



ESPRIT - "Enhancing the Social Characteristics  
and Public Responsibility of Israeli Teaching  
through a HEI-Student Alliance"

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# **Quality Assurance and Quality Enhancement**

## **Social and Structural Transformations**

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# Contents

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**Acknowledgements ..... 4**

**Introduction ..... 6**

**Reflections on ESPRIT and the Social Role of Higher Education ..... 8**

**Principles of QA/QE..... 24**

    Socially Engaged Courses ..... ??

    Social Benchmarking Tool ..... 31

**Literature Review..... 34**

**Afterword ..... 67**

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## Introduction

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The ESPRIT project set out to examine and to strengthen the social and public role of higher education in Israel. This handbook provides an overview of the Quality Assurance (QA) and Quality Enhancement (QE) processes undertaken for the ESPRIT project. These demonstrate the attempt to embed quality assurance and enhancement into all elements of the project and that the processes stimulated learning and provided new insights.

Quality Assurance and Enhancement, rather like Health and Safety has many negative connotations for managers, academics and students alike, and is all too often addressed primarily through satisfaction and analytical surveys, rather than seen as fundamental to the infrastructure, culture and premise of reflexive learning.

The aim of the ESPRIT project was to examine, develop and benchmark the levels of social responsibility and impact that HEIs in Israel have on their communities. The project included three distinct but interrelated pillars:

- Mapping of Social Engagement and Responsibility in Israeli Partner organisations
- Examination and development of socially engaged pilot courses as case studies and their subsequent documentation in the project archive
- The development and construction of a Social Benchmarking Tool (SBT)

The QA/QE process throughout the project was devised not only to contribute and support these elements, but also to ensure that each aspect of the project referenced a series of international exemplars and relevant benchmarks that ensured that the ESPRIT team were aware of good practices globally and could adapt their QA/QE practices to suit ESPRIT and the Israeli context and contribute to the overarching goals of ESPRIT.

This handbook is divided into sections that document and reflect on the literature reviews and mapping of social engagement, on the pilot projects and the tools developed through the duration of the project, and also on the broader questions these raise concerning the 'third mission' and the social roles and responsibilities of universities and higher education more generally, in Israel and internationally.

ESPRIT was a distinctive project designed from the outset to work collaboratively as partners at all levels. These included not only institutional, managerial and

academic support, but equally the engagement and active participation of student communities internationally through collaboration with the European Students Union, and within Israel, through the National Union of Israeli Students' (NUIS) Research Department, and locally, by receiving feedback from students working on the socially engaged pilot courses that formed the case study examples for the project.

The QA/QE work package was therefore constructed to complement and support the three key pillars of the project by providing the following:

- A literature review of QA/QE and evaluation structures within the field of Community Engagement and Service Learning.
- An outline of the principles of QA/QE for ESPRIT in the context of community and social responsibility.
- QA/QE guidance and a series of developmental workshops and support, primarily with academics focusing on the implementation of the Bologna process and identifying and resolving the learning and challenges encountered by participants during the projects.
- Guidance and advice and interviews with senior managers, academics, students and community partners providing feedback on institutional issues, and individual socially engaged courses.
- The University of Brighton hosted a three-day workshop that provided an opportunity to further expand the structures and pedagogies, providing a series of national and international examples of socially engaged and community research and teaching projects from the UK, including presentations from the University's Community University Partnership Programme (CUPP), the National Coordinating Centre for Public Engagement (NCCPE) and the Arts & Humanities Research Council 'Connected Communities Programme that focused on research with community partners.
- Participation and QA/QE support in the design and development of the Social Benchmarking Tool (SBT).
- A series of overarching surveys reflecting the overall management and coherence of the ESPRIT project as a whole.

This handbook also includes a reflective essay on the social role of the university and an afterword on the learning from ESPRIT and its aspirations to enhance Israeli higher education and evidence its contribution to Israeli society and culture.

## Reflections on ESPRIT and the Social Role of Higher Education

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At the outset of ESPRIT the programme team developed a working definition:

The social responsibility/engagement of higher education relates to institutions' and their students' commitment to contribute to the society in which they operate and the actions they take to pursue this commitment.

The HEIs' social responsibility/engagement includes the activities, programmes, projects, regulations and policies initiated and undertaken by the institutions and/or their students, which relate to the health and development of society as a whole, in its diverse composition.

The social responsibility/engagement of higher education can be understood as incorporating two interrelated spheres: The **first** relates to the institution's internal matrix of social responsibility. This sphere includes aspects of social responsibility that are addressed at the organisational level - the institution's mission, organisational culture, policies, management, guidelines etc. Parameters include:

1. The existence of a social vision/policy articulated at the highest management levels
2. Policies, guidelines and regulations deriving from this vision, including areas such as:
  - Ethical codes
  - Gender equality and population diversity
  - Equal opportunities for access to higher education
  - Affirmative action
  - Scientific integrity and avoidance of misconduct in science
  - Transparency of institutional governance and operations
  - Career development opportunities
  - Fair employment policies
  - Assistance to minorities and students with special needs (accessibility)

- Student integration and support services on campus
- Opportunities for student personal development (employability, internships, study abroad, etc.)
- Promoting social justice for the institutions' population
- On-campus sustainable development/environment

### 3. The widening participation of HE and retention of a diverse student population

The **second** sphere concerns the interface between knowledge and community and the existence of various forms of university-community partnerships and activities. This sphere includes programmes that offer accreditation to students for participation in activities/projects initiated within the framework of the institution that involve the contribution of HEIs and their students in the development and social growth of the surrounding community.

- Student/staff volunteer (and non-volunteer) programmes that address under-served populations, sustainable development, citizenship and social justice
- Projects linking the institutions with the community (cultural and academic events in the community)
- Community access to the institutions' facilities and resources
- Training of students in the framework of social engagement activities

Knowledge exchange activities with the community curriculum and accredited programmes linking knowledge and community engagement including:

- 'Socially engaged' curricula: courses which involve a social engagement component, development of curricula and delivering of learning that engages local communities
- Promoting social values by modules aimed at increasing students' active citizenship, awareness and sensitivity to societal issues
- Community based research – science shops
- Research – importance of social issues in research, making scientific results relevant to society. This should include a connection with the community and a practical application (courses and programmes on societal issues are positive but often insufficient)

ESPRIT from its inception, set out to examine the culture and societal role of higher education and how this 'third mission' might be effectively demonstrated and evidenced in Israel. At its core ESPRIT tackled two fundamental questions about the contemporary role of higher education, how do universities and colleges operate as socially responsible ethical employers and what are universities for ... what future role they might play in contemporary society?

The key pillars of the project have now been concluded and it is therefore appropriate to reflect on this working definition of the aims of ESPRIT. The QA/QE element of ESPRIT particularly focused on the pilot projects and how these brought community engagement together with formal student learning and the potential societal impact that higher education institutions could have on their immediate and regional context if these models of learning were employed more broadly.

As outlined and discussed in the literature review provided in the ESPRIT handbook entitled 'Mapping Social Engagement and Responsibility', in recent years higher education has become increasingly aligned with discussions around Corporate Social Responsibility (CSR) albeit through an academic filter that has re-purposed CSR and entitled it University Social Responsibility (USR) (Bonnen1998, Vasilescu 2010). However, as the literature suggests, there is considerable confusion as to the nature of CSR and indeed any precise definition of USR, which stems from a lack of any in-depth review as to the various ways in which CSR/USR are practised. Alongside the emergence of CSR/USR the societal expectations of higher education have in the past two decades been continually adapting, as nation states have adjusted government policies and redefined elements of higher education such that, while general statements about higher education may still hold true in part, there are recognisable shifts in emphasis in how HEIs perceive their roles in society. Expectations of what they can be reasonably expected to deliver has shifted (Boulton and Lucas 2008<sup>1</sup>).

In 2001 Manuel Castells<sup>2</sup> identified four key roles of a university that he believed

1 Boulton, G. and Lucas C. (2008) *What are universities for?* LERU, Leuven.

2 Castells, M. (2001) "Universities as dynamic systems of contradictory functions" in J. Muller et.al. (eds) *Challenges of globalisation. South African debates with Manuel Castells*, Cape Town: Maskew Miller Longman. 206-223.

were applicable to all societies, albeit to differing degrees, and dependent on the politics and construction of civil society in any nation state.

His four 'universal' roles fulfilled by universities were as:

- Ideological apparatuses that voice the struggles present in all societies as well as being producers of values and social legitimation
- Mechanisms of selection, the socialization of dominant elites and of social stratification
- Generators of new (scientific) knowledge and the development of specific industries of importance to any nation state
- Engines for training and skilling the workforce in the 'professional university'

Castells later added a fifth category (2009)<sup>3</sup>, which he refers to as the 'generalist university': these were institutions that emerged in Europe after the Second World War and were the 'mass teaching' entrepreneurial universities, designed to link academia and business and to 'elevate the level of education of the population at large' by providing widening access to degree level education so producing graduates trained for a variety of 'graduate-level careers'.

What is clear from these broad definitions is that although universities continue to respond to different degrees to these categorisations, the definitions themselves also continue to evolve. This has created confusion around what the key societal role of universities might be in any given context, as higher education providers, and education more generally, have increasingly become a panacea to accommodate and address fundamental societal and economic challenges. In particular ESPRIT raised questions as to the social roles and responsibilities of Israeli higher education.

3 Manuel Castells (2009), *Communication Power*. Oxford, New York: Oxford University Press.

Increasingly, the economic impact of higher education is presented as central to a nation's prosperity alongside corporate business so arguably conflating two very different sectors. It is therefore perhaps unsurprising that discussions of Corporate Social Responsibility (CSR) have emerged, albeit in a tempered form, using the rather broader definition of USR (university social responsibility). It is the expectations of pedagogic and academic social responsibilities and ethical practices that distinguish USR from CSR, particularly as the latter is more generally thought of as a means to counterpoint or re-position corporate cultures and behaviours and is less familiar in the academic sphere. However the inclusion of USR as an emerging term within higher education underlines shifts in policy and perception and a need to better articulate the distinctions between practices of academic integrity, employment rights and responsibilities and generic questions about social justice, citizenship and expectations that higher education is responsible for transforming the nations economic prosperity.

HEIs are under increasing scrutiny, particularly with respect to how they operate internally, and how they behave and contribute within local, national and international contexts. The ESPRIT project was positioned at the centre of this debate and as such examined both the internal behaviours and policies of HEIs as ethical and responsible institutions with respect to both their staff and student communities, as well as their conduct as generators of different kinds of knowledge, skills and competencies through their engagement with the world beyond the academy.

