



PANEL

Why a Committed and Supportive Higher Education Today?

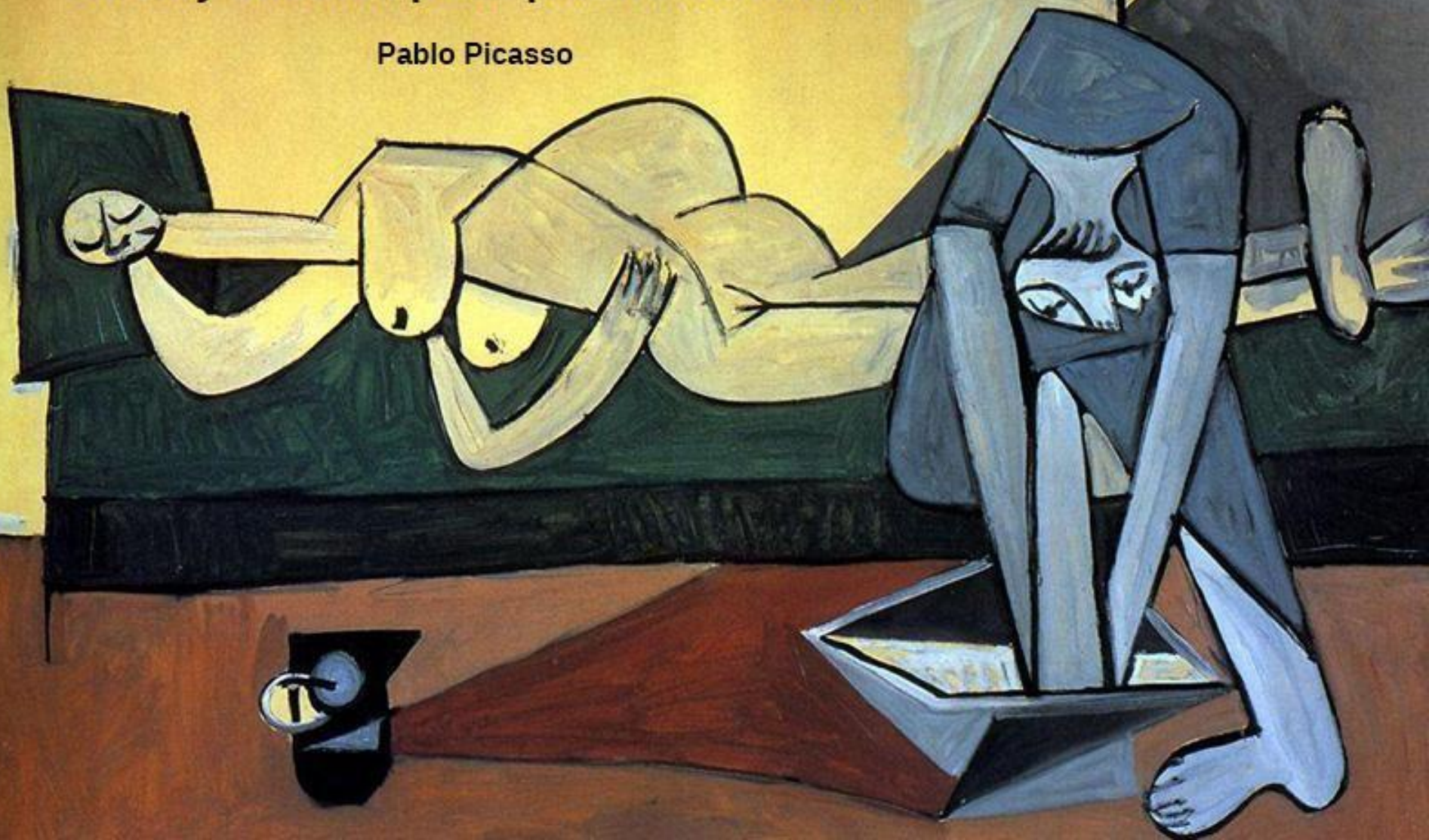


Bojana Čulum Ilić, Associate Professor
University of Rijeka
Faculty of Humanities and Social Sciences
Department of Education
bculum@ffri.hr

