

MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

Book of CASE STUDIES

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Project 2023-1-SE01-KA220-HED-000164910

Amsterdam – Bucharest – Cork – Every – Jönköping – 2024

	Malin Löfving	Jönköping University
	Mats Jackson	Jönköping University
	Irene Sheridan	Munster Technological University
	Laura O' Donovan	Munster Technological University
Authors:	Rimante Rusaite	University Industry Innovation Network
	Anca Petrescu	University of Bucharest
	Ruxandra Chirca	University of Bucharest
	Nina Brankovic	Institute Mines Telecom
	Darko Pantelic	Jönköping University

UNIVERSITY INDUSTRY INNOVATION NETWORK BV
Amsterdam, Netherlands / www.uiin.org

MUNSTER TECHNOLOGICAL UNIVERSITY
Cork. Ireland / www.mtu.ie

INSTITUT MINES TELECOM BUSINESS SCHOOL
Evry, France / www.imt-bs.eu

UNIVERSITATEA DIN BUCURESTI
Bucharest, Romania / www.unibuc.ro

STIFTELSEN HOGSKOLAN I JÖNKÖPING
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READING GUIDE
Book of CASE STUDIES

Book of CASE STUDIES is a compilation of good practices across the partner institutions. They are capturing engagement from three different perspectives:

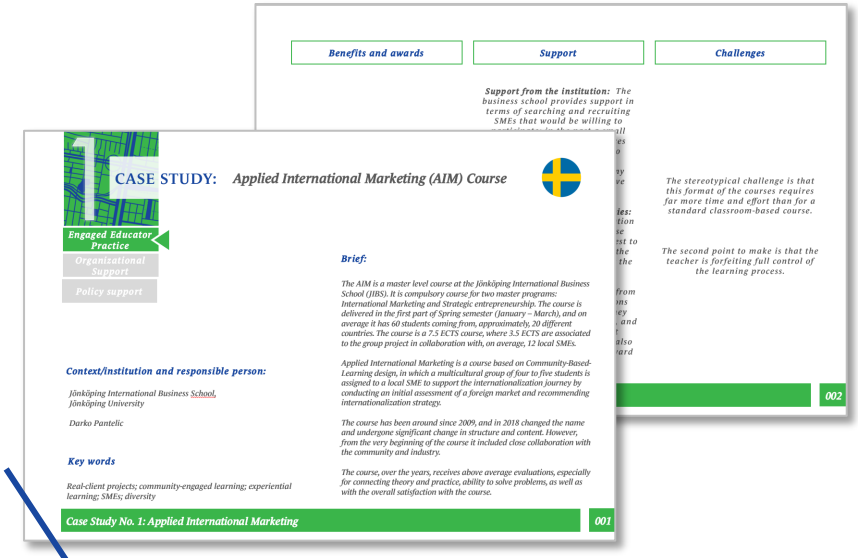
Engaged educator practice

Engaged educator institutional support

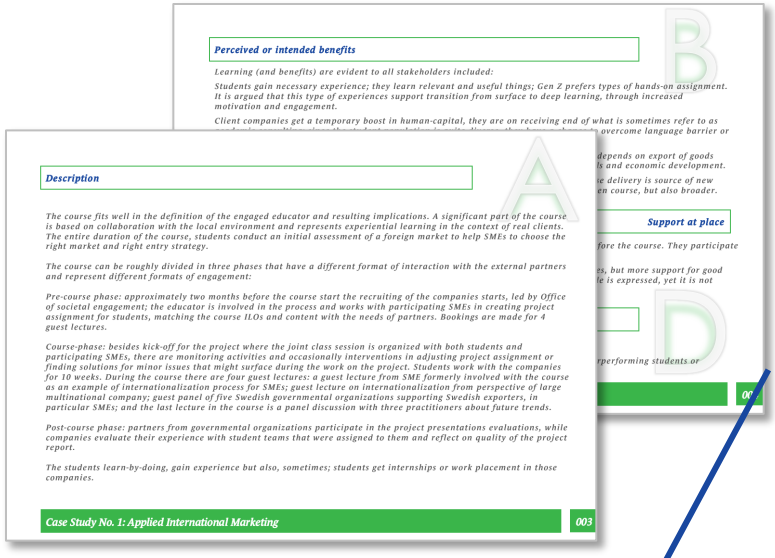
Engaged educator policy support

The purpose of the Book of CASE STUDIES is to provide ideas and inspiration for engaged educators, external partners, institutional support representatives and policy makers – governed by the overarching project credo:

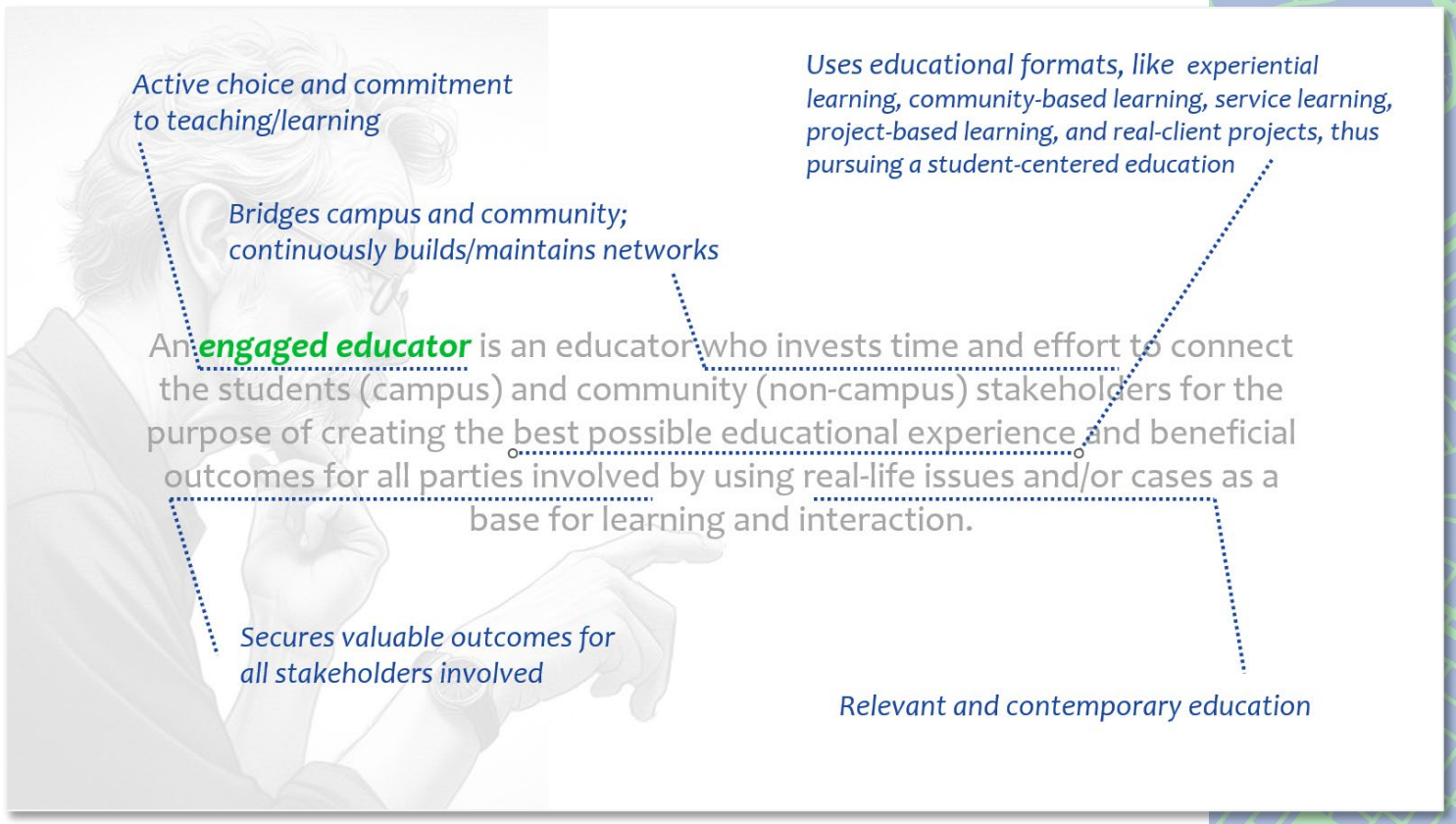
Engaged educators are the future of education. We search for ways to acknowledge, support and incentivize them.



First two pages contain case name, context and keywords, alongside brief and outline of benefits, support and challenges.



…followed by a detail description of the case.



Active choice and commitment to teaching/learning

Bridges campus and community; continuously builds/maintains networks

Uses educational formats, like experiential learning, community-based learning, service learning, project-based learning, and real-client projects, thus pursuing a student-centered education

An ***engaged educator*** is an educator who invests time and effort to connect the students (campus) and community (non-campus) stakeholders for the purpose of creating the best possible educational experience and beneficial outcomes for all parties involved by using real-life issues and/or cases as a base for learning and interaction.

Secures valuable outcomes for all stakeholders involved

Relevant and contemporary education

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1



CASE STUDY: *Applied International Marketing (AIM) Course*



Engaged Educator Practice

Organizational Support

Policy support

Brief:

The AIM is a master level course at the Jönköping International Business School (JIBS). It is compulsory course for two master programs: International Marketing and Strategic entrepreneurship. The course is delivered in the first part of Spring semester (January – March), and on average it has 60 students coming from, approximately, 20 different countries. The course is a 7.5 ECTS course, where 3.5 ECTS are associated to the group project in collaboration with, on average, 12 local SMEs.

Applied International Marketing is a course based on Community-Based-Learning design, in which a multicultural group of four to five students is assigned to a local SME to support the internationalization journey by conducting an initial assessment of a foreign market and recommending internationalization strategy.

The course has been around since 2009, and in 2018 changed the name and undergone significant change in structure and content. However, from the very beginning of the course it included close collaboration with the community and industry.

The course, over the years, receives above average evaluations, especially for connecting theory and practice, ability to solve problems, as well as with the overall satisfaction with the course.

Context/institution and responsible person:

Jönköping International Business School,
Jönköping University

Darko Pantelic

Key words

Real-client projects; community-engaged learning; experiential learning; SMEs; diversity

Benefits and awards

Benefits for students: *Gaining knowledge in international marketing in a real-life, hands-on way with real-clients; at the same time gaining experience and enhancing intercultural competence.*

Benefits for teachers: *It gives teaching relevance and credibility; higher level of students' satisfaction with the course; source of learning as teacher can use experiences from prior projects.*

Benefits for institution: *it is a part of the third mission of a university; it is a marketing point to attract new students and partners;*

Support

Support from the institution: *The business school provides support in terms of searching and recruiting SMEs that would be willing to participate; in the past a small amount of additional resources (time, money) was offered to support teacher - this is unfortunately not the case any longer; generally, very positive attitude.*

External support from companies: *Companies with their participation make this format of the course feasible. It is in their best interest to support and collaborate with the students and university during the project duration.*

Additional support *is provided from five governmental organizations supporting Swedish export; they participate with a guest lecture, and in assessment of the project presentations. These partners also secure a symbolic monetary award for the best presentations.*

Challenges

The stereotypical challenge is that this format of the courses requires far more time and effort than for a standard classroom-based course.

The second point to make is that the teacher is forfeiting full control of the learning process.

Description

The course fits well in the definition of the engaged educator and resulting implications. A significant part of the course is based on collaboration with the local environment and represents experiential learning in the context of real clients. The entire duration of the course, students conduct an initial assessment of a foreign market to help SMEs to choose the right market and right entry strategy.

The course can be roughly divided in three phases that have a different format of interaction with the external partners and represent different formats of engagement:

Pre-course phase: approximately two months before the course start the recruiting of the companies starts, led by Office of societal engagement; the educator is involved in the process and works with participating SMEs in creating project assignment for students, matching the course ILOs and content with the needs of partners. Bookings are made for 4 guest lectures.

Course-phase: besides kick-off for the project where the joint class session is organized with both students and participating SMEs, there are monitoring activities and occasionally interventions in adjusting project assignment or finding solutions for minor issues that might surface during the work on the project. Students work with the companies for 10 weeks. During the course there are four guest lectures: a guest lecture from SME formerly involved with the course as an example of internationalization process for SMEs; guest lecture on internationalization from perspective of large multinational company; guest panel of five Swedish governmental organizations supporting Swedish exporters, in particular SMEs; and the last lecture in the course is a panel discussion with three practitioners about future trends.

Post-course phase: partners from governmental organizations participate in the project presentations evaluations, while companies evaluate their experience with student teams that were assigned to them and reflect on quality of the project report.

The students learn-by-doing, gain experience but also, sometimes; students get internships or work placement in those companies.

Perceived or intended benefits

Learning (and benefits) are evident to all stakeholders included:

Students gain necessary experience; they learn relevant and useful things; Gen Z prefers types of hands-on assignment. It is argued that this type of experiences support transition from surface to deep learning, through increased motivation and engagement.

Client companies get a temporary boost in human-capital, they are on receiving end of what is sometimes refer to as academic consulting; since the student population is quite diverse, they have a chance to overcome language barrier or lack of insights or network in a foreign market.

There is benefit for local community (and also for Sweden) since the Swedish prosperity depends on export of goods and services, by facilitating this, the students (and the course) contribute to societal goals and economic development.

Teacher is closer to a practice, more relevant and up to date with real world; every course delivery is source of new materials, stories and examples that can be embedded in consequite deliveries in the given course, but also broader.

Support at place

Societal engagement office; leads search and recruiting partner SMEs, several months before the course. They participate in various formats that allow them to recruit new participants.

Other than that, there is declarative support that is, unfortunately, not included resources, but more support for good work. In the performance reviews with employer this is brought to attention and gratitude is expressed, yet it is not counted towards promotion.

Hurdles, obstacles, barriers, shortages

Time and resources intensive.

Lack of control and uncertainty higher than courses based on campus/textbook. (e.g. underperforming students or partnering SMEs not sufficiently dedicated to the project). .

Intention vs reality

The evidence of positive effect of these types of collaboration are in several points:

Above average course evaluation scores compared with the rest of the business school; the students are in general satisfied and appreciate this type of course.

Partnering SMEs express high level of satisfaction with the cooperation, in every course delivery there is at least half of the companies that have participated before; as a "repeating customers" they are signaling that there is value for them in the context of the course.

The governmental organizations that support Swedish exporters, participate in the course for many years now, and maintain involvement.

Conclusions

Strengths/opportunities

Experiential, community-based learning, documented increased level of interest and engagement from student perspective.

The course has recognition in the local community and within HEI (awarded Pedagogical award at the university level in 2022).

Personally rewarding and stimulating course context; difficult for educator to go back to teaching a classroom and textbook defined course.

Weaknesses/threats

Too much depends on personal initiative and is driven by intrinsic motivation and personal enthusiasm.

Time consuming.

Besides thorough planning it still has a higher level of uncertainty and requires willingness to give up part of the control over the course processes.

Lot of work to make the course possible is not being recognized neither by students, neither by the business school/university. .

2



CASE STUDY: *Industrial Placement Courses at School of Engineering, Jönköping University*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Industrial Placement Courses at School of Engineering, Jönköping University

Key words

Collaboration; External Engagement; Competence Provision

Brief:

To give students at the School of Engineering a clear connection between theory and practice the institution has created a mandatory IPC course. In this course the student has between five- and ten-weeks' internship in a company or another organization. The purpose is to give the student an understanding of future work tasks and how these are related to his or her own education.

Through the IPC companies can get to know a student during a longer period and introduce her or him in the company. The internship period may become the starting point for continued cooperation through, for example, projects and the final thesis.