ESPRIT sought to construct its QA/QE processes, not primarily as a monitoring and evaluation exercise, but as a series of frameworks and tools for learning and dialogue. In addition to being applied to the project, QA policies and principles for ensuring quality were embedded within each of the three pillars; the pilot modules, social benchmarking tools and digital archive of the findings of the project. This two-tier system ensured that staff and students participating in the various projects could enhance their skills and consequently their societal and cultural potential through learning from the project.

In particular, in the context of this handbook, ESPRIT examined how to develop and use reflexive QA/QE processes that were scalable and would enable HEIs to learn, evolve and adapt their policies and behaviours so as to better achieve their stated aims and objectives. A specific QA/QE focus was placed on the socially engaged pilot courses as these demonstrated the best way to simultaneously test

both institutional strategies and to triangulate these with teaching experiences and quality frameworks that enhance delivery and student experience.

While 'Mapping Social Engagement and Responsibility' and the development of pilot courses that addressed issues of social responsibility and community engagement presented a number of specific challenges, for the most part these addressed the more traditional concerns of higher education. The Social Benchmarking Tool (SBT) was perhaps the most challenging pillar of ESPRIT for all HEIs, primarily because it had the potential to evaluate and make public the performance of HEIs with reference to a different set of metrics associated with social responsibilities and civic engagement as opposed to the more traditional metrics, such as research, citations and income, more generally used to rank HEIs globally.

There was considerable debate within the project team as to how this tool would be conceived, received by HEIs and effectively utilised, not as a tool for ranking, but to provide comparators and benchmarks for individual HEIs through which continuous improvement might be achieved and subsequently evaluated, alongside the use of the other instruments that serve to construct the various league tables and rankings that position universities on a global stage and in league tables. These leagues tables, such as multi-rank (<http://www.umultirank.org/>) or the Times Higher Education Supplement ranking ([www.timeshighereducation.com/world-university-rankings](http://www.timeshighereducation.com/world-university-rankings)) draw on similar but different sources for their data. The question of the degree to which this data would be publicly available and how such data drawn from the SBT would be presented remained and the quality assurance and enhancement discussions are documented in Section 5 of this handbook.

Mapping Social Engagement and Responsibility led to a lively and fruitful debate throughout the duration of ESPRIT and was clearly challenging in different ways for partner HEIs according to their different institutional profiles and consequently their distinctive missions and academic priorities both within Israel and internationally. Understandably for the major universities who undertake research internationally their priorities and institutional strategies were primarily focused on maintaining their world rankings and although CSR/USR and volunteering were addressed and perceived as enhancing institutional profiles and positioning, these were clearly distinct and separate from their research and core academic activity. However for colleges and other specialist HEIs within

ESPRIT the integration of different forms of knowledge, skills and competencies acquired as a result of embedding socially engaged courses within their primary academic delivery was central to the delivery of their core mission and to their graduate profiles. As might be anticipated such distinctions are never absolute, and there is clearly an increasing and reciprocal interest in developing practice-based, practical and creative knowledge in more traditional university settings, as there is in recognising, embedding, developing and articulating research skills in more professional and applied academic delivery. This is in part driven by the introduction of Bologna and a framework constructed around learning outcomes that require the specific articulation of what a student will be able to do (as well as know) on completion of a course.

Although not the primary focus of ESPRIT, these debates and ideas about developing embodied knowledge and building 'communities of practice' and practical forms of wisdom raise broader historical challenges, both to the hierarchies and the nature of knowledge, particularly where it is seen to conflate economic and intellectual capital and arguably skew the way that higher education is presented and understood both within nation states and globally.

Universities and colleges are in many ways best placed in society to develop and deliver many different forms of knowledge and skills, and to diversify their educational and societal contribution. However it is clear they cannot be the only agents of change and cannot do this without continuous adaptation and development. Throughout ESPRIT it became increasingly evident that all HEIs need to find the means to work in concert with other societal, government and non-government organisations to facilitate societal change and new forms of learning. It is equally clear that the limits of that capacity and the expectation placed on higher education needs to be regularly reviewed and redefined, so that the role and purpose of higher education does not generate confusion, as individual HEIs attempt to respond to government and societal demands and place impossible stresses on their existing infrastructure.

The ESPRIT programme as a whole provided useful insights. It became increasingly clear that to achieve significant transformations in Israeli higher education with reference to social responsibility and engagement will require more research and emphasis on integrated, cyclic and reflexive models of learning. It would also call for research to continuously develop and define 'useful (societal) knowledge' not only as that immediately applicable for professional or economic

needs or for the immediate employment market but that necessary for higher education to maintain its position as a long term investment and vital resource for our unknown and uncertain futures.

As knowledge and skills develop and change and when both students and academics are introduced and encouraged to engage in cycles of collaborative learning through both their research and teaching, the institutional and educational structures and methods that support them also require continual responsive cycles of adaptation (as the ESPRIT project demonstrated albeit in a modest way). Institutions developing this type of collaborative cyclical learning must ensure that the educational mission and its delivery are aligned and that the delivery of the quality and standards anticipated can be sustained.

The QA/QE process for the ESPRIT project therefore attempted to encourage and devise models of cyclic learning, critical interrogation and testing across its various pillars such that that this would stimulate debate and learning at all points in the project.

'Universities in their creative and free-thinking mode, and their students (and staff) who acquire these habits, are vital resources for that future and an insurance against it.' (Boulton 2009).

Boulton's (2009) provocations concerning the changing role of universities in Europe, offer a stark reminder that the core function of a university is education, not as a nostalgic return to the ivory tower but as an active, dynamic process that continually stimulates generations of academics, researchers and students to think, to seek new meanings in context and then to rethink and reconceptualise these.

Although in any idealised model of higher education it could be assumed that all teaching and research, by definition, should resist or disrupt any form of complacency, the continual demands on HEIs have become increasingly utilitarian and the majority of QA structures and systems have become static, designed more to limit risk, precisely because it creates uncertainty, is less predictable, and therefore makes the value of the education provided less measurable. Arguably, and unfortunately, this makes this education less valuable to students and academics in stimulating and sustaining the enquiring culture higher education purports to be.

The pilot projects selected and developed with each Israeli partner within ESPRIT were chosen to examine, elucidate and demonstrate the potential of

building socially engaged courses into the core credit structures of named awards, employing the Bologna framework to assist in identifying what students would be able to do differently on conclusion of each of these courses. These are outlined in the ESPRIT Handbook focusing specifically on the course delivery and its findings.

What became evident from the case studies and their outcomes is that the educational opportunities afforded to students and academics through embedding social and community engagements and a semi-structured academic dialogue within the learning cycle are distinct from volunteering and similar opportunities that are generally positioned outside of the formal learning process, and produce different learning outcomes.

Critically they complemented the knowledge, scholarship and the iterative acquisition of technical skills in any particular discipline and provided opportunities to learn 'in public' or 'in the world' and re-present the richness and unpredictability of life-lived within the academic context. Importantly in a wider context they eliminate opportunities for complacency and provide students and academics with both the safety of the educational infrastructures in which they work and the possibility of revealing and examining the interrelationships between theory and practice and provide learning experiences that integrate cognitive, affective and practical knowledge.

For many responsible for institutional quality assurance and enhancement, the idea of stepping beyond the walls of the academy, of co-delivery and development with potentially unpredictable community partners is viewed as inconvenient and challenging, because it increases risk and disrupts the clean and predictable mechanisms of QA that has given Quality Assurance its reputation as a mechanistic bureaucracy to be efficiently conducted and completed. But Quality Assurance, if risk is conceived in this way, often serves to limit or suppress the affective and practical attainment that is incorporated into 'live' learning opportunities, particularly when the knowledge and learning gained are less predictable, and where the learning outcomes and the evidence presented for assessment are potentially more complex to articulate. The ESPRIT pilots demonstrated that it was not only possible to construct courses that incorporated social and community engagement, but that the resulting learning was also vital to the academic and creative culture of the HEIs, to student learning and to the communities with whom they worked in understanding how HEIs could contribute positively to

their goals and aspirations. Such opportunities also potentially offer indications as to how HEIs may develop new forms of partnership through adapting pedagogic practices and developing and capturing student learning.

On reflection, it also became clear that to ensure that HEIs maximize the enhancement opportunities there was a need to review the institutional infrastructures and academic cycles that support QA/QE, such that the learning from each project, each course and each academic programme are documented, evidenced, shared and folded into future projects as part of the process of enhancement and to improve future learning. This would require rigorous documentation of each project, but equally its analysis and the articulation of resulting actions that ensure that the learning cycle is fully realised and exploited. It is this cyclic framework and the idea of 'gifting' learning and insights over time that would ensure that each course and project, as it is completed, fulfils and sustains the underpinning mission and values of the academy. It is also through the systematic application of these principles that both the research and teaching practices of any HEI can fully demonstrate not only academic rigour and independence of thought but equally a culture that celebrates risk-taking, curiosity, scepticism, serendipity and creativity.

Structurally and culturally these socially engaged courses and community partnerships piloted during ESPRIT also demonstrated a porosity and openness that eschews the traditional and historical idea of universities as 'ivory towers' and as separatist, elite or elitist institutions. Undoubtedly such activities create new challenges, new risks and require new processes and systems that serve to protect vulnerable subjects and ensure mutual respect in all contexts, whether within or beyond the institution's boundaries. But equally these projects provide valuable, critical forms of practical wisdom and embodied knowledge, and new, and by definition unpredictable, human-to-human and social encounters that ensure applied and mutual learning continues for students, academics and community partners alike.

ESPRIT therefore presented a number of QA/QE challenges that stimulated discussions and adaptations to more traditional and regular quality processes. These included how partnerships were established, how to work with and review community organisations, when to formalise such arrangements and assure student experience and how to manage risk, health and safety and learning expectations and outcomes for all parties. This, perhaps unusually and

unexpectedly, positioned the QA/QE processes as potential fields for social and pedagogic innovation in the rethinking and development of the 'holding form' or infrastructures and processes that may be required to mitigate different fields of risk, and provide assessment as well as consideration of the learning outcomes and hence what the institution could guarantee that students would learn and be able to do at the conclusion of these courses.

Innovation in the context of HEIs is more generally understood as relating primarily to business partnerships. In the context of ESPRIT however the innovations were arguably those relating to the internal infrastructure and QA/QE systems of the HEIs involved in pilot courses and in re-shaping these such that they could accommodate and safely manage distinctive, affective and practical forms of learning that assured mutual benefit, not only in terms of the positioning of the HEI and its outreach and impact, but equally in enhancing student and academic experiences alongside those of the community partners.