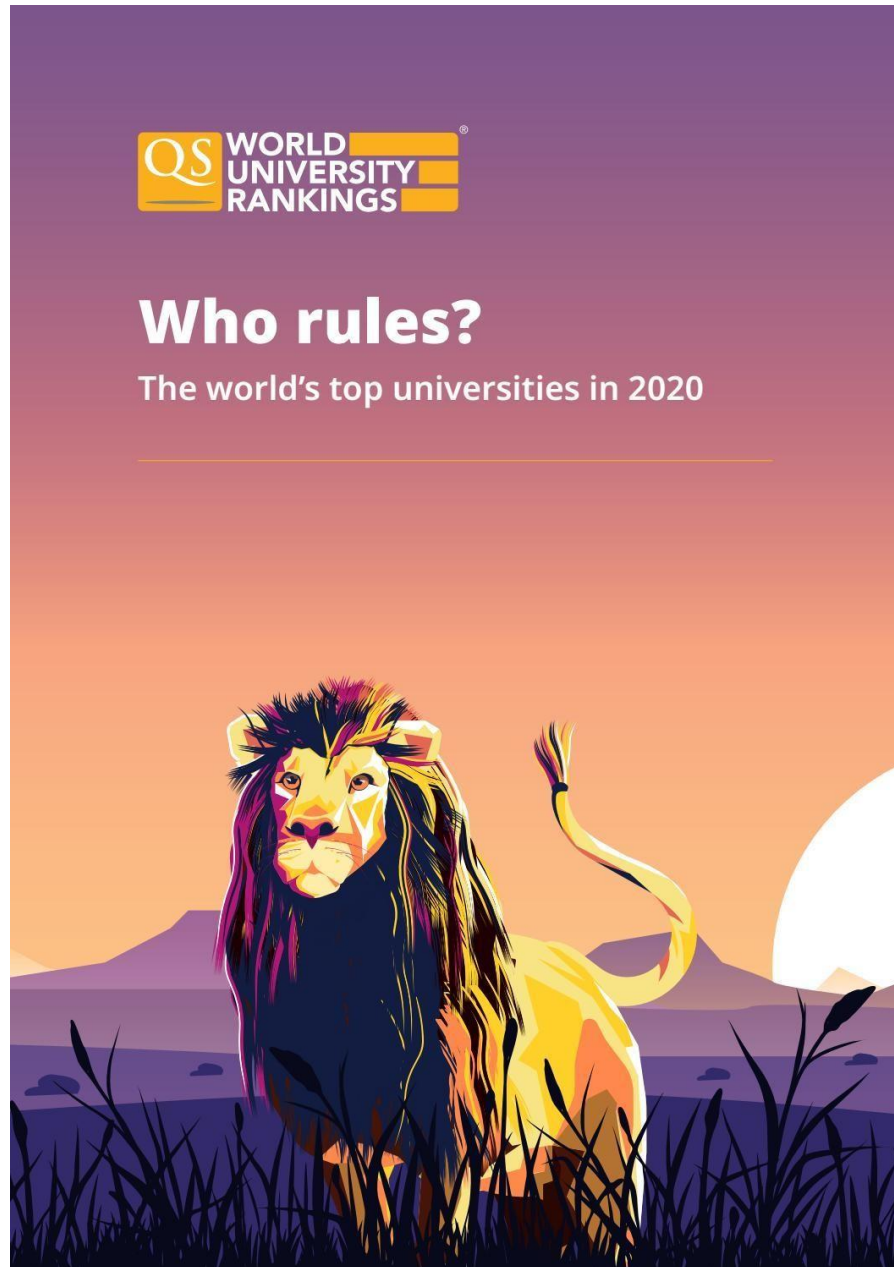
29-30 Oct 2020

The world today doesn't make sense,
so why should I paint pictures that do?