Benefits and awards

Developing and implementing a mandatory IPC course for engineering students, collaboration and external engagement between academia and companies is supported. Moreover, recognizing and promoting student mobility and engagement with external partners, builds partnership and incentivizes educators to strive for more collaboration initiatives.

Support

In terms of support, the IPC course provides an educational setting/material supporting external cooperation and engagement. Moreover, the guide for documenting the internship has great benefits in supporting both educators and companies in dealing with engagement and collaboration.

Challenges

A challenge that is highlighted is finding suitable internship positions at the time this is scheduled in the curriculum.

Description

This case study echoes the objectives of the MAP EEC project. It is based on extensive collaboration between the School of Engineering at Jönköping University and industrial companies. It explores topics such as external engagement, collaboration, and merits for educators.

To give students a clear connection between theory and practice, the mandatory Industrial Placement Course (IPC) has been developed and implemented within the institution. The course means the student has between five and seven weeks of internship with an employer, and the purpose is to give them an understanding of future tasks and how these are linked to their own education.

The IPC case emphasizes the need for an organized academic structure (such as a course) for educators to promote academic-industrial collaboration and engagement merits. This issue is relevant on a Higher Education Institutions (HEIs) level, where the recognition of competencies and merits gained from external collaboration is difficult. This often discourages the initiation of new collaborations with external stakeholders.

Perceived or intended benefits

The case is interesting for engaged educators as it exemplifies how a structured external engagement with students can be organized. By organizing external collaboration through courses, the need for structuring the reporting of engagement and collaboration merits is facilitated.

Allowing for an easy recognition of engagement merits is believed to be a crucial factor for educators in incentivizing the initiation of external cooperation with industry.

Support at place

Important support is;

1) Course plan and course scheduled in the curriculum
This supports individuals who want guidance and ideas on compiling their collaboration merits. The target group is primarily teachers and researchers.
2) Support in finding students through Job Teaser
3) Information material to companies and students

Hurdles, obstacles, barriers, shortages

A challenge that is highlighted is finding suitable internship positions at the time this is scheduled in the curriculum. Firsthand, the students should find their own positions, but teachers can help them if needed. How easy it is to find an internship position is also related to the national and company economies. It can be more challenging for students to find internship positions during periods with decrease in the economy or decrease in certain industries.

Intention vs reality

https://www.tracentrum.se/sv/aktuellt/leila-gor-praktik-pa-wog/

Conclusions

Strengths/opportunities

The project highlights the need for structured external engagement related to "collaboration" and merits linked to external engagement.

In support of these suggestions, the IPC course provides educational material and a possibility for engaged educators to document the merits regarding external collaboration.

Weaknesses/threats

Universities must develop support for teachers and educators for the gathering and documenting of merits spurring from external engagement.

There is also a need for incentives for engaging in external engagement.

3



CASE STUDY: *JU Solar Team*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

School of Engineering,
Jönköping University

Magnus Andersson and Dag Raudberget

Key words

Student collaboration, external engagement, engaged educators

Brief:

The solar car project is given as a course at the School of Engineering, Jönköping University (JTH). Students at Jönköping University can apply for it as an independent course to study alongside their programs. The project is given as two parallel courses; one is about design/construction and the other about marketing/sponsorship. The entire project is divided into four separate courses for two years.

The goal of the project is the participation in the Bridgestone World Solar Challenge, which runs every two years. The aim is also to create a unique learning environment and increase collaboration between students from the different schools and departments at Jönköping University (for example mechanical, software, hardware engineering, business, communication).

The project was initiated by Magnus Andersson and Dag Raudberget at JTH.

The first Solar Team at JU was formed in 2012 and is still running. The team consists of teachers, mentors and students.

More information: https://www.jusolarteam.se/

Benefits and awards

***Benefits for students**: Work in a multidisciplinary project, practical skills and sponsoring skills.*

***Benefits for teachers**:*
Reward: According to one of the teachers; To see how the students' develops during the project. Another reward is to participate at the race in Australia every second year.

***Benefits for institution**: Good for marketing JTH as an innovative university*

Support

***Support from institution**:*
The project consists of four independent courses and students from JU can apply to the courses. The project has support with the admissions and applications from admission office.

JTH sponsors teaching resources.

The CEO of JTH participate in the race 2023 and participated in the service team.

JTH and the University have workshops that the project can use.

***External support from companies**:*
Underlying the project is support from companies. There is a contact person at the company, and they give feedback. Companies help based on what they sponsor with e.g. logistics, transport, manufacturing, etc. Knowledge of Systems is available in companies

Challenges

The initiative derived from the two teachers in 2010 and they are still working with this project. They spend more hours within the project than the planned hours for teaching and the participation of the teachers are built on their interest for the Solar Team at JU. A challenge is what will happen to the project when the teachers decide not to participate in the Solar team.

The main challenge for the teachers is the courses are held outside office hours, i.e. in evenings, weekends and during summer vacation. The teachers spend their spare time to be able to conduct the course and participate in the race in Australia.

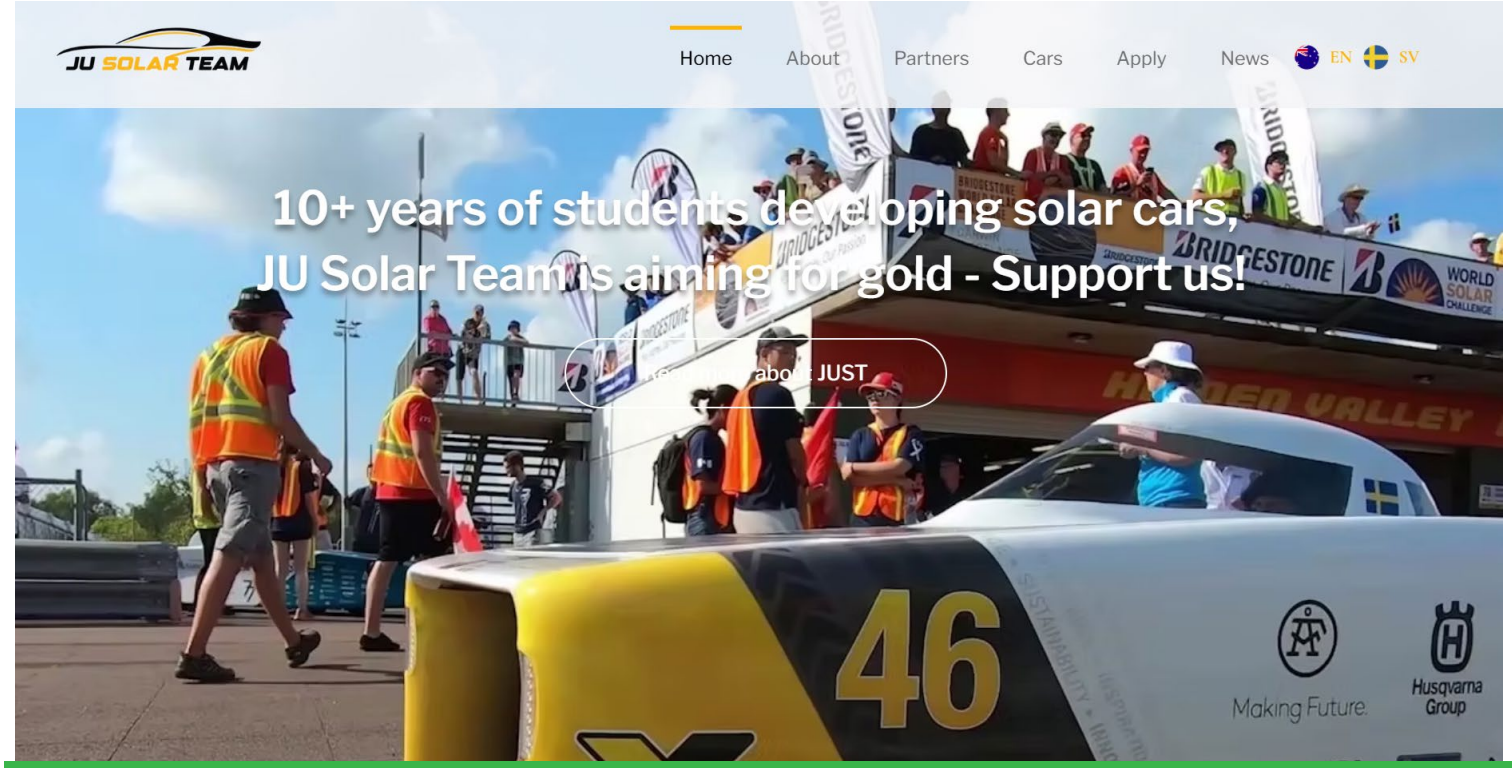
The competitors in the race are often larger and well-known universities. The project is large and complex and multidisciplinary competences are needed. To win the race, more resources are needed, especially in the form of project management.

Description

The solar car project is given as a course at the School of Engineering, Jönköping University (JTH). Students at Jönköping University can apply for it as an independent course to study alongside their programs. The project is given as two parallel courses, one is about design/construction and the other about marketing/sponsorship. The entire project is divided into four separate courses for two years.

The goal of the project is the participation in the Bridgestone World Solar Challenge, which runs every two years.

The first Solar Team at JU was formed in 2012 and is still running. The team consists of teachers, mentors and students.



www.jusolarteam.se

Perceived or intended benefits

The case is deemed interesting for engaged educators as it shows the engagement from educators. engagement in this case builds on a general interest in both the students and the competition. Without the teachers' interest in the project and the students, there had not been a Solar Team at JU.

The initiation for this project comes from the teachers, not the institution.

The main perceived benefit from the teachers is that is fun to work with the project and collaborate with students from different disciplines. It is also rewarding to see the development of the students during the project. Another reward is also the travel to participate in the race in Australia every second year. The teachers spend three weeks with the students in Australia to prepare and conduct the race.

The teacher's engagement benefits the students as well as the institution. In 2021, Magnus and Dag received the Honorary medal from JU in 2021 for the work in with the Solar Team project.

Support at place

The project get the same support as other independent courses. The teachers receive support from the institution in terms of course plans and teaching hours. The CEO at JTH has also participated in a race as part of the service team.

During the competitions, JTH follows the race with livestreams and daily updates. During last competition in 2023 it can be mentioned that the CEO followed/attended the competition in Australia together with the team.

Hurdles, obstacles, barriers, shortages

The main challenge is working hours and work during evenings, weekends and during summer vacation.

Must be anchored at strategic/management level.

Another obstacle is that the teachers are not getting formal rewards for all the work the conduct to participate in the race.

Other teachers who teach the courses must have the same mindset and it must be engaged educator and have an understanding that it is a development project for students.

Intention vs reality

Intention is that the teachers have 20 % (or more of a full-time employment) in the project/course, but the reality is that they work with the project every day after office hours and travel to Australia.

Conclusions

Strengths/opportunities

The project highlights the engagement of educators in initiating and running a project/course based on their interest in the topic and aim to help students´ development.

Good marketing for JTHs. Some students have chosen to study at JTH to be able to participate in the Solar Team.

Increased collaboration between JTH and the sponsoring companies as the companies for example help with logistics, transport and gives valuable feedback to students.

Weaknesses/threats

The main threat is that the project is based on the interest from the two teachers. What happens if they decide to leave the project? Universities need to have an infrastructure and long-term plan for how to continue this project if the teachers leave it.

4



Engaged Educator Practice

Organizational Support

Policy support

CASE STUDY: *The project "Help our fellow men!"*



Context/institution and responsible person:

Faculty of Administration and Business, University of Bucharest

Prof. Sorin-George Toma

Key words

social responsibility, volunteering, engagement

Brief:

The project has been carried out since December 2009 within the students' circle "Business, Ethics and Social Responsibility" (https://faa.ro/index.php/responsabilitate-sociala). It aims to help the poor, especially the Roma community, located near the Parish Sf. Ilie Grant, district Crangasi, Bucharest (http://parohiasfantulilie.ro).

Also, the project aims to stimulate students' engagement in social responsibility projects to become responsible civic citizens. In every year, 9-10 social responsibility initiatives are, on average, implemented within this project.

These initiatives are voluntarily carried out by students and professors, mostly from the Faculty of Administration and Business, University of Bucharest. They are donating clothes, footwear, food, books, pencils etc. to these poor people.

Benefits and awards	Support	Challenges
Creating and developing socially responsible behavior among students and professors in connection with the needs of the various external stakeholders of the university.	*The project has provided a valuable study case for topics such as "Business Ethics and Corporate Social Responsibility", "Ethics and Social Responsibility in Business" which are studied within the undergraduate and graduate educational programs of the University of Bucharest.*	*A lack of students' involvement in social responsibility initiatives.*

Description

The project underlines the need for students' and educators' socially responsible engagement aimed at fulfilling some of the expectations of the external stakeholders of a university/faculty. Also, it emphasizes the importance of creating and developing long-term relationships with these stakeholders

Perceived or intended benefits

Engaging with external partners (e.g., a parish) would incentivise educators to strive for more collaboration initiatives in the field of social responsibility. .

Support at place

N/A

Hurdles, obstacles, barriers, shortages

N/A

Intention vs reality

N/A

Conclusions

Strengths/opportunities

The project allows voluntary participation in social responsibility projects. It helps students and professors to be engaged in various initiatives and develop socially responsible behavior.

Weaknesses/threats

Universities must ensure support for teachers, educators and students for their engagement in relationships with their external stakeholders.

5



CASE STUDY: *Université de Bretagne Occidentale (UBO) – Continuous Professional Development (CPD) through University-Industry Cooperation*

Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Université de Bretagne Occidentale (UBO)

Jean-Marie Filloque

Brief:

UBO has developed a structured CPD framework focused on university-industry cooperation. The model identifies industry needs and tailors training for professional development. This allows engaged educators to co-design industry-relevant modules and strengthen their engagement profile within the institution.

Key words

CPD, industry cooperation, educator support, lifelong learning

Benefits and awards	Support	Challenges
Increased educator exposure to industry *Enhanced skills for industry needs* *Improved existing expertise* *Enhanced reputation* *Enhanced cross-sectorial skills*	*Co-designing training content with companies* *Flexible delivery models*	*Need for institutional alignment and time investment .*

Description

This case focuses on how UBO institutionalized engagement with external partners through continuing professional development (CPD) programs. Educators actively co-create and deliver industry-relevant courses, creating reciprocal learning channels between academia and business.

Perceived or intended benefits

Educators gain direct experience with business contexts, enhance teaching relevance, and build networks that support applied research. Engagement becomes part of their professional identity.

Support at place

Support is offered through partnership frameworks, facilitation of company linkages, and flexibility in course design. UBO mediates industry needs with academic strengths.

Hurdles, obstacles, barriers, shortages

Sustaining engagement requires staff capacity, time, and administrative alignment. Not all faculties are equally incentivized or resourced to participate.

Intention vs reality

While the initiative has strengthened institutional-industry ties, ongoing engagement depends on individual educator initiative. Evaluation of impact on academic careers is limited.

Conclusions

Strengths/opportunities

Relevant, flexible CPD model; strong university-industry links; practical learning for educators

Weaknesses/threats

Lack of formal reward structures; uneven uptake across disciplines.



Engaged Educator Practice

Organizational Support

Policy support

CASE STUDY: *Community Engagement Professional Credential*



Context/institution and responsible person:

Campus Compact.

US national nonprofit (member-based) organization.

Coalition of colleges and universities

Brief:

It consists of a framework whose objective is to strengthen the growth and recognition of academics engaging with external communities and industry member. The credential is designed for individuals working in higher education who are involved in community engagement efforts, such as faculty, staff, and administrators. .

Key words

Engagement; Community; Recognition; Certification

Benefits and awards

The initiative allows for the creation of Communities of Practice (CoPs), which fosters networking among educators and industry professionals.