The palpable transformations in student learning, in academic responses and in the feedback from community partners has been documented and evidenced through the pilot courses, and are presented in the ESPRIT course handbook and archive. These 'pilot courses' and the learning transformations they suggest signal the extraordinary potential opportunities for HEIs willing to innovate in ways that bring together their disciplinary strengths and expertise in cognitive learning with the benefits of experiences that engender different forms of affective and practical knowledge and skills. These also offer an interesting and effective counterpoint to the exponential expansion of online and digital forms of learning, that potentially unlock a plethora of enriching and more socially engaged roles for HEIs and that can be embedded more systematically within their core QA/QE infrastructures, their marketing, and ultimately in their societal positioning as institutions of higher learning.

The introduction of socially engaged courses is therefore one particular way to capture and also to evidence the difference universities can make to the social and cultural vitality of their context and locale through bringing together learning and life in new ways and for mutual benefit.

One excellent Israeli example was the 'RE:LOD' experiment undertaken by the National Union of Israeli Students (NUIS), in which communities of students were moved to the city of LOD, south of Tel Aviv. This looked at the impact that

the introduction of students as resident communities made to environs of the city, through their presence and active engagement with civic governance and local people in the re-shaping and reuse of the public spaces and public buildings of the city in return for reduced cost of accommodation. The clear mutual benefits of their model and the support they garnered from both philanthropic and governmental bodies has injected new life to this city. Following a visit by the ESPRIT project community this innovative model is now being transferred to other cities in Israel including in Kiryat Shmona in the Northern Galilee, home to Tel Hai College, one of the key partners in ESPRIT.

This short description of the project is taken from the current NUIS website:

*"Re:Lod - In March 2012 NUIS launched Project Re:Lod. Sixty young activists moved to Lod and dedicated themselves to remaking one of Israel's most challenged cities into an innovative model of civic engagement. The main objectives of Re:Lod were: to foster mutual responsibility among the diverse residents of the city with an emphasis on youth; to increase the level of education and engender an interest in hobbies among the high school students participating in after-school activities; to change the Israeli perception of Lod by rebranding it as a center of civic activism and an ideal location for young people to live and raise their families. Today, with 250 young volunteers and 80 program graduates who have chosen to live their lives in Lod, together with additional partners, NUIS is proud to be in the initial stages of replicating this successful model in Tzfat and Kiryat Shmona"*



Esprit consortium members' visit to NUIS' "Re:Lod" project (Lod, Israel).

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.* Cultural anthropologist Margaret Mead

Such projects, stimulated by students and for the mutual benefit of students, local communities, young people and for the cultural, social and urban environments of Israel, demonstrate the potential strengths of recognising and integrating different forms of knowledge within higher education. They also galvanise the potential interrelationships of universities and colleges with a wide range of public and private institutions to improve social justice and support the development of new generations of innovative, entrepreneurial and creative leaders.

Returning to the ESPRIT QA/QE frameworks, such projects and the knowledge, skills and competencies required to facilitate them, need considerable reflection, not only with reference to the instrumental outcomes per se, but such that they can also engage, capture and evidence the value-based creative cultures that universities purport to be. Over time this is likely to require the reconsideration of institutional infrastructures to ensure and assure the health of the 'university engine' (Boulton 2009) through developing facilitative quality frameworks that permit integrated and more sophisticated developmental forms of learning (enhancement).

If higher education globally is to remain a creative force and meet the societal demands that are increasingly placed upon it, then it is as much if not more, the infrastructures of QA/QE that require adaptation: for example HEIs need to be regularly reviewed to ensure they avoid complacency and maintain an appetite for risk, and that digital technologies are put to more innovative and effective use and are able to capture and evaluate not only the cost and outcomes, but their value and the array of experiences that higher learning has the potential to provide.

In *Lady Windemere's Fan*, Oscar Wilde had Lord Darlington quip that a cynic was '*a man who knows the price of everything and the value of nothing.*'

In Wilde's context then, ESPRIT is a project built on optimism and on the transformative potential of higher education.

The QA/QE frameworks for ESPRIT outlined in this handbook aimed to address some of the key challenges that HEIs face when they situate learning in contexts that extend beyond institutional boundaries, whether within their immediate locale or further afield. If HEIs are to survive and to offer frameworks for future learning, it will become increasingly critical that both students and academics

understand the societal role, purpose and responsibilities that universities have, and will have in the future. This will challenge historical definitions of academic life, require new and different skills and is likely to bring together communities of scholars from different and diverse disciplines from the physical and social sciences and the creative arts and humanities. It will also create opportunities to teach and research differently, to foster new and potentially unanticipated partnerships and to do so in new and different spaces and places, both virtual and physical.

Higher education by definition deals with the universality of knowledge and is in this context fundamentally different from a retail or product-led business, in that while individual institutions may indeed be specialists in particular subjects, no institution of higher learning would reject the principles of rigorous scholarship, curiosity and creativity given that all forms of knowledge by definition pay no heed to artificially constructed subject boundaries.

*'Universities are the only place in society where that totality of ourselves and our world is brought together'* (Boulton 2009<sup>4</sup>)

Similarly, no single subject or discipline will therefore ever suffice or enable all forms of knowing. HEIs are perhaps some of the most accomplished institutions in shaping meaning and developing and understanding societal constructs. They are however perhaps less agile and accomplished in addressing the structural changes identified in **sphere one** of ESPRIT's working definition of social responsibility. While arguably being some of the world's most intelligent organisations, it is evident from the initial mapping and responses to the survey undertaken, that HEIs in Israel, as in much of the world, need to review, reshape and model new infrastructures, employment and ethical practices and internal behaviours for themselves and in response to both their local and national contexts.

Global debates have generally focused on what it is simple to count and to measure, for example equality and diversity, and generally focus primarily on gender and ethnic diversity. However, such debates are also often exacerbated by disciplinary bias and hierarchies, by the conflation of financial and intellectual capital and in many contexts by the residue of C.P Snow's 1959 'two cultures' debate, all

4 Boulton, G. (29.3.2009) "What are universities for?" University World News, Issue 00423

of which ultimately constrain the culture changes essential to becoming more socially and societally responsive organisations. Although beyond the scope of the ESPRIT project, the findings of the surveys reveal new challenges for future projects.

While their economic impact can never be underestimated, the principal role of universities and colleges remains education. Their many resulting roles, responsibilities and social purposes are ultimately long-term investments for students and governments alike. The ESPRIT project, through its various pillars and questions, opened up many new potential avenues for Israeli higher education to reflect upon and demonstrated positively the transformational opportunities that its diverse institutions offer by working beyond their borders, to change people's life chances, to socialise learning and expand human potential through experiential learning and examining the human condition in all its many manifestations.

## Principles of Quality Assurance and Enhancement

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From its outset, ESPRIT project paid special attention for the QA and QE features. Through out the project advancement, the QA/QE activities were developed as a virtuous learning cycle and part of the core activities of the programme and integrated into all pillars of the project, including the literature reviews, survey and mapping of social responsibilities; the development of the pilot courses and in the design and development of the social benchmarking tool (SBT).

QA/QE was therefore considered as an active duty of care for the outcome of the project and presented as vital to all the learning and research conducted throughout the project and as part of the shared culture and co-development of the project as a whole. The framework and principles adopted were designed to respond directly to the Israeli context and were also mindful of the distinctive differences and context of each Israeli partner institution and their individual mission, values and objectives.

The principles aimed to achieve the following goals:

- Sustainability through the development of cycles of learning
- Harmonisation and convergence through shared academic processes and the development of 'communities of practice'
- Confidence in securing and building trust, openness and shared expectations with external community partners

These were linked as far as possible with the Bologna Accord and its frameworks. The QA/QE was designed to examine in each case, the institutional commitment and delivery of its stated social mission and public responsibilities and how it adapted or created the appropriate infrastructures for the delivery of socially engaged courses. From an institutional perspective the challenges for QA/QE included the examination of existing systems and their fitness for purpose, identifying exemplars and benchmarks and balancing the 'business as usual' with the need to respond effectively and responsibly to the challenges raised by the ESPRIT project, and the documentation, shared experiences and archiving of the project findings.

Particular challenges were also identified with respect to community partners, academic colleagues and students. These included the setting and managing

of expectations and 'exit strategies' and identifying the mutual benefits for all parties, agreeing the level of study and identifying the skills and knowledge required to enable teams working on 'live' projects to manage both processes and outcomes. There was also considerable dialogue about the balance of scholarship and references to related projects and the development and understanding of co-learning and collaborative skills, and the variable modes and perspectives of utility from an individual perspective (was the project affective for them) and collective perspective.

The same groups also explored educational socialization through collaboration/partnership and team-working and how these related to the functional aspects of a project and how each project operated 'in the field' and met the mutual expectations of all participants. The issues of formal agreements, of risk, health and safety, insurance, dissemination and impact were also examined.

Specifically for the community partners or Non-Government Organisations (NGOs) it was also equally important to establish and understand the knowledge different communities had gained in working with HEIs and through formal learning structures where students gain both experience and academic credits.

The pedagogic approaches that underpinned ESPRIT were primarily drawn from Millican and Bourner (2014) and included:

- Conscientization (Paulo Freire 1970) and the development of a critical awareness: a consciousness-raising of one's social reality
- Reading the word and the world in tandem
- Action Research or Praxis (action/reflection/action) and the layering of learning, where students and staff work together to co-produce rather than in a hierarchical relationship
- Critical Pedagogy which assumes that the 'glass is always half full' and that there is always something to build from
- Dialogue and knowledge exchange that assumes mutual learning at all times

## Quality Framework for ESPRIT Pilot Courses:

The quality assurance and enhancement framework for the overall project was designed to align with and be responsive to ESPRIT's aims and objectives such that the quality processes formed an integral aspect of the learning and dialogue was fostered throughout the project between different colleges and universities in Israel and with their European partners. Building an enhancement-led quality model ensured that each stage and work package of the project was reflective and developmental, as well as that regular monitoring and evaluation of the activities and progress was maintained. Together these two parallel processes enabled the project leaders to identify where gaps were emerging in the connections between the various elements of the project.

QA/QE activity was introduced and implemented from the outset of ESPRIT at the kick-off meeting and the model was explained to ensure development and enhancement of the project and its various work packages but with specific reference to the development and evaluation of the Pilot Courses.

