in-3 study programmes have an element that includes a community-based learning component for students, this has yet to be embedded within all study programmes. TU Dublin academic staff, students and external stakeholders stressed the importance of the service provided by the Access and Civic Engagement office. Increasing centralised support would further assist academic staff in their commitment to community engagement. There is a need to establish a proper workload allocation model for academic staff for community-engaged learning and associated teaching and research. Community engagement has less emphasis due to a focus on scientific research and publishing.

The new campus development at Grangegorman represents significant **potential for development** of community-engaged practice at TU Dublin. Facilitating a move from disciplinary silos to interdisciplinarity could have a positive influence on community-engaged practice at TU Dublin. Through the national-level Campus Engage network (functioning as a part of the Irish Universities' Association), there is significant potential for TU Dublin to collaborate with other Irish higher education institutions in the field of community engagement. The foundational structures and relationships which have been established with the local community with the support of the Grangegorman Development Agency should continue to be fostered.

A **threat** remains that TU Dublin's new status, merger and strategic priorities could negatively influence the current structures and activities for community engagement. New priorities and focus could hinder the development of community engagement at TU Dublin. Yet with the institution's track record across the Dublin region and its new strategic plan, we envisage the positive development for community engagement at TU Dublin.

The current elaboration of TU Dublin 'Infinite Possibilities' Strategic Plan to 2030 (with its focus on the three pillars of People, Planet and Partnership) provides a great **opportunity** for broadening the definition of how TU Dublin can serve society. Developed through the lens of the UN Sustainable Development Goals (SDGs), this provides an opportunity for TU Dublin to develop its community engagement agenda, particularly given the international attention for community engagement through the impact of the SDGs. European trends in higher education are supportive of community engagement and building on this report there is scope for collaboration and enhanced community engagement at TU Dublin.

	Characteristics of community engagement				
Dimensions of community engagement	Authenticity	Social Needs	Communities	Spread	Sustainability
I. Teaching and learning					
II. Research					
III. Service/knowledge exchange					
IV. Students					
V. Management (partnerships)					
VI. Management (policies)					
VII. Peer support					

Heatmap colour legend

Lowest level				Highest level

Summary table of TEFCE Toolbox piloting process

	TU Dresden (Germany)	**University of Twente (the Netherlands)**	**University of Rijeka (Croatia)**	**TU Dublin (Ireland)**
Piloting period	1 March-30 July 2019	1 April – 30 September 2019	1 July – 30 October 2019	1 April – 31 November 2019
University team	15 members	7 members	25 members	12 members
	Core team: 3	Core team: 2	Core team: 2	Core team: 3
Number of practices collected	**38 practices**	**49 practices**	**50 practices**	**105 practices**
	38 case studies	16 case studies, 33 short practices	50 case studies	9 case studies, 96 short practices
Sources of practices	**15 sources of practices**	**20 sources of practices**	**18 sources of practices**	**14 sources of practices**
	8 departments, 3 university offices/ centres, 4 external partners	5 departments, 12 university offices/centres, 3 ext partners	10 departments, 6 university offices/centres, 2 external partners	12 departments, 2 university offices/ centres
Method of data collection	Targeted email outreach, meetings with practitioners	Targeted emails to practitioners, one-on-one interviews	Open call, targeted emails to practitioners	Desk-based research, meetings, targeted emails to practitioners
Total participants of piloting process	**53 participants**	**26 participants**	**47 participants**	**31 participants**
	15 team members, 32 case study contributors / 3 local focus group participants, 6 visiting experts	7 team members, 13 case study contributors / 5 local focus group participants, 6 visiting experts	25 team members, 18 case study contributors / 11 local focus group participants, 4 visiting experts	12 members, 15 local focus group participants / 6 case study contributors, 7 visiting experts
Total piloting participants	**53 participants**	**26 participants**	**47 participants**	**34 participants**
	Total participants of piloting process: 160 participants			
Involvement in community	City council as partner, 4 external partners providing practices	Regional council as partner and workshop host, 3 external partners providing practices	City council as partner, community representatives in piloting team and focus groups, 2 external partners providing practices	City council as partner, community representatives in piloting team and as focus groups participants

Evaluation of TEFCE Toolbox outcomes

Following the piloting of the TEFCE Toolbox, the piloting institutions and all TEFCE partner institutions carried out an evaluation of the outcomes of the TEFCE Toolbox at a meeting in May 2020. The evaluation was structured around the question whether the TEFCE Toolbox succeeded in practice to fulfil the four principles it had set as its foundations. The conclusions of the evaluation are provided in the table below.

(1) Commitment to authentic, mutually beneficial community engagement	All piloting institutions and TEFCE's partners agreed that by differentiating each dimension and sub-dimension by levels of engagement, the TEFCE Toolbox retained a critical approach that promotes university-community partnerships that benefit both universities and communities. The use of the heatmap, in particular, ensured that a university would not be able to apply the TEFCE Toolbox by 'cherry-picking' what it considers as its best practices, In this way, the TEFCE Toolbox does not allow for superficial forms of community engagement to be presented as 'transformational' types of engagement, but rather as activities that would need to be further improved in order to be more authentic and mutually beneficial forms of community engagement. *Recommendation/guidelines for future TEFCE Toolbox users:* • *include participative discussions with both the academic community and external partners regarding findings of the TEFCE Toolbox mapping report to adopt a critical, self-reflective approach and to reach consensus on the level of authenticity of engagement;* • *include peer learning and reflections from visiting experts as critical friends in the process, to further enhance a critical and self-reflective approach.*
(2) Empowerment of individual actors within and outside university	All institutions and TEFCE's partners agreed that engaging with actors not only within but also outside the institution is essential to obtain relevant insights. The current TEFCE toolbox supports this principle by encouraging the recruitment of project participants from diverse groups (e.g. municipality, citizens, development agencies) and engaging the members in the evaluation process of community engagement practices. It was acknowledged that empowerment is an ambitious objective and that significant evidence would need to be provided to demonstrate that individuals have been empowered in practice. In other words, while we could not argue that the TEFCE Toolbox itself empowers individuals, it is helpful to put the issue in focus. In that light, the experiences of the piloting institutions, especially the UniRi and TU Dublin, confirmed that individuals that participated in the process did feel a sense of recognition for the community engagement initiatives and provided positive feedback about the TEFCE Toolbox and their participation in the process. More broadly, this principle is arguably achieved by the fact that the TEFCE Toolbox institutional report celebrates good practices and encourages the institutions to further validate such achievements (through their policies and through their communication activities). In other words, the TEFCE Toolbox stresses the empowerment of individual actors within and outside the university as one of the impacts that it hopes to achieve in the long term. *Recommendation/guidelines for future TEFCE Toolbox users:* • *consider including a short evaluation survey of the TEFCE Toolbox participants to assess more accurately how valuable the process was to them and what potential improvements could be made.*

(3) Participative approach, combining bottom-up and top-down involvement	All piloting institutions and TEFCE's partners agreed that the <u>bottom-up</u> principle was certainly achieved in practice by basing the TEFCE Toolbox on the collection of narratives by community-engaged practitioners and by including discussions with these practitioners (and with community representatives) through focus groups and workshops. It was also agreed that the community representatives are encouraged to play an active role in the process. Having said this, the extent to which the community is involved in the process will be different in each context and the TEFCE Toolbox only provides the space for such a participative approach, it does not mandate it. So, for example, community representatives were more visible and more involved in the piloting at UniRi and TU Dublin than at TU Dresden and UT.
	The TEFCE Toolbox also provides the space for a <u>top-down</u> approach to its implementation, with the active involvement of university management structures – but how this space is filled or not depends on the context of each university applying the Toolbox. At TU Dresden, for example, the university management were invited to take part in the Toolbox implementation process but did not participate. On the other hand, the rector of the UniRi took a proactive role in both facilitating data collection and in taking part in the participative discussions, along with stakeholders.
	Recommendations/guidelines for future TEFCE Toolbox users:
	• *include community representatives in the university team/working group that oversees the implementation of the TEFCE Toolbox;*
	• *include focus group discussions or participative workshops to further increase ownership of the process by stakeholders;*
	• *present and discuss the findings of the final institutional report with community representatives to provide the basis for further development of cooperation;*
	• *invite university management to take part in the TEFCE Toolbox process from the beginning; if the university management does not take an active role, present the findings of the final report to university management and use this for further promotion and advocacy*