The main aim of Campus Compact is to recognize and certify the skills for educators engaging with industry, which enhances their professional development.

Participants have the freedom to choose elective credentials, allowing them to tailor their education to their specific needs.

Support

Support is given to applicants in terms of providing professional learning opportunities to build knowledge, skills and abilities.

Moreover, the Communities of Practice offer community engagement practitioners a platform and space for shared learning and collegial support.

Lastly, also information sessions about the program are regularly held in order to help people with information about competency areas, application process and the path to full certification

Challenges

Each core credential application requires a $60 application fee. (The fee helps to cover a small portion of the software and administrative costs Campus Compact is undertaking) .

Description

Credential is a digital certification recognising and validating the competencies of educators in specific areas of higher education civic and community engagement practices.

The CEP Credentialing Program has two (2) core purposes:

A) To provide civic and community engagement professionals with opportunities to gain recognition for knowledge and skills they have developed throughout their careers

B) To promote and encourage ongoing professional development among participants that foster reflective, inclusive, and equity-focused partnerships and commitments

In order to obtain a full certification as a community engagement professional, 5 credentials have to be obtained (3 essential ones + 2 elective credentials). The essential (compulsory) credentials are:

Community engagement fundamentals

Community partnerships

Equity & Inclusion

Perceived or intended benefits

The credential offers several benefits to participants and their institutions:

- *Professional Recognition: Participants receive formal recognition of their skills and knowledge, which can enhance their career prospects and professional reputation.*
- *Networking Opportunities: The program provides opportunities to connect with other community engagement professionals, share best practices, and collaborate on initiatives.*
- *Enhanced Skills: Participants gain new insights and skills that can improve the effectiveness and impact of their community engagement efforts.*
- *Institutional Impact: By fostering skilled and knowledgeable professionals, the credential program helps institutions enhance their community engagement strategies and outcomes.*

Support at place

In terms of support, Campus Compact provides some resources to educators, such as readings, to prepare for the exam that allows them to obtain the credential. These resources can be accessed prior to the application to the programme, which allows educators to choose wisely exactly which credentials to go for.

Hurdles, obstacles, barriers, shortages

The issues that have been detected refer are two. First, is the fact that the certification has to be paid and educators may not feel incline to do so a priori. If that were to be the case, the programme would not be broadly used as a benchmark for the evaluation and recognition of such skillsets. This is indeed the second issue linked to the initiative. In the case that this certification does not get widely adopted, then institutions may not recognise it as a viable opportunity to evaluate different curricula of educators.

Intention vs reality

Educators develop a portfolio that showcases their competencies and achievements in community engagement. This portfolio can be used for professional evaluations, promotions, and tenure considerations.

Conclusions

Strengths/opportunities

Provides a set framework that is reproducible and transferrable to other contexts to teach and recognise educators 'competencies for external engagement.

Educators themselves should be favourable to similar initiatives as it goes to support their career.

Weaknesses/threats

There is a cost of $60 for each core credential that educators want to obtain. This may discourage them from engaging with such a program. If not broadly adopted as a benchmark for the certification of such skills, then it may not bring great benefits to educators.

7

CASE STUDY: *MTU Extended Campus*

Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Munster Technological University

Prof Irene Sheridan

Key words

Central Support for Engagement, Enterprise Engagement, Support for SMEs, Links with Faculty, Customer Relationship Management

Brief:

In Ireland the Institutes of Technology emerged from Regional Technical Colleges founded in the 1970s and developed with a strong mandate to support the skills needs of local enterprise. A further development after 2019 resulted in Institutes of Technology merging to form Technological Universities (TU). The Technological Universities Act (2018) specifically requires Technological Universities to …'support entrepreneurship, enterprise development and innovation in business'… 'support the development of a skilled labour force'… 'having particular regard to the needs of the regions in which the campuses of the Technological University are located'.
In MTU our historical links to the Regional Technical colleges and the more recent TU Act underpin our commitment to a deliberate and considered approach to enterprise engagement. While our staff, students and researchers are actively engaged to various extents, in order to provide a more integrated approach our Extended Campus was launched in November 2011.
The concept is simple – it should make it easier for the university and external partners to interact across a broad range of activities. Through supporting interactions and engaged educators the intention was that the University would learn from good practices with positive outcomes and develop supportive guidelines that would help colleagues to engage more productively, yielding benefits for the University staff students and researchers and our external partners.

Benefits and awards

Benefits for students: *access to enterprise for placements, recruitments, projects to bring real-world experience into the classroom, opportunity to build a professional identity and professional network, more relevant learning*

Benefits for teachers: *support system to help to identify external partnerships and to track and collate information on interactions and relationships, opportunity to learn from colleagues*

Benefits for institution: *professional interface to external partners, centralised source of data and information on engagement interactions to enhance reputation and inform strategy and direction setting, improved engagement across the university*

Awards: *recognition from Cork Lifelong Learning and ACEEU*

Support

Support from the institution: *MTU has allocated dedicated resources to support enterprise engagement since 2011, These resources include administrative support, networking support and expertise in work-integrated learning to support the development of customized courses*

External support from companies: *Our partner companies and organisations are very supportive of this model. Many of our partner organisations identify appropriate contact people to act as the link for the University and allocate regular meetings to explore opportunities to engage.*

Challenges

Enterprise and Universities tend to have different time horizons and some different goals,
Engaging with enterprise requires long term commitment and often takes time to yield measurable outcomes
Educators have busy schedules and teaching and research are often prioritized rather than engagement.

Description

The objectives of the Extended Campus (EC) are to:

- *Guide the formation and further development of current partnerships.*
- *Facilitate mutually beneficial interactions between external organisations and MTU engaged educators and researchers – making it easier for both internal colleagues and external organisations to engage*
- *Develop a clear view of the extent and depth of existing and desirable engagement interactions to feed into institutional strategy and decision-making.*
- *Stimulate more interactions and measurably support regional economic development and enhanced learner outcomes*
- *Ensure that the variety of interactions with companies are collated and built on to develop broader supportive long-term mutually beneficial partnerships.*
- *Celebrate good practice in engagement through social media and case studies etc in order to encourage and stimulate more engagement.*

The vision sees the University extending out into local enterprise and enterprise extending into the University campus. It seeks to break down any real or perceived walls that might hinder engagement.

A key operational aspect is the appointment of a staff member from each of the faculties who works within the Extended Campus to act as an interface. These Faculty Representatives attend events and meetings with external partners and bring opportunities to their colleagues within their Faculty. They are closely aware of the opportunities for engagement and the capacity and capability of their Faculty and work with the Dean of the Faculty to ensure that interactions are aligned with strategy.

They operate as Boundary Spanners, networking with external partners to build relationships and identify potential engagement opportunities, and internally with management and engaged educators to make external engagements more accessible, fluid, and effective. For instance, if an engaged educator seeks a practice expert to present a guest lecture, or a real-world case or issue for students to work on, the educator makes a request to the Extended Campus through their Faculty Representative. The EC, through connections on record or networking events etc seeks the appropriate enterprise expert and links them with the educator.

The contact information is collected, and interactions are recorded on the EC Customer Relationship Management (CRM) system. Industry partners are informed of the benefits of engaging with MTU and the engaged educator is supported in developing the relationship for further engagements. In many cases relationships begin with work placement or internships for students and build to significant strategic partnerships over time.

Perceived or intended benefits

The benefits of the Extended Campus model are numerous, and some are mentioned earlier.
Increasing the range of external partners available to engaged educators.
A clear and deliberate approach to building from transactional interactions to longer-term mutually beneficial relationships
Learning from successful interactions and building a repository of practice to support new engaged educators in understanding processes, contacts, forms, etc., which could otherwise take years to accumulate.
The central support model allows for the celebration of success stories, and this support is crucial in recognising the of engaged education and rewarding those who participate

Support at place

Support for the Extended Campus model comes from within the University Executive through the Vice President for External Affairs. The main support is through the allocation of resources, administrators manage the Customer Relationship Management system that is at the core of the operation, as well as arranging for networking events at which engaged educators can meet with enterprise partners. Allocation of a person responsible for supporting engagement from each Faculty is an indication of the commitment of the University at a central level to the initiative.

Hurdles, obstacles, barriers, shortages

A model such as this works well when clearly supported by university management. It takes some time to build up the trust of the engaged educators in a central support system. They may be focused on engaging with enterprise colleagues for their course or students and may not see that there are gains for them and the university in collating the information so that the university builds a more coherent picture of interactions thus helping to inform strategy and direction setting. Working with external partners requires a degree of caution so that expectations are not raised that cannot subsequently be met. The support of management within the faculties is essential to the access and response rate to the representative. Collation of information on contacts and interactions must be undertaken in compliance with GDPR.

Intention vs reality

Educators who are already engaged were relatively easy to get on board – this system helped them to find new partners and took some of the administrative and recording workload away from them. Those who are not engaged are harder to reach but by making the positive interactions more visible they can be encouraged by what their colleagues achieve. One of the real positives of the Extended Campus is that it works to make all engagements more visible – inside the university as well as outside.
By reporting regularly to the University Executive it raises awareness of what is and is not happening and by promoting the University as a partner to external enterprises it showcases successes and stimulates more interaction.

Conclusions

Strengths/opportunities

The Extended Campus model has allowed the University to gain recognition for its commitment to engagement across the university as a whole – this has resulted in several Irish and International Universities coming to MTU to better understand the processes.

There is a significant opportunity to contribute to the discourse on how engagement can be mapped and measured or exemplified in terms of societal and economic impact as well as positive outcomes for students.

Weaknesses/threats

The work of engaged educators is still not well enough recognised or rewarded within universities.

Relationships require long term commitment. Often initial meetings with companies may not yield obvious benefits for students / courses for some time – Universities need to prioritise relationships and be willing commit resources to engagements with longer time horizons.

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CASE STUDY: *Work Placement Learning Community*

Engaged Educator Practice

Organizational Support

Policy support

Brief:

The Munster Technological University (MTU) Work Placement Learning Community is a vital entity established by engaged educators to support staff involved in work placements. It fosters a community, shares best practices, and supports educators in a growing area of importance. Although the community is run voluntarily and faces challenges such as time constraints and limited formal support, it exemplifies a successful bottom-up approach. This approach has required minimal resources from the HEI while yielding significant benefits for the institution, educators, students, and external partners involved in work placements.
Recognising and supporting engaged educators through initiatives like the WPLC is essential for enhancing educational outcomes and fostering a collaborative academic environment.

The WPLC has created a robust support network that recognises good work, improves quality and consistency of practice, and enhances research activities in the area of work placements. It provides a platform for new members to explore work placement opportunities without immediate commitment and offers a clear entry point for other relevant services and events.
The community also gives its members a united voice to communicate their needs and experiences to institutional governance

Context/institution and responsible person:

Munster Technological University

Catherine Murphy and Trevor Hogan (Edited by Prof Irene Sheridan)

Key words

work-integrated learning, peer support, sharing best practice, work placement internship cooperative learning

Benefits and awards

Benefits: *Strengthening the knowledge base and peer support among educators involved in work placements.*

Providing increased confidence in practice for educators through shared experiences and support.

Creating a unified voice for work placement educators within MTU, influencing policy and procedure development.

Offering a forum for other offices, such as Disability and Careers, to easily connect with engaged educators.

Enabling new educators to explore work placements without immediate commitment, thus fostering gradual involvement and learning.

Enhanced opportunities for learners
More professional interface for employers

Support

Support from the institution: *While the learning community is strongly supported by management and leadership in principle, it lacks formal time or funding allocations.*

Some financial Support is provided by the Teaching and Learning Unit which funds refreshments for in-person meetings etc.



Challenges

The primary challenge faced by the Work Placement Learning Community is coordinating the wide spectrum of issues faced by their members, who are situated in almost every department in the University.

Such diverse views and needs are always difficult to manage and organise. Linked to this is the ongoing difficulty with coordinating meetings and events amidst busy schedules.

Description

The Work Placement Learning Community (WPLC) at Munster Technological University (MTU) was established in 2020 by Trevor Hogan, a Lecturer and Researcher in the Department of Media Communications and Catherine Murphy, Senior Lecturer in the Department of Accounting and Information Systems. This initiative was created to provide a much-needed platform for educators involved in work placements, fostering collaboration, support, and professional development.

Work Placement modules are taken by approximately 3000 students each year in the university. Academic staff are responsible for grading the placements sometimes in consultation with host organisation supervisors. In many cases academic staff are also responsible for management of the placement process including preparation, recruitment and liaising with hosts. There are over 100 learning community members.

The WPLC provides a collaborative platform for MTU educators who are coordinating work placement in their own department, filling a gap where previously there was no coordinated support. These educators operated independently, unaware of existing resources, colleagues, and research that could support their work.

The WPLC now offers a space for sharing best practices, training, resources, research, policy developments, assessment methodologies, and support contacts. It also serves as a gateway for new or inexperienced educators to learn about work placements before committing to involvement. The community hosts regular sharing and staff professional development events per semester.

The WPLC aims to:

- *Provide training, support, and networking opportunities for all staff involved in work placements.*
- *Share best practice developed across the university with other work placement educators*
- *Offer a safe space for sharing ideas and learning from each other.*
- *Serve as a one-stop-shop for Work Placement Coordinators to access new services, systems, and relevant changes.*
- *Establish a united voice on work placement issues within MTU.*
- *Support early-stage engaged educators in exploring the requirements of work placements.*

WPLC sessions have covered a diverse range of topics such as Artificial Intelligence Challenges in Work Placement Assessment, Support for Neuro-divergent students taking work placement and Assessment and Feedback research in Work Placement Settings

The community members include staff from the MTU Extended Campus, the Health and Safety office, the Careers Office and Disability Services who support the activities of the placement practitioners.

Perceived or intended benefits

Working together provides an important community and helps to encourage more colleagues to engage. It builds the profile of the University and helps to present a more coherent external face to our enterprise partners.
The Learning Community model has been successful for this community and is now being expanded to include European collaborators. The university is part of a 10 partner European consortium. A consortium wide work placement learning community is now at early stages of development with shared research undertaken and online events to share practice taking place.
Students benefit from this more confident and informed approach, and it provides them with more placement opportunities.
Employers benefit through an improved and more coherent experience in offering student placement opportunities.

Support at place

The work placement coordinators can access support through their community and can also access support through the MTU Extended Campus central support office for engagement.
Providing structured support, such as administrative assistance and dedicated resources, enables educators to manage their engagement activities more effectively. This support can enhance the quality and impact of these activities, benefiting students, educators, and industry partners alike.
Ultimately, support, recognition, and reward for engaged educators contribute to a more dynamic and impactful educational environment. They encourage educators to innovate, collaborate, and integrate real-world experiences into their teaching, enriching the overall learning experience for students.

Hurdles, obstacles, barriers, shortages

The main obstacle is the lack of time and resources. While communities of practice like this are a really valuable support for their members , the reality is that this takes time and commitment, which is rarely acknowledged.

Intention vs reality

Very positive outcomes from the initiative but resources and time commitments are an issue for work such as this.

Conclusions

Strengths/opportunities

Peer-support community that supports different approaches and embraces opinions and voices across the university.

Considerable shared expertise and experience among the community network.

Opportunities to identify good practice and to share it provides a solid foundation for new members and colleagues.

The WPLC has advised the university on work placement in relation to the COVID response, Health and Safety and Placement Policy.
There is no central resource elsewhere in the university to be able to gather those voices together

Weaknesses/threats

Work placement opportunities tend to fluctuate with economic realities, posing significant challenges.

The effort or commitment required to support work placement is not acknowledged or recognised in the same way across the University.