It included the following stages:

### 1. Introduction to quality assurance and enhancement

At the outset of the project the QA/QE team outlined the principles of Quality Assurance and Enhancement underpinning the project as one of active learning throughout the ESPRIT project at institutional and course level and ensuring mutual benefit for teachers, students and communities alike.

### 2. A literature review (Section 6) that examined quality, standards and developed a compendium of references and practices in the context of social engagement, particularly where this would impact on the practical activities of pilot course delivery and teaching. This provided a working reference document and a range of worldwide organisations and institutional practices that Israeli institutions could utilise as reference points to enhance their own practices and models.

Prior to the delivery of the pilot courses for the project, the QA/QE team also contributed to a series of practical workshops and lectures to support the development, management, quality and delivery of socially engaged courses and how these would incorporate learning outcomes and the Bologna models within their specific academic practices and disciplines. These included advice and discussions on mutual benefit, academic referencing, risk assessments, agreements and dialogue with external communities and partners where

appropriate, identification of learning outcomes, inclusive and reflexive feedback models, assessment and evaluation, cost and value and how these courses may impact on and potentially alter the nature of the curriculum more broadly with reference to knowledge, skills and competencies. Specific attention was also given to identifying the nature of the learning and evidencing appropriate objects and devices suitable for assessment.

3. Once the pilot courses were established, QA/QE visits were undertaken to each of the participating colleges in Israel. These included where possible, interviews with senior members involved in the management of the institution to establish the nature of the commitment to social engagement, the context in which the pilot courses were to be conducted, discussions with colleagues who were managing and teaching on the pilot courses and where possible and appropriate, discussing with community representatives and with student groups the experience and learning that occurred during socially engaged courses. These discussions and case studies were documented to provide learning materials and examples for reflection and development specific to each institution, but also to enhance the overarching development and knowledge gained through ESPRIT.
4. The QA/QE team attended all ESPRIT project management meetings to contribute to and provide feedback on stages of the project. This included ensuring that all stages and all outputs and outcomes from the project conducted a reflective quality model and were appropriately evaluated, e.g. Social Benchmarking Tool (SBT) and its links to other aspects of the project. The QA/QE team visited CHE in Berlin and reviewed the quality process and development of the SBT. This review is appended at the end of Section 5.
5. The HEIs conducting pilot projects were encouraged to undertake their own reflective evaluation of each pilot course and identify shared learning both for the institution and for the individual courses, such that quality enhancement can occur both on a course by course basis but also be shared within the individual institutions and between institutions.
6. Concluding interviews were held with representative academics leading the pilot courses within the partner institutions. These provided an opportunity for reflection and enhancement and for the identification of emergent themes for future development.
7. A final reflective survey was conducted to evaluate the overarching experience of ESPRIT and its impact.

## Appendix

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### Monitoring and Evaluation Questions

**1. What national or international references or benchmarks have been used to establish the course?**

- Please list key academic and other applied sources (these may also be indicative sources and reading)

**2. Which of these were useful and informative?**

- Please list the key texts and provide in one sentence their most useful features.

**3. Are there identifiable gaps in the knowledge and skills that might require further research:**

a) With specific reference to Israel?

*and*

b) Generally and internationally?

Please identify in each case of 1) or 2) the key questions or topics for which you cannot find guidance or references and that require further research and development

**4. Please provide specific references to your institutional documentation governing QA/QE and any quality or regulatory frameworks that apply**

Although ESPRIT will not review these they do provide an understanding of the relevant context of each institution, socially, culturally and geographically.

**5. QA/QE Framework**

**Review and Evaluation (basis for questions)**

In addition to applying national and international benchmarks to these projects they will also have three key **Audiences** that require triangulation of evidence and a degree of rigour.

Please provide the following:

- **What named awards (degrees) the course is relevant for**
- **The level and year of study**
- **Any pre-requisites for this course**
- **Course Leader**
- **Short outline summary of the course**

These are:

a) Academic; b) Students; c) Communities/Users

### **5.1 Teaching and Learning:**

- Identification of intended teaching models
- Contact Hours
- Other expectations/ethics/conduct/safeguarding/Health and Safety guidance

### **5.2 Identification anticipated learning Outcomes and Outputs:**

#### **By the end of the course:**

- What will the student know and learn?
- What skills will students have gained on completion of the course?
- What will the communities or third parties learn, know or how will they have benefitted?
- How will you know this has been successful?
- What will the criteria be for making this judgment?

#### **Assessment**

- How will the students be assessed?  
(academics/students)
- What will they need to produce to demonstrate their learning?  
(academics/students/community)
- What are the criteria for a pass and to achieve higher thresholds if appropriate or is the module pass/fail only?  
(academics/students)
- How will the assessment be conducted and by whom?  
(students (peer to peer)/academics/communities)

## **Reflection**

- Were the outcomes/outputs as anticipated?

Please outline actual/unanticipated learning and any unexpected outcomes or knowledge.

- **If you repeated the project again:**
- What would you do differently?  
(students/academics/administrators)
- What do you believe you contributed to the project?  
(students/academics/communities)
- What do you believe you take away from the project?  
(students/academics/administrators/communities)

## **6. Review Visits: Areas Explored**

### **6.1 Context and Curriculum**

- Summary of Context
- Engagement with external reference points
- Learning environments (where will the learning take place and what are the resources to enable the learning)
- Student and community support available  
(this maybe within the university or provided by others)

### **6.2 Learning, teaching and assessment strategies**

- University/College policies and strategies for QA/QE
- Assessment approaches
- Academic/administrators' experiences (discussion group and summary of questionnaires)
- Student experiences (discussion group and summary of questionnaires)
- Community representatives (discussion group and summary of questionnaires)

### **6.3 Resources and support required**

- Learning resources
- Online training
- New approaches or policies to be developed

## Quality Assurance/Enhancement and the Social Benchmarking Tool

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This report follows a meeting between the University of Brighton (responsible for the QA/QE for ESPRIT (Boddington and Clark) and representatives (Hannah Leichsenring) from the Centre for Higher Education (CHE) consultancy in Berlin in March 2015.

The QA/QE discussion covered four key areas relating to the development of the Social Benchmarking Tool:

- Pre-Release Quality Assurance
- Post-Release Quality Assurance
- Concerns
- Suggestions

### **Pre-Release Quality Assurance**

The QA/QE representatives requested an outline of the QA/QE structures that supported the development stages of the Social Benchmarking Tool. CHE (Leichsenring) explained that CHE Consult – specialists in the production of HE benchmarking tools - were acting as expert consultants, and leading the National Union of Israeli Students (NUIS) team through the research, design, and production process. In particular, CHE Consult provided support, guidance, and expertise on the selection of metrics, the questions used to fulfil these metrics, and the information architecture that would effectively underpin their presentation and capture. CHE (Leichsenring) was also involved as a project partner in the July Consortium Meeting and in the brainstorming and 'sense-checking' activities as these developed. CHE also provided support to the NUIS team in how to effectively utilise the information obtained from the institutional profiling and mapping work package in constructing the SBT framework.

### **Post-Release Quality Assurance**

The QA/QE team (Boddington/Clark) also requested an explanation of the QA/QE process that would support the SBT following the release of the prototype. Although the SBT would be future proofed – as a much as possible – within the design stage, it was clear that the duration of ESPRIT was limited and that there were concerns about its on-going guidance, maintenance and support, and how this would be sustained in the future and following the cessation of the project.

These concerns were both technical – i.e. ensuring technical resources were available to manage the resulting database, but also strategic. They raised and included the following issues:

- Who will 'own' and manage the SBT?
- How will the SBT be refined and developed?
- How do we assure continued 'buy in' from the HEIs in Israel and/or internationally?
- How will the data be used institutionally and publicly?
- How will the data be collected and presented by the HEIs and to whom?
- How will the SBT and the associated process be enhanced?
- What are the associated on-going costs and who will meet them?

It was proposed that the legacy of both the SBT and of ESPRIT more generally would remain a key issue and under review throughout the duration of the project.

### **Concerns**

One major concern was the interrelationship between the SBT and the pilot modules and how these key pillars of ESPRIT would be integrated to demonstrate the value of the project. It was evident that both elements of the project while achieving success on their own terms would benefit greatly from an ongoing and sustained dialogue and that the links between the SBT, the Pilot Courses and the Archive would ultimately be critical with reference to the projects legacy and ultimately its legacy.

A further concern was raised about how to evaluate the 'social success' of socially engaged courses as this was deemed to have been somewhat conflated with analysing and evaluating the overarching success and social responsibility of individual HEIs.

## **Suggestions**

As a response to these discussions, a number of suggestions were proposed:

- That the SBT could have a supporting website that contained two strands of information:

1) Information on how HEIs have performed and where they currently stand (this could be private or open access).

2) Information on how they might do better and address any particular shortfalls in terms of performance.

As part of information related to item 2) it was noted that this could feature information about the ESPRIT socially engaged courses as exemplars and case studies that would serve to inspire and to demonstrate how socially engaged courses could be completed and embedded into other HEIs. This proposal aimed at achieving a means of bringing together the SBT and the Socially Engaged Courses within a single complementary presentation and uniting the work of ESPRIT as a whole.

# Literature Review: Quality Assurance within University-Community Engagement

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## **Introduction:**

The first iteration of this literature review was written during the first year of ESPRIT and provided a wide range of ideas, challenges and references for Israeli and EU colleagues alike. It also provided a means to bring together academic references and evaluative tools that explore all of its three key pillars:

- a) Mapping of Social Engagement and Responsibility
- b) Pilot Courses and their implementation
- c) Social Benchmarking Tool

From a QA/QE perspective it was also written to establish quality benchmarks and to stimulate dialogue within the project. It is made up of a series of sections including an additional reading list that includes background and useful literature.

This review operates across two different registers. On the one hand, it will present a set of approaches, learnings, and – where possible – examples of good practice from HEIs (both within and outside of the European Union) that are involved in university-community engagement. On the other, it will provide an overview and a critical reflection on the key evaluation frameworks that HEIs are using to audit, benchmark, and review their engagement activities. Though both registers inform one another, this review will present them separately for the sake of clarity. In addition to this, there is a supplementary section that outlines the research, strategies, and correlative resources produced by the University of Brighton's Community University Partnership Programme (CUPP), as well as a bibliography of reference material to support future work.

## **Part 1**

- Good Practice
- Defining Engagement
- Context & Philosophy
- Active Learning

- Communicating Value
- Strategic Planning
- Choosing Partners
- Student Assessment
- Indicators
- Audit, Benchmark, Evaluate
- Impact and the Research Excellence Framework
- Future Trends

**Part 2: Learning from the University of Brighton's Community University Partnership Programme (CUPP)**

- Overview
- Resources

**Part 3: Measurement Frameworks**

- Matrix

## Part 1: Good Practice

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Universities' engagement with their local communities varies considerably across the world and the social and cultural role of the university in contemporary society has become an increasingly contested one. It is driven, on the one hand, by the claim that universities must remain independent from the instruments of government in order to maintain academic freedom, and, on the other, by the changing landscape of higher education that is shaped by the requirement of (questionably neo-liberal) accountability for public funding or state-aid and the role of the university in developing future citizens.

Universities have, it could be argued, undertaken the role of the 'public intellectual'; they design governance and the application, as well as the generation, of new knowledge or insights;

and in this dialogue they maintain an integrity through independence of thought and action that is distinct from other government instruments and social or cultural policies. These debates underpin the development of Tempus ESPRIT, the research that surrounds it and what such activities mean educationally, practically and socially. They inform discussion of how quality and academic rigour can be maintained that acknowledges the scholarly and creative context in which the work and the learning is undertaken.

This review therefore identifies not only where and how these challenges have been addressed, but also, importantly, the means by which quality and social responsibilities of any university or college undertaking this work can be effectively assured and enhanced. It therefore explores a number of interrelated areas.

### **Defining Engagement**

Currently, no single definition describes or captures the role that public or community engagement plays within the UK higher education system. 'Service-Learning', 'community-based learning', 'civic learning', 'scholarship of engagement' are just some of the approaches that have been developed and deployed in this capacity. Though some academics are concerned by this lack of a shared language (see Furco, 1996), others remain optimistic (see Maddison and Laing, 2007) because it engenders local, national, and international debate as to

how these terms should be understood, and what they might mean in different contexts. To quote Maddison and Laing (2007, pp10-11), community engagement, 'takes a particular form, and is context-dependent – arising for institutions from their individual histories and locations, and from their view about their strategic position.'

For a breakdown of the different approaches that are being used, and a short overview of what they consist of, see O'Connor (2011). As O'Connor observes, in each instance of university-community engagement the understanding of 'community' and 'engagement' is slightly different, as are the outcomes, and the strategies used to pursue them. However, and despite these various nuances, one of the common threads which stitches them together is the way they position the university and the community on an equal level; where both parties are able to extract value, as well as offering it.

### **Context and Philosophy; community learning in the UK**

To flesh out the idea of community learning, its various imperatives, and the different institutional approaches that have been deployed in its name, it is helpful to look at the historico-theoretical context that it responds to. Here, reference to the Dublin Institute of Technology (DIT) and its particular brand of university-community engagement - dubbed *students learning with communities* - is useful (See Gamble and Bates, 2011). The model of service learning deployed by DIT is theoretically located between the American tradition of 'service learning' (or CBL) and the European Science Shop Movement (or CBR). While both are about developing collaborative accredited projects between students and community groups, they engender slightly different ideologies.

Though the DIT's approach to service learning is closely aligned to the American model, it seeks to distance itself from the rhetoric of volunteering that frames it. When used in this context the idea of volunteering positions the community as a passive agent – the mere beneficiary or consumer of services rendered by the university. Or, and to put it more formally, it undermines the idea that a reciprocal relationship between the university and the community can be brokered, such that both parties are able to extract value *on their own terms*. Additionally, and as one still finds in the more 'traditional' programmes of volunteering, academic accreditation is often withheld; the activities are not seen to have learning outcomes, they are simply seen as *donations* of time, effort, or expertise. Against this, and following

the National Institute of Adult Continuing Education (NIACE) (see Plant, 2014), the DIT wanted their engagement activities to provide a legitimate opportunity for learning for all those who participate in the process.

The European model of Science Shops is the other pedagogic lineage that informs DIT's approach. In summative of terms, Science Shops combine academic research and social concerns. They are organisations that offer community groups free or very low-cost access to specialist knowledge, research, and support in order to help them achieve social and environmental improvement. What the DIT found particularly attractive about this model was the capacity for bi-directional learning: as co-producers of knowledge both parties are able to extract value from the relationship (however, this obviously fails if the community is looking for a service which isn't related to research). In addition to this, the DIT was keen to preserve the openness of the Science Shop model; such that communities of all kinds are able to approach the institution and influence its research agenda. DIT's major criticism of this movement is its emphasis on policy change and its lack of focus on either personal or collaborative learning.

Situated between these two models, the DIT articulate their idea of service learning in the following manner:

'Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities ... The core concept driving this educational strategy is that by combining service objectives and learning objectives, along with the intent to show measurable change in both the recipient and the provider of the service, the result is a radically-effective transformative method of teaching students.' (Gamble and Bates, 2011)

For a comprehensive analysis of the historical forces that have shaped – and continue to shape – higher education in contemporary Europe, see Bourner 2010. In this paper Bourner traces the evolution of the western university: mapping its relation to society, culture, and knowledge, and exposing the pedagogic principles that underpin the correlative phases of this evolution. As part of his analysis Bourner provides a genealogy of the tripartite mission of the university – something that is particularly helpful in the context of the Tempus ESPRIT project. This shows how 'teaching', 'research', and 'service' have been differently interpreted, weighted, and deployed at various points in the history of the

academy. The diagram below – which is a distillation of Bourner's research – is a helpful tool for sketching out the key points:

Table 1: The main stages in the development of the western university: key features

	Stage 1 The medieval university	Stage 2 The early modern university	Stage 3 The Humboldtian university
<b>Approximate period</b>	Early 12th century to late 15th century	Early 16th century to late 19th century	Late 19th century to late 20th century
<b>Dominant mission</b>	Service to Church and Western Christendom	Higher education of the students	Advancement of knowledge
<b>Highest value</b>	Piety	Virtue	Knowledge
<b>Focus</b>	Church-focused	Student-focused	Subject-focused
<b>Metaphor</b>	<i>Apprenticeship</i> for servants of the Latin Church	<i>Finishing school</i> for gentlemen	<i>Seed-bed</i> for researchers <sup>1</sup>
<b>Highest aim of higher education</b>	To develop pious clerics	To develop godly gentlemen	To develop critical scholars
<b>Generic learning outcomes</b>	Knowledge of Holy Scripture  Mastery of the liberal arts (trivium and quadrivium)  Piety	Breadth of knowledge (extended to include the humanities)  Good manners & social graces  Virtue	Up-to-date knowledge  Well-honed critical faculties  Questioning attitude
<b>Focus of the curriculum</b>	Holy Scripture	Humanities through classical studies	Subject-specific
<b>Main form of patronage</b>	The Church	The Crown	The State
<b>Religious affiliation</b>	Latin Church	National Church	Secular
<b>Dominant subject</b>	Theology	Classical studies	Science
<b>Dominant epistemology</b>	Reason applied to texts approved by the Latin Church	Reason applied to an enlarged range of texts	Empirical knowledge
<b>Ascendant intellectual paradigm</b>	Scholasticism	Humanism	Empiricism

## Active Learning

In the UK, a Centre for Active Learning funded by the Higher Education funding Council for England was established at the University of Gloucestershire, (<http://insight.glos.ac.uk/tli/activities/activelearning/pages/reportsdocumentation.aspx>).

## Communicating Value

It is often reported that socially engaged modules (see Gamble and Bates 2011) are only seen as possessing an instrumental value: as ways for students to either 'learn by doing' or gain 'work experience' in a particular field. Though both of these elements are important and legitimate outcomes, their prevalence obfuscates the more important pedagogic goal of helping students become self-reflective, critical thinkers and enabling them to relate theory to practice, self to society, individual project to surrounding system. For the DIT (see Gamble and Bates, 2011) service learning isn't just a way of *supplementing* an already established curriculum (i.e. through the addition of a 'work experience' component), or seen as a *supplementary* method of delivering that curriculum (i.e. as a 'learning through doing' component). Instead, its value is articulated in terms of its capacity to inculcate a sense of critical self-awareness in the students who participate; such that students gain a perspective on how their field sits in modern society, and how they themselves relate to and are implicated in a much broader set of issues.

Following on from this, and as Casile, Hoover, and O'Neil explain in their 2011 article *Both-And, Not Either-Or* (Casile 2011), there is a growing body of research which shows that 'service learning' is an effective pedagogic tool for improving critical thinking *and* developing 'independent adaptable individuals for a changing world'. As their study shows, service learning has become a key feature in modern business schools precisely because of this quality. Facing increasing pressure – in the post 2008 climate – to foster a sense of ethical and civic responsibility in their students, they are turning to *service learning* as a means to achieve this. In this context service learning is particularly appropriate because it means additional modules focusing on business ethics are not 'shoehorned' into existing curriculums. Instead, ethical, civic, and corporate responsibility are core themes that are referenced, taught, and practiced, through all of the modules.

## Strategic Plan

Higher education policy in the UK is increasingly explicit about the need

for universities and research institutes to make a real commitment to public engagement. Though most are already engaged with the public in a multitude of ways, the National Coordinating Centre for Public Engagement (NCCPE) has openly invited every university and research institute in the UK to sign up to its Manifesto for public engagement. The manifesto is a commitment to the following statements:

1. *We believe that universities and research institutes have a major responsibility to contribute to society through their public engagement, and that they have much to gain in return.*
2. *We are committed to sharing our knowledge, resources and skills with the public, and to listening to and learning from the expertise and insight of the different communities with which we engage.*
3. *We are committed to developing our approach to managing, supporting and delivering public engagement for the benefit of staff, students and the public, and to sharing what we learn about effective practice.*

This sentiment is echoed by O'Conner et al (O'Conner 2011) who claim that links must be established between the institution's research strategy and its strategy for teaching and learning for the synergies between community-based research and community-based learning to be developed most effectively. Community engagement through the curriculum is generally best integrated in a wider engagement strategy rather than being framed as a 'left over' or 'bolt on' activity.

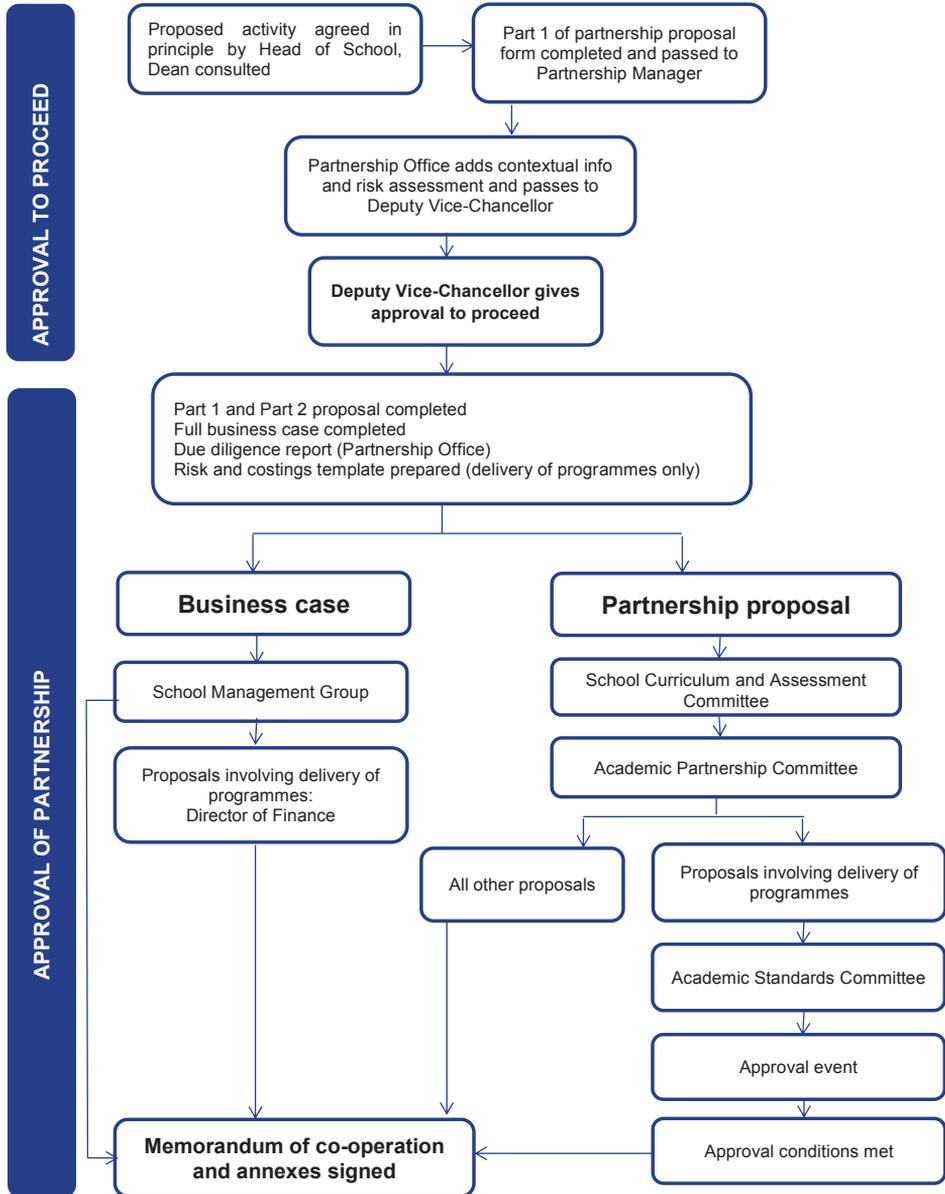
### **Choosing Partners**

The importance of choosing the right partner(s) for university-community engagement projects is an issue that is often raised in the literature. Despite this, there is a correlative lack of practical, reasoned, and tested advice. This is a deficiency that the Tempus ESPRIT pilot projects were encouraged to review and to address. For reference, see the flow chart below issued by the Community University Partnership Programme (CUPP) for use within the University of Brighton:

UNIVERSITY OF BRIGHTON

Selection and approval of partners

Partnership development and approval routes



## **Student Assessment**

The literature often makes reference (see Casile 2011, Feagen 2011, and O'Conner 2011) to the difficulty in bringing academic work alongside community based work as students are exposed to a range of factors beyond their control. Given the brevity of the academic term and potential delays in gaining, for example, ethics approval or a student being able to meet with a community representative, these can seriously impede the chances of a project being concluded in a timely manner. Because of this, it is argued that it would be unfair if a student were to be prevented from graduating or completing a module/course through delays for which they have not been responsible.

Generally, it is preferable to assess the student's work through the process and documentation of any such project (its strategy, the underpinning research questions, the development of methodologies and the attention given to the evaluative structures etc.) rather than the outcomes per se. The University of Brighton's Alice Fox practices this approach, in the way she assesses students who study on the MA in Inclusive Arts Practice.

Similarly, many projects are assessed on the student's reflective evaluation of the experience. However, as O'Conner explains, students unused to reflective writing often struggle with the task, especially those on craft-based courses. As such, students may require structured activities to introduce them to the conventions of reflective writing. As O'Conner (2011) writes:

'Reflective activities encourage learners to think about the process they were involved in as well as the product they produced. It helps them to identify their own internal values, think about how they might appear to others and raises awareness of ways in which they might stereotype other people.'

A burgeoning literature on effective assessment and feedback in higher education has developed over recent years (see for example, Nicol and Macfarlane-Dick, 2004; Gibbs and Simpson, 2005; Knight, 2005). The following succinct summary of evidence-based best practice in assessment design suggests that it should empower and engage students – two concepts that are clearly germane to community engagement activity. The table below offers the key messages found in Nicols paper 'Re-engineering Assessment Practices in Scottish Higher Education' (Nicols 2007):

- Assessment design should 'empower'
- Engage students actively in identifying or formulating criteria
- Facilitate opportunities for self-assessment and reflection
- Deliver feedback that helps students self-correct
- Provide opportunities for feedback dialogue (peer and tutor-student)
- Encourage positive motivational beliefs and self-esteem
- Provide opportunities to apply what is learned in new tasks
- Yield information that teachers can use to help shape teaching
- "Engage"
- Capture sufficient study time and effort in and out of class
- Distribute students' effort evenly across topics and weeks.
- Engage students in deep not just shallow learning activity
- Communicates clear and high expectations to students.

### Indicators

With its foundations in experiential learning, where real-world experiences provide opportunities to test, trial, revise and develop a student's subject knowledge, community engagement through the curriculum is often used as a tool to enrich existing learning outcomes on a course or a module. However, frequently tutors recognise that community-based learning can support the emergence of other sorts of learning that are not currently captured or assessed within the course but might be. For example, learning about how to extract meaning from experience;

- ways to apply academic knowledge to real world problems;
- about a specific community, population, geography;
- about expectations, quality, negotiation, client relationships;
- about self, society and context;
- about collaborative working.

Community engagement requires attention to the non-traditional skill and affective domains (see Fink, 2003; Figure 5) that normally sit outside formal level descriptors (e.g. SEEC or QAA). This involves the development of personal skills like emotional intelligence, and the human dimension – learning about oneself and others.

	<b>Audit</b>	<b>Benchmarking</b>	<b>Evaluation</b>
<b>Aim</b>	Measures what is being done	Identifies problem areas and areas of excellence	Assesses the value of what is being done
<b>Process</b>	A cyclical series of reviews	An ongoing process	A series of individual assessments over time
<b>Data collection</b>	Collects routine data	Collects data for comparative purposes	Collects routine and complex data
<b>Methodology</b>	Review of what is actually being done	Review of best practice in the organisation or sector	Evaluative research methodology not necessarily for external comparison purposes
<b>Purpose</b>	Not possible to generalise from the findings	Possible to make comparisons across a process or sector	Often possible to generalise the findings

Table 1: Differences between audit, benchmarking and evaluation  
(Adapted from the PDP Toolkit: see [www.pdptoolkit.co.uk](http://www.pdptoolkit.co.uk))

### **Audit, Benchmark, Evaluate**

Hart, Northmore, and Gerhardt make the following definitions in their 2011 paper *Auditing, Benchmarking and Evaluating Public Engagement*

Whilst these distinctions might not seem particularly instructive, they are designed to assist tutors to understand what kind of questions they are looking to answer and how they might go about answering them.

### **Impact and the UK Research Excellence Framework (REF).**

The Research Excellence Framework (REF) is a system for assessing the quality of research in UK higher education institutions. It replaces the Research Assessment Exercise (RAE) and was completed in the fourth quarter of 2014. The primary purpose of the REF is to assess the quality of research for subject group (Unit of Assessment) and for each submission made by HEIs.

- The funding bodies use the assessment outcomes to inform the selective allocation of their research funding to HEIs, with effect from 2015-16.
- The assessment provides accountability for public investment in research and produces evidence of the benefits of this investment.
- The assessment outcomes provide benchmarking information and establish reputational measures.

The REF 2014 was a process of expert review. It asks HEIs to present three key aspects of their research:

**Outputs:** For the assessment period (circa five years) HEIs are asked to submit a cross section of their research outputs. Outputs vary considerably in nature – articles, books, paintings, patents, software, designs, buildings etc. Outputs are scored from 0 star to 4 star: 4 star indicates that the quality of an output is world-leading in terms of originality, significance and rigour: 3 star indicates that the quality of an output is internationally excellent in terms of originality, significance and rigour: 2 star indicates that the quality of an output is recognized internationally in terms of its originality, significance and rigour: 1 star indicates that an output is recognized nationally in terms of its originality, significance and rigour: 0 star indicates quality that falls below the standard of nationally recognized work.

**Environment:** The research environment will be assessed in terms of its 'vitality and sustainability'. Panels will consider both the 'vitality' and 'sustainability' of the submitted unit of assessment, and its contribution to the 'vitality' and 'sustainability' of the wider research base.

The environment describes the context in which research is developed and supported.

**Impact:** The REF defines impact as 'an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life beyond academia.' HEIs were required to submit case studies to demonstrate how their research had performed against the criteria of 'reach' and 'significance'.

The REF is significant in this context because it bears witness to the growing demand that HEI's become more accountable, and actively demonstrate the social, cultural, and economic impact of their activities. The REF has had a varied press and although HEIs recognise the need to work within its frameworks, as Burns *et al* identify (Burns 2011), some suggest there is a danger that the way in which universities position themselves for the REF will dominate the approach they take to *all* public engagement. Assessing the impact of research may help to catalyse more public engagement, but it is likely (according Wade 2011) to encourage only that public engagement whose impact can be assessed in a relatively straight-forward way. There are many types of research where the impact is more complex and immediately or entirely clear. For example:

- Research where it is impossible to know the impact.
- Research which impacts maybe 20 years after publication.
- Research which is built on other research where the tipping point piece of research has the impact but without the other research it would have never happened.
- High impact research that has had a negative impact.

### **Future Trends**

'*An Avalanche is Coming*', (Institute for Public Policy Research, 2013), looks at the challenges to the university sector globally. It suggests that the next 50 years could be a golden age for higher education but only if change is handled carefully. They suggest traditional universities are being dismantled, that every citizen is a potential student, MOOCs (Mass Open Online Courses, free to participate in with assessment and certification charged) are having some impact but smaller than originally feared but that each HEI needs to find their niche. They outline a typology of universities that include: the elite university, the mass university, the niche university, the local university and the lifelong learning mechanism. They suggest the major challenges are:

- Making the link between education and employability,
- Breaking the link between cost and quality,
- Cementing the link between learning and practice.

Reflecting on this assessment from the IPPR in 2013, and the outcomes of the ESPRIT project, it is clear that the general trends identified remain, but there are increasing pressures on HEIs to consider their societal role, maintain quality and standards, develop and manage new economic models and reconsider the interrelationships between research and learning through engagement and application, such that these are mutually beneficial for all parties.

## Part 2: Learning from the University of Brighton's Community University Partnership Programme

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In her essay *Opening Doors – The contribution of the Community University Partnerships to community development and personal learning* (Millican 2010) Juliet Millican gives the following overview of CUPP: 'CUPP, at the University of Brighton, comes from a history of community partnerships and Service Learning programmes in the U.S., where students undertake a piece of 'Service work' as part of their undergraduate study. However the notion of 'service learning' where 'privileged students' provide charitable service is more akin to a now outdated welfare approach to development of 'haves' giving to 'have nots'. CUPP is founded on notions of mutual exchange, of learning from, while giving to, of gaining from the experience of diversity and a 'Rights based' agenda. The programme incorporates a Community Knowledge Exchange, founded on a Knowledge Transfer Partnership (previously known as a Teaching Company Scheme) model. KTPs form partnerships between Universities and Business, in which the University addresses a problem for a 'business' in order to make it more profitable. In CUPP's Community Knowledge Exchange, knowledge is exchanged for knowledge, academic for contextual, theoretical for practical. CUPP attempts to draw on the existing resources of the university available, in return for the knowledge and understanding that comes from working alongside community partners, and through this to promote the university as a destination as a place of learning for the many rather than the few. Students gain a range of transferable skills as well as subject based knowledge, the chance to work across disciplines and meet employers and the opportunity to develop skills of personal critical reflection. Students engage with people who have had very different life histories. As such it encompasses all of the big ideas of contemporary HE.'

The following links provide a wide range of material published by CUPP since its inception over a decade ago:

- Students and Communities Learning Together, Briefing Paper, April 2009: [http://about.brighton.ac.uk/cupp/images/stories/cupp\\_SCE\\_briefing\\_FLAT\\_v3.pdf](http://about.brighton.ac.uk/cupp/images/stories/cupp_SCE_briefing_FLAT_v3.pdf)
- Student Community Engagement – A Practical Guide: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/SCE\\_Guide\\_v4.pdf](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/SCE_Guide_v4.pdf)

- Student Community Research - A Practical Guide: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/Student\\_research\\_guide\\_v6.pdf](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/Student_research_guide_v6.pdf)
- Juliet Millican and Tom Bourner (Guest editors) (2011) Special Issue: Student learning from community engagement, Education + Training, Volume 53 issue 2/3, p.89: <http://www.emeraldinsight.com/journals.htm?issn=0040-0912&volume=53&issue=2>
- Bourner, Tom (2010) *Student-Community Engagement in Context - The Long View*: [http://about.brighton.ac.uk/cupp/images/stories/Static/materials\\_and\\_resources/Tom\\_Bourner\\_25th\\_Nov.doc](http://about.brighton.ac.uk/cupp/images/stories/Static/materials_and_resources/Tom_Bourner_25th_Nov.doc)
- Millican, Juliet (2009) Finding commonality among difference – developing emotional literacy through experiential work: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/papers\\_reports/JM\\_Emotional\\_Literacy.doc](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/papers_reports/JM_Emotional_Literacy.doc)
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- Elliott, Jennifer A. (2006) Acting Sustainably: Encouraging and crediting student engagement in sustainable development: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/papers\\_reports/GEESreport.doc](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/papers_reports/GEESreport.doc)
- Millican, Juliet (2005) Opening Doors – The contribution of the Community University Partnerships to community development and personal learning: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/papers\\_reports/openingdoors.doc](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/papers_reports/openingdoors.doc)
- Millican, Student Community Engagement and the development of Citizenship: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/papers\\_reports/JM\\_Guni\\_paper.doc](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/papers_reports/JM_Guni_paper.doc)
- Bourner, Tom (1998) Bridges and towers: Action learning and personal development in HE: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/papers\\_reports/assessment.doc](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/papers_reports/assessment.doc)
- Bourner, Tom, Assessing reflective learning: [http://about.brighton.ac.uk/cupp/images/stories/Static/student\\_community\\_engagement/papers\\_reports/assessment2.doc](http://about.brighton.ac.uk/cupp/images/stories/Static/student_community_engagement/papers_reports/assessment2.doc)

## Part 3: Measurement Frameworks

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The diversity of approaches to university-community engagement, of institutional profiles and community contexts, has led to the development of a range of measurement and evaluative frameworks. Those most relevant to ESPRIT are detailed below. This section borrows from, edits, and contributes new items to a matrix that was first developed by Hart, Northmore, and Gerhardt (2011). The purpose of this section is to assist in articulating the different methods that HEIs are using to audit, benchmark, and evaluate their university-community engagement efforts. It is advisable that any HEIs should systematically review their educational programmes and their evaluation frameworks prior to making any significant changes to the QA/QE frameworks within which they are working, although it is highly likely that in the process of embedding community engagement and 'live' working within the credit structure of courses will necessitate subsequent adaptations to the QA/QE frameworks.

### **Title:** [Evaluating the regional contribution of an HEI: A benchmarking approach](#)

**Developed by:** Newcastle University

**Overview:** This is a benchmarking tool that provides HEIs with a means of assessing their regional impact. It has been designed to give institutions a critical perspective on their long-term strategic plans, not just the effectiveness of their short to medium-term tactics and outputs. Additionally, the tool seeks to assess the extent of inter-linkages between different components of HEIs in terms of their ability to address multiple community needs.

#### **Relevant for:**

- Strategic planning both regionally and at the level of individual universities
- Assessing regional development links with business and the community
- Devising benchmarking indicators

#### **Not so relevant for:**

- Assessing how well universities manage the implementation of their regional development strategy

- Evaluating success in educational or research terms
- Assessing or defining the benchmarks from a community perspective

**Title:** [The Higher Education Community Engagement Model](#)

**Institution:** University of Warwick

**Overview:** This short paper outlines points of best practice for HEIs that are looking to develop small-scale assessment tools for their community engagement activities (i.e. at project level, module level, or course level)

**Relevant for:**

- Developing an evaluation framework
- Thinking through indicators

**Not so relevant for:**

- Benchmarking activities

**Title:** [The REAP Approach to University-Community Engagement](#)

**Institution:** University of Bradford

**Overview:** REAP stands for Reciprocity, Externalities, Access and Partnership. It is focused on how universities can work with communities for *mutual benefit* as well as the enhancement of the city, town or district in which the university is located. The tool is designed to capture inputs, outputs and outcomes for both university and community partners, and to provide a framework through which those involved in the community engagement activities can critically reflect on their work.

**Relevant for:**

- Developing an outcome evaluation framework for university-community engagement work
- Assessing the value added to the university and to local communities through community engagement activities
- Adapting to the specific circumstances of individual institutions
- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members

**Not so relevant for:**

- Measuring economic impact
- Collating institutional audit or benchmarking data

**Title:** SIMPLE tool for assessing the social impact of Social Enterprise**Institution:** University of Brighton

Overview: Developed by the University of Brighton Business School, the SIMPLE model (McLoughlin, 2008) is a holistic impact measurement tool for social enterprise managers. The model was developed to provide the conceptual and methodological underpinnings of a training programme for social enterprises, specifically designed to develop capabilities to systematically measure their impacts. The impact model offers a five step approach to impact measurement called Scope it; Map it; Track it; Tell it & Embed it. These steps help social enterprise managers to conceptualise the impact problem; identify and prioritise impacts for measurement; develop appropriate impact measures; report impacts and to embed the results in management decision-making.

**Relevant for:**

- Developing impact measures for social enterprise
- Supporting strategic planning and decision making
- Accommodating all types of organisations and incorporating other measurement methodologies
- Contributing to university-level audit or benchmarking data

**Not so relevant for:**

- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members
- Assessing the relationship between the university and external organisations

**Title:** University of Brighton Community Engagement Audit tool**Institution:** University of Brighton

**Overview:** The University of Brighton audit tool was developed to capture the necessary baseline information about university-community engagement, to

support the social engagement aspirations of the university's Corporate Plan and to underpin the development of its long-term economic and social engagement strategy.

**Relevant for:**

- Capturing data on university-community engagement activities that are intended primarily to have a social impact
- Establishing baseline information

**Not so relevant for:**

- Measuring economic impact
- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members
- Assessing or defining baselines from a community perspective

**Title:** [Carnegie](#)

**Institution:** Carnegie Foundation

**Overview:** 'For three decades, the Carnegie classification has been the leading framework for describing institutional diversity in US higher education. A recent change is the introduction of an 'elective' classification. Unlike classifications based on secondary analysis of existing national data, elective classifications rely on voluntary participation by institutions, permitting analysis of attributes that are not available in the national data. The first elective classification, released in December 2006, focused on community engagement (the 2008 Documentation Framework can be found by clicking the link above). The framework provides a guide for institutions to develop and document their community engagement efforts, and 'is intentionally designed to support multiple definitions, diverse approaches, and institutionally-unique examples and data'. By 2006, 89 institutions had submitted full documentation. Those institutions that did not complete applications reported either that the documentation framework was more extensive than they had anticipated or that their approaches to community engagement needed further development before they could meet the requirements.'

**Relevant for:**

- Providing guidance to universities wishing to develop and document their community engagement efforts
- Finding out whether a university has institutionalised community engagement in its identity, culture, and commitments
- Setting out a clear framework and comprehensive indicator sets for:
  - Institutional identity and culture
  - Institutional commitment
  - Curricular engagement
  - Outreach and partnership
  - Comparing international approaches

**Not so relevant for:**

- Assessing or defining partnership activity from a community perspective
- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members
- Assessing how well universities manage the implementation of their regional development strategy

**Title:** Campus Compact

**Institution:** US coalition of more than 1,100 colleges and universities

**Overview:** In 1999 the Campus Compact Presidents produced a Declaration ([www.compact.org/resources/declaration/Declaration\\_2007.pdf](http://www.compact.org/resources/declaration/Declaration_2007.pdf)) the purpose of which was to articulate the commitment of all sectors of higher education to their civic purpose. It sought recognition of civic responsibility in accreditation procedures, Carnegie classifications and national rankings, and encouraged work with others at state and local level on expectations for civic engagement in public systems. Campus Compact produces regular updates and 'Benchmarks for Campus/Community Partnerships'.

**Relevant for:**

- Measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community
- Providing a comparison of assessment methods, as well as sample assessment tools ranging from surveys to interviews to syllabus analysis guides

**Not so relevant for:**

- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members
- Assessing research impact for community benefit

**Title:** Kellogg Commission**Institution:** Kellogg Commission

**Overview:** The Kellogg Commission has produced a 'White Paper' on benchmarking (Rennekamp et al, undated). The White Paper outlines seven categories of engagement indicators that institutions can use for documenting scholarly engagement, developed by the Committee on Institutional Cooperation, an alliance of 'Big Ten' universities plus the University of Illinois at Chicago. They are:

- Evidence of institutional commitment to engagement
- Evidence of institutional resource commitments to engagement
- Evidence that students are involved in engagement and outreach activities
- Evidence that faculty and staff are engaged with external constituents
- Evidence that institutions are engaged with their communities
- Evidence of assessing the impact and outcomes of engagement
- Evidence of revenue opportunities generated through engagement

**Relevant for:**

- An analysis of benchmarking progress within the context of US Extension Colleges
- Identifying problems in relation to reliability, validity, and aggregation of data
- Analysing 'inputs-outputs-outcomes' in relation to HEIs trying to measure their engagement with multiple stakeholders
- Providing a clear framework and categories of engagement
- Comparing university achievements internationally

**Not so relevant for:**

- Assessing or defining partnership activity from a community perspective
- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community member

**Title: Inventory Tool for Higher Education Civic Engagement****Institution:** Talloires Network

**Overview:** The Talloires Declaration of 2005 established the Talloires Network. Signatory institutions commit themselves to developing civic engagement. It has set up an open electronic space for the exchange of ideas and for fostering collective action (see websites in resources section below). For further discussion on the history of this assessment tool, see Watson (2007). The toolkit was originally designed for the Association of Commonwealth Universities in 2004. The benchmarking questionnaire aims to address the following five issues:

- Clarifying the university's historical and mission-based commitments to its host society
- Identifying how engagement informs and influences the university's range of operations
- Describing how the university is organised to meet the challenge of civic engagement and social responsibility
- Assessing the contribution of staff, students and external partners to the engagement agenda
- Monitoring achievements, constraints and future opportunities for civic engagement and social responsibility

**Relevant for:**

- Benchmarking
- Providing a framework to drive a more detailed institutional baseline audit comparing university achievements internationally
- Becoming part of a network with a specific programme of activity committed to civic engagement

**Not so relevant for:**

- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members
- Assessing or defining partnership activity from a community perspective

**Title:** The Council of Independent Colleges**Institution:** The Council of Independent Colleges

**Overview:** The Council of Independent Colleges (CIC) serves more than 580 independent US colleges and universities, including liberal arts, comprehensive, four-year, two-year, and international institutions. In addition, more than 60 national, state, and regional organisations are Affiliate Members. It has a Committee on Engagement. The Council works to support college and university leadership, advance excellence and enhance the institutions' contributions to society. It provides seminars, workshops, and services to assist institutional performance and visibility. CIC have developed benchmarking toolkits, including KIT (Key Indicators Tool) which 'is aimed at improving the capacity of member institutions to gain access to and utilize data to enhance institutional decision-making and improve institutional effectiveness' (see [www.cic.edu/projects\\_services/infoservices/kit.asp](http://www.cic.edu/projects_services/infoservices/kit.asp)). The KIT provides a customised benchmarking report for each CIC member institution with 18 indicators of institutional performance in four key areas: student enrolment and progression; faculty; tuition revenue and financial aid; and financial resources and expenditures.

**Relevant for:**

- Assessing institutional effectiveness
- An analysis of benchmarking progress within the context of CIC member universities

**Not so relevant for:**

- Assessing or defining partnership activity from a community perspective
- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members

## **Title:** Australian University Community Engagement Alliance

**Institution:** Australian University Community Engagement Alliance

**Overview:** The Australian University Community Engagement Alliance (AUCEA) (see website in resources section below; also Garlick and Langworthy, undated) is in the process of developing benchmarks for engagement activity, in recognition of the need to include engagement as part of the institutional profile assessments made by government and as part of quality assessment exercises. Five overarching goals for community engagement are identified:

- To facilitate and encourage informed dialogue and partnership activities between the university and its community on issues of local and global importance
- To ensure university governance, management and administration processes support effective community engagement
- To ensure the university is accessible, outward reaching and responsive to its communities
- To increase the social, environmental and economic value of research to the university's community partners
- To design and deliver high quality learning and teaching that responds to community needs and fulfils the university's stated graduate attributes

### **Relevant for:**

- Analysing types of assessment
- Providing a classification framework and comprehensive set of engagement indicators
- Comparing university achievements internationally

### **Not so relevant for:**

- Understanding the micro-dynamics of public engagement between individual university personnel, students, community groups and community members
- Assessing or defining partnership activity from a community perspective

**Title:** [Self-assessment tool for service learning sustainability](#)

**Institution:** Community Campus Partnerships for Health

**Overview:** This self-assessment tool is designed to assist in assessing the stage of institutionalization of Service Learning (SL) at multiple levels within an institution and in developing a plan for SL sustainability. The tool examines five dimensions that are considered by many SL experts to be key factors for institutionalizing and sustaining SL in higher and health professions education.

**Relevant for:**

- Measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community

**Not so relevant for:**

- Assessing or defining partnership activity from a community perspective

**Title:** Schumer

**Link:** [http://talloiresnetwork.tufts.edu/wp-content/uploads/Shumer\\_sservice-learningself-assessment.pdf](http://talloiresnetwork.tufts.edu/wp-content/uploads/Shumer_sservice-learningself-assessment.pdf)

**Institution:** University of Minnesota

**Overview:** The purpose of this self-assessment is both formative and summative. It is designed to gather information helpful to you – to improve your service-learning initiative, report on it, publicize it, secure support for it, or seek funding for it. You can choose any of a variety of ways to use it. Your focus can be on a class, grade, school, district, etc. It can be used for formative purposes at the beginning of the semester or year, monitoring in the middle, and summative evaluation at the end. This instrument was tested for three years with service-learning practitioners in eight states. The 23 statements are based upon the theories of experiential learning and several previous endeavours to establish standards for the service-learning field: the Alliance for Service-Learning in Educational Reform (ASLER) Standards, the Wingspread Principles, and the Essential Elements developed by the National Service-Learning Cooperative.

**Relevant for:**

- Benchmarking
- Providing a framework to drive a more detailed institutional baseline audit comparing university achievements internationally
- Identifying problems in relation to reliability, validity, and aggregation of data
- Analysing 'inputs-outputs-outcomes' in relation to HEIs trying to measure their engagement with multiple stakeholders

**Not so relevant for:**

- Assessing or defining partnership activity from a community perspective

**Title:** Building Capacity for Community Engagement: Institutional Self-Assessment**Link:** [http://depts.washington.edu/ccph/pdf\\_files/self-assessment-copyright.pdf](http://depts.washington.edu/ccph/pdf_files/self-assessment-copyright.pdf)**Institution:** Building Capacity for Community Engagement

**Overview:** This tool is designed to assess the capacity of a given higher educational institution (or unit therein) for community engagement and community-engaged scholarship, and to identify opportunities for action. This assessment builds upon existing and validated prior work. It is intended to serve as a baseline for follow-up assessments, enabling institutions to track their progress and focus their work, while simultaneously enabling them to develop a longitudinal profile of their developing capacity for community engaged scholarship over time.

**Relevant for:**

- Measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community

**Not so relevant for:**

- Assessing or defining partnership activity from a community perspective

## Appendix

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## Afterword

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### Unlocking the doors to ivory towers

Working, as we do at the University of Brighton, in an institution that has long been committed to social and community engagement, we often forget that not all universities consider such activities as central to their mission, as a vital element of students' education, as a means to stimulate innovative teaching and academic research and as an opportunity to stimulate organisational innovation and enhance the porosity and profile of the institution.

This EU Tempus funded project has proved an invaluable opportunity for learning and knowledge exchange, not only for our esteemed Israeli partners, but also because of the considerable inter-institutional learning that has included sharing different European definitions and approaches to social engagement as well as examining such legacies as they are played out in North America and Australia.

These reflections are written only two months after the UK's referendum and its vote to exit the European Union. However this eventually plays out, its impact on the UK and on European and global politics will be profound. It was a vote that divided previously unified communities, politically, socially and across generations; generating considerable confusion and disarray both within the country and in the shock waves it created beyond our borders. ESPRIT and its many shared dialogues was timely as we now reflect on the potential social roles and responsibilities of higher education in these uncertain times. On reflection, it is particularly prescient to reflect not only on the important career development and learning that ESPRIT has generated for new and early career academics, but equally how we, from within higher education, might all find ways to listen and hear more effectively, transform activism into action and tactics into policies and strategies such that we can educate and develop future leaders and citizens given the many different challenges and uncertainties all nations across the world are likely to face in the coming decades.

Over the past decade, Israeli higher education has increasingly become a hybrid drawn from both the North American continent and from the Bologna Accord. In a similar vein, ESPRIT has stimulated discussions about European models of social responsibility, mutuality and community engagement embedded in student

learning with models of service learning that originated in the United States and have also been adopted and adapted in a European context, but that position the HEIs, communities and students in a service relationship as opposed to one that is more focused on co-design, development and collaborative learning. As two interrelated models these will clearly align with different university or college models and different subjects, particularly where institutions are more or less research intensive, professionally oriented and focused on science, social sciences, humanities or the practice based arts and design. This hybridity places Israeli HEI's in a strong position to take full advantage of the learning from ESPRIT in its future development of socially engaged education and with the opportunity to shape a new taxonomy developed from the diversity of innovative academic practices demonstrated through ESPRIT's pilot courses.

In tandem with the growth of digital and online learning initiatives in Israel, an emerging commitment to develop teaching excellence and opportunities to innovate institutionally in the governance of quality and standards, the conclusion of ESPRIT presents examples of resilient partnership and co-development models with the potential to enhance social justice, offer new pedagogic horizons and spaces of learning and influence the reshaping of Israeli higher education for decades to come.

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התאחדות  
הסטודנטים  
בישראל  
إتحاد الطلاب الجامعيين في إسرائيل  
NATIONAL UNION OF ISRAELI STUDENTS



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