(4) Collaborative learning rather than comparison of competitive performance	Finally, one of the key aims of the TEFCE Toolbox was to ensure that it neither becomes the basis for a competitive approach (using ranking and competitive benchmarking methods) nor a bureaucratic self-assessment questionnaire. All piloting institutions and TEFCE's partners agreed on the following conclusions:

- **Holistic approach, rather than scoring exercise:** Although there were initial concerns within the TEFCE consortium regarding the use of numerical scales of 1-5 to set levels of engagement, in its final version, the TEFCE Toolbox encourages the assigning of levels to be a participative and self-reflective process. The levels are ultimately not presented as aggregate scores but in the form of a heatmap, which therefore encourages users to focus on overall trends and patterns, rather than considering them as scores.

- **Institutional learning journey**: All partners agreed that the TEFCE Toolbox results in a qualitative discovery of community engagement practices that the institution may not have been aware of before and that the SLIPDOT analysis provides an additional wealth of insights into strengths and areas to improve. The question, however, is whether the institution *as a whole* benefits from this learning journey or only those involved in the TEFCE Toolbox process. The answer to this question is highly context-dependent. In principle, the potential for creating value for the institution is significant if there is management-level support to not only apply the TEFCE Toolbox, but also utilise the insights from the analyses, as was the case, for example, at the UniRi. At the same time, however, a case can be made that even if carried out in a bottom-up manner, the resulting report could have a subsequent impact on university management, if properly promoted and advocated.

- **Peer learning:** A comment made by some piloting institutions is that the value of the TEFCE Toolbox lies in the fact that it can also connect individuals involved in community engagement within an institution. In addition to leading to valuable exchanges of experiences between peers, the Toolbox can also provide the basis for creating an internal network that did not exist prior to the implementation of the TEFCE Toolbox process.

- **Inter-institutional collaboration:** The value of having representatives from other universities involved in peer learning was seen by all institutions as a significant added value. The organisation of a piloting visit for international experts and peers, who did not act as 'external reviewers' but as facilitators and 'critical friends', was acknowledged as being valuable both in terms of peer learning and in terms of ensuring that a critical view from outside encouraged critical self-reflection on the results achieved and on the potential for future improvements.

Recommendations/guidelines for future TEFCE Toolbox users: As already noted in the previous sections:

- *invite university management to take part in the TEFCE Toolbox process from the beginning; if the university management does not take an active role, present the findings of the final report to university management and use this for further promotion and advocacy;*

- *include peer learning and reflections from visiting experts as critical friends in the process to further enhance a critical and self-reflective approach.*

In addition to meeting its four key principles, the TEFCE Toolbox also aimed to be applicable in different institutional, socioeconomic and cultural contexts. Namely, one of the main points emphasised through the TEFCE project is that community engagement is context-dependent and that there is no 'one size fits all'. The TEFCE definition of community engagement therefore encompasses almost any activity that includes cooperation with external organisations. This broad approach is adopted purposefully to acknowledge that community engagement will depend significantly on the type of institution, its socioeconomic and historical context and its external communities. Allowing for a broad definition ensures that no activities are excluded *a priori* based on a 'one-size-fits-all' definition of community engagement.

In practice, the piloting results demonstrate that this aim has been achieved. The application of the TEFCE Toolbox was successful at four universities that were diverse in terms of:

- their institutional profiles (technological and comprehensive universities);
- their institutional missions and priorities (from a primary focus on technology-driven innovation to a broader focus on diverse societal needs);
- their size and level of integration (student populations from 9,000 to 36,000 and campus-based integrated universities to universities with dislocated and autonomous faculties/ departments);
- their geography (from capital cities to small towns);
- their socioeconomic and cultural contexts (from countries with relatively high and relatively low levels of GDP per capita; from western to south-eastern Europe).

The TEFCE Toolbox worked equally well in a university in Germany whose priorities are focused primarily on technology and entrepreneurship (TU Dresden) and in a university in Ireland that has already embedded community engagement in its mission and in many university activities (including through a dedicated office for access and engagement.) This means that the TEFCE Toolbox allowed for context-specific application in different institutional contexts.

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The piloting of the TEFCE Toolbox at four universities and their local partners had two objectives: (1) to help those universities to carry out an institutional self-reflection on their level of community engagement and how they could improve and (2) to test and improve the TEFCE Toolbox based on user feedback. The improvements to the TEFCE Toolbox were presented in the previous section. In this section, we have shown that at each of the piloting institutions the TEFCE Toolbox successfully facilitated an institutional development process with 20-50 participants. The piloting process allowed to discover a range of ways in which each university brings value to its external communities (and vice versa) through mutually beneficial partnerships and that provides a basis for planning future improvements to the institution's engagement. Moreover, it was observed by the TEFCE Expert Team that the response of stakeholders involved in the TEFCE Toolbox implementation was overall highly positive.

In the next section, we will present how the TEFCE Toolbox was presented to and received by key higher education stakeholders at the international level.

5. INTERNATIONAL STAKEHOLDER CONSULTATIONS AND FEEDBACK

During the entire process of development of the TEFCE Toolbox, the TEFCE Expert Team has held extensive consultations with key international stakeholders regarding the objectives of the project, the planned Toolbox and its progress. The expert consultations have taken place both through targeted meetings and by presenting the TEFCE Toolbox at international conferences and events. The conclusions of this process (which is still ongoing at the time of writing) are worth summarising since they indicate what potential the TEFCE Toolbox has to be further upscaled following its launch.

Associations and networks for community engagement in higher education

The key target groups for the TEFCE project were associations and networks that have long been active in the area of community engagement in higher education. As such, these groups can be considered leading international stakeholders on this topic. The TEFCE project team reached out to some of the most influential stakeholders and discussed their views on the TEFCE Toolbox and its future potential. The main conclusions of the consultations are available below (more detailed reports are available on the TEFCE website, www.tefce.eu/consultations).

	Positive feedback	Additional suggestions
National Coordinating Centre for Public Engagement, UK March 2019	Highly positive initial reaction to the principles of the TEFCE Toolbox and to its first draft, especially its critical approach to engagement (differentiating authenticity of an university's commitment to engagement).	Recommendation to define more clearly the term 'community', societal goals of engagement and the location of engagement (local only, or global?).
UNESCO Chair in Community Based Research and Social Responsibility in Higher Education March 2019	The TEFCE project is of interest and the initial result of the project (the first project publication) and the initial principles of the TEFCE Toolbox appear promising.	While the TEFCE emphasis on a 'bottom-up' perspective to community engagement is important, the institutionalisation of community engagement is crucial. Otherwise, it has questionable sustainability, so it would be important for the Toolbox to also reflect this.
Campus Engage, Ireland March 2019, November 2019	The system-level approach taken by TEFCE is a good one and the initial findings (in the TEFCE policy brief) are promising.	While Campus Engage acknowledges that it is difficult to measure engagement, defining key performance indicators is possible, although they should always be contextualised and relevant to the institutional ambition.

Talloires Network, April 2019	The TEFCE project adopts a thoughtful and thought-provoking approach to community engagement in higher education, in particular through its critical interpretative framework. The analysis of the TEFCE project has been very comprehensive and has included a broad scan of previous international initiatives to assess community engagement.	In addition to the existing Carnegie Classification for Community Engagement in Higher Education, there is a new international initiative by King's College London, the University of Chicago and the University of Melbourne to develop metrics for community engagement and to advocate for these to be recognised in university rankings. It would be interesting to organise a discussion between these initiatives at a round table discussion.
Council of Europe, Working Group for the Local Mission of Higher Education May 2019 October 2020	Interest was expressed in the TEFCE Toolbox and in the TEFCE aims to advocate policies for community engagement at the European level (including within the Bologna Process).	Concerns were raised as to how governments could support and encourage universities to take part in such an initiative, especially since it would be resource-intensive and related tools already exist.
International Association of Universities August 2019	IAU share the TEFCE concern that there cannot be an easy way to measure engagement and that quantification and key performance indicators lead to much paperwork and limited usefulness for universities. The more qualitative approach proposed by TEFCE therefore seems more appropriate.	Although the TEFCE Toolbox could also connect to the SDGs, it may better to view community engagement and the SDGs in higher education as two parallel initiatives (with some overlaps) rather than confining community engagement within the SDG framework.

Higher education associations

Another crucial target group for the TEFCE project were leading European associations in higher education and their member institutions. One of the main ways in which the TEFCE project carried out these consultations was via presentations of the TEFCE Toolbox at key international conferences in higher education. The TEFCE Toolbox (in its various stages of development) was presented at the following conferences, resulting in productive discussions on community engagement in higher education and how it can be measured:

- **Bologna Process Conference 'Bologna beyond 2020: the fundamental values of the EHEA',** June 2019

- **2019 European Quality Assurance Forum 'Supporting Societal Engagement of Higher Education',** November 2019

- **EURASHE Roundtable 'Regional Engagement of Universities of Applied Sciences: Concept and Impact',** February 2020

- **ACA annual conference 'The engaged university: linking the global and the local'**, September 2019

- **2020 European University Association (EUA) Annual Conference webinar series: 'Universities building a better Europe'**, April 2020

- **EAIE 2020 annual conference** (webinar), October 2020

A particularly impactful session was the EURASHE Roundtable "Regional Engagement of Universities of Applied Sciences: Concept and Impact". At this event, the TEFCE Toolbox was presented to a group of 40 participants including representatives of the **European Commission's Joint Research Centre** (in charge of smart specialisation), the **OECD's Higher Education Unit**, the **European Commission's DG EAC** (the unit in charge of HEInnovate) and the **EURASHE-lead project UASiMAP** on the regional engagement of universities. The participants recognised the value of the TEFCE Toolbox and discussed how better synergies could be made with existing European tools. The discussions also suggested that the future generation of the EU's European Regional Development Fund will finance skills development, which represents an opportunity for further funding for the TEFCE Toolbox or similar initiatives. Participants of the roundtable also proposed that the IDE presents the TEFCE Toolbox at the rectors' conferences in different EU member states.

The TEFCE project also paved the way for community engagement to be included for the first time in **key documents of the European Higher Education Area (EHEA) and Bologna Process,** which comprises 48 countries. Namely, the Bologna Follow-up Group (BFUG) through its Advisory Group on Social Dimension has been developing a new strategic document for the period 2020-2030 entitled *Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA*. One of the principles envisages that community engagement in higher education promotes diversity, equity and inclusion. The BFUG is proposing to include the Principles and Guidelines in the future 2020 Rome Ministerial Communiqué (planned for November 2020) so that EHEA education ministers politically commit to its implementation.

University networks and individual universities

Finally, the TEFCE Toolbox was presented to a number of influential university networks and their members, resulting in significant interest, critical questions and constructive feedback on further developments. The TEFCE project was also contacted directly by specific universities that expressed interest in piloting the TEFCE Toolbox. The list of the university networks engaged with during the development of the TEFCE Toolbox project is provided below:

- **European Consortium of Innovative Universities,** November 2018
- **Association of Catalan Public Universities,** March 2019
- **2nd European Service-Learning Conference**, September 2019
- **Global University Network for Innovation webinar**, July 2020
- **Young Universities for the Future of Europe,** October-November 2020

The list of individual universities and other organisations that contacted the TEFCE project with expressions of interest regarding the TEFCE Toolbox is provided below:

- Central European University, Hungary
- Danube University Krems, Austria
- Nova SBE, Portugal
- Ukraine Catholic University, Ukraine
- UNESCO Bangkok
    - Chulalongkorn University (Thailand)
    - Universitas Gadjah Mada (Indonesia)
    - Universiti Sains Malaysia (Malaysia)
    - University of the Philippines – Diliman (Philippines)

- o TERI School of Advanced Studies (India)
- o Keio University (Japan)
- University of Dunaújváros, Hungary
- Universitat de Girona, Spain
- Universitat Pompeu Fabra, Spain
- Universitat Autonoma de Barcelona, Spain
- Vrije Universiteit Brussel, Belgium
- West University of Timisoara, Romania

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In 2019 and 2020, the TEFCE Toolbox was presented via meetings, conferences and webinars to over 1,000 people. The conclusions of all consultations indicated that there is broad acceptance of the need to give higher priority to community engagement in higher education; there is wide support for the TEFCE Toolbox, in particular the critical, qualitative and developmental approach; and there is an interest on behalf of many universities worldwide to apply the TEFCE Toolbox.

6. CONCLUSIONS AND FUTURE PROSPECTS

The TEFCE Toolbox began as a prototype developed by five international experts, based on the study entitled *Mapping and Critical Synthesis on the State-of-the-Art in Community Engagement in Higher Education* (Benneworth et al., 2018). The TEFCE Toolbox prototype and method were based on an in-depth review of over 200 articles and books on community engagement in higher education and analysis of nine already existing tools to assess community engagement in higher education.

The final version of the TEFCE Toolbox, however, was the result of a co-creation process involving over 170 participants from eight countries over 18 months at four universities with diverse institutional profiles (University of Rijeka, Croatia, University of Twente, the Netherlands, Technische Universität Dresden, Germany and Technological University Dublin, Ireland).

The application of the TEFCE Toolbox was successful at four universities that were diverse in terms of:

- their institutional profiles (technological and comprehensive universities);
- their institutional missions and priorities (from a primary focus on technology-driven innovation to a broader focus on diverse societal needs);
- their size and level of integration (student populations from 9,000 to 36,000 and campus-based integrated universities to universities with dislocated and autonomous faculties/departments);
- their geography (from capital cities to small towns);
- their socioeconomic and cultural contexts (from countries with relatively high and relatively low levels of GDP per capita; from western to south-eastern Europe).

This means that the TEFCE Toolbox allowed for context-specific application in different institutional contexts.

The evaluation of the TEFCE Toolbox was positive in all four piloting universities, even though the outcomes of the Toolbox application were different at each institution. Three aspects were emphasised as being particularly successful.

- Firstly, a range of community engagement activities can be captured using the TEFCE Toolbox and the application can be adapted to each local context. For example, at certain piloting universities much of the engagement focused on topics such as smart cities and support to regional innovation, whereas at other universities, there were more examples of engagement with socially disadvantaged communities.
- Secondly, the TEFCE Toolbox application encouraged a participative approach that was meaningful for the participants involved – including staff, students and community representatives. Participants could have a meaningful say in the process and influence the conclusions of the assessment. The participants appreciated the process and felt empowered. Such an approach, consequently, encourages consensus-building among various stakeholders, moving towards a common vision.
- Thirdly, the TEFCE Toolbox approach resulted in an institutional learning journey, providing users with new data on what achievements and good practices the university already has in place in the area of community engagement. This provides a much-needed acknowledgement of the efforts of community-engaged staff, students and partners, while also providing an evidence basis for further improving community engagement in the institution. The process also results in mobilising an internal network of community-engaged practitioners and stakeholders, who can continue pushing further efforts within the institution.

The TEFCE Toolbox was positively received by a broad range of stakeholders at the international level, including by international organisations, networks, experts and university representatives. In 2019 and 2020, the TEFCE Toolbox was presented via meetings, conferences and webinars to over 1,000 people. The conclusions of all consultations (published here: www.tefce.eu/consultations) indicated that there is broad acceptance of the need to give increased priority to community engagement in higher education; there is wide support for the TEFCE Toolbox, in particular the critical, qualitative and developmental approach; and there is an interest on behalf of many universities worldwide to apply the Toolbox.

Hence, the TEFCE project team concludes that the TEFCE Toolbox has the potential to become a robust tool that will support European universities (and potentially universities worldwide) in institutionalising their cooperation with the wider community.

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