Recognition of the effort required to develop and maintain placement opportunities for students is not well recognised within the university.

Because the community is not a formal grouping within, for example, the Academic Council its findings and statements are not always given the same weight.

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Engaged Educator Practice

Organizational Support

Policy support

CASE STUDY: *Networking Events: 'Connect with MTU'*

Brief:

The Extended Campus at Munster Technological University (MTU) organises some in-person events to facilitate the creation and development of relationships between engaged academics and external partners. The events are usually held as informal networking opportunities on campus which give academics an opportunity to showcase their courses, projects and research work to enterprise partners. Sometimes the events have a theme and will have some speakers – particularly those who have positively engaged with MTU.

The format for the events can vary but they tend to be offered under the 'Connect with MTU' theme. In consultation with academic colleagues and academic leadership a plan is developed, and relevant invitations are issued to enterprise contacts as well as more generally through social media. An agenda and venue are agreed and engaged educators organise to showcase opportunities to connect.

Care is taken to ensure that enterprises of all kinds, public, private and not-for-profit as well as large and small are encouraged to take part. The event is often organised around an early breakfast allowing enterprise participants to join on their way to work.

The event can help to build on existing collaborations or to build new connections yielding new interactions. As a follow up to the event MTU Extended Campus logs interactions and feedback arising from the networking opportunity to provide guidance for future events

Context/institution and responsible person:

Munster Technological University

Prof Irene Sheridan, Laura O'Donovan

Key words

Networking, Engagement Opportunity, Enterprise on Campus, Inclusion

Benefits and awards

***Benefits for educators**: an opportunity to meet with a large cross section of enterprise representatives on-campus facilitating more interactions.*

***Benefits for enterprise:** a glimpse into the range of courses, research activities and ways to engage across the university.*

***Benefits for the University**: enhanced awareness of the University's offerings in the regional enterprises, enhanced reputation of the university and the willingness to engage.*

Support

***Support from the institution:** The University Executive supports the events through the presence of the President or Vice-President to welcome the external visitors.*

Extended Campus provides comprehensive support for these events, including administrative assistance, logistical support, contacts for invitations, funding for the breakfast, and staff at the events to network and connect engaged educators with external partners. This robust support system ensures that the events run smoothly and achieve their objectives

Challenges

It is important to keep the event fresh and relevant.

It can be difficult to get enterprise partners to commit to such opportunities so a clear and attractive opportunity must be presented to them.

Care must be taken to ensure that any presentations given are focused to enterprise partner needs.

Description

The networking events produce numerous connections for engaged educators interested or active in external engagements. These connections relate to graduate roles, internships, live cases, guest speakers, seminars and site visits. The events offer an opportunity for all attendees to network with both MTU staff and fellow external partners, demonstrating the positive support environment for engaged academics. This support helps in developing relationships and expanding the network of engaged educators.

The event can be a general one where all academic and research departments and units are involved or one focused on a particular sector or type of enterprise. For example, an event aimed specifically at small and medium enterprises (SMEs) was very successful in helping to break down barriers for these smaller organisations to engage with the University.

Events focused on one sector, such as construction or food for example can be organised with the appropriate industry representative bodies thus strengthening their impact.



Perceived or intended benefits

These events play a crucial role in recognising and rewarding engaged educators by providing them with direct access to external partners and showcasing their work. The visibility and networking opportunities enhance their professional profile, making their contributions more apparent and valued within and outside the institution.
Often these events help engaged educators to learn more about each other and to identify ways to make their engagement cross-disciplinary or inter-disciplinary.
The events result in an increase in connections and relationships for MTU engaged educators, reinforcing organisational support for their external engagement activities. Additionally, these events positively impact MTU's reputation for external engagement, showcasing the institution's commitment to fostering meaningful partnerships and collaborations.

Support at place

The event organisation, identification of potential external partners, management of invitation and registration, and catering is usually supported through the MTU Extended Campus. Presence of the appropriate academics and researchers at the events and development of relevant promotional materials etc is managed through the Academic Departments and research units.

Hurdles, obstacles, barriers, shortages

Challenges include inviting the right mix and quantity of external and internal attendees and ensuring appropriate time is set aside for all attendees. Creating effective mixing and networking activities to maximise connections, and ensuring follow-up communication is crucial to garner any residual activities or contacts. Addressing these challenges is key to ensuring the success and sustainability of these networking events. It can be difficult to ensure that SMEs who tend to be time poor are appropriately represented.

Intention vs reality

The MTU Extended Campus networking events create valuable opportunities for establishing new collaborations, relationships, and awareness among engaged academics and external partners. These events also build awareness of the accomplishments of engaged academics among external partners, management, and their colleagues.
By providing a platform for networking and showcasing the work of engaged educators, these events support the recognition and reward of their efforts. Engaged educators benefit from increased visibility, professional connections, and the recognition of their contributions to the university's mission of external engagement. This structured support system and the positive outcomes of these events highlight the importance of recognising and rewarding the vital role of engaged educators at MTU.
Enterprise partners express their satisfaction with the opportunities offered to them and we have been able to track and identify new interactions that have arisen from these events.

Conclusions

Strengths/opportunities:

Increased engagement through networking

Better understanding of the University, the diversity of courses and research activity among the enterprise base

Engaged educators are provided with a platform to build their network

Weaknesses/threats

In a busy academic year it can be difficult to get academic leaders and colleagues to commit to properly preparing for and exploiting this opportunity

Small enterprise in particular is time-poor – the event needs to clearly offer short and long term benefits for attendees

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CASE STUDY: *In-Company Learning Clinics*

Engaged Educator Practice

Organizational Support

Policy support

Brief:

Learning Clinics are opportunities for teachers, educators and university support staff to interact directly with local enterprise. Arrangements are made for selected MTU Staff to attend the workplaces in person and to talk to individual employees, groups or managers about skills needs, prior learning, new business directions, and education opportunities.

The Learning Clinic service is available to all enterprise partners interested in identifying MTU education and training opportunities for employees. Learning Clinics are available at a time and location convenient for our partner enterprises.

During the events MTU staff meet with enterprise management and a diverse range of potential learners and identify opportunities to collaborate on course design, development as well as supporting individuals to continue their learning through MTU's diverse flexible range of courses.

Context/institution and responsible person:

Munster Technological University

Dr Deirdre Goggin

Key words

Lifelong learning, Recognition of Prior Learning, Work-integrated Learning, Networking, Relationship building

Benefits and awards

Benefits for educators:
Provides the opportunity to meet with enterprise on site in their work environment and to make more connections
Provides insights into current and future workplace learning needs and relevance of learning opportunities to future business directions

Benefits for employers:
Subject matter experts on-site to collaborate and to cooperate in ensuring that future workforce will be equipped with the appropriate skills
Provides opportunities to make connections and to gain insights into course provisions and opportunities to engage with the University

Benefits for employees:
Provides opportunities to discuss prior learning and to identify opportunities to gain new skills and qualifications

Support

Support from the institution: *The Learning Clinic concept originated in the MTU Extended Campus in 2011.*

Support for the operation of a learning clinic comes from the MTU Extended Campus team in conjunction with external employer partners.

Once a suitable date/time is selected the educators and the academic leadership within the university support the event by allocating resources and preparing promotional material.

Challenges

These events are reasonably informal in order to ensure that they are very accessible for workers.

It is not always possible to point to immediate short-term outcomes from these events and can be difficult to persuade university colleagues of their value within an already busy term schedule.

Description

Learning Clinics are offered to support our enterprise partners and are designed to help companies identify and benefit from education and training opportunities for their employees, thereby maintaining a culture of lifelong learning and professional advancement.

The structure is developed with the enterprise partner to minimise disruption to the working day. By bringing engaged educators into the workplace this initiative supports networking and connections that yield opportunities for learners, teachers and employers.

These interactions ensure that mutual understanding is developed, and comprehensive, up-to-date, and relevant information is shared – leading to a better understanding of the evolving demands of various industries. This collaborative effort underscores MTU's commitment to delivering high-quality educational support to our enterprise partners and ensuring that our courses are informed by current and emerging enterprise learning needs.



Perceived or intended benefits

These interactions benefit the university by building relationships with local employers and underlining the University's commitment to lifelong and flexible learning. They benefit educators by providing opportunities to make new connections or foster existing links with enterprise. There are benefits to students through the workplace connections and the opportunity to bring real-world learning into the curriculum.

Support at place

The employer partners facilitate the events and work with the MTU Extended Campus to plan and prepare for the events. Scheduling, attendance, access and logistics are supported by the employer and the MTU Extended Campus.

Presence of the appropriate academics at the events and development of relevant promotional materials etc is managed through the Academic Departments.

Hurdles, obstacles, barriers, shortages

Educators have a busy schedule, and it can be difficult to convey the importance of these opportunities to engage externally. Aligning the logistics with the external partner can take some time. Like many engagement interactions these can take some time to yield obvious valuable outcomes. It can take some effort to develop a sense of the value of these events and to be able to evidence that for colleagues.

Intention vs reality

Opportunities to engage directly with enterprise are valuable for teachers and these learning clinics provide a rich opportunity for interactions within the workplace itself. Over the years we have seen a number of different outputs and outcomes from these events including the development of specialised courses, access to new cohorts of part-time learners, guest lectureships, site visits, and development of new modules and new curricula.

Conclusions

Strengths/opportunities:

Builds relationships, helps local employers to become more aware of the university courses, research and staff expertise,
Provides engaged educators with a facilitated chance to link with employers and employees and to get direct access to workplaces.

Weaknesses/threats

Events like this require commitment from university management to ensure that staff are encouraged to participate where appropriate.

Developing the evidence to make explicit the outputs and consequential outcomes of these events can be difficult

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CASE STUDY: *External Engagement Masterclasses*

Engaged Educator Practice

Organizational Support

Policy support

Brief:

As part of the 10th-anniversary celebrations for MTU's Extended Campus, two online Masterclasses in Engagement were organised and delivered for the staff of MTU. These events were aimed at enhancing external engagement practices and providing recognition and reward for engaged educators.

The Extended Campus offered the Masterclass Series as a platform to exchange views and develop shared objectives shaped by international best practices.

- *First Masterclass: was presented by Dr. Siobhán Jordan, then Director of Interface (Interface Online | Interface Knowledge Connection | Academia), a central hub connecting industry with the knowledge, expertise, and technologies available at Scotland's universities, research institutes, and colleges.*

- *Second Masterclass: Conducted by Anthony M. (Tony) Boccanfuso, Ph.D., leader of UIDP (UIDP | Innovative Approaches to U-I Collaboration), a solutions-oriented membership organisation that supports collaborations between innovative companies and research universities.*

Registration was open to all MTU staff at all levels

Context/institution and responsible person:

Munster Technological University

Prof Irene Sheridan

Key words

Enterprise Engagement, International Expertise, Best practices, Professional Development

Benefits and awards

Benefits for educators/university: *Access to International Expertise: Provided insights from international experts in external engagement, raising the profile of this kind of activity within the University*

•Skill Development: Demonstrated the institution's commitment to developing skills in external engagement.

•Showcase of Success: Highlighted successful external engagements, showcasing the outcomes and impacts of collaborative efforts.

•Institutional Support: Reinforced management's support for external engagement activities, enhancing the visibility and credibility of engaged educators' efforts.

•Illustrated to engaged educators some international work in engagement in order to encourage them to get involved.

Support

Support from the institution: *The Support for these webinars came from multiple sources within MTU.*

The Extended Campus provided administrative support, Zoom memberships, and staff to operate the webinars.

Additionally, the Vice President for External Affairs attended the webinars and welcomed the external speakers, showcasing institutional support for these initiatives.

The external speakers were very generous in offering their time and expertise in preparing for and delivering the masterclasses

.

Challenges

Organising these webinars presented challenges, including identifying relevant and effective contributors and attracting attendees.

Ensuring follow-up communication was essential to maintain momentum and capitalise on the connections made during the events.

Organising appropriate licensing and international access for online seminars required planning, expertise and IT Support

Description

Learning from international models of practice in supporting engagement is really important in ensuring that university supports and structures remain relevant and effective.

In 2021 the MTU Extended Campus was celebrating 10 years since its formation. In that time many lessons had been learned about stimulating, supporting and encouraging engagement and significant efforts had been made to promote the idea of engagement to colleagues within the University as well as external enterprise partners. The University joined the UIIN at an early stage and UIIN conferences and good practice guides were an important part of informing growth and development of engagement in MTU.

These webinars were another opportunity to learn from international initiatives and to encourage educators by showcasing engagement models elsewhere. Both speakers brought a real enthusiasm for the role of the University in collaborating with enterprise, and they had different and interesting perspectives.

The Masterclasses were organized in an online format and offered mid-day to enable more participation from colleagues.

Perceived or intended benefits

These webinars impacted through:

- *Increased Connections: Fostered new relationships between MTU engaged educators and external partners.*
- *Organisational Support: Reinforced the institution's commitment to supporting external engagement activities.*
- *Enhanced Reputation: Improved MTU's reputation for fostering meaningful external engagements.*
- *Visibility and Recognition: By showcasing the work of engaged educators, the webinars provided much-needed visibility and recognition within and outside the institution.*
- *Professional Development: The events offered professional development opportunities, enhancing the skills and knowledge of engaged educators.*
- *Supportive Environment: Demonstrated a supportive environment for external engagement, encouraging more educators to participate in these activities.*
- *Institutional Acknowledgement: The attendance of top management underscored the importance of these activities, providing formal recognition of the educators' efforts.*

Support at place

The VP External Affairs lent support to the series and thus helped to raise the profile and awareness of the Masterclasses. For educators they were arranged at a time during the working day when they would be most accessible and were online in order to make it as convenient as possible.

Hurdles, obstacles, barriers, shortages

The main obstacle experienced was ensuring that the online platform was accessible for contributors from other countries and ensuring that the timing worked for educators in the University.

Intention vs reality

The MTU Extended Campus webinar series effectively provided access to international best practices in external engagement, showcased existing successful engagements, and facilitated connections with industry representatives. These events supported the professional development of engaged educators, thereby enhancing the overall culture of external engagement at MTU. A good attendance at each of the masterclasses was achieved and feedback from the attendees for the event was positive..

Conclusions

Strengths/opportunities:

Builds international connections and can provide opportunity for further collaboration through projects or research etc.

Builds the profile of engagement within the university providing an opportunity for executive leadership to demonstrate their support

Provides engaged educators with a sense of community locally and internationally

Weaknesses/threats

Building a masterclass series like this depends on international connections and support from university management,

It can be difficult to encourage busy teachers to attend additional events such as this,

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CASE STUDY: *People & Planet: the Common Destiny*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Project duration: 48 months (November 2020 - October 2024), involving eight EU Member States and the Republic of Cabo Verde.
The main coordinator is the Municipality of Loures (Portugal).
The partners in Romania are: Support and Programmes for Sustainable Development - Agenda 21 and Braşov County Council - local authority coordinating 20 schools and 10 faculties, including the Faculty of Geography of the University of Bucharest.

Key words

collaboration, involvement, awareness, sustainable behavior

Brief:

The project objective (link): To promote inclusive sustainable development at local level and ensure the active involvement of young citizens as drivers of change and mobilisers for climate action, alongside the achievement of the Sustainable Development Goals (SDGs), by promoting sustainable lifestyles, behaviours and practices.

Target group: 59 million young people (15-34 years) in 8 EU Member States and Cabo Verde who will be informed through campaigns and actions, as well as 3,099 EU decision-makers and public officials who support national and local climate action.

Goal: Building a climate change education coalition that will support the dissemination of resources, ideas and materials, as well as supporting decision-makers to increase their capacity to follow the project's recommendations.

Benefits and awards	Support	Challenges
Making progress in global development policy and ensure the active engagement of young citizens, as agents of change and mobilisation to achieve climate action and the SDGs by promoting sustainable lifestyles, behaviours and practices, in line with 'Transforming our world: 2030 Agenda for Sustainable Development', and by targeting young people (15-34 years) not as recipients of information but as knowledge shapers.	*The "#Whater is" campaign is a pan-European communication campaign to find ways to inform citizens about water scarcity accountability policies.* *Three manuals (Toolkit for Street Actions; Guide for Global Gardens; Recommendations of the Youth Advisory Climate Council - YACC) produced and translated into 8 languages*	*Involving a large number of young people and decision-makers in the project.* *Running a large number of simultaneous actions in the nine countries involved to promote new sustainable behaviours.*

Description

Providing the expertise needed to run Global Greenlabs. Delivering lectures at these labs, providing young people with short practical hands-on experiences aimed at equipping them with the skills and knowledge to become independent actors in mobilizing other young people.

Providing studies and materials (statistics on water, climate, climate change, water footprint, areas at risk of desertification, etc.) necessary for the exchange of good practices on climate change (round tables and digital publications).

Perceived or intended benefits

It enables the exchange of experiences with other educators and cooperation with external partners and young people involved in the target groups.

Educators are recognized both in their institutional community and in society, which fosters trust and cooperation over time.

Support at place

Organizing meetings to disseminate the project.
Organizing meetings at the beginning and end of projects.
Exchange of experience.

Hurdles, obstacles, barriers, shortages

The need for more information about projects that support the implementation of engaged learning in the community, thus promoting the participation of citizens as agents of change.

The need for a framework methodology to streamline collaboration between stakeholders.

Intention vs reality

Institutional financial support for projects that actively involve citizens.

Institutional recognition of teachers involved in such activities, certifying the role of the educator involved, separately or integrated with other academic merits.

Conclusions

Strengths/opportunities

A Climate Change Education Coalition will support the sharing of resources, ideas and materials, as well as decision-makers to increase their capacity to follow the project's recommendations.

A sustainable network of partnerships between local authorities and NGOs from 8 EU Member States and Cabo Verde will be established to promote active citizenship and involvement in climate action and sustainable lifestyles.

A common matrix will be implemented in the nine partner countries.

Weaknesses/threats

Institutional support from the university for teachers to get involved in such projects and activities. Teachers are often involved on a voluntary basis.

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CASE STUDY: *Service Learning - Therapeutic Garden*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Service-learning projects involve students in solving community problems, and making useful practical activities (seminars, labs) and empower them as agents for social change.
Team responsible for the implementation: associate professor Cristian Buică, assist. dr. Loredana Adriana Pătrășcoiu, students of the second year of the Master in Speech Therapy in Communication Processes.

Key words

Inclusion, special needs, curriculum, outdoor activities

Brief:

The ERASMUS+ Service-Learning: Intersectoral Collaboration Practices for the development of students' soft skills and socially engaged universities project responded to a long-standing endeavour to design learning contexts in seminars that were as close as possible to the professional demands that students will face after graduation. Thus, using the Therapeutic Garden as a learning setting, the students met pupils of the Special Vocational School "Sf. Nicolae" in Bucharest and designed personalised educational materials throughout the seminar activities, which the school needed for their professional training as agricultural workers. Since the beneficiaries were intellectually disabled, the materials developed used specific augmentative and alternative communication strategies which, put together, formed the Gardener's Book.

Benefits and awards

The main benefit was the involvement of the students in developing the missing teaching resources based on a real case. The students with special needs thus benefited from extra attention and therapeutic activities carried out in the school by the students. The students were able to present the project to their colleagues involved in sevice-learning projects in the project meetings and received certificates for the work done.

Support

There was no financial support from the university, only the ERASMUS+ Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged universities project which orientated the dynamics of the activities with children.

Challenges

There were some major challenges for the team such as: the long distance between the school and the faculty, the fact that the activities took place on Saturdays, the lack of basic resources for developing the materials.
They were overcome thanks to the students' strong motivation to help.

Description

First, the Therapeutic Garden initiative was a 'green' answer to the challenges that the COVID 19 pandemic has brought to Romanian schools regarding educational and social inclusion.

It was an experimental, innovative peri- and post-pandemic educational model that promotes the values of inclusion and social diversity

The curriculum developed, based on the universal design curriculum concept, provided the beneficiaries (students with and without special needs) with the necessary skills for everyday life through outdoor education and valorisation of pluri-, inter- and transdisciplinary learning.

Through this project the teachers managed to raise awareness of the future beneficiaries, but also added value to the seminar activities.

Perceived or intended benefits

I consider it to be an initiative of an engaged teacher, both in increasing the quality of practical activities, such as seminars, and in finding solutions at community level (in our case, personalised teaching resources needed for children with intellectual disabilities). It is also a model of intervention for students who, in the exercise of their profession, often have to come up with innovative solutions (such as social mobilisation of the family, the classroom and the community), to improve the level of social inclusion, or to overcome negative attitudes. Students will perceive these initiatives as part of their code of ethics.

Support at place

We received formal support through the promotion of service-learning activities within the ERASMUS+ Service-Learning: Intersectoral Collaboration Practices for the development of students´ soft skills and socially engaged universities project. It was important because it allowed the integration of the Therapeutic Garden activities into the practical, seminar activities, giving the students an additional credibility. We hope that in the future we will be able to have at least an adequate infrastructure for this intervention (minimum material resources for printing, licences and software for graphics, software and assistive technologies)

Hurdles, obstacles, barriers, shortages

Limited resources, transport, the need for additional support, more time allocated to the seminar (it was only 1 hour/week)

Intention vs reality

In essence, the teaching profession requires social involvement, innovation, responsiveness to the community for which you develop educational groups.

Conclusions

Strengths/opportunities

-the presence of an adequate framework for the implementation of practical seminar activities

-the innovative multidisciplinary approach, the possibility to make personalised curriculum design

- empowering students through success, increasing motivation to bring about change
-teamwork

Weaknesses/threats

- the long distance between school and university,

- lack of basic resources to develop the materials

- the lack of services and technologies that could have been provided by the faculty (e.g. printing, assistive technologies etc., which could have enhanced the quality of the final products)

- the lack of software (Adobe licences, such as Illustrator or Photoshop, would also have been useful, as well as a database of icons)

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CASE STUDY: *The project SAVES 2 – Students Achieving Valuable Energy Savings*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Project carried out between 2017/18 to 2020/2021.Partners were from 7 different countries: NUS, were: Union of Students in Ireland, University of Bucharest, University of Sofia, National and Kapodistrian University of Athens, University of Cyprus, Technical University of Crete, Vilnius Gediminas Technical University, De Montfort University, Ecovisum and UNICA. Coordinator: National Union Students (UK).

At present University of Bucharest (UB) still runs energy savings campaigns – 2/academic year.

Key words

Enagagement, Saving, Energy, Collaboration, Sustainability

Brief:

The University of Bucharest (UB) participated as a partner in the European project Students Achieving Valuable Energy Savings - SAVES2. The project is financed through the line HORIZON 2020 and set out to develop at a European level the behaviors related to sustainable energy among over 219,000 students, in 50 universities in 7 countries different, in order to promote the reduction of energy waste. The SAVES 2 project includes two axes: students who benefit from accommodation in dormitories - a savings competition a energy under the title Student Switch Off and students who pay rent in the private sector - a commitment program, entitled Student Switch Off+.

Benefits and awards	Support	Challenges
1.The process of learning and educating students regarding: the benefits of smart electricity metering systems, understanding the energy performance certificate, understanding invoices and tariffs, changing the energy supplier, etc. 2.Helping students to reduce costs, especially in the post-graduation period when they will become individual bill-paying consumers. 3.Collaboration initiatives.	1. Marketing promotional materials like flyers and posters, including saving energy messages were distributed in both printed and digital format. 2. Students participating in the Facebook campaigns were motivated in some classes (such as Marketing subject) and simple gift were offered to students from the project funding and after that from external sponsors.	1.The communication of the competitions itself during the implementation period 2.The current motivational system when the project is over, but there is still activity on the Facebook page.

Description

Engaged educators coordinated the main activities: 1. Identification and recruitment of student ambassadors; 2. Organization of competitions (The annual competition between dormitories: Let's save energy! ; Sub-competitions between dormitories: 2 sub-competitions/year; Thematic competitions organized on the Facebook page https://www.facebook.com/UOBSSO/; Climate change quiz: 2/academic year). Other activities: 1. Focus groups organized with: students staying in dormitories; with students living in the private environment; with the students who stayed in the dormitories and moved to the private environment; with landlords who rent homes. 3. Dormitory visits and ad hoc/local competitions with students; 4. Monthly newsletters sent to students; 5. Different activities with project ambassadors.

The project included a research based on a questionnaire addressed to students living in dormitories: Questionnaire-based research addressed to landlords regarding current trends in the student rental housing market, with a focus on the energy efficiency of real estate properties; Questionnaire-based research addressed to students of the University of Bucharest who live with rent; Questionnaire-based research (follow-up) addressed to students living in dormitories and in the private environment.

Basic activities carried out to increase awareness of energy efficiency:
- *Launching competitions between dormitories by monitoring energy consumption – at least one annually*
- *Photography competitions (every 2 weeks or another interval depending on the year of implementation)*
- *Organization of training sessions for student ambassadors*
- *Monthly monitoring of energy consumption in homes entered in competitions.*

The engaged educator's perspective in the students' energy saving process reflects the following approach:

Description

1. *During the project implementation:*
   - *Creating the content of the marketing campaigns and supervising the distribution of the information to all the students of the UB, especially using Social Media (Facebook: University of Bucharest Student Switch Off https://www.facebook.com/UOBSSO/; Instagram: https://www.instagram.com/studentswitchoff_uob/)*
   - *Communicating directly to the students during the classes, at the beginning of several teaching sessions;*
   - *Participating in several competitions, such as in halls of accommodation to motivate students to get involved in the project and to be willing to receive informative bulletins.*
   - *Discussing with all the deans to communicate about the campaigns to their students, using the faculties channels. Therefore, at UB, 4,500 students were targeted, living in dormitories. The project envisaged competitions between dormitories through the monthly monitoring of energy consumption (annual competitions and thematic sub-competitions). At the UB level, the energy consumption was updated monthly, based on the invoices issued by the energy supplier. On average, each year the energy saved in the UB dormitories was around 9% compared to the reference year. Other activities: direct involvement of students by participating in photography competitions on Facebook (https://www.facebook.com/UOBSSO/): Turn off the light when you leave the room; Put the lid on when cooking; Heat only the amount of water you need in the kettle, etc.*
   - *Contributing in the selection of the student ambassadors. All project team activities were supported by SAVES2 student ambassadors. The project also included some research before and after the campaign, including the participation of some students in focus groups to determine the level of knowledge regarding energy efficiency and identify the impact of the campaign;*
   - *Contributing to the outcome recognition in a national competition: the University of Bucharest, on the podium of the "Sustainable Development Gala" 2021 with the SAVES2 project (https://www.youtube.com/watch?v=Ohe866qA9Hw).*

Description

2. After the project implementation (till now):

- *Continuing 1/semester the marketing campaign on the Facebook page to contribute to the project sustainability; for example, the lates one, of April-Mai 2024: Save energy, win prizes!*
- *To consider the activity of students as an extracurricular activity;*
- *To continue to distribute some of the projects outcome, such as tips and tricks to save energy presented in a short video: https://www.facebook.com/share/v/NXdN5Cy8fMmGMNEg/*
- *Continuous colloaboration with some of the partners (at present UB is still working with colleagues from NKUA – finding new opportunities, such as co-chairing in conferences – example: https://icess.ase.ro/civic-engagement-and-sustainable-education/*

Perceived or intended benefits

Within this project and related to its objectives, partnerships were developed with public or private actors, to promote institutional involvement and social responsibility in the energy saving process among students and the entire community.

Important benefits for an engaged educator:

- *Students are educated on important issues*
- *Curriculum in specific subjects (such as Marketing) is developed towards practical activity, inviting students to get involved in a very attractive marketing campaign on energy saving*
- *Visibility of the outcome and contribution to the data reporting on specific items in university (the project is mentioned in the Sustainability Report of the university)*

Support at place

1. *The project coordinator – following the calendar of the project and organizing multiple catch-ip meetings*
2. *The internal project team and administrative staff – printing materials, hosting competitions in dormitories etc)*

Hurdles, obstacles, barriers, shortages

1. *Time management)educator at UB have multiple responsibilities, not only teaching and research, but also administrative work if they have a management position)*
2. *Covering all faculties – there are 19 faculties and different domains, with different level of awareness on the topic of energy saving*
3. *Students' motivation to get in new campaigns (once the project was over).*

Intention vs reality

Competitions in dormitories intended to reveal more savings. However, the pandemic changed and influenced the calculations, as less students remained in halls of accommodations.

Students have considered all the proposed activities as extra-curricular, and they reacted more efficient when motivated.

Conclusions

Strengths/opportunities:

- *Awareness on important issues*
- *Free informative bulletins*
- *Energy savings*
- *Money savings*
- *Collaborative work*
- *Fun activities*

Weaknesses/threats

- *Not as many students as expected got engaged as ambassadors*
- *Lack of time to work in all the activities*

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CASE STUDY: *Collaboration between two universities**

** Collaboration between the Faculty of Foreign Languages and Literatures of the University of Bucharest and "I. L. Caragiale" National University of Theatre and Film, Bucharest*

Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

- *Faculty of Foreign Languages and Literatures, University of Bucharest, responsible person: Cosmin Băduleţeanu, teaching assistant, cosmin.baduleteanu@lls.unibuc.ro*

- *"I. L. Caragiale" National University of Theatre and Film, Bucharest, responsible person: Romina Boldaşu, PhD, vice-rector, romina.boldasu@unatc.ro*

Key words

conference interpreting, AI in performing arts, trainee interpreters

Brief:

The master's students of the conference interpreting programme organized by the University of Bucharest Faculty of Foreign Languages and Literatures had the chance to practice simultaneous conference interpreting at a week-long real-life international conference organized by the "I. L. Caragiale" National University of Theatre and Film, Bucharest. 2024 was the 3rd year of the collaboration. Moreover, the students have been paid by the "I. L. Caragiale" National University with a rate very close to what a senior interpreter would receive for the same service. This experience has been a strong incentive for improvement in the interpreting profession on the part of the students, while, at the same time, leading to a good collaboration between the two educational institutions. .

Benefits and awards

The students and teachers involved as well as the two abovementioned educational institutions are enjoying multiple benefits: practice in real-life far-from-easy conference conditions (terminological preparation started 10 days in advance, creation of glossaries in a novel domain, interpreting an entire week for a diverse range of speakers – academics, actors, AI content creators, etc.), knowledge of AI's applications in performing arts, sharing of knowledge and experiences between actors and acting teachers, on the one hand, and linguistic and cultural mediators (i.e. the trainee interpreters), on the other.

Support

The needed preparation materials (abstracts or full papers, ppt presentations) were provided by the beneficiary of the interpreting service ("I. L. Caragiale" National University of Theatre and Film), that also paid the trainees at rates close to the ones on the Romanian interpreting market. The responsible person coordinating the interpreting trainees's team held special preparatory seminars in order to help the students cope with the real-life requirements of an international conference.

Challenges

Although this collaboration has been ongoing since 2022, therefore we are in the third year of working together, despite the good faith of the partners that are willing to carry it on the development of new technologies might render the need for human conference interpreting a luxury service that some beneficiaries might deem replaceable by technology. It is true that the conference interpreting training academic programme prepares students not just to do interpretation (they become language and cultural mediators beyond the needs of oral and written translation). However, such shift would eventually destroy not only a profession, but also the naturalness and healthy nature of human-mediated interlingual communication. .

Description

Within an initially ad-hoc collaboration, subsequently formalized through a partnership agreement, between the University of Bucharest Faculty of Foreign Languages and Literatures and the "I. L. Caragiale" National University of Theatre and Film, Bucharest, the students of the European Master's Programme for the Training of Conference Interpreters (Masterul European pentru Formarea Interpreților de Conferință – MEFIC) did real-life simultaneous interpreting at the AI in ART PRACTICES and RESEARCH Conference held in the period 18-21 March 2024 by the latter institutional education.

In preparation for their actual work at the conference, the interpreting trainees had to prepare the Romanian terminology for the novel domain that is AI and its art applications. This was carried out under the coordination of Cosmin Băduleţeanu, teaching assistant at the English Department of the University of Bucharest Faculty of Foreign Languages and Literatures, on the basis of the abstracts made available by the conference organizers, especially by Lecturer Romina Boldaşu, PhD, vice-dean of the "I. L. Caragiale" University and Elena Belciu, PhD, from the University's Research, Development and Innovation Department.

For the interpreting students, the fact that they have been paid for their work, at a rate close to the pay of a seasoned interpreter activating on the Romanian market, was an important incentive, along with the most valuable practice they had the chance to carry out.

Overall, this experience has been a strong incentive for improvement in the interpreting profession on the part of the students, while, at the same time, leading to a good collaboration between the two aforementioned educational institutions.

Perceived or intended benefits

The case is deemed significant as an example of interdisciplinary collaboration catalized by the engaged educators from two higher education institutions. Moreover, as the interpreting profession is not as visible as other language-related professions (e.g. translator, proofreader, cultural mediator, etc.) this collaboration was a great chance to promote it among artists and arts researchers.

The participating students have enriched their practice portofolio thus having better chances of employment after graduation. The interpreting programme has gotten increased visibility as an appreciated vocational academic path.

Support at place

The Foreign Languages and Literatures of the University of Bucharest provided the following support:
- the Simultaneous Interpreting laboratory where students could exercise in preparation of the conference;
- the support of the coordinating teacher in clarifying terminology as well as in helping the students to build and hone their skills as interpreters.

The "I. L. Caragiale" National University of Theatre and Film, Bucharest offered support by:
- making available written resources as well as a room within their CINETIc building, from where the entire conference was coordinated and where most speakers delivered their presentations;
- monetary support: the students received remuneration at a rate close to the average pay on the Romanian interpreting market;
- networking opportunities.

Hurdles, obstacles, barriers, shortages

The collaboration can be deemed, without doubt, a successful type of joint work of two higher education institutions.
A possible shortage might be:
- the lack of a measurement framework helping to formally assess the transfer of the experince acquired by the interpreting trainees (even though the increased quality of vocational education received by the students cannot be questioned). However, this can be addressed in the near future.

Intention vs reality

The intention of the educators involved in this project was to obtain benefits in terms of student involvement and practice, on the part of the trainee interpreters of the Faculty of Foreign Languages and Literatures, University of Bucharest, and to have professional simultaneous oral translation (simultaneous interpreting), on the part of the "I. L. Caragiale" National University of Theatre and Film, Bucharest. These two main goals have been successfully met.

Conclusions

Strengths/opportunities

- This is a type of inter-university interdisciplinary collaboration that corresponds to the actual needs of practice/internship of vocational academic programmes.

- An example of ad-hoc collaboration with very high chances of formalization.

- One of the best ways to promote an academic programme.

Weaknesses/threats

- The threat posed by the new technologies, mentioned in the Challenges section.

- Insufficient intra-institutional promotion of the collaboration, which may be seen as a weakness in terms of its integration in the official portfolio of the engaged educators that could also receive more support and recognition for their involvement in such enterprises.

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CASE STUDY: *Growing SEEDs*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Laura Ciolan, UB Learning Center

Brief:

Growing SEEDs is an institutional development project with a social responsibility component. The project aims to develop a strategy to prevent dropout among UB students by identifying the causes of dropout in each of the 19 faculties, the vulnerable categories and creating an early warning system. At the same time, in order to better understand the dropout phenomenon and ensure a smooth transition from pre-university to university, the project team aims to intervene early to prevent dropout in pre-university education in rural communities by creating a functional and replicable model of educational support networks based on three pillars: UB student mentors, assisted by counselling and coaching specialists from the UB Learning Centre and teachers and counsellors from the students' home schools.

Key words

Student mentors, peer learning, drop-out prevention

Benefits and awards	Support	Challenges
The project is aimed at those students who come from disadvantaged backgrounds and who can make a major impact on students from similar communities by facilitating a supportive programme and creating a collective culture of participation.	*Social involvement of the University and inclusion of disadvantaged groups and individuals*	*Insufficient development of school and career guidance and counselling systems are causes of early school leaving.*

Description

Growing SEEDs aims to train and support 'SEED Ambassadors' - student mentors to work with SEED students at SEED schools (located in rural & small urban areas). In collaboration with teachers and educational advisors from these schools and Learning Center specialists, SEED Ambassadors will tailor their mentoring activities following online workshops designed to support dropout prevention.

Perceived or intended benefits

UB students (SEED mentors) - increase their interest in volunteering and their involvement in educational and mentoring activities, in social actions, in helping their own disadvantaged communities, motivating them to learn and complete their university studies by contributing to reducing the risk of dropping out.

Support at place

The UB Learning Centre specialists will provide an educational programme, psycho-educational counselling and school guidance for students in order to identify aptitudes and guidance for the following school stages, support in the formation of skills necessary for subsequent integration into the labour market.

Hurdles, obstacles, barriers, shortages

Online meetings with the student mentors as the supported participants coming from disadvantaged categories are living in rural areas across the country, do not always benefit from internat connection or families do not allocate to much importance to this support and its effect on long term.

Intention vs reality

Students will have access to self-discovery and learning activities, and will be supported and motivated by teachers and counsellors to continue their studies, to register for and successfully sit for their exams. Through meetings with student mentors they will also benefit from the example of a role model, with a similar personal background, another motivating factor that ensures continuation of their schooling in the next stages.

Conclusions

Strengths/opportunities:

- *increase students' interest in volunteering and their involvement in educational and mentoring activities, in social actions.*
- *training of new professional learning skills*
- *identifying and streamlining support actions directed at students to increase their motivation to learn and complete their studies.*

Weaknesses/threats

- *Sustainability of facilitating supportive educational interventions that will ensure continued participation in learning activities, including remedial learning, after the project funding ends.*

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CASE STUDY: *Institut Universitaire de France (IUF) – Research Excellence Support*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Institut Universitaire de France
Contact Person: IUF Secretariat
Email: secretariat.iuf@recherche.gouv.fr
Phone: +33 (0)1 55 55 89 77

Affiliation: Ministry of Higher Education, Research and Innovation, France

Brief:

IUF promotes academic research by recognizing top educators through a national selection process. It reduces teaching loads and provides additional funding for five years to enable research excellence.

Key words

Research, recognition, policy, merit-based support

Benefits and awards	Support	Challenges
Prestige *Funding,* *Reduced teaching obligations* *Intellectual autonomy*	*National-level recognition and grant system*	*Highly competitive* *Limited to select profiles*

Description

The IUF supports educators through merit-based selection and tailored conditions for research. It signals to institutions that high-level academic engagement is valuable and deserves structured support.

Perceived or intended benefits

Engaged educators receive time, recognition, and funding—boosting research-led teaching and interdisciplinary collaboration.

Support at place

Support includes public visibility, sabbaticals, and strategic partnerships. Institutions often co-support IUF laureates through internal resources.

Hurdles, obstacles, barriers, shortages

Access is limited to a competitive cohort. Teaching reductions can create imbalance in departmental workloads.

Intention vs reality

While the policy is ambitious, its benefits are concentrated in a small group. Broader institutional uptake of engaged practices may remain limited without scaling.

Conclusions

Strengths/opportunities

Institutional prestige;

Research-enabled teaching;

Strong incentives

Weaknesses/threats

Exclusivity;

Limited reach for broader educator population

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CASE STUDY: *Institut Mines-Télécom (IMT) – Blended Learning in Digital Manufacturing*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Institut Mines-Télécom (IMT)
Contact Person: Anja Hopma
Role: Educator and Researcher
Email: anja.hopma@imt.fr

Affiliation: IMT Institut Mines-Télécom

Brief:

IMT developed a blended learning program combining online MOOCs with hands-on workshops in FabLabs to teach digital manufacturing. This approach engages educators in designing and delivering innovative, practice-oriented courses that bridge theoretical knowledge and practical skills.

Key words

Blended learning, digital manufacturing, MOOC, FabLabs, educator engagement

Benefits and awards	Support	Challenges
Enhanced educator involvement in curriculum design *Fostered collaboration between educators and industry professionals* *Future opportunities*	*Institutional backing for course development* *Access to FabLab facilities* *Professional development opportunities for educators*	*Balancing online and in-person components* *Ensuring consistent quality across different learning environments.*

Description

This case showcases a blended learning initiative led by IMT in France. The program combines a MOOC on digital manufacturing with in-person FabLab workshops. Educators are directly involved in the design, content creation, and delivery of both online and physical components. The approach enables them to collaborate with external partners and provides students with hands-on, real-world learning experiences.

Perceived or intended benefits

The program allows educators to design and lead flexible, hybrid courses that foster technical and collaborative competencies among students. It strengthens the relevance of the curriculum and elevates the educator's role in curriculum innovation and industry partnership.

Support at place

The initiative is backed by IMT's strategic focus on digital transformation and innovation. Educators have access to FabLabs, technical staff, MOOC platforms, and collaborative partnerships with local makerspaces and companies. .

Hurdles, obstacles, barriers, shortages

Challenges include time investment in designing two delivery formats (MOOC and workshop), aligning FabLab infrastructure across campuses, and ensuring consistency of student experience. Educators also need training to use digital tools effectively. .

Intention vs reality

While the program aimed to blend digital and hands-on learning smoothly, some educators struggled with digital content creation and coordination logistics. However, the strong learner feedback and cross-disciplinary interest have validated its value.

Conclusions

Strengths/opportunities:

- *Strong institutional and technical support*
- *Real-world relevance and visibility for educators*
- *Scalable and replicable model*

Weaknesses/threats

- *High initial time/resource demand*
- *Digital divide between educators .*

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CASE STUDY: *ENGAGE.EU: Fostering Societal Engagement through Collaborative Education*

Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

ENGAGE.EU Alliance, including French partner institutions
Contact Person: Dr. Ursula Schlichter
Role: Network Coordinator, ENGAGE.EU
Email: ursula.schlichter@uni-mannheim.de

Affiliation: University of Mannheim

Brief:

ENGAGE.EU is a European University Alliance that aims to equip students and educators with the skills needed to address societal challenges. French partner institutions participate in developing interdisciplinary courses and projects that encourage educators to engage with societal issues through teaching and research

Key words

Societal engagement, interdisciplinary education, educator collaboration, European alliance

Benefits and awards	Support	Challenges
Facilitates cross-institutional collaboration	*Access to a network of European institutions*	*Coordinating across different educational systems*
Enhances the societal relevance of education	*Funding for collaborative projects*	*Aligning curricula with societal needs*
	Professional development opportunities	

Description

ENGAGE.EU is a European University Alliance focused on equipping students and staff with competencies to address major societal challenges. French partner universities co-develop interdisciplinary, challenge-based modules involving community actors and public/private stakeholders.

Perceived or intended benefits

Educators co-create content that is locally relevant and globally significant. Engagement with real-life societal issues brings purpose-driven teaching, improves student motivation, and increases educator recognition across Europe.

Support at place

The alliance provides funding, shared platforms for course co-design, educator exchange opportunities, and coordinated project teams. French institutions receive support through EU and national co-financing.

Hurdles, obstacles, barriers, shortages

Barriers include administrative misalignment between partner institutions, differences in credit recognition, and lack of structured incentives for engaged teaching. Cross-language and cross-system collaboration also poses logistical challenges.

Intention vs reality

Pilot courses launched within the alliance show strong student engagement and educator satisfaction. Some institutions have started integrating these interdisciplinary models into their curricula beyond the alliance.

Conclusions

Strengths/opportunities

Institutional and cross-border collaboration

Incentives for interdisciplinary and societal teaching

Visible recognition for engaged educators

Weaknesses/threats

Coordination complexity

Systemic differences between national education systems

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CASE STUDY: *Teaching for Impact – University of Twente*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

University of Twente, Centre for Expertise in Learning and Teaching (CELT)
Contact Person: ir. Frank van den Berg
Role: Coordinator, Educational Leadership Programme (ELP)
Email: f.m.j.w.vandenberg@utwente.nl
Phone: +31 53 489 3739

Affiliation: Centre of Expertise in Learning and Teaching (CELT), University of Twente

Key words

Educator engagement, impact education, professional learning, teaching innovation, rewards and recognition

Brief:

The University of Twente launched the "Teaching for Impact" initiative to support educators in aligning their teaching with societal and scientific impact. The initiative includes structured training, mentorship, and promotion recognition pathways. It is led by CELT and is part of a broader university strategy to enhance engaged and impactful education.

Benefits and awards

Recognition in promotion: Engaged teaching and societal impact are increasingly factored into academic career progression.

Increased motivation: Educators feel their work is meaningful and aligned with real-world relevance.

Professional development: Educators gain new skills in interdisciplinary teaching, stakeholder collaboration, and impact evaluation.

Support

Formal training programs

Peer learning communities

Mentorship and guidance

Funding for innovative teaching initiatives

Time allowances for educators to engage in impact teaching

Integration of impact education in teaching strategies and institutional priorities

Challenges

Time constraints: Educators struggle to balance impact teaching with existing workload.

Inconsistent buy-in: Varying levels of enthusiasm and engagement across departments.

Recognition lag: While impact is acknowledged, full integration into performance appraisal and promotion systems is still developing.

Cultural shift: Requires a broader change in institutional norms to fully embrace non-traditional academic achievements.

Description

Teaching for Impact empowers educators to integrate impact-oriented teaching approaches by providing professional development, mentorship, and peer collaboration spaces. The initiative fosters a teaching culture that emphasizes societal relevance and cross-sector collaboration.

Perceived or intended benefits

Enhances educator motivation, supports career progression, and strengthens university-society links. The initiative also improves teaching quality and interdisciplinary collaboration. .

Support at place

Delivered by CELT through structured programs, workload allowances, mentorship, and recognition in academic evaluation systems. Educators can access funding and institutional support for pedagogical innovation.

Hurdles, obstacles, barriers, shortages

Barriers include time limitations, uneven faculty engagement, and a need for institutional culture change to value engaged teaching in promotions.

Intention vs reality

While the program is well-received, integrating impact into official academic promotion remains partially implemented. Broader adoption is progressing.

Conclusions

Strengths/opportunities:

- *Integrated into institutional structures*
- *Recognized in academic evaluations*
- *Provides tangible support (training, time, funding)*

Weaknesses/threats

- *Time demands on educators*
- *Ongoing alignment needed with university-wide policies*

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CASE STUDY: *Societal Engagement Office Jönköping International Business School*



Engaged Educator Practice

Organizational Support

Policy support

Context/institution and responsible person:

Jönköping International Business School, Jönköping University

Carla G Machado, Outreach champion
Anastasia Shklyar, Coordinator

Brief:

Societal engagement office has a broad assignment to facilitate better connection between surrounding community, society and global environment with the learning, teaching and research processes. By working with external partners in various format of collaboration Jönköping International Business School secures relevance of its education and, as well as employability of future graduates.

The head of the Societal Engagement office is a part of school's leadership team signifying the importance of the activity for the business school.

Key words

Societal engagement, outreach, engaged education, local community, guest lectures, real clients

Benefits and awards

The activities of Societal Engagement Office have benefits for multiple stakeholders:
Students (relevant education and connection to practice; career opportunities)
Teachers (access to local business community, exposure to practice and needs)
Local partners (access to university resources for the purpose of local economical development, talent pool, academic consulting, etc.)

Support

There is a commitment of resources (time and money) to connecting teaching staff with external partners, in various formats.

Strong ties with various constituents of the local community (Science park, Chamber of commerce, various governmental agencies, e.g. ALMI, Business Sweeden, Enterprise Europe Network, etc.

Challenges

Commitment of resources has decreased over time due to budget constraints

The gap between rhetorics and actual support.

Rapid changes and high demand

Description

Societal engagement office has several employees with different tasks, and it is managed by Outreach champion (a full-time faculty member that performs this role as a part of overall teaching assignment). The stakeholders (students, teachers and external partners) are offered support in organizing following:

Study visits and guest lectures
Course projects
Internships
Case competitions
Competence development
Research collaboration
Find your next employee
Thesis work

Due to international composition of both students' population (at master level 75% international students) and teachers (around 40% international faculty) the office plays important role in bridging the lack of contacts and local social network, facilitating these connections.

Societal engagement office participates in different formats of events organized by governmental agencies, business community, and others, representing the business school and promoting possible collaborations.

The office promotes these activities to teachers and students, too, securing participation. The different formats require a different type of action from interested parties in order to secure the best possible outcome in a timely manner with keeping the interests of all parties involved.

Perceived or intended benefits

Students: connection to practice, contemporary and relevant education; internships and employment opportunities.
Teachers: connection to local businesses and other constituents; contemporary and relevant education; access to local networks.
Local community: securing that different constituents are informed about collaboration opportunities; matching external partner needs with available collaboration opportunities.

Support at place

The school secures a budget for this strategi activity, providing time and resources for the Office.

Hurdles, obstacles, barriers, shortages

Barriers are mainly related to limited resources available. Collaboration opportunities and benefits need to be constantly promoted towards all interested parties.

Intention vs reality

Intentions and reality are well aligned – within discussed constraints in resources.

Conclusions

Strengths/opportunities

Dedicated resources and clear role

Success stories of collaboration

Strong network and local presence

Community (and society) openminded and willing to collaborate

Weaknesses/threats

Limitations in resources

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CASE STUDY: *MerSam – Merits Collaboration Skills*



Engaged Educator Practice

Organizational Support

Policy support

Brief:

The project's overall aim has been to contribute to increased knowledge about academic merits in relation to external engagement and collaboration. Simultaneously, it aims to stimulate and support Swedish universities to use and implement these in a more structured and harmonised way.

It also shows opportunities for universities by presenting tools and methods, as well as recommendations for the development of qualification acquisition in relation to external engagement and collaboration.

In terms of deliverables, it produced educational material to support development work at various levels at universities, as well as a guide for documenting merits in external engagement and collaboration. The tools presented in this guide can also be used in connection with competence planning, assessment of merits, and employee dialogues.

Context/institution and responsible person:

The project was carried out between January 2018 and November 2020. 14 different Swedish universities were involved, with the University of Borås as coordinator of the project.

Key words

Collaboration; Merits; Engagement

Benefits and awards	Support	Challenges
Developing and adopting a clear, effective, and multilingual vocabulary around collaboration and merits linked to external engagement supports the upscaling of such initiatives across universities. In addition, formally recognising and valuing the merits educators gain through engagement with external partners creates strong incentives for them to initiate and expand collaboration efforts.	*In terms of support, the project has produced educational materials to assist development work within universities. It has also created a guide for documenting merits in external engagement and collaboration, which can support both educators and institutions in recognising, assessing, and building on such engagement*	*One challenge highlighted from the outset is the risk of a potential decline in external collaboration and engagement. In addition, the current vocabulary surrounding collaboration remains vague and fragmented, which complicates efforts to develop a standardised approach to recognising engagement merits.*

Description

This case study echoes the objectives of the MAP EEC project. It is based on extensive national cooperation in Sweden, involving 14 different universities. It explores topics such as external engagement, collaboration, and recognition of merits for educators.

The study emphasises the need for a unified, shared, and accurate vocabulary, as its absence significantly impedes discussions and potential expansion.

Furthermore, it's challenging for educators to draw comparisons between academic and engagement merits. This issue is also evident at the Higher Education Institutions (HEIs) level, where the recognition of competencies and merits gained from external collaboration is difficult. This often discourages the initiation of new collaborations.

The MerSam project addresses this discrepancy in its research. It offers a guide for educators on how to report such merits and attain recognition, enhancing their competency portfolios. The guide also includes tools for competence planning, merit assessment, and employee dialogues.

Perceived or intended benefits

This case is particularly relevant for engaged educators as it addresses the need to structure the reporting of engagement and collaboration merits. Facilitating the clear recognition of such merits is considered a crucial factor in incentivising educators to initiate external collaborations, including with industry. By valorising these initiatives, educators are not only encouraged to expand their engagement but also see tangible benefits for their curriculum and career progression—while at the same time creating added value for students and external partners.

Support at place

Two important project outputs include:

1. Guide for documenting and presenting collaboration merits (in Swedish)
The guide aims to support individuals who want guidance and ideas on compiling their collaboration merits. The target group is primarily teachers and researchers at Swedish universities. The guide has drawn upon the structure of portfolio instructions to compile pedagogical qualifications.

2. Collaboration merit in recruitment and promotion - Training materials in Swedish
The training material highlights basic aspects of integrating collaboration merit in processes for recruitment and promotion. It is intended to be used as a starting point for reflection and continued development work at all levels within the higher education institution. The material is primarily aimed at participants in employment committees, experts and managers.

Hurdles, obstacles, barriers, shortages

The final report summarises the following challenges to recognising educators collaboration/engagement merits:

1. *Lack of familiarity and knowledge among appointment boards: While there's a well-established practice for assessing scientific and pedagogical skills, there might be a lack of expertise regarding the institution's goals in collaboration tasks and how to evaluate individuals' collaboration merits.*
2. *Unclear definition of collaboration: The term "collaboration" lacks a clear definition, leading to uncertainty among stakeholders about what they are expected to assess and evaluate. This ambiguity makes it difficult to compare and evaluate different types of collaboration activities, ranging from local partnerships to policy-related work with government agencies.*
3. *Absence of a common framework: There is a need for a shared understanding of collaboration tasks and what collaboration skills entail. This could be addressed by developing a common description of collaboration tasks across the institution or ensuring that such descriptions are known and understood by all stakeholders.*
4. *Lack of clarity in job advertisements: Job advertisements often lack clear statements about the need for collaboration skills among applicants and corresponding assessment criteria. This leads to challenges in evaluating collaboration merits and comparing candidates' qualifications.*

Intention vs reality

The main message in this report is that the sector needs to develop a more precise vocabulary related to "collaboration" and merits within the framework of the task of external engagement and collaboration. Universities need to develop a more integrated and structured way of working with academic merits in relation to external engagement and collaboration throughout the recruitment and promotion process, as both understanding and praxis are currently underdeveloped. Universities also need to develop support for researchers and teachers in being able to compile and document such merits, separately or integrated with other academic merits. An effective, multilingual vocabulary and common understanding, as well as the demand for merits in relation to external engagement and collaboration, needs to be developed jointly by all actors in the sector and at each university.

Conclusions

Strengths/opportunities

- *The project highlights the need for developing a precise, effective and multilingual vocabulary related to "collaboration" and merits linked to external engagement.*
- *In support of these suggestions, the project provides educational material and a guide for documenting the abovementioned merits.*

Weaknesses/threats

A key weakness is that universities often lack sufficient support structures to help teachers and educators gather and document merits arising from external engagement. Without such support, valuable contributions risk remaining invisible and unrecognised. Addressing this gap is essential to counteract the threat of disengagement and ensure that educators are motivated to continue investing in collaboration.

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CASE STUDY: *TU/e Recognition & Rewards Programme*



Engaged Educator Practice

Organizational Support

Policy support

Brief:

The Recognition and Rewards programme at TU/e aims to enable excellence in education, research, impact, and leadership, following the call from Dutch institutions to enhance the recognition and appreciation of academics.

What is highlighted in the initiative is that recognition and merits for educators should not be exclusively based on research publications, but rather leave room for different career paths. For instance, the focus of an educator can take different shapes, from teaching, research, impact or leadership.
As stated multiple times, quality of education and teaching should be considered important for career progress, like research publications are. Trough this framework, academics are supported in tailoring their work to their preference, in a clear way. For instance, the focus of an educator could be to dedicate part of their resources to screen external engagement opportunities for the amelioration of teaching, and that would be easily included under the proposed framework.

Context/institution and responsible person:

Eindhoven University of Technology – TU/e

HR policy advisor Julma Braat

Key words

Recognition, Rewards, educators, development matrix, career

Benefits and awards

The benefits linked to this initiative pertain to the career development of educators who are less prone to publishing research results. Skills that in the traditional institutions are not recognized can finally be assessed and nurtured, whilst advancing in the career.

Criteria for promotion between different levels (assistant, professors, full professor) are specific to each curriculum (i.e., pertinent to education, research, impact).

Support

Support to academics wanting to dedicate resources to areas different from research is provided.

An open discussion is established to understand how and what the academic/educator wants to achieve.

Challenges

Achieving promotion in the eudcator and impact profiles is still believed to be harder compared to the researcher profile. That is due to the fact that until now, in higher education institutions promotions have been given based primarily on individual academics' research outputs.

Description

In late 2019, the Dutch public knowledge institutes and national research funds published a position paper which argues that the system of recognizing and appreciating academics is in need of modernization. The aim of Recognition & Rewards at TU/e is to enable excellence in education, research, impact1, and leadership. The means to achieve this include:

1. *Enable diversified and dynamic career paths driven by the core competences*
2. *Focusing on rewarding quality over quantity*
3. *Achieving balance between individuals and collective (team)*
4. *Stimulating open science*
5. *Stimulating academic leadership, dedicated to inclusivity, talent development and a safe and trusting working environment*

How TU/e has been integrating this call for a modernization of merits recognition for educators and academics fits perfectly the scope of Map EEC. It represents both policy support and organizational support.
Transitioning from a system in which career progress in academia is exclusively based on number and quality of publications to a system in which academics are seen as educators, in the broader sense, then allows for the consideration of different skillsets, qualities and accomplishments. Through the use the proposed framework, successful careers can be achieved by academics not only via research, but also through teaching, engagement, leadership and impact efforts.

The Development Matrix is a tool used within the Recognitions and Rewards Programme designed to support academic career paths at TU/e consistent with the three core responsibilities of the TU/e: education, research and societal impact. This leads to three academic profiles, with a main focus on education, on research, or on impact. These three profiles are shown in the development matrix and allow more differentiation, based on an individual's talents.

Focusing on the impact profile, it directly supports educators' engagement. One of the promotion criteria to associate position is to "develop a network of strategic societal partnerships". As the university rector said, a list of publications is no longer required. Instead, five significant accomplishments of the educators are needed. These could be in the form of a special collaboration. If an academic prefers to engage with external partners, they will be supported.

Perceived or intended benefits

From the perspective of the educators who tested the initiative, the Recognition and Rewards Framework seems to answer their needs. It provides the right mix of different activities, based on the individual choices of educators. Indeed, they agree internally with their team on which areas they are going to mostly focus on in the future (i.e., either more centered on research, education, leadership and so on…). This allows educators to follow their ambitions, whilst still progressing in academia, and meet the criteria for promotion.

Support at place

1. Development matrix
The Development matrix is designed to be used in several ways by staff and managers. For instance, it can be used for: building a case for promotion; assessing cases for promotion; preparing for appraisals; identifying skill gaps; discussing career trajectories; identifying development opportunities; designing new roles and drawing up job descriptions; succession planning and considering cases for reward and recognition.

2. Capacity building
TU/e are developing courses for their educators to support their didactic abilities, for example, how to design and implement challenge-based learning courses. Since these courses involve engagement with external stakeholders, they require a special skillset that not all academics have a chance to develop

3. Improved promotion process
When academics are being considered for promotion at the university, they need to provide a biographical sketch – a TU/e version of an evidence-based narrative CV. The biographical sketch is a statement defining what kind of academic they are, what their ambition is and what they want to achieve in education, research, impact and leadership. They can individually select the indicators that best support their narrative in the best possible way. This approach better reflects the reality of each individual but requires a shift in perspective from both the candidate and the assessment/hiring committee.

Hurdles, obstacles, barriers, shortages

As Ellenbroek from TU/e mentions, there is still a gap between reaching full professorships through the education curriculum and the one of researcher. "You can only become a full professor once you've gained an international reputation for your innovations in education. So remarkably few people are going to make the grade. It is much easier to make a name for yourself in research, with its many subfields and niches. If you work in a very specific area, everyone in that field knows who you are; you keep running into each other. Education is a much broader field, so it's more difficult". Moreover, "I spend 70 percent of my time on education and 30 percent on research, even so more people know me for my research."

Developing the matrix and its indicators is only the first step. The next challenge is ensuring that this story resonates within the university and among different stakeholders. Achieving this will require a shift in culture and mindset, a process that inevitably takes time.

Intention vs reality

Wouter Ellenbroek, Rob Mestrom, and Peter Ruijten-Dodoiu have pilot-tested an 'educators' profile' at TU/e, designed to allow academics to follow their passion for education while still building a successful career at the university. As one of them explains, the profile is not limited to teaching alone; in his case, it also involves conducting research on educational innovation and building an international network in the field.

Conclusions

Strengths/opportunities

Educators in academia have the unique opportunity to shift their career focus towards teaching and educational innovation while still gaining recognition for their contributions. This creates space for diverse career pathways within the university and highlights that excellence in education can be valued alongside research achievements.

Weaknesses/threats

It is still widely perceived that excelling in research offers a clearer and more attainable path to recognition and advancement than accomplishments in education. This imbalance risks discouraging educators who prioritise teaching and innovation in education from fully pursuing this track.

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CASE STUDY: *Support Fund for Community Engaged Learning (CEL)*



Engaged Educator Practice

Organizational Support

Policy support

Brief:

The CEL programme stimulates education by engaging both studetns and teachers with communities outside of the university to work on different societal issues. All teachers at UU can apply for a grant of at most €4.000 euro for an educational project that is aimed at (further) developing Community Engaged Learning at Utrecht University. Students can also submit an application in cooperation with one or more teachers. This co-creation is important for embedding the project in the curriculum. The grant can be spent on educational development time for (a team of) teachers, but also on material costs or for hiring a student assistant. The project has a maximum duration of 18 months.

Context/institution and responsible person:

Utrecht University.
Programme team: James Kennedy (chair, dean), Kim Zunderdorp (programme manager) and Roos van Lin (programme secretary).

Key words

Community, Engagement, Funding, Students, Co-creation

Benefits and awards

The programme creates benefits for teachers, students, and the communities involved. A central principle of CEL is the pursuit of reciprocal collaboration and equal relationships, where the contributions of all parties—whether knowledge, expertise, or lived experience—are valued equally. Beyond the immediate educational outcomes, the programme also supports Utrecht University's ambition to build long-term partnerships with external stakeholders, fostering mutual trust and enabling deeper, more sustainable cooperation over time.

Support

The fund provides grants ranging from €1,000 to €4,000, available either to individual teachers or jointly to a teacher–student team. In addition to financial support, the programme offers a range of complementary measures, including scheduled start and end meetings, opportunities for knowledge exchange through various platforms, and teacher development courses. Project outputs—such as reports, educational materials, or publications—are shared publicly to benefit the wider community. The grant can also be used to secure organisational support, for example by hiring a student assistant.

Challenges

Community Engaged Learning activities are rarely fully developed from the outset and often require time to take shape. A common challenge among educators is the lack of time to dedicate to these initiatives, meaning that projects often depend on their personal motivation and willingness to carve out space for new ideas. This challenge is partly alleviated by the possibility for groups of students to act as initiators, bringing forward project proposals in collaboration with teachers.

Description

This case highlights a funding scheme that spans all faculties of Utrecht University and supports the initiation of new collaborations with a wide range of communities. Depending on the project, different groups may be involved, including disadvantaged or marginalised groups—sometimes with an advocacy component—place-based communities such as neighbourhoods, professional organisations (e.g. NGOs or government agencies) seeking insights to advance their social missions, and (commercial) research institutes where joint ethical reflection and the pursuit of public good are central. Project ideas can originate from students, educators, or community partners, and are often developed collaboratively with UU teachers and students.

Perceived or intended benefits

Utrecht University has recognised the importance of engaging with diverse communities and has scaled up its support for Community Engaged Learning (CEL). CEL is defined as education in which students, teachers, and external partners work together in equal relationships on shared social issues. This form of joint exploration and mutual learning is not an end in itself, but a means of building long-term, trust-based connections between the university and society. By treating the contributions of all stakeholders—whether knowledge, expertise, or lived experience—as equally valuable, CEL deepens cooperation and lays the foundation for sustainable partnerships.

The CEL committee plays a key role by sharing good practices, awarding grants to develop CEL projects, and shaping policy at Utrecht University. A crucial element of this support is that any teacher across all faculties can apply for a grant of up to €4,000 for an educational project. This financial backing lowers the threshold for educators to engage with communities and provides them with resources to experiment and innovate. The funding can be used flexibly, for example, to buy out educational development time, cover material costs, or hire a student assistant. Moreover, students themselves can take the initiative to propose projects in collaboration with educators, which reduces the burden on teachers and encourages co-creation (though in practice, most applications are still educator-led).

Benefits for educators include:

- *Monetary support that can be flexibly applied to strengthen engagement and deepen collaborations with external stakeholders.*
- *Social recognition within external communities, among students, and within the academic environment for their engagement efforts.*
- *Shared responsibility for project initiation, since ideas can also be proposed by students, reducing the expectation that educators alone must generate new collaborations.*

Support at place

The CEL committee supports educators in several ways:

- *They arrange start and end meetings for projects.*
- *They facilitate knowledge sharing through the Intranet, Teams environment, and the Community Engaged Learning Special Interest Group.*
- *Educators can access a Toolbox for Community Engaged Learning provided by Utrecht University, covering key concepts, integration steps, partner relationships, and student reflection techniques.*
- *Educators can follow teaching courses on CEL; UU offers beginner courses and advanced courses.*

The fund supports various aspects of Community Engaged Learning development at Utrecht University, including personnel costs, hiring assistance, expert services, material expenses, and project-related costs. However, it does not offer ongoing support; applicants are advised to discuss the project's long-term fit within their faculty's curriculum. If a large share of the proposed budget is allocated to structural costs (e.g. catering or venue hire), the programme requires applicants to reflect on how such expenses will be sustainably covered in the future.

Hurdles, obstacles, barriers, shortages

To qualify for funding, projects must meet specific criteria:
- *The applicant must be a Utrecht University teacher or a student-teacher combo.*
- *Proposals must be submitted by certain deadlines and meet a maximum budget of €4,000.*
- *Projects should start in the current or next academic year, lasting no more than 18 months.*
- *The proposal template must be fully completed.*

Evaluation criteria include:
- *Seeking sustained engagement with external partners or citizens.*
- *Fostering reciprocal learning for students, teachers, and partners.*
- *Aiming to develop or expand Community Engaged Learning in curricular education.*
- *Preference for diversity across faculties and projects that promote broader implementation of Community Engaged Learning.*

Grant recipients must:
- *Submit an invoice to SO&O within two weeks of notification.*
- *Provide a brief report summarising the project's background, goals, and outcomes for publication.*
- *Make educational materials publicly available and reference the Community Engaged Learning program in publications.*
- *Allow the program to share their project as an example.*

In addition to this, certain faculties may face underfunding due to differing social issue priorities.

Intention vs reality

The overarching intention of the fund is to directly support the development of education that engages external partners in addressing social issues. In practice, however, it remains difficult to assess whether the benefits of funded projects are distributed equally across all stakeholder groups. While the fund lowers the threshold for educators to initiate or join such collaborations, evidence on how consistently these projects create reciprocal value for students, teachers, and community partners is still limited.

Conclusions

Strengths/opportunities

The fund makes it easier to accommodate co-creation with students, engaging them more deeply in the development of Community Engaged Learning projects. It provides educators with financial compensation for their efforts, lowering the barrier to initiating collaborations. At the same time, it supports a long-term vision of building and sustaining meaningful partnerships with communities.

Weaknesses/threats

If most applications come from specific departments, others may be left unfunded, as priority is given to ensuring a fair distribution across faculties. This only occurs in cases where there are too many applications of comparable quality. Another challenge is the lack of structural funding at the central level. Once a pilot project is completed with support from the fund, educators must secure long-term financing within their departments. Since universities do not receive additional government funding for expanding community engagement, providing sustainable financial support at the institutional level remains difficult.

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CASE STUDY: *Special Impact Group (SIG) – Impact Learning*



Engaged Educator Practice

Organizational Support

Policy support

Brief:

The Special Interest Group Impact Learning, a collaboration between the IIS and the Teaching & Learning Centre, is a network aiming to make impact learning a more common practice at the UvA and exchange knowledge between interested parties and experts in the field. The group organises meetings on topics such as impact learning and assessment, client involvement, or impact learning and policy. Impact learning is an educational concept which aims to empower students to make an impact through problem-solving.

Context/institution and responsible person:

A collaboration between the Institute of Interdisciplinary Studies (IIS) and Teaching and Learning Center (TLC), Rosanne van Wieringen, Educational innovator & lecturer at the University of Amsterdam, chair of the SIG Impact learning and Katusha Sol co-chair and education developer.

Key words

Community; peer-to-peer mentoring; mobilise; connect; inform

Benefits and awards	Support	Challenges
The group helps to recognise impact learning as a powerful approach to empower students and to contribute to broader institutional goals. It provides educators and staff with opportunities to share knowledge, exchange best practices, and build collaborations around innovative teaching. By bringing together experts and interested parties, the SIG also strengthens the visibility and legitimacy of impact learning within the university. Participation in the group is a form of professional recognition and creates a supportive community for those developing and experimenting with impact-driven education.	*The SIG Impact Learning is supported through dedicated communication channels, active promotion of its sessions, and funding for the organisation of events. In addition, it benefits from institutional backing through the IIS and the Teaching & Learning Centre, which provide strategic and organisational support.*	*Although the institution recognises the importance of future-proof education, resistance within the middle layer continues to hinder the transformation towards more open, real-life-focused teaching approaches.*

Description

The course
The Special Interest Group Impact Learning, a collaboration between the IIS and the Teaching & Learning Centre, is a network aiming to make impact learning a more common practice at the UvA and exchange knowledge between interested parties and experts in the field. The group organises meetings on topics such as impact learning and assessment, client involvement, or impact learning and policy.

Impact learning is a form of education where students are actively involved in addressing real-world problems and making meaningful contributions to society. Impact Learning goes beyond traditional classroom settings and encourages students to connect with society, apply their skills and knowledge to solve real problems, and transform challenges into solutions. This involvement can take various forms, including direct collaboration with society, engagement with external project partners or communities, and participation in citizen science initiatives. There's a variety of methodologies used in impact learning, such as design thinking, transition cycle, placemaking, and citizen science, indicating that there are diverse approaches to facilitating this type of learning experience.

The team at Education Lab at the Institute for Interdisciplinary Studies wanted to promote impact learning within the university. They recognised the need to reach out to educators who were interested in impact learning. To achieve this, they collaborated with the Teaching and Learning Center (TLC) to create a platform for educators to connect and share ideas. The TLC supported the initiative by providing communication channels, promoting their sessions, and offering funding for organising events. This collaboration led to the establishment of the second special interest group within the university's framework, providing a structured platform for educators to engage and collaborate on implementing impact learning concepts in education.

Recently, this SIG started issuing an Impact Learning Education grant for UvA educators and employees who want to innovate by (better) integrating impact learning into teaching.

The group started with 15 educators and now has 80 members (also beyond UvA).

Perceived or intended benefits

The group brings knowledge mobilisation, peer to peer mentoring. Besides the benefits coming from being part of the group, there are also the mentioned Impact Learning Education grants.

SIG Impact Learning developed criteria and established guidelines for applicants. Applicants are required to submit a form outlining their ideas and desired impact. The committee reviews applications and conducts interviews to assess feasibility. Throughout the year, the grantees work on their designs with guidance from mentors who are also members of the group. Mentoring includes one-on-one sessions and group meetings every two months for exchanging experiences and guidance on starting and developing their projects. Grantees are already part of the impact learning group, and this is a prerequisite for receiving the grant. The grant aims to support this specific group within the network, addressing their desire for more time and recognition for their efforts, which they feel is lacking at the university.

Support at place

The SIG Impact Learning is a collaboration between the Institute for Interdisciplinary Studies (IIS) and the Teaching and Learning Centre (TLC). It began as a bottom-up initiative and now benefits from organisational support in the form of communication channels, publicity, and financial resources. More recently, the group has also introduced grants to help teachers develop new ideas for impact learning. While the SIG itself does not directly connect members with external stakeholders, each faculty has community managers who can provide support in this area. In practice, however, most connections with external partners are still established through the personal networks of educators.

Hurdles, obstacles, barriers, shortages

The main barriers and challenges to implementing new education approaches include resistance from program directors who perceive it as time-consuming and disruptive to existing curriculum structures. They may struggle to see immediate benefits and may view the process as burdensome for educators. While there's recognition at an institutional level of the need for future-proof education, there's a middle layer resistant to transforming fixed curriculum into more open, challenge-driven, or real-life-focused teaching methods. Additionally, measuring the impact of these approaches is challenging, leading to a focus on grant applications that research their effects on student learning. Another barrier is time required to connect to external stakeholders, as well as managing expectation of both students and stakeholders involved in a project/initiative.

Intention vs reality

The work done by the SIG has significantly increased recognition for impact learning and has led to more people implementing it. Starting with just 15 educators, the group has now grown to 80 members from various higher education institutions, indicating its expanding influence beyond its initial scope. The initiative's success is evidenced by the inspiration and empowerment felt by its members, who see it as the future of education. While initial investment, including personal time, may be required, the long-term benefits are evident. The group's efforts have garnered attention and support, resulting in grants and tangible results that validate impact learning as a viable educational approach. Moreover, the initiative has influenced institutional programs, with the University of Amsterdam (UVA) considering adopting the term "impact learning" to replace "community service learning" in its curriculum, signaling broader acceptance and integration of this approach into education.

Impact Learning Education grants are also a great way to do educational research and collect further evidence of the positive effects of impact learning on all parties involved.

Conclusions

Strengths/opportunities

1. *Educators share knowledge and receive recognition;*
2. *Peer-to-peer mentoring and grants to further test and implement Impact Learning;*
3. *Possibility to mobilise and connect educators who want to create change*

Weaknesses/threats

1. *Difficult to measure the impact of Impact learning in a conventional way (using quantitative methods)*
2. *Challenging to get a buy-in from the middle management*
3. *Changing curriculum takes time.*

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CASE STUDY: *Chambers Awards of Distinction*



Engaged Educator Practice

Organizational Support

Policy support

Brief:

The John Chambers College of Business and Economics has developed a procedure to better recognise, reward and encourage continued outstanding performance in teaching, research and service.

The purpose of the "Chambers Awards of Distinction" is to recognise and encourage the continued efforts of the individuals who excel in these areas. Departmental award winners are included for consideration. However, nominations are accepted from other sources such as students, alumni, colleagues, etc. Eligible award winners must not have received the specific award in the previous three years.

More specific to the Dean's Distinction in Industrial or Community Engagement in Teaching; this award is aimed at recognising those educators who have shown outstanding engagement with external partners, different from education institutions.

Context/institution and responsible person:

John Chambers College of Business and Economics – West Virginia University

Distinction Review Committee

Key words

Awards, engagement, educators, community, industry

Benefits and awards	Support	Challenges
The award serves as a motivating factor for educators to pursue external engagement by providing well-deserved recognition of their efforts. Winners are honoured with a personalised plaque.	*There is no direct support linked to the award, apart from moral recognition. However, students are strongly encouraged to nominate deserving educators. WVU also hosts the Center for Community Engagement (CCE), which supports educators in establishing new external partnerships and in developing courses grounded in external engagement and interdisciplinarity.*	*In the case some activities of external engagement are of hard documentation on the platform, they would instantly be discarded.*

Description

The award mirrors one of the objectives of the Map EEC project as it acknowledges the issue of recognising and rewarding educators who engage with external partners from both industry and communities. Indeed, the John Chambers College of Business and Economics has developed this procedure to solve this gap and also encourage similar activities for the future. Engagement for educators is recognised as added value for students and the institution at large. That is why the College has worked towards the support of similar activities and enhanced the commitment of WVU to support the deserved recognition of educators for their efforts in engaging.

Perceived or intended benefits

Educators who have distinguished themselves for having started and nurtured partnerships with external members. As a prerequisite for the specific award "the Dean's Distinction in Industrial or Community Engagement in Teaching" is the fact that the partnerships must not be initiated with an educational institution, but rather with a member from industry or a community. The winner will receive recognition for their great efforts put into involving external stakeholders for the amelioration of the quality of teaching and the consequent learning of students. The winners receive a personalised plaque.

The aim is also to encourage and strengthen future efforts from educators to further engage with external stakeholders.

Support at place

Separate from the Award, WVU has established a Center for Community Engagement (CCE). This centre supports educators in developing interdisciplinary courses based on the engagement of external partners, mostly communities, through one-on-one or departmental course support. The aim of the CCE is to help educators tailor their courses to the needs of communities and students through meaningful experiential learning opportunities. Moreover, numerous resources for educators to understand the scope of CCE and service-based learning are available on the WVU website.

On top of that, on their website, under the section of opportunities, available grants, funding opportunities and awards are listed. This strongly supports educators as they can easily and quickly access all needed information for applying to such grants, or just be informed about how to engage with external communities.

Hurdles, obstacles, barriers, shortages

No funds or monetary prizes are coupled with the awards. Moreover, no grants are envisioned to explicitly support the engagement of educators with external collaboration, but CCE was established as organisational support.

One obstacle is that engagement with external partners can be difficult to document, depending on the reporting platform. Only activities that are properly recorded in the system can be considered for the award.

Intention vs reality

The ceremony and the award help raise awareness of the importance of external engagement (as well as other practices). It is not yet possible to assess whether this single award has contributed to a greater number of external engagement initiatives, partly due to its recent introduction.

Conclusions

Strengths/opportunities

The award provides formal recognition of educators' merits in fostering external engagement. It also serves as an incentive for educators to further develop and expand such activities.

Weaknesses/threats

The award does not provide any monetary support. Its broader effects, such as whether it increases the number of initiated partnerships, cannot yet be assessed given its recent introduction in 2023.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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Project 2023-1-SE01-KA220-HED-000164910

Amsterdam – Bucharest – Cork – Every – Jönköping – June 2025