Pablo Picasso



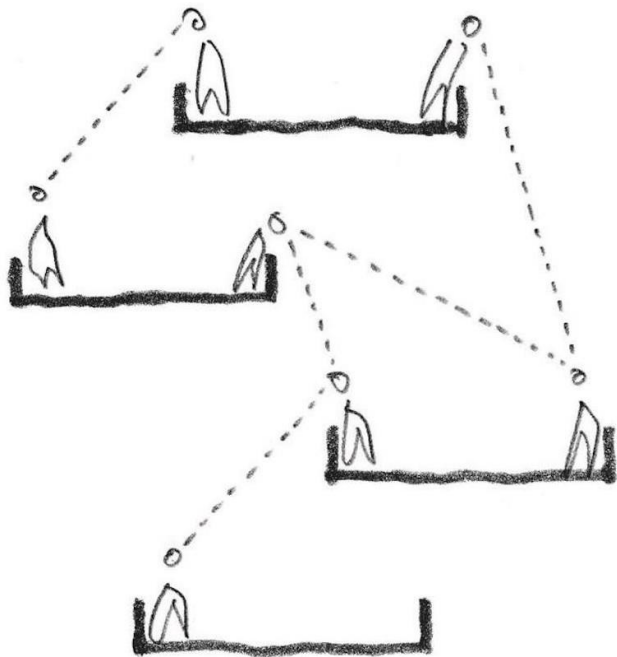
"GAMIFICATION" OF ACADEMIC EXCELLENCE



MATTER

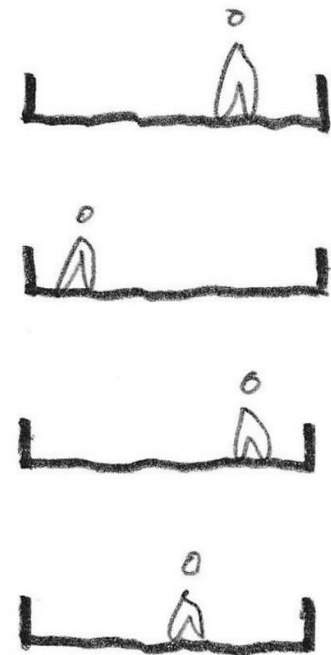
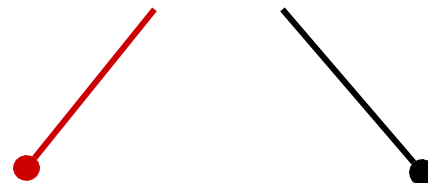
OF

FACT



ARCHITECTURE OF CONCERN

**UNIVERSITY
COMMUNITY
ENGAGEMENT
AS...**



ARCHITECTURE OF FACT



UNITE

University-Neighborhood
Initiative to Engage



University civic engagement implies engagement in those spheres of communities in which we do not buy or sell, but talk with our neighbours about benefits for our community.

(Barber, 1996)

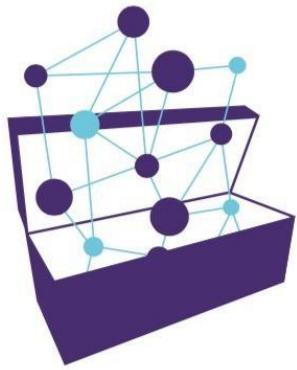
Challenge(s) of CE “measurement”

university is not a homogenous, ideal-type institution - its **performance can not be** easily steered centrally and **reduced to a score**

NO ‘one-size-fits-all’
approach to CE

CE is always **context-specific** with range of objectives, activities, outcomes and stakeholders

CE is **resistant to being measured** - most attempts to externally assess community engagement have had limited success and uptake



TEFCE Toolbox

An Institutional Self-Reflection Framework for Community Engagement in Higher Education

www.tefce.eu

4 KEY PRINCIPLES

Authenticity of engagement

The policy tool recognises community engagement that provides the community with a meaningful role and tangible benefits rather than ‘pseudo-engagement’

Empowerment of individuals

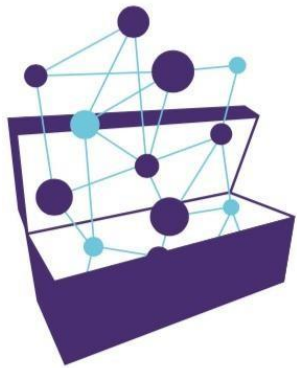
The policy tool recognises different kinds of community engagement efforts and outcomes, and results in a process that empowers individuals.

Bottom-up rather than top-down steering

The policy tool is participative and based on the experiences and stories of practitioners rather than the best practices cherry-picked by the management team.

