

### 3. TEFCE TOOLBOX IN PRACTICE



**STAGE 1**

**QUICK SCAN**

#### *Purpose*

The aim of the quick scan is to launch an initial discussion within the university and with community partners on the type and extent of community engagement at the university. The stage involves setting up a team of university management, staff, students and community representatives and organising a joint meeting during which an initial list of community-engagement initiatives can be mapped.

#### *Timing*

Month 1 of the TEFCE Toolbox implementation.

#### *Tool: Dimensions of engagement*

**The first tool provides a summary classification of the range of activities through which community engagement can take place. Its purpose is thus to help users understand the scope of what is meant by a community-engaged university and to help identify engagement practices at their institution.**

The tool defines seven dimensions of community engagement, encompassing the different areas of activities of the university. Each dimension is accompanied by sub-dimensions, presented as statements of what a community-engaged university can aim to achieve. Using this tool, universities identify and collect engagement practices throughout their institution.



**TOOL 1**

**DIMENSIONS OF ENGAGEMENT**

Dimensions	Sub-dimensions
<b>I. Teaching and learning</b>	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 extra-curricular context). I.4. The university has study programmes or courses that are created, reviewed or evaluated in consultation/cooperation with the university's external communities.
<b>II. Research</b>	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.

<b>III. Service and knowledge exchange</b>	<p>III.1. University staff contribute to debates and initiatives that address societal needs of the university's external communities.</p> <p>III.2. University staff provide their knowledge to support and/or build the capacity of the university's external communities.</p> <p>III.3. University staff community-engagement activities have demonstrable benefits for the university's external communities.</p>
<b>IV. Students</b>	<p>IV.1. Students deliver community-engagement activities independently through student organisations or initiatives.</p> <p>IV.2. The university facilitates and supports partnerships between students and external communities.</p>
<b>V. Management (partnerships and openness)</b>	<p>V.1. The university has a track record of mutually beneficial partnerships with its external communities.</p> <p>V.2. The university makes learning and research resources accessible to its external communities.</p> <p>V.3. The university has facilities and services that are jointly managed and/or accessible to its external communities.</p>
<b>VI. Management (policies and support structures)</b>	<p>VI.1. The university provides support and/or incentives for community-engagement achievements by its staff, students and external communities.</p> <p>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.</p> <p>VI.3. The university has staff-development policies (e.g. recruitment, tenure, promotion) that include community engagement as a criterion.</p> <p>VI.4. The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement.</p>
<b>VII. Supportive peers</b>	<p>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.</p> <p>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.</p>

## Instructions

Each participating university should set up a University Community Engagement Team to carry out the initial quick scan. Since the process should cover activities throughout the university, the proposed composition of the university team could include the following representatives:

- university management (vice-rector/pro-vice-chancellor; other senior management)
- academic staff members that have a strong track-record of community engagement and that advocate for its further advancement
- administrative/professional staff working of aspects of engagement in university office (e.g. engagement and outreach office) or through projects
- administrative/professional staff with good overview of institutional-level data (e.g. quality assurance office)
- student union representative
- representatives of societal partners/community groups.

The team leader or coordinator should ideally be a university staff member with extensive prior knowledge and experience of community engagement in higher education and with the ability to mobilise relevant actors and identify community-engagement initiatives around the university (e.g. university management member, community-engagement officer, researcher on community engagement, etc.).

The 'quick scan' takes the form of a meeting/workshop with the university team to present the TEFCE Toolbox objectives and process and to make an initial mapping of concrete practices of community engagement on existing knowledge of team members.

A 'simple' quick scan can be carried out using a template based on the list of the dimensions of engagement. University teams may also wish to carry out a more advanced quick scan that already considers the *level* of engagement, by using the TEFCE Toolbox mapping report template (see Stage 3). Whatever the approach adopted, each dimension of the TEFCE Toolbox is populated with an initial set of practices (and/or with notes on possible further sources of evidence). Based on the result of the quick scan, an evidence-collection process is planned to collect enough case studies of community-engagement practices to cover the various dimensions and sub-dimensions of engagement defined in the TEFCE Toolbox.

### Illustrative example

<b>I. Teaching and learning</b>	<p><i>Examples of initial list of practices mapped by university during quick scan (fictional examples)</i></p> <ul style="list-style-type: none"> <li>• <i>Bachelor's programme in _____ studies directly responds to local and regional needs for _____.</i></li> <li>• <i>Masters programme in _____ studies developed as a result of cooperation with regional government.</i></li> <li>• <i>Service-learning courses available in study programmes such as _____.</i></li> <li>• <i>Guest lecturers from government, business and NGOs involved in study programmes _____.</i></li> <li>• <i>Necessary to collect additional practices through data-collection phase.</i></li> </ul>
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### Template

Templates for the quick scan are available in the Appendix of this publication.