Learning journey rather than benchmarking

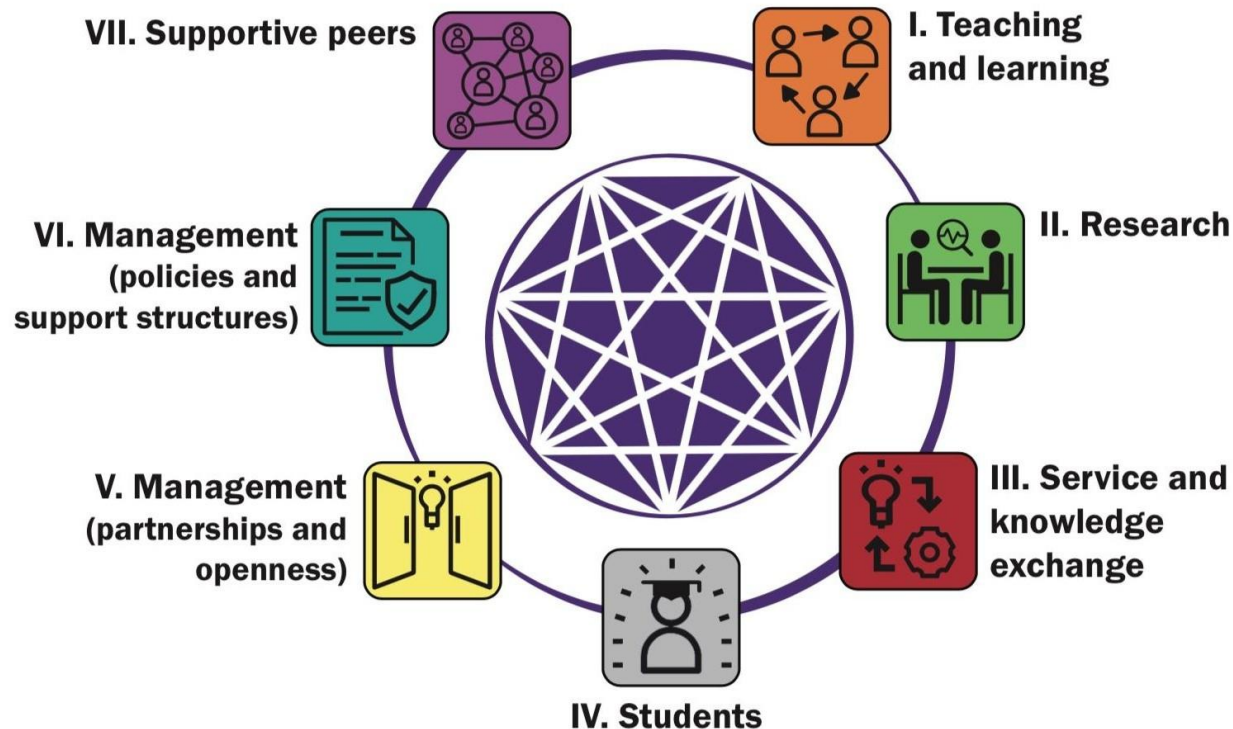
The policy tool results in qualitative discovery of good practices, a critical reflection on strengths and areas of improvements achieved through collaborative learning process.

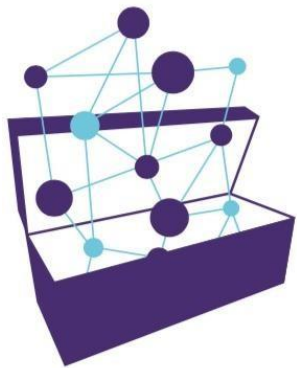


TEFCE Toolbox

An Institutional Self-Reflection
Framework for Community
Engagement in Higher
Education

THE TEFCE TOOLBOX IS ORGANISED AROUND 7
DIMENSIONS OF COMMUNITY ENGAGEMENT:





TEFCE Toolbox

An Institutional Self-Reflection Framework for Community Engagement in Higher Education

Following the collection of community engagement practices from around the university, the TEFCE Toolbox encourages participative discussions that result in a heatmap indicating how developed is each dimension community engagement according to five criteria, as illustrated below:

