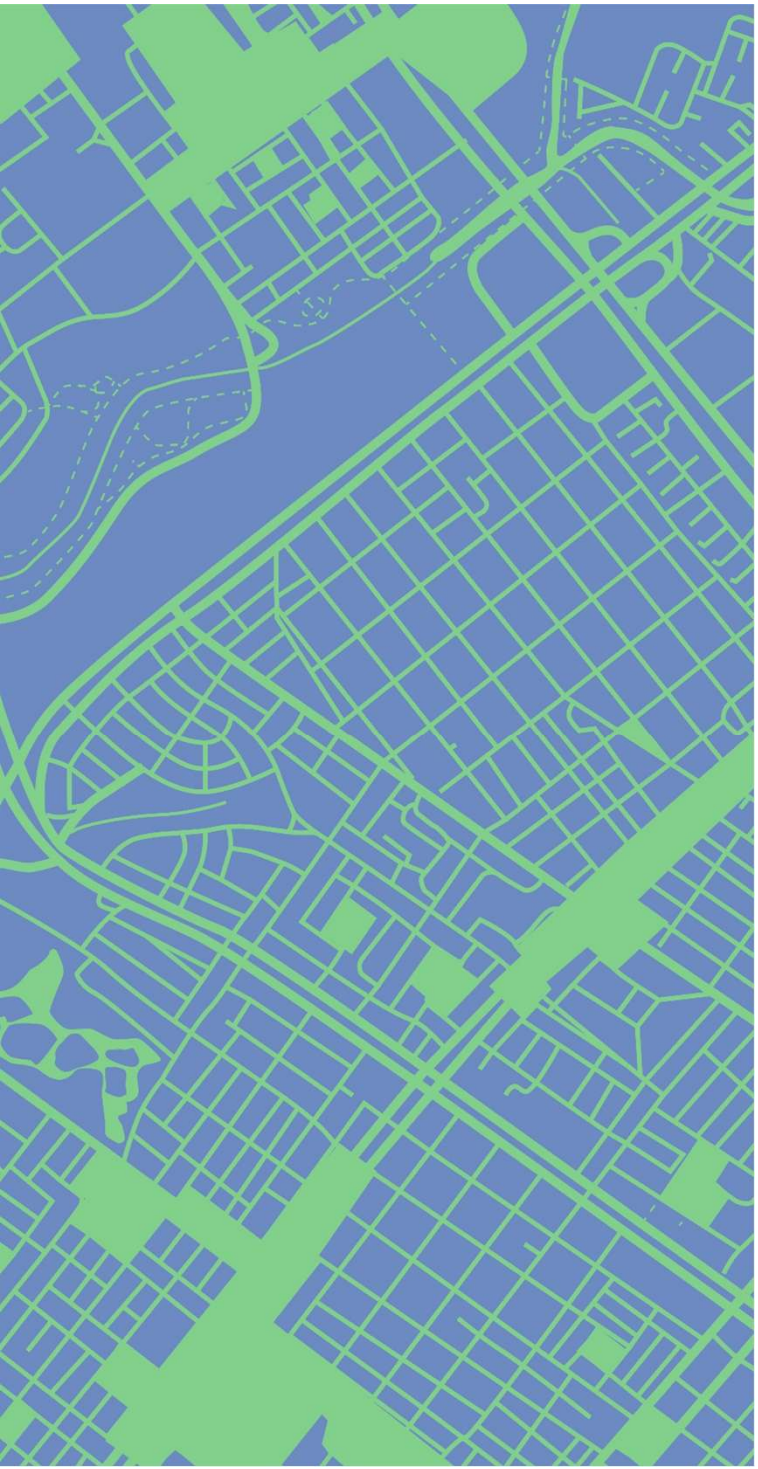


MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

Discovery report

MAPPING ENGAGED EDUCATORS CAREER PATHWAYS

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

Amsterdam – Bucharest – Cork – Evry – Jönköping – April 2024

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READING GUIDE

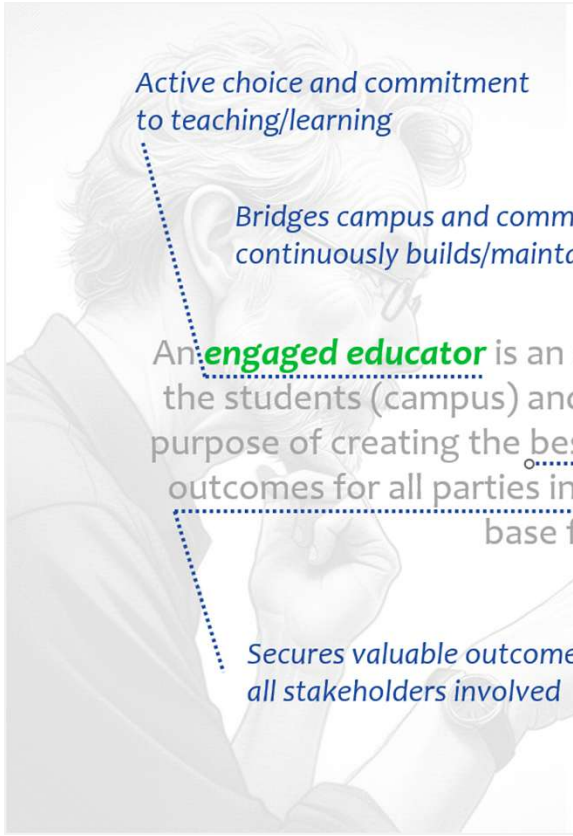
This report provides a synthesis on engaged educators in academia and is based on grey desk research, workshops and interviews with educators, and external partners.

First, this report introduces the topic of engaged educators. Thereafter the methodology is described. The chapter about our findings focuses on synthesising the findings from the data collected in the project MapEEC. Thereafter the reader can find the literature review.



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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

1 INTRODUCTION

In recent years, research quality assessment and rethinking of academic careers have been on the agenda across various EU working groups (e.g. Working group on Open Science, Coalition for Advancing Research Assessment), and in relation to different cross-sectorial activities, like Open Science, Universities' Third Mission. From there, stems the need for diversification of Academic Career Pathways which strongly links to the topic of recognising the diversity of contributions in research careers.

In the current situation, individual efforts (e.g. publications) have the highest value in academics assessment, whilst collaborative efforts (e.g. cross-team projects) and other tasks that teaching and research staff perform, are left in the shadow. This is, even when they contribute to institutional and strategic goals that HEIs might have (Hernaus et al., 2019, Heffernan, 2021). Change is needed to recognise more diverse contributions that would allow academics to follow different career pathways and be recognised as successful members of academia (Jaremka et al. 2020, Spowart et al., 2019). This is especially important when considering the recognition and professional development of teaching academics, as they are key to ensuring the quality of education, student employability and innovation in education in general (Pleschová et al., 2012, Chalmers, 2018). Insufficient recognition of teaching in academic careers is regularly pointed out as a main obstacle to the enhancement of learning and teaching (EUA, 2022). In 2018, European University Association's position paper on learning and teaching pointed to the importance of staff development and better recognising teaching as central to the academic profession.

The more specific issue we would like to address through this project is insufficient recognition of external engagement in teaching academic careers. The general lack of engagement activities in education is a known challenge, even though the benefits and importance of those activities have been outlined by academia, practice and policies. The motivation of educators to innovate and engage with both their colleagues and external stakeholders could be boosted by creating recognition and incentive systems. This would have a direct impact on the education that students receive and their employability, and it could create more favourable conditions for educational innovations.

Taking the previously outlined reasons into account, the project "Mapping Engaged Educator Career Pathways" (Map EEC) aims to support universities with designing and implementing transferable strategies to recognise and incentivise engaged educators, as well as contribute to designing as support structures that would embed these strategies within HEIs across European regions.

To achieve this aim, we set the following objectives:

- Contribute to a better understanding of the institutional change towards the recognition of the engaged educator in academia, by conducting research on the status quo and the needs of educators and HEIs.
- Support HEIs in fostering teaching academics' professional advancement by co-creating and testing an Engaged Educator Recognition and Promotion Matrix, a teaching assessment framework that will support HEIs in fostering teaching academics' professional advancement, by recognising and promoting a variety of engagement activities.
- Equip HEIs professional staff and leadership with strategies to recognise and incentivise engaged educators, by codeveloping and testing a roadmap for engaged educators' recognition and promotion.
- Contribute to EC priority to develop and implement strategies and quality culture to reward and incentivise excellence in teaching, by providing policy recommendations.

An overarching goal is to contribute to the priority - Rewarding excellence in learning, teaching and skills development, especially through - developing and implementing strategies and quality culture to reward and incentivise excellence in teaching, including online teaching, enhanced quality of study experience and teaching for learners with fewer opportunities, student-centred learning and teaching in higher education, as well as through support for flexible and attractive academic careers, valuing teaching, research, entrepreneurship, management and leadership activities.

The research conducted in WP2 were build the foundation for the co-creation of engaged educators' recognition and promotion matrix (WP3) and the strategic roadmap (WP4), which in turn ensured that educational offer aligns with the demand for skills and provision of more relevant education for students, as well as increasing their employability. The policy recommendations (WP5) will feed into EUs efforts to support educational innovations with relevant structural and policy reforms on different levels.

Within the published literature there is a variety of terms used to describe the interactions between the academic world and external partners. For some decades this has been considered the third mission of a university, along with teaching and research.

Generally, the term external engagement is used to indicate the overall interactions between the University and those outside its walls. In some cases, this can be called public engagement.

Some commentators use the term community engagement to indicate interactions between the university and community actors and not-for-profit organisations only, whereas in other cases the term community engagement encompasses the entire community and society as a whole. The term industry engagement often means the interactions with private sector organisations only while technology transfer focuses on licences, patents and university spin-offs.

In this report the terms used echo those which have arisen in our review of the relevant literature. Engaged educators interact with organisations of all sizes and sectors depending on their geographical location, institutional history and relevance to the appropriate discipline. Because this report is developed in a collaboration between the project partners and refers to a variety of literature sources the terms mentioned appear in various places. The intention is that this report and the work of the project is inclusive and embraces all types of external interactions that contribute to the education agenda.

2 METHODOLOGY

The five project partners carried out and conducted:

1) A literature review of scientific and grey literature as well as national/European policies and strategies for HEIs.

2) Nineteen semi-structured interviews with external stakeholders at the level of the project partner institutions. The interviews aimed at understanding external stakeholders' perspectives on what is needed from teaching staff in developing and implementing a successful collaborative educational project. An overall semi-structured interview guide was developed by the project partners and shared among the partners.

3) Five interviews with experts.

4) workshops with 40+ academics from different disciplines and positions from 4 countries. Participants were chosen to ensure a diversity of profiles, disciplines, and experience levels in academia.

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3 FINDINGS

A first synthesis of the data collected was presented by the partners at the UIIN conference 2024. The presentation was called Leaving Ivory Towers: engaged education through the eyes of community. The pitch for the conference presentation was summarized as follows:

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

The interviews with the experts (see chapter 7) as well as experts provided us with understanding of their perspectives on academia/practice collaborations. Together with insights collected from discovery workshops, where we addressed the same phenomenon from the perspective of educators – these are two critical angles in understanding the current practice, as well as the ideas how the practice needs to be improved for mutual benefit.

Our findings are based on the data collected and the findings made for the presentation at the UIIN conference 2024. First, we present our definition of engaged educators and summarize the significance of engaged educators. Thereafter, we present our findings based on the paper and further findings from the literature review, interviews and workshops.

3.1 What is an engaged educator?

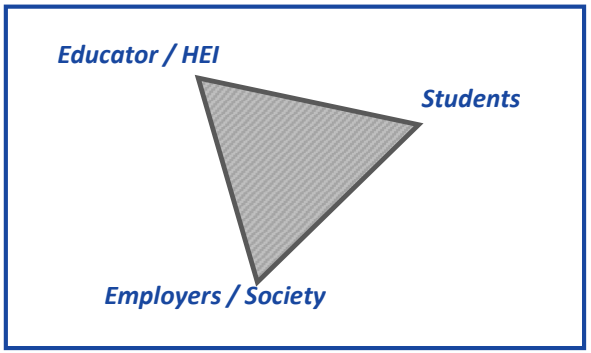
Current perception and definition of engaged educators

Searching for the concept of engaged educator it is necessary to emphasize that it is difficult to disentangle the concepts of engaged-educator (person) and engaged-teaching (as education methods and/or activities) and student engagement; they are to be considered interrelated actors, processes, and outcomes.

Before we proceed towards the definition – we will spend some time discussing the purpose or significance of the research assignment in front of us. The starting premise is that engaged educator is not a goal of its own but rather a means to the area of goals in an educational context (see Figure 2). That indicates that the engaged educator needs to be acknowledged, supported, and incentivized, while “engagement” can be considered instrumental to a career path(s) in academia. Farner (2019) wrote about the need to institutionalize community engagement.

Figure 2.

The context of the HEIs mission and main stakeholders



A The HEI institutions serve two purposes. First, they are to provide knowledge and skills to students, and second, they are to secure different profiles of professionals to respond to the needs of employers, and society in a broader context.

Students value knowledge and skills that make them employable, while employers prefer employees that are capable of immediately contributing (Ewing & Ewing, 2017) to the organizational goals, reducing the time and resources needed to spend on their on-the-job training. The engaged educator bridges these two mandates by securing contemporary and relevant education (Otto & Dunens, 2021).

An engaged educator can contribute to these purposes. Therefore, we use the definition of engagement from Farnell (2020): "…engagement refers to the range of ways in which university staff, students and management interact with external communities in mutually beneficial ways, either as part of teaching and research or as part of other projects and joint initiatives" or the one by Ward & Moore (2012, p. 39) that states that " interactions between faculty, students, administrators, or other professional staff members on a given campus and the geographically delineated communities primarily located external to the university." Moore (2014, p. 3) will add that most discussions about engagement emphasize "mutuality and reciprocity".

We acknowledge that the engagement can take many different forms, for example, research, academic entrepreneurship, knowledge exchange/co-creation, resource sharing, etc.



However, in our context, we focus on the engagement instrumental to achieving educational outcomes and connected to performing the role of educator. Due to this, the proposed definition of an engaged educator is:

An engaged educator is an educator who invests time and effort to connect the students (at campus) and external 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.

a) Educators' engagement as an active choice and commitment to teaching/learning.

b) EE bridges the academic community (theory, campus) with the external environment (non-campus, real-word, practice) – requires overcoming the divide between the two (Purcell, Pearl, & Schyndel 2020).

c) EE makes continuous efforts to build and maintain networks with the environment.

d) EE uses pedagogical/andragogical approaches that are based on: experiential learning, community-based learning, service learning, project-based learning, and real-client projects, thus pursuing a student-centered education.

e) EE by working on real-life issues and cases secures relevant and contemporary (up to date) education.

f) EE by working on real-life issues and cases performs significant service to the community (society).

3.2 Engagement Activities for Educators

The literature review identified a range of engagement activities, which are categorized into two main types: personal/professional engagement and collaboration with external partners . In our research we have also investigated collaboration with external partners that is also an activity to for engagement. Due to this, we include the findings from our interviews with the external partners in this section.

3.2.1 Personal/Professional Engagement

Personal engagement activities focus on helping educators reflect on their experiences, set goals, and identify what motivates them. These activities include:

- ***Documenting Engagement Experiences:*** One activity to stay motivated for engaged educators is to document positive engagement experiences in their teaching in for example a journal. This activity helps them reflect on successful moments and stay motivated by recalling the reasons they chose the teaching profession (Pânișoară & Pânișoară, 2010).

- ***Setting Career Goals:*** Establishing clear career goals and planning the steps to achieve them can help educators stay focused and motivated. This involves setting specific objectives, deadlines, and action plans to reach these goals (Pânișoară & Pânișoară, 2010).

- ***Identifying Motivating Factors:*** Educators can list factors that motivate them in their teaching careers and work on enhancing these aspects. This exercise helps them stay connected to their intrinsic motivations and improve their professional satisfaction (Pânișoară & Pânișoară, 2010).

Findings in literature also described community-engaged teaching as a strategy that could fulfil higher education's public mission and provide benefits to a wide variety of stakeholders including universities, faculty, students, and communities (Welch & Plaxton-Moore, 2019). Community-engaged teaching involves activities that connect educators and students with the broader community.

3.2.1 Collaboration with external partners

Four key insights were identified from the interview with the external partners (see also chapter 6):

I **Shaping and Accessing Future Talent:** External partners play a crucial role in influencing the curriculum and preparing future graduates for the marketplace. By collaborating with educational institutions, the external organizations can ensure that the education is aligned with industry needs. This collaboration helps in shaping a workforce that is ready to meet the demands of the job market, thereby enhancing the employability of graduates.

II Greater Societal Benefits: The external partners agreed that engagement with HEIs supports local economic development and organizational competitiveness. By participating in community- engaged teaching and research, external partners contribute to the broader societal good. This involvement not only helps in addressing local challenges but also enhances the competitiveness of organizations by fostering innovation and community support.

III Personal Benefits: Several of the external partners that were interviewed said that they are driven by personal enthusiasm and a sense of giving back to the community. Their involvement in education is often motivated by a desire to make a positive impact on society. This personal commitment deepens the relationship between the partners and ensures that the engagement builds respect and trust.

IV Organizational Benefits: Collaboration with HEIs offers significant organizational benefits, including organizational learning, return on investment, and corporate brand building. By engaging in partnerships, organizations can enhance their learning capabilities, achieve a good return on their investment in education, and strengthen their corporate brand through visible community involvement.

During the interviews, several challenges were identified in the collaboration between educational institutions and external partners. Here are some examples of identified challenges related to the collaboration:

- ***Differences in Priorities:*** Educational institutions and external partners often have different priorities, which can lead to conflicts and misalignment in the collaboration.
- ***Uncertainty of Outcomes:*** The outcomes of the collaboration can be uncertain and unclear for both parts and thus making it difficult for partners to commit resources and time.
- ***Volatility of Engagement:*** The level of engagement can fluctuate over time and depending on the persons involved in the collaboration. Engagement is sometimes dependent on the personal relationships between people at the HEI and external partner and can change if the people change.
- ***Differing Timelines:*** HEIs and external partners may operate on different timelines, which can complicate collaboration. One example is thesis projects that often run during spring for HEIs while external partners might need help to solve a problem suitable for a thesis during autumn.
- ***Learning Curve:*** Collaboration often involves a learning curve, as partners need to understand each other's processes, cultures, and expectations.

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The literature review also revealed several key factors need to be in place to foster successful collaboration between HEIs and external partners:

- ***Open Communication:*** Clear and open communication is essential for building trust and ensuring that all parties are aligned in their goals and expectations.
- ***Alignment of Shared Goals:*** Collaborations are more successful when there is a clear alignment of goals and objectives between HEIs and external partners.
- ***Structured Processes:*** Structured processes help in managing collaborations effectively, as well as making effective use of resources.
- ***Resource Allocation:*** Adequate allocation of resources, including time, funding, and personnel, is crucial for the success of the collaboration.
- ***Mutual Trust and Respect:*** Building mutual trust and respect is fundamental to sustaining long-term partnerships. This involves recognizing and valuing the contributions of all partners and working collaboratively towards common goals.

By addressing these challenges and focusing on these key success factors, educational institutions and external partners can create long term collaborations that benefit students, organizations, and the broader community.

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3.2.1 Motivators and benefits for engaged educators

Based on the literature and data from the four discovery workshops, three categories of motivators and benefits were identified:

- ***Intrinsic Motivation:*** Intrinsic motivation refers to the drive to engage in an activity for its inherent satisfaction and personal rewards, rather than for some separable consequence or external reward. Educators are driven by the positive impact on student learning and personal satisfaction from practical engagement.

  Here are two quotes from people participating at the discovery workshops:

"I really enjoy the motivational benefits from myself of working with companies, identifying needs that the companies may have, designing programs that fulfil those needs. I think I learn a lot from engagement with those companies, and I'm able to bring that back into my undergraduate classrooms."

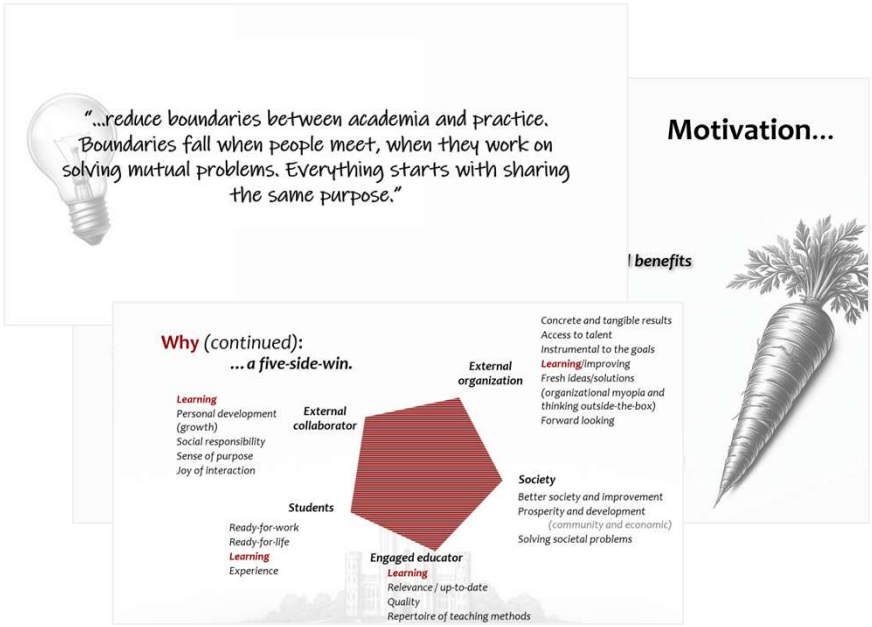
"The personal enrichment comes from knowing where students are going, the types of roles they go into. It's a personal affirmation that what you're doing actually matters."

- ***Benefits from being recognized by students:*** A benefit that was emphasized during the workshops as well as in the literature review was student recognition. However, the recognition from students was mainly informal and verbal.

  One participant at a discovery workshop said:

"My motivation is always about the students benefiting. They learn something tied to what we've been doing in lectures, and they can see practical examples and meet graduates who've advanced in their careers."

- ***Professional benefits:*** Professional gains were derived from literature review, interviews with external partners and the discovery workshops. One professional gain from being engaged is that the educators are updated on industry trends and the educators are likely to share these trends with the students. Another benefit is that engaged educators can foster professional networks and are opening for new collaborations. One example is an engaged educator from JU that involves many industry leaders in the region in the educator's course that runs once every year. In this way the educators have developed a long-lasting network with industry leaders in the region.

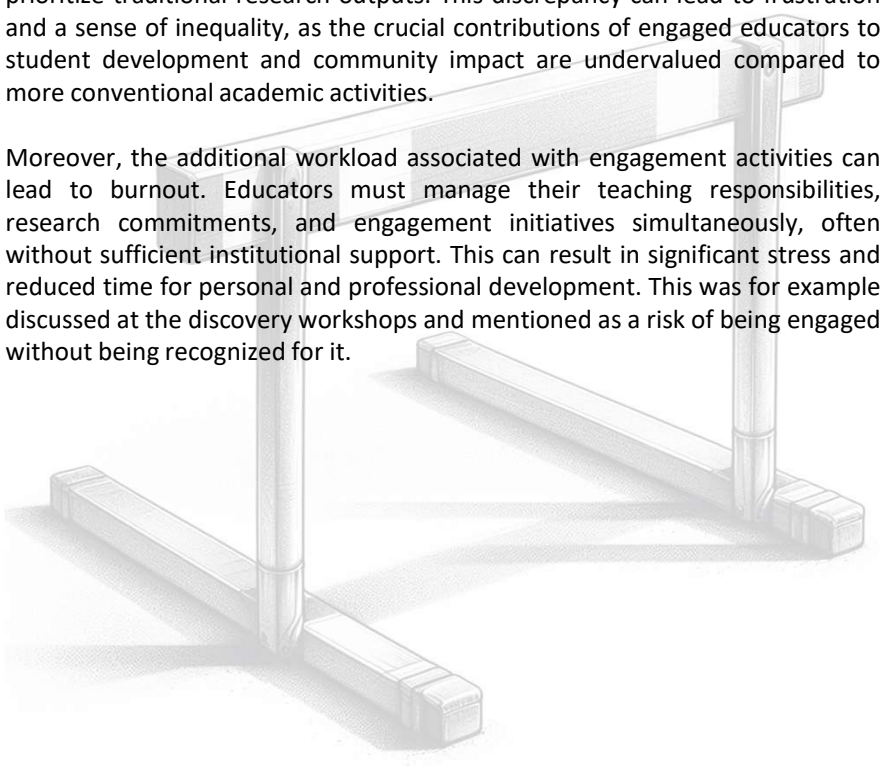


3.4 Challenges for Engaged Educators

Many educators face significant challenges in adapting to the evolving demands of engagement while balancing other responsibilities. An emphasis on engagement activities requires educators to invest time and effort in building and maintaining networks with external partners, such as businesses, non-profit organizations, and community groups . This often involves organizing community events, advocating for social justice, and integrating real-world issues into their teaching practices.

However, the lack of formal recognition and support for these activities can be demotivating. Educators frequently find that their engagement efforts are not adequately acknowledged in career progression frameworks, which tend to prioritize traditional research outputs. This discrepancy can lead to frustration and a sense of inequality, as the crucial contributions of engaged educators to student development and community impact are undervalued compared to more conventional academic activities.

Moreover, the additional workload associated with engagement activities can lead to burnout. Educators must manage their teaching responsibilities, research commitments, and engagement initiatives simultaneously, often without sufficient institutional support. This can result in significant stress and reduced time for personal and professional development. This was for example discussed at the discovery workshops and mentioned as a risk of being engaged without being recognized for it.



3.5 Support and Incentives

Existing support for engaged educators is largely informal, often relying on individual initiative and the goodwill of colleagues. While some HEIs offer mentorship and flexibility, these efforts are typically ad hoc and lack the consistency needed to build and maintain long-term engagement. To address this, there is a pressing need for structured and consistent support mechanisms that can provide a stable foundation for educators' engagement activities.

Financial Support for Engagement Activities: Financial incentives are crucial for motivating and sustaining engagement. HEIs could for example allocate specific funds to support engagement activities, such as organizing community events, developing partnerships with local businesses, and integrating real-world issues into the curriculum. This financial support can take the form of grants, stipends, or dedicated budget lines for engagement projects, ensuring that educators have the necessary resources to carry out their initiatives effectively.

Career Progression Criteria that Value Engaged Education: Traditional academic career progression frameworks often prioritize research output over other forms of academic contribution. To recognize the value of engaged education, institutions should revise their promotion and tenure criteria to include engagement activities. This could involve creating clear metrics for evaluating the impact of engagement on student learning, community development, and institutional reputation. By explicitly valuing engaged education alongside traditional research, institutions can encourage more educators to invest in these activities without fearing negative impacts on their career advancement.

Institutional Policies to Promote Collaboration: Effective engagement often requires collaboration across departments and with external partners. Institutions should develop policies that promote

interdisciplinary collaboration and reduce redundancy in engagement efforts. This could include establishing centralized offices or committees dedicated to coordinating engagement activities, facilitating communication between departments, and providing administrative support. By fostering a collaborative culture, institutions can enhance the efficiency and impact of engagement initiatives.

3.6 Recognition and Rewards

Recognition for engaged education activities is often informal, typically relying on verbal acknowledgments or positive feedback from students and colleagues. While these forms of recognition are appreciated, they lack the formal structure needed to significantly impact career progression and professional development.

Currently, formal mechanisms such as workload adjustments, structured time allocations for engagement activities, and explicit criteria for career advancement that value engagement are insufficiently developed. This gap in formal recognition can be particularly demotivating for educators who invest significant time and effort into engagement activities. Without clear incentives and rewards, it can be challenging to justify the additional workload, especially when it competes with other responsibilities such as research and administrative duties.

To address this issue, HEIs need to develop more structured recognition mechanisms. This could include:

a) **Workload Adjustments:** Securing adjustments to the workload to accommodate the time and effort required for engagement activities. This could involve reducing teaching loads or administrative responsibilities to allow educators to focus on their engagement initiatives.

b) **Structured Time for Engagement:** Allocating time within the academic schedule dedicated to engagement activities. This ensures that educators have the necessary time to plan, execute, and reflect on their engagement efforts without compromising their other duties.

c) **Explicit Career Advancement:** Revising promotion and tenure criteria to explicitly include engagement activities. This could involve creating clear metrics for evaluating the impact of engagement on student learning, community development, and HEIs reputation. By recognizing and rewarding engagement in career progression frameworks, institutions can encourage more educators to invest in these activities.

Additionally, HEIs should consider implementing policies that promote collaboration and reduce redundancy in engagement efforts. This could involve establishing committees dedicated to coordinating engagement activities, facilitating communication between departments, and providing administrative support. By fostering a collaborative culture, institutions can enhance the efficiency and impact of engagement initiatives.

In summary, while informal recognition is valuable, there is a critical need for more structured and consistent support mechanisms. By developing formal recognition systems, providing workload adjustments, allocating structured time for engagement, and revising career advancement criteria, institutions can create an environment where engaged education is valued and supported, ultimately benefiting students, educators, and the broader community.



3.7 Policies and strategies

Policies and strategies to support engaged educators at international, European, and national levels were identified in the literature review. Key findings include:

- **International Policies:** UNESCO's emphasis on universities' social responsibility and the launch of the UNESCO Chair in Community-based Research and Social Responsibility in Higher Education.
- **European Union Initiatives:** The Lisbon Strategy and the Renewed Agenda for Higher Education prioritize broader societal engagement by universities.
- **National Policies:** Various national strategies emphasize the importance of engagement, such as the UK's Teaching Excellence Framework and Ireland's National Strategy for Higher Education to 2030, and Technological Universities Act (2018)

4 CONCLUSIONS



This report has analysed data collected from literature review, interviews and workshops concerning engaged educators. This research has discovered many areas that are essential for both the engaged educators as well as policy and decision makers at HEIs.

Based on literature review and the project's purpose, we define an engaged educator (EE) as an educator who invests time and effort to connect the students (campus) and community (non-campus) stakeholders for the purpose of creating educational experience and beneficial outcomes for all parties involved by using real-life issues and/or cases as a base for learning and interaction.

In both literature and in the empirical data collection it was found that engagement in education is, in general, not considered instrumental to a career path(s) in academia. However, it was revealed at the workshops that engaged educators continue to engage driven by their own motivation.



RECOMMENDATIONS

To better support and recognize engaged education, the following recommendations are proposed:

Formal Recognition

Establish formal recognition mechanisms for engagement activities within academic promotion criteria. This includes explicitly valuing the impact of these activities on student learning, community development, and institutional reputation. By integrating engagement into promotion and tenure guidelines, institutions can ensure that educators' efforts in this area are acknowledged and rewarded.

Ensuring Structured Support

This can include career progression opportunities and financial support for extracurricular activities. We recommended that HEIs can develop structured support processes, including dedicated time allocations and administrative assistance for engagement activities. This could involve creating specific roles or units within departments responsible for coordinating and supporting engagement efforts. Providing clear guidelines and resources can help educators manage their engagement activities more effectively.

Coordination

Enhance coordination across departments to streamline engagement efforts and share best practices. This could involve regular meetings or workshops where educators can exchange ideas, discuss challenges, and collaborate on joint projects. Establishing centralized offices or committees dedicated to coordinating engagement activities can also facilitate communication and reduce redundancy.

Feedback Mechanisms

Implement regular feedback mechanisms external partners to continuously improve engagement activities. This could include formal evaluations, surveys, and feedback sessions with representatives of external partners. By gathering and acting on feedback, institutions can ensure that engagement activities remain relevant and effective.

Flexibility in Assessment

Consider more flexible assessment methods for engagement activities to ensure fair evaluation. This could involve using pass/fail options for placements or developing specific metrics to evaluate the impact of engagement on student learning and community outcomes. Flexible assessment methods can help recognize the diverse nature of engagement activities and their varying impacts.

Resource Allocation

Allocate specific resources for engagement activities to reduce the financial burden on educators. This could include funding for travel, materials, and administrative support. By providing financial support, institutions can ensure that educators have the necessary tools to carry out effective engagement activities.

Professional Development

Offer professional development opportunities focused on engaged education. This could include workshops, training programs, and conferences that help educators develop the skills and knowledge needed to effectively engage with industry partners and integrate real-world experiences into their teaching. Professional development can also help educators stay updated on best practices and emerging trends in engaged education.

Institutional Culture

Foster a culture at the HEI that values and promotes engaged education. This could involve highlighting successful engagement projects, celebrating achievements through awards and recognition events, and encouraging a collaborative approach to teaching and

learning. By creating a supportive environment, institutions can motivate more educators to participate in engagement activities.

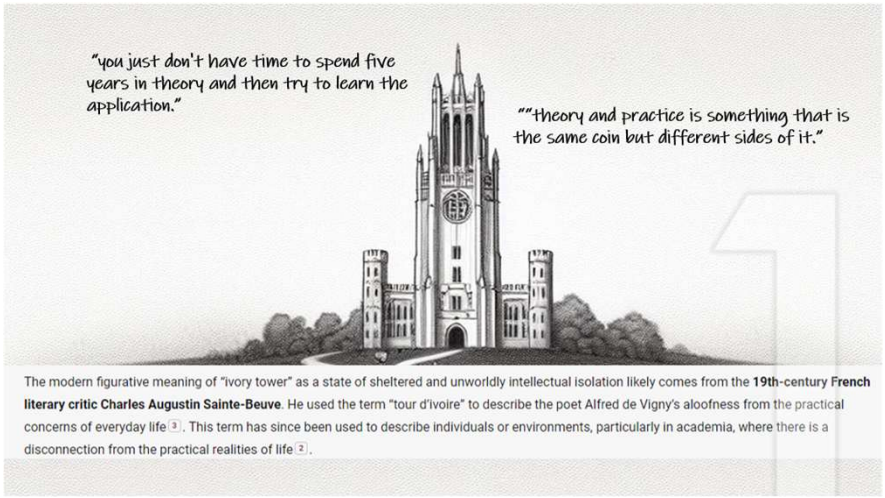
Student Involvement

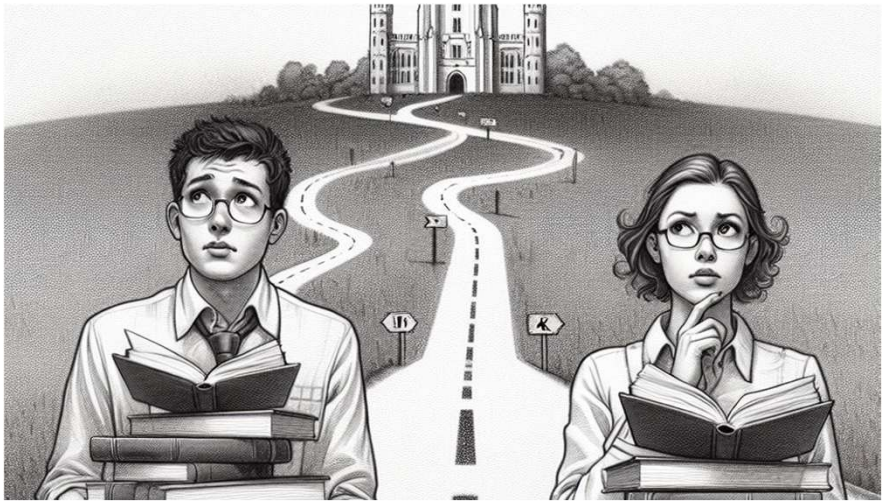
Actively involve students in the planning and execution of engagement activities. This can help ensure that these activities are relevant and beneficial to students, while also providing valuable feedback for continuous improvement. Involving students can also enhance their learning experience and foster a sense of ownership and responsibility.

Long-term Partnerships

Develop long-term partnerships with external partners to ensure sustained engagement and deeper collaboration. These partnerships can provide ongoing opportunities for student placements, joint research projects, and curriculum development. By building strong relationships with external partners, institutions can enhance the impact and sustainability of their engagement activities.

By implementing these recommendations, institutions can create a more supportive and rewarding environment for engaged education, ultimately benefiting students, educators, and the broader community.







LITERATURE REVIEW

The literature review aims to provide an overview and analysis of the recent academic and grey literature concerning engaged educators. The main topics of the literature review were as follows:

- **Current perception and definition of engaged educators**
- **Typography of engagement activities for educators**
- **The incentive systems that are currently in place for educators to engage**
- **The recognition and promotion of educator´s engagement activities**
- **Policies and strategy**

6.1 CURRENT PERCEPTION AND DEFINITION OF ENGAGED EDUCATORS

The literature suggests that the most successful collaboration between academia and external actors is operationalized at the level of courses (Rybnicek & Königsgruber, 2019); based on small-scale projects with tangible results (Pecas & Henriques, 2006); while geographical proximity fosters cooperation (Drejer & Ostergaard, 2017).

Paraphrasing Rohm, Stefl & Ward (2021) engagement with the environment benefits students, participating external actor (company, hospital, municipality, school, etc.), and the community. It is important to add that the same cooperation, according to Shanahan, Palmer & Salas (2021) also contributes to the EE – helping professional development and enriching the teaching repertoire.

There is a lot written on the advantages of experiential learning and the consequences of EE investing time and energy in connecting theory and practice. Higher educational outcomes can be expected because of increased student engagement (Wurdinger et al., 2007) and improved motivation (Thomas, 2000). These methods can also help students transition from "surface" to "deep" learning (Biggs, 2012). According to the Hart Research Associates Report (2018, p. 16) "participation in applied and project-based learning experiences — particularly internships or apprenticeships—gives recent college graduates an edge."

6.2 TYPOGRAPHY OF ENGAGEMENT ACTIVITIES FOR EDUCATORS

Educational engagement represents a multidimensional concept, which often encompasses student engagement, educator engagement, community-engaged teaching, or institutional engagement. These components are often difficult to approach separately, as they function interdependently, each of them playing a significant role in the occurrence of the other. Nonetheless, this paper aims to focus on teacher engagement and its dimensions, as "the most important factor for determining the quality of education students receive is the quality of their teachers" (Darling-Hammond, 2000). Research has shown that engaged educators are able to boost both students' academic performance, as well as their preparation for the future (Bakker, 2005; Guglielmi, 2015). Within a society that faces a continuous transformation, whether it is social, economic, political, educational or technological, it becomes mandatory for educators to prepare their

students for their professional future, to build bridges between education and community, and, altogether, to be "engaged", both as individuals and as part of a community. Accordingly, the purpose of this paper is to discuss the types of engagement described in the literature, the factors that significantly influence teacher effectiveness and the types of activities which foster teacher engagement.

Usually defined as a person's active involvement in a task or activity (Reeve et al., 2004), the concept of "engagement" represents a meta-construct, which comprises behavioural, cognitive, and emotional dimensions (Archambault et al., 2009; Fredericks et al., 2004; Zaff et al., 2011; Pietarinen et al., 2014).

Behavioural engagement includes positive conduct, involvement in academic tasks, participation in school-related activities (Appleton et al., 2006), and involvement in social groups (Pietarinen et al., 2014). It can be measured through indicators such as effort, attention, persistence, level of participation, positive conduct (e.g., complying with school rules) etc. (Fredricks et al., 2004).

Cognitive engagement refers to the investment in learning activities, the ability of self-regulation, the use of specific learning strategies (Sedaghat et al., 2011), flexibility in problem-solving, or determination for hard work (Connell & Wellborn, 1991). The instruments used to measure this type of engagement may include items relating to independent work styles, ways of coping with perceived failure, metacognitive strategies (e.g., setting goals, planning, organising), persistence, connecting new information to prior knowledge, constantly monitoring comprehension etc. (Fredricks et al., 2004, Appleton et al., 2006).

The third type of engagement, emotional engagement, involves the affective dimensions of school engagement, expressed through affective reactions, such as interest, enjoyment, support etc. (Watt et al., 2017). Researchers assess emotional engagement by measuring the level of identification with the school community (the sense of belonging/the feeling of being important to the school), the emotional reactions to the school activities, student-teacher relations, etc. (Stipek, 2002; Wang & Holcombe, 2010).

6.2.1 Job resources that foster teacher engagement

When referring to teachers' work engagement, all the aforementioned engagement dimensions may be fostered by a set of working conditions that can build commitment and identification with work (Airila et al. 2014; Lee and Ok 2015; Lorente et al. 2014, in Guglielmi et al., 2015); these conditions are usually known as job resources (Demerouti et al., 2001), and may include learning opportunities (Simbula et al., 2011), appreciation and organisational climate (Bakker & Demerouti, 2007), social climate, job control, etc. (Hakanen et al., 2006). According to Demerouti's et al. (2001) Job demands-resource model, the process in which job resources stimulate engagement is referred to as the "motivational process", and it involves components such as:

- **learning opportunities – they may be formal or informal, and may include conferences, courses, seminars, workshops, peer-learning initiatives, etc.;**
- **role clarity – when role expectations are ambiguous or not clearly defined, this may lead to a decrease in teacher engagement (Somech & Drach-Zahavy, 2000);**
- **responsibility – personal responsibility fosters resilience, perseverance and effort investment, and positively relates to work engagement (Matteuci & Guglielmi, 2014);**
- **remunerative justice – when workers feel that their efforts are fairly rewarded, they are more likely to be fair in return and engaged in their profession (Ghosh et al., 2014);**
- **work values - involve the reasons that originally motivated teachers into following this profession; if the workplace promotes values which correspond to teachers' intrinsic motivation, this may increase teachers' levels of engagement (Sortheix et al., 2013);**

- **support from colleagues – research has shown that colleague support acts as a professional resource for teachers and has a positive influence on their performance and work commitment (Wolgast & Fischer, 2017);**

- **external validation – together with colleague support, professional recognition represents a strong stimulus for teachers' motivation and engagement (Hildebrandt & Eom, 2011, in Guglielmi et al., 2016).**

Apart from the job resources previously described, there are a series of activities which may also contribute to an increase in teacher engagement. In approaching teacher engagement, these activities may be split into two categories – activities which foster teacher engagement (as engaged educator/personal engagement), and activities which support engaged teaching (focusing on building purposeful educational connections between the community and students' competence formation for the future). In this regard, the following subchapters aim to exemplify a series of activities that should foster teacher engagement, organised into the two aforesaid categories.

6.2.2 Factors and activities for boosting teacher engagement (as personal/ professional engagement)

Self-Determination Theory (SDT) has been accepted as an approach for explaining the function mechanism between human beings' psychological needs and their inner motivations, which in turn facilitates positive personal functioning (Ryan & Deci, 2017), including engagement (Ryan & Deci, 2000; Meyer & Gagne, 2008).

In the framework of SDT, work engagement also reflects the self-regulation of motivation. Higher motivation can bring higher levels of performance, sustainability, and creativity (Ryan & Deci, 2000). In an educational work setting, a teacher's intrinsic motivation plays an essential role in the implication of innovative teaching practices, which require teachers to devote more time and energy to their work.

Especially for younger teachers, engagement is enhanced by intrinsic motives such as the opportunity for personal development, responsibility, and colleague support (Guglielmi et al., 2016).

Clear and inspiring mission and vision for the schools and cultures through collaboration with their faculty and staff. A clear mission that everyone agrees is important is one of the basic tenets of collaborative effort (Gibson et al., 2003).

Facilitative structure. A hierarchical structure and strong bureaucratic control system designed perhaps to eliminate uncertainty and chaos also can effectively silence any faculty initiative. In terms of daily functioning, the design of the campus and the timing of lunch hours are factors in the development of faculty relationships and a culture that supports innovation and engagement.

Empowered teacher leaders. Empowerment is an essential component for engagement. Teachers should have a say in the decisions that affect them, the school, and their students, and the autonomy needed to carry out innovations in their classroom. Participation in professional organizations and other networks of teachers (e.g., from the same academic discipline) can also empower teachers, energize and inspire pedagogical innovation.

Recognition and reward for innovation and excellence. Also important in developing and sustaining a culture in which all are engaged is support for pedagogical innovation and excellence in the classroom.

Collaborative and collegial environment. Teachers who are given opportunities to regularly interact on projects of mutual interest may develop a level of authenticity in their relationships. Authenticity emerges as participants engage in tasks that have meaning and address a real-world need (Barab et al., 2000).

In order to be effective, all these intrinsic motifs should be founded on teachers' profound desire to self-develop and self-motivate, in direct connection with the teaching profession. For this purpose, the specialized literature puts forward a series of exercises that aim to

develop or reinforce teachers' personal engagement. A few examples for this type of exercises may include (Pânișoară & Pânișoară, 2010):

Exercise 1:

Make a journal of all the positive experiences in your teaching career. Try not to overlook the events that you consider too insignificant to be written down. From time to time, re-read your journal. We often tend to forget the positive experiences we went through, while the negative ones have a better chance of being preserved in our memory. This is why it is important to give ourselves the opportunity to relive our positive experiences and recall the motifs that originally drove us into following this profession.

Exercise 2:

One of the important demotivators for a career is the lack of proper planning. For teachers as well, it is imperative to set clear future goals. Try to set three important goals for your career evolution, establish deadlines for each objective and analyse the actions that must be taken for reaching these goals. For instance:



Exercise 3:

Make a list of 10 things that motivate you in your teaching career. For the next step, try to choose the first three things, out of these ten, that you think you can change for the better (the ones that are in your power to change). In the end, out of the three things you have previously chosen, try to focus on one thing only that you can change today. Briefly describe how you will be able to do this and start working on it. It is important to this as soon as possible. As time passes, the chances to take action decrease considerably.

6.2.3 Activities that support engaged teaching related to community-engaged teaching

Community-engaged teaching gained momentum in the 1980s as a powerful strategy that could fulfil higher education's public mission and provide benefits to a wide variety of stakeholders including universities, faculty, students, and communities (Welch & Plaxton-Moore, 2019).

As engaged teaching has increased in popularity across colleges and universities, academic disciplines, enterprises and communities, the terms, theories, and specific activities associated with this approach have also grown. The resulting anarchy of terms unfortunately creates considerable confusion, particularly for individuals new to engagement. At its essence, engaged teaching is a pedagogy, or a method of teaching and learning, that provides students "real-world experiences" by connecting classrooms and communities (Berard & Ravelli, 2021). Instructors, students, and community partners utilizing community engagement face a continuum of choices ranging from the focus (e.g. civic, disciplinary, competency, or project) to the form (e.g. direct service, community-based research, policy/politics, philanthropy, activism, or social entrepreneurship).

Although community-engaged teaching comes in many shapes and sizes, several common principles underpin this approach. By definition, community-engaged activities connect the classroom to local, regional/state, national, or global communities. Instructors and students often partner with neighbourhoods, schools, non-profit organizations, government agencies, and other external entities. And, unlike student volunteer and co-curricular experiences, community-engaged teaching explicitly ties the formal learning objectives of the

activity to community involvement. Teachers can contribute to community engagement and partnership in many ways, since they have the knowledge, skills, and experience to make a real difference in the lives of their students and their community.

6.2.4 Summary of findings for Typography of engagement activities for educators

Professional engagement, as a whole, is a motivational psychological state corresponding to the relationship of attachment that an individual feels towards a profession and the practices associated with it (Meyer & Herscovitch, 2011). This attachment is both distinct and relative to an employer or a professional organization. From a motivational point of view, this relationship would influence the nature of the goals that individuals set for themselves, as well as the intensity and persistence of the efforts they deploy to this end in the course of their laborious activities. In principle, the higher the professional engagement, the more individuals would have high expectations and ambitious goals, would actively engage in the tasks, would derive a high degree of satisfaction from them and would, ultimately, develop a relationship of attachment towards their profession in terms of attitudes and intentions (Simbula & Guglielmi, 2013). For educators as well, work engagement relates to an attachment to professional activity. It can also imply conflicts of values: management constraints have taken on more and more space, the injunction to professionalism is stronger at the start of the 21st century. Therefore, getting involved professionally means dealing with complex professional worlds that force actors to take risks. Thus, professional commitment assumes that actors enter into transformation processes in order to act efficiently. The play of self-regulation in the activity constitutes a professional challenge which is more or less accepted and taken up by the actors involved. As a component of professional action, professional engagement reflects a modality of self-fulfillment at work. In this context, the existence of an organizational support network would represent an additional impetus and a necessary space of professional comfort and acknowledgement.

6.3 Current perception and definition of engaged educators

Incentive systems play a crucial role in motivating and engaging educators in their profession. Current incentive systems for educators vary widely depending on the educational institution and jurisdiction. Some common types of incentives include performance-based bonuses or raises, recognition programs, professional development opportunities, and career advancement opportunities (Hiranah et al., 2021). These incentives are designed to reward and encourage educators for their efforts in improving student outcomes, enhancing teaching practices, and contributing to the overall success of the educational institution. In addition to the common types of incentives mentioned, it is important to consider the impact of non-monetary incentives (Mertler, 2016) such as flexible work hours (Monaghan et al., 2009), mentorship programs, and sabbatical leaves (Han & Yin, 2016; Spuck, 1974). These non-monetary incentives (Ningsih et al., 2021) can greatly contribute to educator satisfaction and retention.

When designing incentive systems, it is crucial to consider the diverse needs and motivations of educators. For instance, some educators may be more motivated by opportunities for leadership roles (Karikari et al., 2018) and professional growth, while others may prioritize financial rewards. A well-rounded incentive (Springer et al., 2015) system should therefore encompass a variety of incentives to cater to the different preferences of educators.

6.3.1 Motivators for engagement

Motivators for engagement have been analysed at length, with studies simplifying them by classifying drivers of engagement into categories. Previous work by D'Este & Perkmann (2011) and Friedman & Silberman (2003) classified motivations into two groups, financial and non-financial motivators, based on their nature. These initial categorizations have since been expanded on by myriad authors,

adding depth and clarity to existing categories and providing new bins for the drivers to fit into, in particular the non-financial motivators.

Lam, (2011) provides a metaphorical breakdown of educator motivation into three aspects, the 'puzzle' (intrinsic satisfaction), 'gold' (financial rewards) and/or, the 'ribbon' (reputational/career rewards). Hillier et al., 2019, instead of extrinsic motivations being exclusively linked to financial gains and rewards, integrates contributions to societal problems and impact as a third category. This is alongside the puzzle and ribbon boxes that Lam, 2011 proposes. Academic motivations are often inward-looking, seeking to understand what an educator can bring to collaborations (Ahoba-Sam, 2019). Intrinsic motivations, the so-called puzzle motivators, are based on the satisfaction of the engagement (Balven et al. 2018; Iorio et al. 2017).

Extrinsic motivators, on the other hand, are based on the realization of an outcome (Ryan & Deci), outcomes which can include, for example, the licensing of technology (Balven et al., 2018). Often coming in the form of a financial benefit, a series of studies conclude that monetary incentives, particularly when associated with commercialisation, are a strong motivator of knowledge transfer (D'Este and Perkmann, 2011; Lam, 2011; Landry et al., 2007; Ramos-Vielba et al., 2016). A second category of extrinsic motivators includes learning motivations, including accessing external expertise, enhancing skillsets, and knowledge exchange to improve research outputs (Iorio et al., 2017).

Most academics engage principally for reputational and intrinsic reasons, with financial rewards playing an insignificant role in engagement (Lam, 2011). In particular for education-driven collaboration, academics are also generally more motivated to engage by intrinsic, rather than extrinsic, reasons (Orazbayeva, et al., 2020).

Using Lam's model in connection with some of the expanded concepts of the classifications, the remaining sections of this literature review will focus on breaking down the drivers fitting into the categories of motivators.

6.3.2 Drivers for engagement

Beneath these categories of motivation lie the individual drivers for engagement, the most common of which are related to personal motivations and social values. Three main drivers can be identified, those of status and civic duties (i.e. the so-called puzzle and the ribbon, rather than the gold) (Kongsted, et al., 2017; Wutti & Hayden, 2017), obtaining larger research funds (the gold), which despite some debate, is still relevant (Benneworth, Muhonen, & Olmos-Peñuela, 2017 ; Galán-Muros & Plewa, 2016; Williams & Galleron, 2016), and opportunity (i.e., the availability of resources and relationships and also the puzzle and ribbon) also plays a role in this process (Galán-Muros and Plewa, 2016; Schofield, 2013). The principal drivers are status; recognition for completed work; entrepreneurial attraction; practical societal impact; paying back public funds; educational impact and knowledge transfer; career advancement; and securing more funding (Benneworth et al., 2017; Galán-Muros & Plewa, 2016; Kongsted et al., 2017; Schofield, 2013; Williams & Galleron, 2016; Wutti & Hayden, 2017).

Many of the drivers fit into several categories, as they may have knock-on effects. For example, engagement is viewed to support research agendas and career advancement through access to financial resources (Fini et al. 2009; Hayter 2011, 2015; Lam 2011; O'Gorman et al. 2008; Owen-Smith and Powell 2001). These are achieved through academic entrepreneurship and joint research partnerships with industry members and via consulting (D'Este & Perkmann, 2011).

6.3.3 Puzzle (intrinsic satisfaction)

Research-related motivations (i.e., learning from knowledge exchange) are highly relevant to knowledge transfer activities (D'Este & Perkmann, 2011). Studies have indicated that academics are principally driven to engage when there are opportunities to further their own research objectives (Rothaermel et al., 2007; Wright, 2014; Miller et al., 2018), or additionally to increase resources or gain access to new resources (Tartari & Bresci, 2012) to further their research objectives.

Hughes et al., 2016 and Kongsted et al., 2017 suggested through survey results from the UK and Denmark that the opportunity to develop new relevant research insights was a frequent motivator for engagement, results which followed and are supported by a qualitative study from Ankrah et al., 2013. In contrast, Iorio et al., 2017 suggest that the 'intent to learn' is not a motivating factor. Despite the contrast, research suggests a strong complementarity between research and engagement (Perkmann et al., 2021).

Engaging with external partners allows academics to do multiple things, including implementing theories and increase their knowledge (Arza, 2010), develop new technologies (De Fuentes & Dutrenit, 2012), understand the impact of their inventions (Perkmann & Walsh, 2007; Lam, 2011), and gain an understanding of the strengths and weaknesses of their assumptions and theories (Ankrah et al., 2013). The legitimate willingness to contribute to scientific progress and inherent scientific curiosity of scientists gives scientists a higher likelihood of self-commitment towards achieving scientific goals in engaging with business (Lam, 2015; Orazbayeva, 2019). Beyond this, engagement can provide academics better access to better equipped laboratories (Ankrah et al., 2013), up-to-date equipment (Acworth 2008), enhanced technologies, modernised resources (Ankrah et al., 2013; McLeod and Linton, 2013; Crompton, 2017) and techniques (Santoro 2000).

Beyond strictly academic motives, intrinsic social motivations have become an increasingly discussed motivator for academic engagement as universities see increasing pressure to contribute solutions to social problems (Liefner & Sciller, 2008). The incorporation of socially-relevant research and the adoption of knowledge transfer activities into research activities is motivated by individual prosocial motivations (D'Este et al., 2016; Iorio et al., 2017), as academics are motivated to contribute to emerging university missions and address societal issues and challenges (Orazbayeva, Davey, Plewa and Galán-Muros 2020). The opportunity to contribute to wider social issues and challenges encourages knowledge transfer from academia to industry (Liefner & Schiller, 2008) and enabling universities to live up to the transformative potential of their 'third mission' (Iorio et al., 2017). By engaging in these activities, academics create new opportunities to further collaborate on social challenges (Perkmann et al., 2013).

6.3.4 Performance based bonuses - Gold (financial) motivations

The Performance-Based Bonuses are focused on rewarding educators with performance-based bonuses for achieving specific teaching goals, improving student outcomes, or demonstrating exceptional teaching skills. These bonuses can be tied to measurable objectives (Dee, 2015; Springer, 2009).

Intrinsic motivations encourage engagement with commercialisation (Lam, 2011), with academics often in fact engaging for monetary gain (Perkmann et al., 2013). Financial reward can be differentiated into two distinct forms, as personal financial gain from commercialisation or as new income streams for research teams and institutions (Alexander et al., 2015).

Some debate exists over the exact drivers behind financial motivation. Perkmann & Walsh, 2007 and Lam, 2011 both indicate that private financial reward is an important motivator for engagement, further divided by studies finding that industry engagement comes strictly from personal benefit (Owen-Smith & Powell, 2001) or out of financial necessity (Rizzo, 2015). Yet others direct the motivation for engagement to the financial gain at the institutional level, rather than for personal gain (Alexander et al., 2015). Financial incentives, such as royalty sharing and incentives for commercialisation have been shown to lead to positive outcomes for HEI patenting and/or licensing, with a positive association between the sharing of royalties and level of activity (Baldini, 2010).

Merit-Based Pay Increases. Some studies refer to merit-based salary increases for educators who consistently perform at a high level. These increases can be tied to evaluations, professional development achievements, or other criteria (Steven D. Levitt, John A, 2012; Hanushek & Rivkin 2006, Nechyba 2000) Further to professional development, offers of financial incentives or stipends for educators

who engage in ongoing professional development, attend conferences, or earn additional certifications or degrees related to their field (Guskey, 2002; William, 2011). Educators may also be rewarded with performance-based bonuses for achieving specific teaching goals, improving student outcomes, or demonstrating exceptional teaching skills. These bonuses can be tied to measurable objectives (Thomas S. Dee, 2015 , Matthew G. Springer, 2009). Financial motives are further a driver for curriculum delivery in that it may act as a gateway to further activities delivering financial rewards or that curriculum delivery will be financially beneficial later (Orazbayeva et al., 2020).

Other forms of financing agreements and funding schemes for projects also lead to increased engagement. Governments and universities use financial incentives, in addition to citations and contributions to scientific development, to encourage academic output and quality (Franzoni et al., 2011). University-level financing can be done either by offering grants or funding opportunities to educator teams or departments that collaborate on innovative projects, research, or educational initiatives that benefit students (Bellanca, 2012; DuFour, Eaker, R.DuFour, 2008). Public funding also promotes positive attitudes of researchers for collaborating with industry to secure public-private budgets (Azagra-Caro et al., 2006), building trust and influencing the extent of outputs and knowledge development (Nishimura & Okamuro, 2016; Okamuro & Nishimura, 2015; Sandura & Iammarino, 2021). The amount of funding from industry directed to both the department and university as a whole is positively associated with engagement across a wide scope of engagement (D'Este & Patel, 2007), while Iorio et al., 2017 found that the funding level is a determinant of the extent to which the engagement activities take place.

Positive association b/t the sharing of royalties with inventors and departments and the activity (Baldini, 2010).

6.3.5 Recognition and Awards - Ribbon (reputational/career) motivations

Individual recognition is a pre-requisite for career advancement where academics engage with external actors to increase their visibility and gain recognition within the scientific and external communities (Iorio, 2017; Lam, 2011). Individual motivation and characteristics have been shown to be the main drivers for engagement versus university characteristics (Perkmann et al., 2021; D'Este and Patel 2007; D'Este and Perkmann 2011; Perkmann et al. 2013; Ponomariov 2008).

Recognition and prestige among peers are contributors to scientists' actions and attitudes towards engagement (Tartari & Bresci; Göktepe-Hulten and Mahagaonkar, 2010), influencing them to increase patenting and disclose output (Göktepe-Hulten and Mahagaonkar, 2010). Academics engage for a number of reasons regarding their reputation and career, notably to take advantage of opportunities to co-author high-impact papers with industry (D'Este & Patel), further opportunities for professional development, access to professional networks, and entering into research feedback and dissemination loops (Hayter 2015, Minshall & Wicksteed 2005), and, principally in the case of younger academics, to create spin-offs to get a job (Rizzo, 2015).

Recognition can also come internally from institutions, where education-oriented motivations have a positive association with education-driven engagement (Orazbayeva et al., 2020). HEIs can implement peer recognition programs in which educators can nominate and acknowledge their colleagues for outstanding contributions to the school or district (Sackstein 2017, Kjerulf, 2018). This can take the form of "Teacher of the Year" awards, certificates of appreciation, or public acknowledgment during school or district events (Marzano, 2005; Goldring & Hartmann 2013; Behrstock-Sherratt & Ceja 2019). HEIs can also create clear pathways for career advancement and allow educators to take on leadership roles, mentorship positions, or curriculum development responsibilities, with corresponding salary increases or bonuses (Hallinger, 2000; Ingersoll, 2017; Athanases & Knowles, 2012; Danielson 2006).

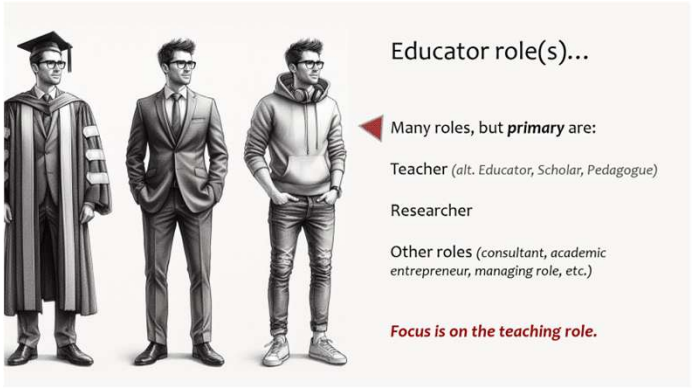
Teacher-Leadership Roles: Develop teacher-leadership roles within schools or districts. These roles come with additional responsibilities and compensation, such as instructional coaches, curriculum specialists, or mentor teachers (Athanases a&Knowles, 2012; Danielson 2006). Educational institutions can also reward educators for improving student outcomes, such as higher graduation rates, standardised test score improvements, or other measurable achievements (Fryer, 2010; Duflo, 2005). By encouraging improvements to teaching and graduate employability, HEIs can motivate academics to engage in UBC activities including student mobility, curriculum design and delivery, and lifelong learning (Orazbayeva et al., 2020).

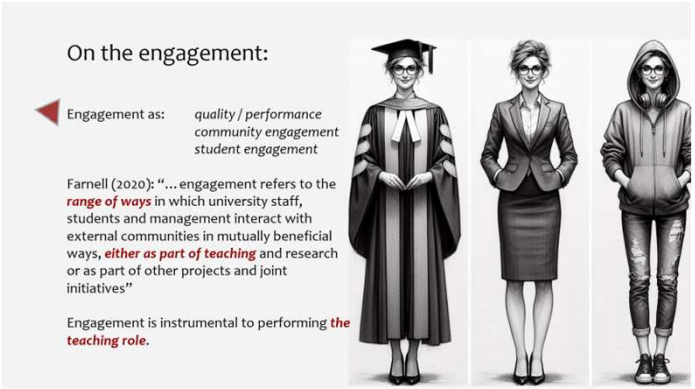
Career Advancement Opportunities. Individual recognition is a pre-requisite for career advancement where academics engage with external actors to increase their visibility and gain recognition within the scientific and external communities (Iorio, 2017; Lam, 2011). Individual motivation and characteristics have been shown to be the main drivers for engagement versus university characteristics (Perkmann et al., 2021; D'Este and Patel 2007; D'Este and Perkmann 2011; Perkmann et al. 2013; Ponomariov 2008).

Collaborative Grants: Offer grants or funding opportunities to educator teams or departments that collaborate on innovative projects, research, or educational initiatives that benefit students (Bellanca, 2012; DuFour, Eaker, R.DuFour, 2008). Opportunity, the availability of resources and relationships (Galan-Muros & Plewa, 2016; Schofield, 2013), also plays a key role in career-based motivation. Studies have consistently demonstrated the importance of existing relationships and contacts as key for initiating engagement (Alexander et al., 2020; Gulbrandsen and Thune, 2017; Razak and White, 2015; van Rijnsoever and Hessels, 2011). As explained by Al-Tabbaa and Ankrah (2016), existing connections facilitate engagement by reducing barriers such as a lack of trust, common contexts, and objectives. Previous working experience with industry firms has a strong association with future engagement (Bekkers and Freitas 2008; D'Este and Patel 2007).

Community Engagement: Recognize and reward educators who actively engage with the community, including participation in parent-teacher associations, community service, or partnerships with local organizations (Harkavy, Benson, Puckett 2013; Quinn Foley, 2016).

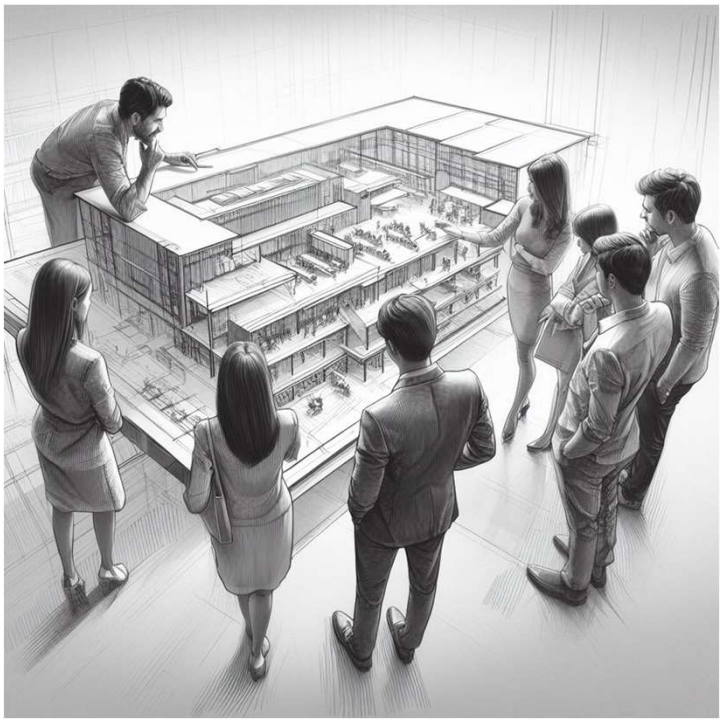
Social and community motives are also part of the ribbon motivations for engagement. Socially-motivated involvement has a number of benefits, including the creation of employment opportunities for both academics and other stakeholders (Huszár et al., 2016), enhanced recognition both within and outside academia and higher education (Goethner et al., 2012; Siegel et al, 2004), and enhanced social prestige (Dietz & Bozeman, 2005).





6.3.6 Summary of the incentive systems currently in place for educators

The summary of this part is that the incentive systems currently in place for educators to engage and retain them can greatly contribute to their satisfaction and overall retention. These systems should be designed based on teacher suggestions and needs, offering a variety of incentives that cater to their preferences, such as opportunities for leadership roles, professional development, competitive salaries and benefits, recognition and praise, flexible work arrangements, and a supportive work environment. By considering the unique needs and motivations of educators, educational institutions can create a culture of engagement and motivation that ultimately leads to improved student outcomes and overall institutional success.



6.4 THE RECOGNITION AND PROMOTION OF EDUCATOR´S ENGAGEMENT ACTIVITIES

The following literature review presents a synthesis of recent (+or- 20 years) published material regarding the recognition and promotion of engaged educators in Higher Education Institutions (HEIs). Specifically, publications examining Community Engaged Scholarship (CES), Engaged Scholarship (ES), Engaged Education (EE) and in a broader sense Teaching Excellence (TE) are included whereas literature focused on engaged research alone, is not. Reference is made however to the documented tension between recognising and promoting these two academic activities: research and education.

Analysis of the literature shows that the movement of recognising and promoting CES is growing slowly (Moore et al., 2015), predominantly focusing on revising Review, Tenure and Promotions (RPT) policies with some reference to annual awards, professional development (Purcell et al., 2020; Welch and Plaxton-Moore, 2019) and funding as other forms of recognition. The literature conveys the challenge of measuring, valuing, and evidencing engaged scholarship given the over dependence and esteem publications are held in as a metric of value, and this is particularly the case for engaged education where little precedence exists.

Examination of the literature on recognising and promoting teaching in HEIs, conveys no sense of awareness regarding engaged education. The parallel process occurring within these two areas, namely that research is given precedence within recognition and promotion processes in HEIs (Fung and Gordon, 2023; Cashmore et al., 2013; Chalmers, 2011) is reviewed. The intersection between recognising 1) teaching excellence and 2) engaged educators in HEIs is a potentially exciting area of future research.

The following review begins with the need and reasons for change in HEIs regarding recognising and promoting engaged scholarship, the shared learning from HEIs implementing change, the benefits they've

experienced and a brief synthesis on the parallel process within teaching in HEIs to gain recognition and promotion on par with research.

Most of the literature emanates from the United States (U.S.) and Australia where HEIs have been examining and modernising institutional policies and culture to recognise and promote community engaged scholarship, and fortunately documenting the process. Research from within the EU remains limited (with the exemption of the UK). Benneworth and Osborne's (2014) analysis of engagement in higher education in Europe illustrates that due to the poor resourcing for engagement and institutional autonomy, the Third Mission is interpreted broadly and applied differently depending on where funding is available, which is predominantly for research or technology transfer. As a result, the existing structures somewhat support the recognition and promotion of engaged research but ignore engaged educators.

6.4.1 The need for change

The literature unanimously agrees that while engagement continues to gain prominence and a more central role in higher education, HEI policies and culture that shape academics behaviour for career advancement have not kept pace (Stanton, 2007; Elison and Eatman, 2008; Saltmarsh and Wooding, 2016; Alperin et al.'s, 2019, Purcell et al., 2020). An increasing number of campuses are attempting to provide explicit recognition for CES (Saltmarsh and Wooding, 2016; Pelco and Howard, 2016; Blanchard and Furco, 2021) but few HEIs have well-articulated personnel policies that would enable or support the recognition of CES in the RPT process (Cavallaro, 2016). Many argue that RPT policies remain the strongest barrier for CES as academics feel their work is either undervalued, miscategorised, or dismissed completely (Lambert-Pennington, 2016; Weerts and Sandmann, 2010). Moore's (2014) multi-case study with academics across the U.S. found that "nearly every list of barriers to engaged scholarship includes a discussion of promotion and tenure systems, faculty rewards policies, and/or administrators' attitudes toward engagement as a key constellation of issues limiting faculty involvement in community engaged scholarship and other community–university interaction across disciplines" (pp. 97).

Interestingly much of the literature from the U.S. conveys a sense of urgency to recognise and reward CES due to the need for HEIs to recruit and retain increasingly socially aware academics and more diversity (Janke et al., 2023, 2016; Blanchard and Furco, 2021; Alperin et al., 2019; Saltmarsh and Wooding, 2016). Women and people of colour have more of a propensity to enter academia with an interest in pursuing CES (Miller et al., 2018) and are thus overrepresented amongst CES academics (Baez 2000). This is a trend not documented in the EU literature yet.

6.4.2 Learning from change

Changing personnel policies, as well as institutional culture can be a challenging process that requires multiple years of sustained effort (Janke et al., 2023; Cavallaro, 2016). This section contains analysis of extensive literature including literature reviews from Australia (Smith et al., 2014) and Canada (Beaulieu et al., 2018), work from Lambert-Pennington (2016) and Boehm and Larrivee (2016) describing how academics navigated the tenure and promotion process in HEIs without explicit identification of CES within the RPT policies, and the following research:

- Janke et al. (2016, 2023) present the efforts of academics and administrative leaders at the University of North Carolina at Greensboro (UNCG) to create an academic culture in which CES is seen as legitimate academic work.

- Doberneck (2016) conducted a qualitative study analysing RPT policies from 15 Consortium for Institutional Cooperation (CIC) institutions in the U.S.

- Pelco and Howard's (2016) case study describes the campus context, process, and challenges of successfully including CE language into RPT policies at Virginia Commonwealth University (VCU).

- Staub and Maharramli (2021) use national benchmarking and extensive consultation with University of California in Los Angeles (UCLA) College faculty to outline the steps needed to address the evaluation of CES.

- Blanchard and Furco (2021) report on the efforts to embed engagement across academic's activities in the University of North Carolina at Chapel Hill and the University of Minnesota.

- Saltmarsh and Wooding (2016) describe the collective exploration by five campuses of the University of Massachusetts (all which are classified by the Carnegie Foundation for Community Engagement (CFCE)) to revise structures to reward new forms of scholarship.

The preceding literature, perhaps surprisingly, reveals similar challenges and lessons, with some specific nuances depending on the institutions' culture, history and, most notably the level of support from leadership. Progress is being experienced in most of these institutions, but it is slow and far from complete. The most significant factors found are as follows:

A. Strategic Alignment.

B. Leadership.

C. Language.

D. Dialogue.

E. Diversification of application.

F. Research focused.

A Strategic alignment

Alignment with existing institutional mission and strategy is reported widely in the literature as critically supportive (often linked to leadership support) to making change (Janke et al., 2023; Cavallaro, 2016; Saltmarsh and Wooding, 2016). If engagement was not included within the institutional mission and strategy, introducing language regarding the importance and commitment to external/community engagement was required as a foundation (Lambert-Pennington, 2016). Blanchard and Furco (2021) report that alignment with the larger institutional mission and strategic goals related to CE and as previously mentioned, equality, diversity and inclusion were found to be supportive factors.

B Leadership

The importance of leadership instigating, and championing change is pervasive within the literature (Saltmarsh and Wooding, 2016; Jordan et al., 2009; Hart et al., 2023). "Culture change requires leadership and energy" (Cashmore et al., 2013, pp. 17). Leadership is found to be instrumental in any successful campus-wide conversation about:

- *Community engaged scholarship,*
- *The establishment of awards or celebrations,*
- *The revision of HEI policies, and*
- *The effective development and dissemination of any guidelines, resources, and support for senior faculty.*

Senior faculty need to be supported, educated, and resourced to enact change (Janke et al, 2016; Sandmann et al., 2016) as they hold significant leadership positions and sit on review committees. Leadership is also experienced in the form of champions or key personnel that drive change from the inside including change agents and boundary spanners (Purcell et al., 2020).

C Language

Due to a pervasive lack of consensus on the definition and value of CES, clearly defining a shared language around 'CES ' or 'engagement' is experienced to be a critical first step. Many of these HEI's chose to

undertake a deliberate, slow collaborative process of discovery, agreement, definition, and publication (Saltmarsh and Wooding, 2016; Janke et al. 2016; 2023). In particular agreeing examples of CES evidence, documentation, products, outcomes, and impact, agreeing criteria for evaluating CES (may be institutional and adapted by discipline), identifying who can be included as a peer review, and how, and clarifying how local impact is given high regard are experienced as important. Once definitions are agreed, measurement can be facilitated (discussed later).

The use of ambiguity is prevalent by leadership in the beginning to generate broad institutional acceptance or organisational change (Alperin et al., 2019). However, Janke et al. (2023) offer caution as ambiguity can help leadership successfully change HEI policy, but later can cause the creation and inconsistent use of terms.

D Dialogue

During the revision process providing open spaces for informed dialogue across academics ranks, departments, and administrative levels offers opportunities to foster shared understanding about the types of activities and contributions that are valued, encouraged, and rewarded, as well as the best practices for documenting and evaluating the quality, impact, and importance of CES (Janke et al., 2016; Cavallaro, 2016; Shanahan et al., 2021). In addition, many HEIs found that regularly scheduled information sessions and professional development workshops support senior academics who serve on review committees to develop expertise in evaluating CES and early career academics to document CES in RPT applications (Cavallaro, 2016; Lambert-Pennington, 2016; Shanahan et al., 2021).

E Diversification of application

Once the revised HEI policy is implemented, many studies found variation in the application afterwards (Janke et al, 2023; Blanchard and Furco, 2021; Doberneck, 2016). In particular the definition and operationalisation of engagement was applied differently across disciplines and varied between schools and departments (Janke et al., 2023). Doberneck's (2016) analysis of school and departmental policies exposed significant variations in the following key areas:

- *The language used to describe academics work,*
- *Types of examples included in the documents,*
- *The role of outreach and engagement in the RPT process, and*
- *Criteria for assessing quality and excellence.*

Blanchard and Furco (2021) argue that strong discipline-based influences on focus, purposes, and operationalisation of CES raises issues regarding how to best develop institution-wide criteria and expectations for academic's evaluation. Thus, changes to the HEI policy may serve as an important first step but careful consideration and review of the subsequent school and department level policy is subsequently important.

F Research focused

Notwithstanding the progress made within these institutions to revise RPT policies, the literature advises that HEI's must be attuned to other cultural shifts and contexts, in particular the enduring precedence placed on research. Biase towards research was found on both sides of the process, the development of policies and the application process:

- *Janke et al.'s (2023) analysis of institutional policies found that even though HEI policy specifically names CES in each of the three sections of academic's work, CES was described in twice the number of sections on research/creative activity compared to teaching.*
- *Academics were found to aim, primarily, on articulating community engagement as a form of research over any other form of academic activity (Janke et al., 2023, 2016; Saltmarsh and Wooding, 2016).*

6.4.3 Benefits of change

O'Meara's (2002) study interviewed academics in HEIs after the revision of RPT policies to support CES and found increased satisfaction levels with work and the HEI, including the following:

- Experienced greater congruence between the HEI mission and reward systems.
- Viewed their service as a potential form of scholarship.
- Felt elevated importance of service as scholarship in reward systems.
- Perceived greater proportionality of faculty workload.
- Believed their community-engaged work was legitimised.

Janke et al. (2016) research indicated that academics had been attracted to UNCG because of the institution's explicit support for community engagement in RPT policies and that faculty who reviewed internal grants, on their own volition, began to "give more weight" for those who engage students and community partners in their scholarship. Results from the spring 2015 Collaborative on Academic Careers in Higher Education survey showed that UNCG academics rated satisfaction with its tenure policies and tenure clarity higher than those at selected peer institutions. These were listed as the institutions highest rated strengths.

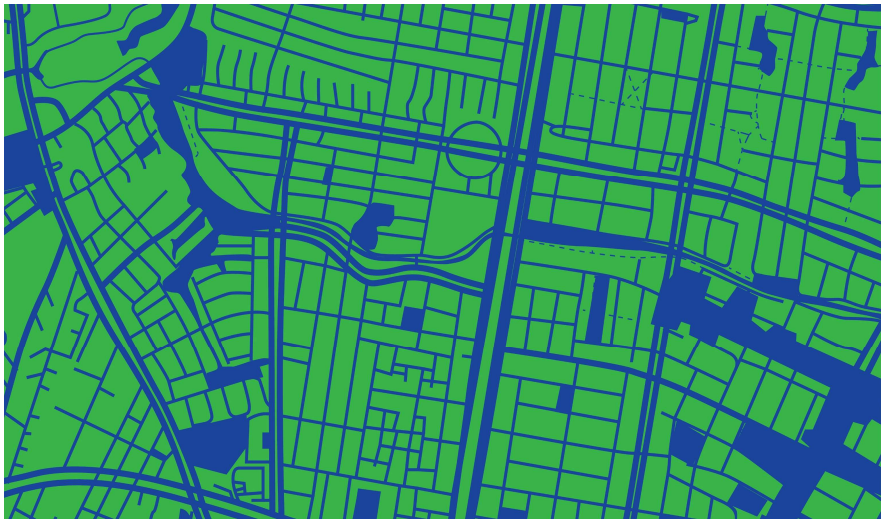
6.4.4 Recognition and promotion of teaching

This literature review is focused on engaged educators, it is important to reference the ongoing efforts to develop teaching standards for the purpose of providing recognition and promotion for excellent teaching (Ingvarson, 2019) - none of which refers to engaged pedagogy.

The three primary mechanisms for recognising and rewarding teaching are:

- Annual awards for teaching excellence (Fung and Gordon, 2023; Ekaterina, 2018),
- Offering professional development programmes and grants (Chalmers, 2011), and
- Increasing the value assigned to teaching within performance review and promotion criteria (Fung and Godon, 2023; Ekaterina, 2018; Chalmers, 2011).

Fung and Gordon's (2023) study for the Higher Education Academy in the UK investigated the challenge of ensuring that educators and education-focused leaders in research-intensive institutions are appropriately rewarded for their work and found that "education-focused staff appear to be the most frustrated with respect to promotion and recognition, and in some cases there are no perceived opportunities for promotion at all" (pp. 25). A sentiment agreed with by Chalmers (2011) paper which reviewed two such initiatives in Australia and Cashmore et al.'s (2013) broader study of initiatives in the UK.



6.4.5 Summary of recognition and promotion of educator´s engagement activities

Analysis of the literature shows that the movement of recognising and promoting CES is growing slowly worldwide, largely driven by internal demand from a more socially aware, diverse academic cohort and a need to retain this talent going forward. In this area Europe is notably lagging behind. The literature explores the many challenges to changing the existing processes, structures, and culture within HEIs to support academics in measuring, valuing, and evidencing engaged scholarship when it comes to recognising and promoting their efforts. Predominantly changing the existing ubiquitous overreliance on research publications as a metric of value of academic's time requires significant institutional support, resources, and time. It is important to note that changes to the global metrics for evaluating successful HEIs would greatly support this movement.

Many benefits from changing the RPT policies have been identified in the literature and further research into these benefits (especially regarding recruiting and retaining staff) could encourage exponential progress.

Although there is no communication between the research regarding recognising and promoting teaching in HEIs and recognising and promoting engaged education, these two areas share an objective, challenges, and possible solutions.



6.5 POLICIES AND STRATEGIES

This literature review explores the topic of Policies and Strategies that exist to support engaged educators and their endeavours in the current landscape. Within this remit, we explore policies that exist on an international level, across the European Union and at a national level, as well as delving into specific strategies that can be employed to support engaged educators at the university level. A key finding from our literature search is that very little academic literature or policy/strategy documents exist that focus specifically on engaged educators. Identified documents rather focus on higher education engagement or enhancing teaching and learning more generally. Information pertaining to engaged educators can be extrapolated from these documents, but it remains that the topic of policies and strategies engaged educators specifically has yet to receive individualised attention in the literature.

In recent decades, there has been a growing recognition of the importance for universities to engage with their external communities in order to address societal challenges. This shift in priorities, policies, and initiatives can be observed at international, European, and national levels. This section provides a high-level overview of these policies and initiatives, with a specific focus on trying to identify engagement through educators' activities.

6.5.1 Summary of recognition and promotion of educator´s engagement activities

At intergovernmental level, in 2009, UNESCO's communique from the World Conference on Higher Education strongly emphasised the principle of universities' social responsibility, describing higher education as a 'major force in building an inclusive and diverse knowledge society and advancing research, innovation and creativity' (p. 4).

The UNESCO World Conference on Higher Education's in 2009 put an emphasis on the principle of universities' social responsibility being closely tied to the role of engaged educators in universities. The concept of universities' social responsibility underscores the idea that higher education institutions have a broader mission beyond academic excellence and research. It highlights their obligation to contribute to the development and well-being of society.

Engaged educators play a pivotal role in fulfilling universities' social responsibility. This is especially relevant in their role of facilitating community engagement by collaborating with local communities, addressing societal challenges, and working towards finding solutions to real-world problems in the context of the classroom.

In 2012, UNESCO launched the UNESCO Chair in Community-based Research and Social Responsibility in Higher Education to further support policymakers and practitioners in strengthening community-university research partnerships globally (UNESCO CBRSR, n.d.).

Benchmarking Performance in Higher Education (OECD, 2019) includes a special chapter on universities' 'engagement with the wider world', in which community engagement features prominently.

6.5.2 European union initiatives

At European Union level, the policy framework of the Lisbon Strategy (2000-2010), with its ambitious goal of making the EU the world's most competitive economy by 2010, resulted in a heavy emphasis being placed on the role of universities in contributing to the economy by developing human capital, cooperating with business and driving innovation (European Commission, 2003).

In "The Modernisation Agenda for Higher Education" (European Commission, 2011), university engagement was described solely in terms of connecting the 'knowledge triangle' of education, research, and business. However, in the "Renewed Agenda for Higher Education" (European Commission, 2017), broader societal engagement by universities was given priority for the first time in an EU policy document.

In a thematic peer group report, European University Association addresses promoting a broader range of academic activities, including restoring parity of esteem for learning and teaching with research and innovation (te Pas, S., & Zhang, T., 2019).

6.5.3 National

UK:
The Teaching Excellence Framework (TEF) UK does not specifically mention educators engagement activities, however, it does take into account the broader aspects of teaching quality. These aspects indirectly encompass educator engagement, such as the ways educators engage with students, contribute to the learning environment, and participate in professional development to enhance their teaching skills.

Ireland:
In Ireland the Technological Universities Act (2018) clearly requires universities to reflect the needs of individuals, business, enterprise, the professions and the community and to facilitate learning by flexible means. Research Ireland's Enterprise Partnership scheme -a funded national initiative linking researchers to enterprises – is one example of national policy encouraging closer collaboration between universities and enterprise.

Netherlands:
Strategic Agenda for Higher Education and Research (2015-25): Encourages student involvement in joint research projects with external partners (OECD, 2019).

Spain:
University Strategy 2015: Emphasizes the essential need to strengthen the social responsibility of universities and develop a model based on the third mission balancing social and economic development (Farnell, 2020).

Croatia and Lithuania:
Although no specific policy documents, European Social Funds prioritize funding for community-based learning initiatives in higher education, initiating community engagement in systems with limited prior engagement (Cayuela et al., 2020).

6.5.4 Strategies at HEI level

External engagement is a vulnerable activity that is often carried out on the individual academic level, rather than being institutionalised (Smith, Else & Crookes, 2014). Universities should therefore establish internal procedures that clearly define engagement, outline performance criteria, support engaged teaching and establish processes for acknowledging and rewarding engaged scholarship (Smith, Else & Crookes, 2014; Simonsson, 2021).

To support engaged scholarship universities can:

- Incorporate engagement into university mission statements and strategic objectives (Farnell, 2020)
- Expression of commitment to engagement by university leaders (Farnell, 2020)
- Use internal communication channels to increase awareness of external engagement (Bjursell, Dobers, & Ramsten, 2016)
- Incorporation of engagement into university policies for the recruitment, promotion and tenure of staff (Farnell, 2020)
- Establish institutional support structures for community engagement (for example, in the form of an office, assigned staff or a committee) (Farnell, 2020)
- Provide or advertise learning opportunities to build the capacity of educators for engagement including onsite or offsite training, peer-to-peer mentoring and faculty learning committees (Bjursell, Dobers, & Ramsten, 2016)
- Provide funding to support engagement activities (Farnell, 2020)
- Provide recognition and awards for engagement activities (Farnell, 2020)
- Integrate into regional and international networks aimed at Teaching and Learning (T&L) development (Bjursell, Dobers, & Ramsten, 2016)

Examples of a number of these methods are expanded upon below.

Internal communication systems

According to Bjursell, Dobers & Ramsten (2016) internal communication systems to promote the importance of enhancing the quality of teaching and learning at HEIs are an essential strategy for instating a culture of engagement. HEIs can place information about engagement on their websites and internal documents, as well as holding seminars and workshops dedicated to this topic. In the Croatian context, Bjursell, Dobers & Ramsten (2016) found that some HEIs had also initiated working groups to assess the quality of teaching and learning at the institution, learnings that would then be disseminated to other educators during Faculty Council Meetings.

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Example – External Engagement Pamphlet, Lund University (Simonsson, 2021)

Lund University published an External Engagement Pamphlet to disseminate and provide structure and orientation for external engagement at the university. The pamphlet is designed to initiate collaborative discussions and provide inspiration on how academics can perceive and enhance their external engagement, as well as providing a more structured and systematic approach to external engagement at the university.

Institutional Support Structures

Institutional support structures for community engagement can include an office, assigned staff or a committee.

Example – Lund University

In terms of institutional support structures for engaged educators, Lund University have a Cooperation Office and External Engagement Council.

Example – Munster Technological University

A specific unit was founded in 2011 to stimulate and support engagement with all forms of enterprise. The MTU Extended Campus operates as a central single point of contact to facilitate external organisations in collaborating with the staff, students and researchers. Administrative resources and a CRM system help to support interactions and to build from individual transactions into more long-term relationships. Staff from the different faculties are allocated to the Extended Campus and some of their time is dedicated to networking and making connections with enterprise partners (Sheridan et al. (2013)

Cooperation Office (Simonsson, 2021)

The Cooperation Office offers assistance and facilitates the organization of intricate, interdisciplinary initiatives and strategic partnership platforms involving external entities. Additionally, the office extends support in relation to project financing and innovative funding frameworks, with a focus on funding organizations like VINNOVA, MISTRA, Formas, the Swedish Energy Agency, and certain EU funding sources. Services are also provided for matters pertaining to research communication, assessment of external involvement, and the societal impact of research.

External Engagement Council (Lund University, n.d.)

The overarching responsibility of the External Engagement Council is to enhance collaboration between the faculty's departments and broader society, encompassing both educational and research-related external engagement. The council serves as a platform for sharing experiences and also acts as a coordinating entity in facilitating faculty-wide initiatives in external engagement. It also plays a key role in coordinating with the central administration's support functions dedicated to external engagement. The council convenes bi-monthly to fulfil its objectives.

The composition of the External Engagement Council includes:

- ***a chair (dean, pro dean or vice-dean)***
- ***at least six departmental (equivalent) representatives and a maximum of one representative from each department (equivalent)***
- ***communications officer at the faculty office***
- ***two student representatives***

Incorporation of engagement into university policies for the recruitment, promotion and tenure of staff

Another strategy that universities can imply to stimulate engagement in teaching with their university is through integrating engagement into their recruitment, career framework and promotions processes (Lambert-Pennington, 2016). At present higher education systems face significant resource and financing pressures, and reward and promotion frameworks largely centre around academic publications and student satisfaction surveys (Bjursell, Dobers & Ramsten, 2016). As a result of this, community engagement is often treated as a low priority (Farnell, 2020). Additionally, academics that perform well in external engagement often feel that their contributions are overlooked and that these policies are therefore unfair or do not reflect their efforts (Hayden et al. 2018). In the absence of well-defined performance expectations, promotion criteria, and measurement tools that appreciate and acknowledge engagement, staff members will persist in opting not to engage (Smith, Else & Crookes, 2014).

Through integrating engagement as a criterion for tenure and promotion, we can mitigate this, creating a concrete means to enhance institutional cultures of engagement and increase the priority level of such (O'Meara & Braskamp, 2005). To achieve this, handbooks, promotion, and tenure guidelines should explicitly cover definitions of engagement as well as the methods and reasons for linking faculty work with community needs (Lambert-Pennington, 2016). Additionally, providing examples of how to document engagement activities is vital.

Example – UCL Academic Career Framework (UCL, 2021)
The UCL Academic Career Framework is designed to support a multitude of academic career paths: whether academics activities centre around research, teaching, public engagement or enterprise, the framework ensures that assessment of personal impact remains consistent across the university and across these spheres. Enterprise & External Engagement is one of the four core career trajectories at UCL. Through public engagement, UCL staff bring external stakeholders into research and teaching at UCL, as active participants, practitioners and advisors. Within this career track, increasing links with external partners is reflected in promotion through the grade levels e.g. inviting speaker or expert beyond academia is a behaviour associated with a grade 7 level.

However, whilst updating promotional criteria at the university level can provide more space and legitimacy for engagement, this does not change the fact that often at the national level there are inadequate procedures and regulatory frameworks which place a disproportionate emphasis on scientific and research work, whilst teaching quality is marginalised (Bjursell, Dobers, & Ramsten, 2016). For this reason it is clear that policies at all levels need to be in place to stimulate and support engaged educators.

6.5.5 Summary of policies and strategies

In conclusion, this literature review has provided insights into the landscape of policies and strategies aimed at supporting engaged educators in the current educational context. The exploration covered international, European Union, and national levels, offering an overview of efforts to foster educator engagement and identifying existing gaps.

The strategies discussed at the higher education institution (HEI) level provided practical insights into institutionalizing and supporting engaged scholarship.

Challenges persist, particularly at the national level, where inadequate procedures and regulatory frameworks often prioritize scientific research over teaching quality. There is a clear need for comprehensive policies at all levels to stimulate and support engaged educators. It is necessary to shift the evaluation and promotion criteria to recognize educators who actively contribute to community engagement. This shift would enable universities to mobilize their resources to have a greater positive impact on addressing Europe's societal needs (Farnell, 2020).

Within the broader landscape of educational policies and strategies, this literature review highlights a crucial gap - the lack of focused attention on engaged educators. While existing documents address higher education engagement and teaching enhancements broadly, the unique challenges and contributions of engaged educators deserve individualized consideration in future research and policy development. As we celebrate the progress made in recognizing the societal role of higher education, this review serves as a compass, guiding future efforts towards a more inclusive and comprehensive approach that empowers and supports educators in their engagement endeavours.



7 INTERVIEWS WITH EXTERNAL PARTNERS

The MapEEC project partners conducted interviews with 19 external partners that collaborate with educators (see Table 1.). The aim with the interviews was to understand the external partners perspective on what is needed from teaching staff in developing and implementing a successful collaborative educational project.

Before the interviews, the project partners in MapEEC developed an interview guide. The interviewees were diverse in their profiles and came from different organisations and countries in Europe, see Table below. They had also different experiences of collaborating with educators and HEIs.

This report will present an outline of the three perspectives that proved to be particularly relevant: Understanding motivation to engage in collaboration; Understanding (perceived) challenges and Key success Factors for Good collaboration.

Table 1. *Profiles of external partners interviewed*

Profile	Gender	Organisation	Country/region
Project Manager	F	Consultancy	Europe
Director	F	Research association	Europe
Senior executive officer	F	University	Norway
Consultant	M	Research institute	Europe
Project Manager	F	Institute	France
Executive level	M	Manufacturing company	Sweden
Export Manager	M	SME	Sweden
Business owner	M	SME	Sweden
Strategic advisor	M	Public sector	Sweden
Executive level	F	Innovation organisation	Sweden
CEO	F	SME	Ireland
HR specialist	F	Multinational corporation	Ireland
Marketing manager	M	National corporation	Ireland
Director of Engineering	F	Multinational corporation	Ireland
Boundary spanner	F	Multinational corporation	Ireland
Director Advocacy	F	Organisation in global network	Romania
Event Manager	F	Association	Romania
Chairman	F	Chamber of Commerce	Romania
Director	F	Vocational school	Romania

7.1 Understanding motivation to engage in collaboration

Insights from the interviews with the external partners reveal that understanding what drives both individuals as well as organizations to engage in collaboration is crucial. By understanding what motivates the external partners to collaborate with HEIs and educators, this can be used to attract new external partners in the future. Additionally, the effectiveness of persuading and onboarding external collaborators or practitioners can be significantly improved by addressing these motivations directly.

Four key categories of motives emerged during these discussions:

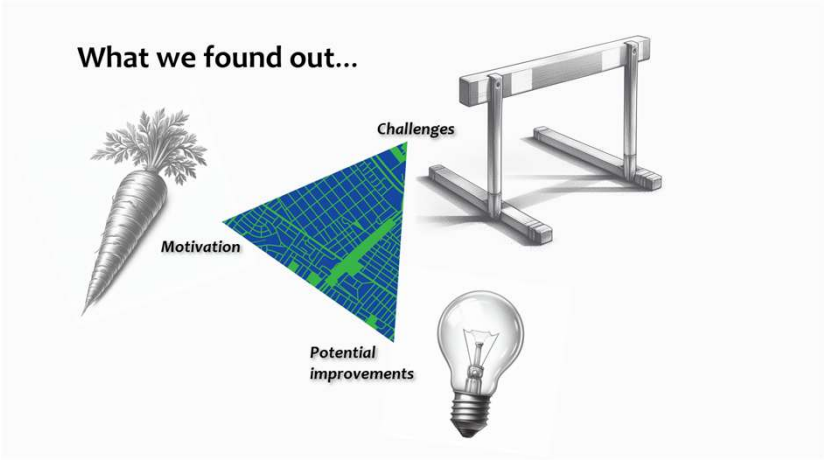
1. Shaping and accessing future talent and/or customers. This is an opportunity for practitioners to influence curriculum and prepare the future graduates for the marketplace. Furthermore, there is a benefit for internal (employee) marketing, too. Finally, these kinds of collaboration give hoist companies an opportunity to gain insight into opinions, attitudes, and behavior of younger demographics.

2. Greater societal benefits. These kinds of initiatives in the long run have deeper impact on the economy, by supporting local economic development and organizational (partner's) competitiveness. Economic development is beneficial for society.

3. Personal benefits. One of the major findings is that a lot of initiatives are person driven – and that collaboration on both sides is frequently driven by personal enthusiasm and feeling that a person needs to give back to society/community. Furthermore, there are sometimes material benefits or at least recognition and gratitude for people running these kinds of activities.

4. Organizational benefits – organizational learning was emphasized, as well as return on investment in the collaboration process (e.g. tangible and intangible benefits of working with academia); finally, this is also seen as part of corporate brand building.

tangible and intangible benefits of working with academia); finally, this is also seen as part of corporate brand building.



7.2 Understanding (perceived) challenges

Another perspective that was identified during the analysis of the interviews was to understand the (perceived) challenges for collaboration. During the interviews obstacles that are preventing practitioners to collaborate with academia prevent fully using collaboration potential were identified. The respondents from our interviews shortlisted the following:

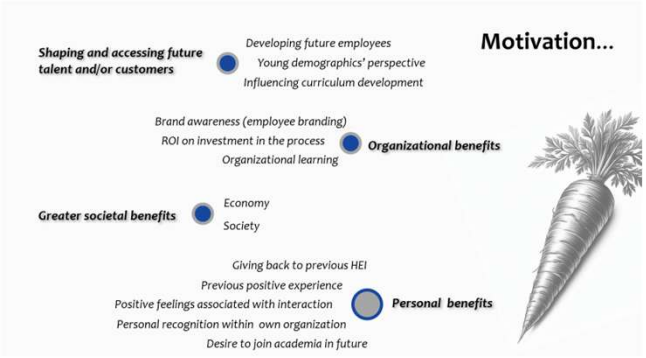
1. Differences in priorities: academic outcomes vs practical outcomes of collaboration; necessity to align the outcome for both partners.

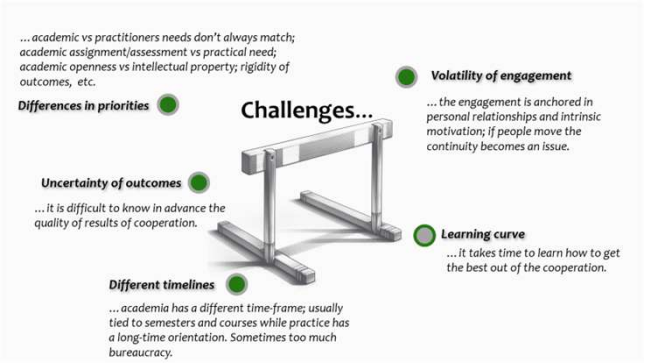
2. The uncertainty of outcomes, since it is hard to predict the results of collaboration.

3. **Volatility of engagement. Frequently the collaboration is based on personal relationship and engagement, any changes in the partnership may result in breaking of the collaboration, or at least need to re-establish and re-develop partnership (with new people behind the collaboration projects).**

4. **Different timelines – the academia usually works in terms of semesters and course durations, on the contrary external partners timeline is far longer, and extends beyond academic timelines.**

5. **Learning curve – as with every process, it takes time to fully utilize its potential, to learn how to get the best out of the collaboration.**





7.3 Key success factors for good collaboration

During the analysis of the interviews, key success factors for good collaboration were also identified. It was found that good collaboration requires clear and open communication, shared goals, mutual trust and mutual respect as well as resources. Identified key success factors for this study include following:

1. **Communication. Communication was highlighted as the key enabler for collaboration. Communication needs to be open and focus on opportunities for collaboration and their availability.**

2. **Processes – must be established to support the collaboration. Establishing strategic approach to collaboration, less dependent on particular individuals (or personal relations), making collaboration more systematic and long-term. Within HEI external relations need to be formalized.**

3. **Resources. Finally, there is very little that can be done without dedicating some resources to these initiatives: time and responsibilities need to be clear; and some incentives would be also beneficial.**

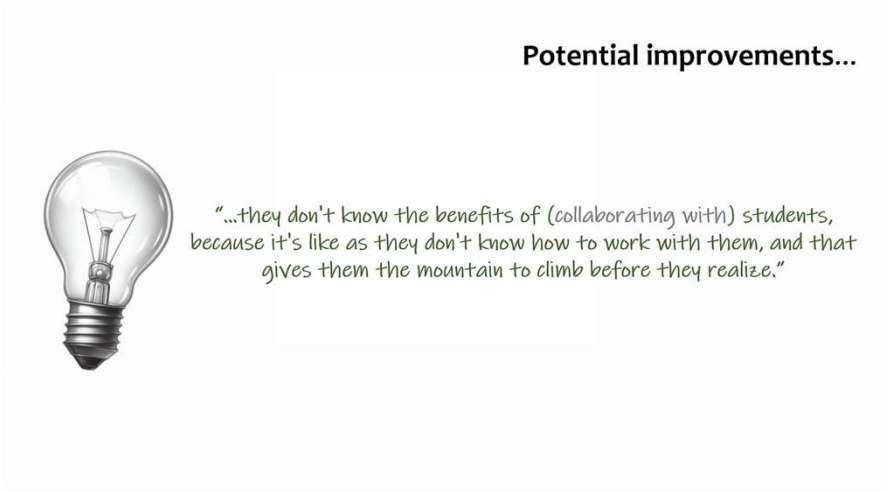
It is worth noting that we identified two roles that external collaborators play in the relationship with the universities, while collaborating with educators: bridge-architects and bridge builders. Architects are those who are more on a strategic side, policy making, setting up the frameworks, opening conversations and building relationship between practice and academia – facilitating. Bridge builders are those who are involved directly, with educators, and students, unmediated, concretely, participating in the activities as a main contact and directly communicating with the other side. However, a single person can also play both roles.

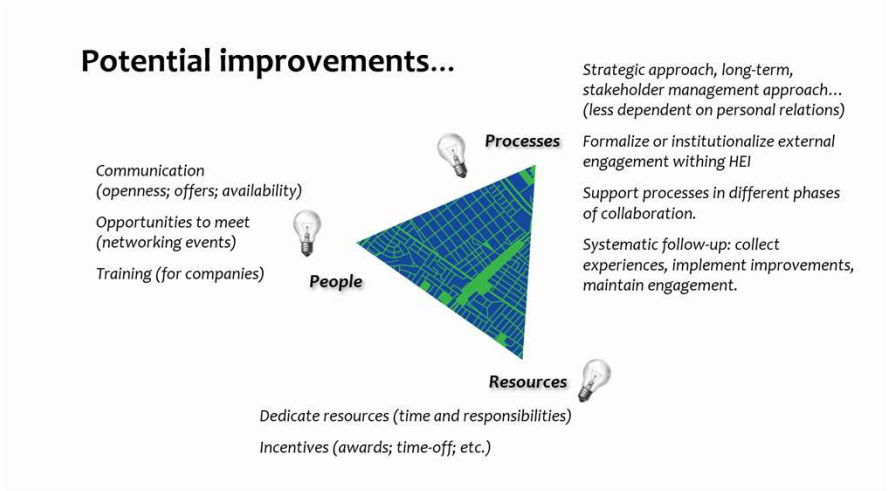
7.4 Conclusion of interviews with external partners

The findings from interviews with 19 external partners were conducted by the four universities in the project. The study emphasizes the importance of understanding motivations, challenges, and key success factors for good collaboration between academia and external partners. Insights from interviews identified four primary motives for collaboration: shaping future talent, societal benefits, personal drive, and organizational advantages. These motivations can be leveraged to attract and engage in new and deepen already existing collaborations with a focus on education.

However, several challenges hinder collaboration, including differing priorities, unpredictable outcomes, dependency on personal relationships, mismatched timelines, and the steep learning curve involved. Overcoming these barriers requires addressing these misalignments proactively.

Key success factors for fostering collaboration include open communication, alignment of shared goals, structured and recurrent processes, resource allocation, and mutual trust and respect. Additionally, two roles—bridge architects and bridge builders—were identified as essential in facilitating and maintaining these partnerships, highlighting the strategic and operational efforts needed for long-term collaboration success.





8 INTERVIEWS WITH EXPERTS

The one of the MapEEC project partners conducted interviews with 5 experts at universities working with educators and engagement experts. The aim of the interviews was to understand the expert's perspective on engaged educators. The interviewees were diverse in their profiles and came from different universities and countries mainly in Europe, see Table 2 below.

Table 2. *Profiles of experts interviewed*

Profile	Gender	Organisation	Country/region
Associate dean for public engagement	F	University	UK
Program Director Impact	M	University	Netherlands
Vice Provost	M	University	USA
Head of cooperation office	F	University	Sweden
Program Secretary for Community engaged learning	F	University	Netherlands

8.1 MOTIVATION TO SUPPORTING EDUCATOR ENGAGEMENT

The motivations for supporting educators' engagement, whether on an individual or institutional level, are multifaceted and interconnected across various contexts. From the 5 interviews, following categories were identified:

Individual perspectives:

Individual perspectives were emphasized as important to be an engaged educator. The interviewees highlighted their commitment to serving the public good and preserving the core values of public service in education. Engaged educators often have a personal commitment to using their expertise for community improvement, which is reinforced by the institutional context. Professional fulfillment is another key motivator. Collaborating with NGOs and community sectors to reach underserved groups provides a sense of fulfillment, aligning with the tradition of applied learning for societal gain. The importance of external engagement is driven by community feedback and the need to effectively address community issues. Additionally, mobility and impact are seen as beneficial. Moving between academia and industry is perceived as advantageous for both individuals and the higher education system as a whole, creating a wider societal impact.

Institutional Motivations:

Institutional motivations were emphasized as important to be an engaged educator. External pressures, such as government regulations and evaluation frameworks, have led to a more explicit focus on strategic engagement. Institutions provide financial incentives and signals to support faculty in engaged scholarship,

fostering an environment that encourages impactful community partnerships. Engagement with external partners and consortia provides access to funding opportunities and industry insights, emphasizing both research and educational value. The transition towards open science is another significant factor. Higher education institutions (HEIs) are moving towards open science and addressing broader societal issues, aiming for an impact beyond academia and preparing students for real-world challenges. Facilitated mobility through affiliated and adjunct positions serves as an instrument to facilitate movement between industry and academia, providing opportunities for educators to gain diverse experiences and perspectives.

8.2 The current landscape of polices and strategies supporting engaged educators

The landscape for policies and strategies supporting engaged educators across the interviewee countries reveals several key themes, challenges and opportunities.

8.2.1 Challenges

Resource constraints and prioritization are significant issues. Funding and support for public engagement initiatives within universities are limited, with budget constraints and a focus on research often relegating engagement activities to secondary importance. There is also a common issue of inadequate support structures within universities for managing engagement portfolios. Educators responsible for engagement initiatives often face heavy workloads and lack dedicated personnel. Disparities in sector engagement are evident, with engagement with the private sector being more established and well-funded compared to the public sector and charities. This disparity is attributed to existing connections with businesses facilitated by business schools and the availability of funding for services and projects. Engagement with the public and charity sectors is hindered by reliance on individual connections and limited funding availability. Over the past decade, universities have been increasingly pressured to demonstrate their value and contribute to societal issues, leading to a shift in funding towards collaborative research and a greater emphasis on employability and entrepreneurship. Ethical dilemmas also arise in collaboration with corporations, as universities must balance mission-driven objectives with practicality. While collaboration may be necessary for impact, partnering with entities whose actions conflict with university values poses challenges. Historical frameworks and contemporary challenges are another consideration. Some institutions, such as land grant institutions in the US, are navigating the alignment of historical frameworks with contemporary goals. They rely on frameworks like the Carnegie Classification while facing the challenge of demonstrating impact and serving community needs in the modern context.

8.2.2 Opportunities

Despite these challenges, there are opportunities for strategic embedding of engagement. Universities are increasingly integrating community-engaged learning into their strategic plans and curricula. The focus is shifting towards embedding societal engagement in learning outcomes, viewing community-engaged learning as a means to achieve broader societal engagement goals. Leveraging emerging opportunities, such as campus renovations, can open new avenues for establishing support structures for impact and engagement..

8.2.3 Prioritization and structural support

The prioritization and structural support for educational engagement across various institutions stem from several common themes. Educators often handle large portfolios with minimal assistance, indicating a need for more robust support structures. HEIs adopt broad frameworks of engagement that encompass teaching, research, and creative expression across various disciplines. This includes funding for research projects, recognition through awards, professional development opportunities, and support in promotion and tenure processes. Assessment and support for faculty readiness to provide professional development focusing on sector needs and cultural competence are crucial, as is assistance in documenting engagement work for career progression. Universities must prioritize engagement due to national requirements, as well as to access European funds and position themselves in university rankings. Prioritization of engagement often comes from the executive board (top-down), with efforts initially focused on identifying existing engagement activities within the institution. The introduction of new roles, such as the Vice Chancellor for Collaboration, can facilitate and upscale universities' commitment to engagement.

8.2.4 Successful strategies and initiatives

Incorporating external engagement into promotion and recognition criteria is a successful strategy. Promotion criteria now include external engagement alongside research and teaching, ensuring its due recognition. Promotion applications require individuals to detail their contributions in research, teaching, citizenship, and external engagement. Departments integrate evaluation criteria for engaged scholarship into promotion and tenure documents. Support is provided through letters of support for faculty engagement efforts and assistance in competing for federal funding opportunities emphasizing community engagement. The MerSam project in Sweden worked towards building knowledge and frameworks for assessing merits from external engagement at the national level, stimulating further support for documenting and using merits from external engagement in a structured manner.

Institutional examples:

The University of Amsterdam (UvA)

At the University of Amsterdam (UvA), educators are supported in establishing relationships with external stakeholders through various means. At the campus level, efforts are underway to provide support structures, including physical space and partnership programs. Individual educators face challenges such as time constraints, limited networks, and the need for appropriate spaces for interactions with stakeholders. To address these challenges, initiatives like the creation of partnership roles within courses and the utilization of teaching assistants are implemented. A good example is the Living Case Lab, where an education case manager connects company challenges to specific courses and students. Additionally, a platform called Master Challenge is being explored as a tool to simplify the process of recruiting cases and matching students with them. Ultimately, while educators often take on multiple roles, including teaching and managing partnerships, efforts are made at both individual and institutional levels to facilitate and support these engagements. The Special Interest Group 'Impact Learning' facilitates collaboration and support among educators involved in engagement activities. The group organizes regular meetups, webinars, and knowledge-sharing sessions, fostering a community dedicated to advancing impactful education practices.

The University of Utrecht (UU)

At the University of Utrecht (UU), small funds are offered to academics to pilot a project or to further structurally embed an existing project. These small incentives, such as 4000-euro grants, are a way for the university to signal the importance of engagement and help people feel connected to the mission.

The Ohio State University

At the Ohio State University, project recognition is achieved by identifying exemplary projects through the award process. Showcasing initiatives like the Columbus Free Clinic, which won a national award, or initiatives that transition from university projects to independent nonprofits, like Star House, creates more awareness about the impact of engagement and aligns with the mission to empower community-driven solutions.

8.2.5 Incentives for educators' external engagement

Changing promotion criteria to emphasize engagement as a success factor is a key strategy. Collaborating with the university to alter promotion criteria, educators are encouraged to demonstrate excellence in research, teaching, citizenship, and engagement. Facilitating connections and relationship management support is also crucial. Establishing support structures for relationship management, including impact offices and educational directors, helps educators connect with external partners and incorporate diverse perspectives into the curriculum. Student involvement in engagement activities, such as setting up exhibitions or collecting data, enhances their learning experiences. Highlighting good practices by sharing successful engagement examples inspires and guides colleagues, particularly newer staff members. Hosting webinars and public events demystifies external engagement and provides platforms for interaction with non-academic stakeholders. Providing training courses develops competencies required for engagement that may not have been acquired during academic training. Offering small grants to support engagement projects signals institutional commitment to engagement and encourages involvement.

8.2.6 Challenges in recognizing and incentivizing engagement

Several challenges hinder the recognition and incentivization of engagement. Educators already face overwhelming workloads, making it difficult to introduce additional tasks without increasing their
burden. Universities still prioritize research over teaching and teaching over public engagement, leading to a lack of dedicated attention and resources for engagement activities. Middle management may be cautious about recognizing external engagement due to concerns about burnout and financial constraints. There is also ideological resistance to viewing universities as primarily academic institutions focused on theory rather than practical application. Misalignment between academic and community calendars, bureaucratic barriers in funding, and a lack of cultural competency hinder effective engagement with diverse communities. Limited funding and policy constraints pose challenges to adequately supporting community-engaged learning, particularly in an environment of decreasing university funding. Recognition of engagement in career development varies across faculties, with some departments offering career possibilities based on engagement while others do not. Decentralized decision-making at the faculty level complicates university-wide policy implementation. Limited positions for recognizing engagement work at lower levels compared to higher-level appointments for full professors also pose a challenge. For example, UU has appointments at the high level for people being promoted to full professors for their engagement work, even if they are not publishing all the time. However, there are fewer positions at lower levels for recognizing engagement work. Resistance to a culture of engagement at the faculty level makes it difficult for academics to initiate conversations or advocate for recognition. However, there is potential for cultural shifts over time with the right tools and support.

8.2.6 Key performance indicators (KPIs) for measuring effectiveness

The interviewees mentioned several examples of KPIs used to measure the effectiveness of engagement activities. Tracking the number of partnerships formed provides insight into the breadth and depth of engagement efforts. Measuring the involvement of community members in education projects and activities is another important KPI. Assessing the funding brought in from both public and third sectors, including Knowledge Transfer Partnerships (KTPs), offers quantitative data on engagement effectiveness. Monitoring Higher Education Business and Community Interaction (HEBCI) and Knowledge Exchange Framework





DISCOVERY WORKSHOPS

The MapEEC project partners conducted 4 discovery workshops with 40 academics. The aim with the discovery workshops was to develop a broad and deep understanding of the topic and exchange ideas and knowledge. Discovery workshops were chosen as suitable for gathering academics together to get the participants' insights, responses and opinions and make knowledge exchanges.

Each partner decided and invited academics to their workshop. The participants were diverse in their profiles and disciplines. At JU for example the 10 participants belonged to different disciplines at different schools at JU (School of Engineering, International Business School, School of Health and Welfare and School of Learning and Communication) and at MTU they had diverse academic backgrounds, including physical sciences, business, law, and engineering. Despite their varied disciplines, they share a common commitment to integrating external engagements into their teaching practices. These engagements range from organising guest lectures and site visits to collaborating with industry professionals on curriculum development and student placements.

This synthesis draws on the three workshops with engaged educators. It explores their motivations, the benefits and rewards they experience, the challenges they face in career progression, the support they receive, and their thoughts on recognition and rewards for their efforts.

9.1 MOTIVATION TO DELIVER ENGAGED EDUCATION

It was found that for all the discovery workshop, the primary motivation for educators to engage with external partners is the substantial benefit it brings to students. They believe that exposure to real-world applications and industry professionals significantly enhances the theoretical knowledge gained in the classroom. This motivation is often driven by the educators' own experiences in industry, which they aim to pass on to their students. The participants are motivated mainly by intrinsic factors, rather than extrinsic ones (e.g. financial rewards). They also believe that the common goal of all engaged educators is to pursue the interests of their students and to work for their benefit. One educator explained that his/her motivation rests on his desire to *"create a quality educational experience that is both relevant and beneficial to all those involved in this highly complex process, i.e. students, the community and external partners."* Another participant at another workshops has similar explanation: *"My motivation is always about the students benefiting. They learn something tied to what we've been doing in lectures, and they can see practical examples and meet graduates who've advanced in their careers."* This view was shared by most of the participants in the three workshops.

One of the educators stated that external validation (career progression) is also a motivator for him: *"These activities are taken into consideration in teachers' annual performance assessment. […] There are also opportunities for career progression […], salary increases or bonuses for extra activities"*.

Another educator emphasised the personal satisfaction derived from these engagements, stating, *"I really enjoy the motivational benefits for myself of working with companies, identifying needs that the companies may have, designing programs that fulfil those needs. I think I learn a lot from engagement with those companies, and I'm able to bring that back into my undergraduate classrooms."*

For some, the motivation extends beyond personal satisfaction and student benefit. It also includes a desire to stay connected with industry trends and maintain professional relevance. This connection not only enriches their teaching but also allows them to bring fresh insights and current practices into the academic environment. As one educator put it, *"Engaging with industry keeps me updated with the latest trends and practices, which I can then incorporate into my teaching. This ensures that my students are learning the most relevant and current information."*

9.2 Benefits and rewards for engaged educators

The benefits of engaged education are multifaceted. However, most of the participants find recognition for their activities in students' and colleagues' positive feedback, and in students' academic development. For students, it provides a clearer understanding of career paths, and the skills required in their chosen fields. It also energises students, making them more enthusiastic and engaged in their studies. For educators, it keeps their teaching material relevant and up to date with current industry trends, ensuring they deliver the most pertinent and impactful education. One educator noted, *"The personal enrichment comes from knowing where students are going, the types of roles they go into. It's a personal affirmation that what you're doing actually matters."*

Another highlighted the energising effect of industry engagement, stating, *"I find it hugely rewarding, energising because I'm going out like the others, I have industry experience as well. I've worked as a solicitor. So I feel that making those linkages or fusing the academic with the practical and the real world is really important for both me and the students."*

Engaged education also fosters a dynamic learning environment where students are more actively involved in their education. By interacting with industry professionals and experiencing real-world applications, students can see the direct relevance of their academic studies to their future careers. This connection enhances their learning experience and often leads to better academic performance and higher levels of motivation.

From the educators' perspective, the benefits extend beyond personal satisfaction and professional relevance. Engaged education can lead to the development of valuable professional networks, which can open up further opportunities for collaboration, research, and career advancement. These networks can also provide support and resources that enhance the educators' ability to deliver high-quality education.

The barriers were also discussed during the workshops and here their views differed. One example is the quote in the previous

Unfortunately, the view of the teacher quoted above (who mentioned the opportunities for career progression and salary increases) was not shared by the other participants.

One of the participants stated that *"engaged educators are not valued enough, even at the level of verbal appreciation, which can be demotivating in the long term."*

9.3 Challenges to career progression

Despite the clear benefits, many educators face significant challenges in terms of career progression due to the lack of formal recognition for their engagement efforts. The current academic reward systems heavily favour traditional research outputs over industry engagement activities, which can hinder the career advancement of those who prioritise practical, engaged teaching. Throughout the workshops, a broad list of challenges faced by engaged educators could be drawn up.

These included the following:

- **Teaching activity and the relationship with students are not always included in the assessment criteria for academic performance; instead, the focus is on research activities, on the number of scientific articles published etc.** ***"We are <weighed> by the number of our scientific articles."***

- **Lack of formal validation and support for the engaged educator –** ***"It would be nice to be asked from time to time: <How can we help you?>, <Should we support you?>, <How can we contribute to your ideas?>".***

- **Lack of financial support – not only for the teachers' themselves (in terms of bonuses or salary increases), but also for external stakeholders.** ***"New budget lines should be added, to give you a bit more freedom to do things."***

- **Time and Human resources: An educator from UB said*****: "Human resources are sometimes an obstacle to the implementation and development of all these initiatives, because we cannot always do it alone. We need the team; we need peer support."*** **Moreover, time and resources required for engaged education can be substantial. Organising placements, coordinating with industry partners, and developing relevant coursework all demand significant effort, which often goes unrecognised in workload calculations and performance evaluations. This additional workload can lead to burnout and reduce the time available for other important activities, such as research and personal development. Potential burnouts due to work overload and little or no time for being engaged was highlighted in all four workshops. An educator at UB said:** ***"It is dangerous to expect our colleagues and ourselves to put in hours upon hours upon hours, and so on. We are getting into a spiral that risks blurring certain boundaries."***

- **Resistance to change –** ***"Not all of the teachers are able to adapt or keep up with the changes in mentality, in approach to the world, that we see more and more in the cohorts of students we work with."***

- **Managing communication with external stakeholders –** ***"We don't just educate students. We also make an effort to educate the external partners on how to welcome our students, to host them, to coordinate them, to direct their learning towards the right objectives, towards the proper learning outcome."***

- **Focus on research for promotions. One educator shared,** ***"In terms of career progression, engagement activities haven't been recognised. For promotions, research is given much more weight."*** **Another educator echoed this sentiment, saying,** ***"Had I spent maybe one-fourth of the time doing research, it would have been much more successful in terms of career progression. The system doesn't seem to value the engagement work as much as research."*** **This lack of recognition of education for being promoted can be demotivating and frustrating for educators who are passionate about engaged education. It can create a sense of inequality, where efforts that are crucial for student development and industry collaboration are undervalued compared to more traditional academic activities. This discrepancy can also discourage new educators from pursuing engaged education, fearing that it might hinder their career progression.**

9.4 Support for Delivering Engaged Education

Support for engaged education activities varies widely among the educators interviewed. Some receive strong informal support from colleagues and department heads, which helps facilitate their engagement activities. This includes flexibility in teaching loads and access to resources such as career services for organising workshops and industry interactions. However, this support is often informal and lacks a structured, institutional framework, making it heavily reliant on individual initiative and departmental culture.

One educator mentioned, *"We get terrific support in our department and always have across all the heads of department we've had over the years. Particularly at the minute, the support is brilliant."*

Another educator highlighted the support from career services, stating, *"The career service is fantastic. This year, they facilitated more CV workshops and interview workshops, which helped prepare students for their placements."*

However, not all educators experience the same level of support. Some report a lack of formal structures and processes to facilitate engagement activities, which can make it challenging to coordinate and sustain these efforts. The absence of dedicated roles or administrative support for engagement activities means that educators often have to manage these tasks on top of their existing workloads, leading to increased pressure and potential burnout.

There is also a need for better coordination within departments and across the institution. In some cases, multiple educators might engage with the same industry partners independently, leading to duplication of efforts and missed opportunities for collaboration. A more coordinated approach could enhance the effectiveness and impact of engagement activities, ensuring that both educators and industry partners benefit fully from these interactions.

As noted above, the majority of the participants consider that engaged educators are not as appreciated as they should be. One of them stated that *"Either you do it or you don't, it's pretty much the same".*

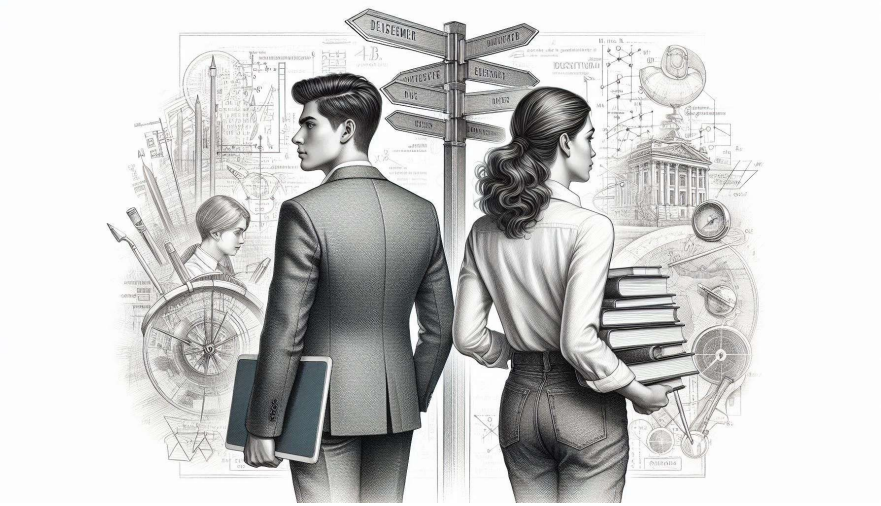
Some of the interviewees find some sort of support in the opportunities to participate in continuing professional development activities: *"We are encouraged and supported to get involved in continuing training projects, or to specialize in related areas, which will then be reflected in the activities that we do with our students."*

However, in terms of benefits for career progression or financial support from the management, most of the participants agree that there is a general lack of formal support. Support tends to be informal or, if formal support is obtained, this is only due to the perseverance of the educator:

"The engaged educator has some initiatives that come from a personal or professional philosophy, that leads him to all these actions. And, if he really wants support, then he must seek it. He will succeed in the end, obviously, because he is perseverant and he will find all the ways in which these initiatives can obtain institutional support. However, this kind of activity is not included in our assessment criteria for academic performance. There is no real performance management. If you're involved […], it's great; if you do the bare minimum, it's just as well from a management point of view."

Despite the lack of support from management, the majority of the participants agree on one positive aspect – the fact that at least their initiatives are not being blocked:

"I grew up in a culture where I was allowed to do things. My initiatives were never rejected. It's true that I wasn't formally rewarded, but I wasn't forbidden either! I think that's nice on behalf of the University, I mean it seems to me to be the <quelque chose> of this university - we're allowed to play, to be these 'engaged' teachers and do these things. But there's room for formalisation, of course."



9.5 Recognition and rewards for delivering engaged education

Recognition for engaged education activities tends to be informal, such as verbal acknowledgments and positive feedback from students and colleagues. Formal recognition, such as workload adjustments or career progression incentives, is often lacking. Educators expressed a need for more structured recognition, such as formal time allocations for engagement activities and explicit criteria in promotion frameworks that value these efforts.

One educator commented, *"We get informal thanks and recognition from students and colleagues, but there's little formal acknowledgment in terms of career progression."*

Another educator highlighted the need for formal recognition, saying, *"If there was recognition in the form of buying out of hours to support more external engagement, I think that would help a lot."*

This lack of formal recognition can be particularly demotivating for educators who invest significant time and effort into engaged education. Without clear incentives and rewards, it can be challenging to justify the additional workload, especially when it competes with other responsibilities such as research and administrative duties.

To address this issue, some educators suggest integrating engagement activities into performance evaluations and promotion criteria. This could include recognising the impact of these activities on student learning, professional development, and institutional reputation. Additionally, providing dedicated time and resources for engagement activities could help ensure that educators can manage these tasks effectively without compromising their other responsibilities.

Most of the participants find recognition for their activities in students' and colleagues' positive feedback, and in students' academic development.

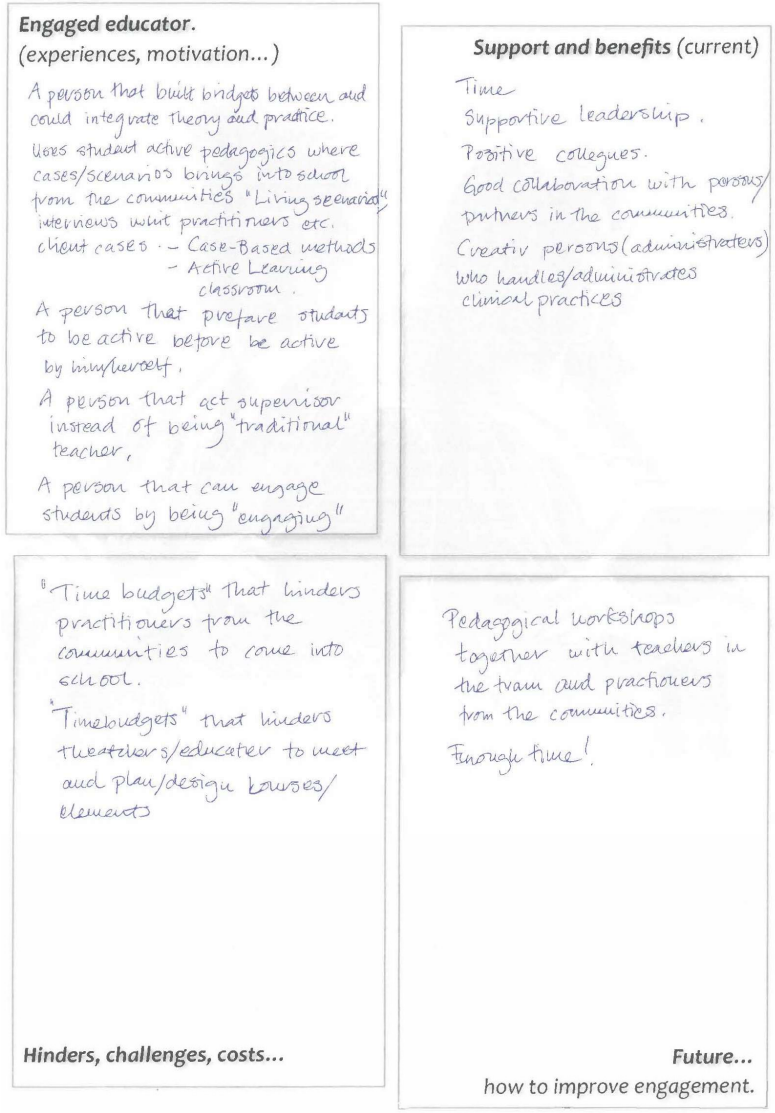


Illustration 1. ***Discovery workshop profiling engaged educator – participants reflection***

One of the participants stated that *"engaged educators are not valued enough, even at the level of verbal appreciation, which can be demotivating in the long term."*

9.6 Summary of the findings from the discovery workshops

Participants in the discovery workshop agree that an engaged educator is the one who goes beyond teaching. An engaged educator creates a productive relationship with his/her students, continuously supports students in their personal and professional development, collaborates with external stakeholders, and tries to ensure a link between theoretical knowledge and its application in the labour market.

The workshops highlighted the crucial role of engaged education in bridging academic learning with industry practices. Educators are motivated by the substantial benefits to students and the enrichment of their own teaching practices. However, systemic challenges, particularly the lack of formal recognition and support, hinder the full potential of these engagements. Addressing these challenges requires developing structured processes, providing adequate resources, and ensuring that career progression frameworks equally value engaged education alongside traditional research and teaching. Enhancing support and recognition for engaged education will not only improve educational outcomes but also ensure that educators are motivated and rewarded for their invaluable contributions.

Engaged education plays a vital role in bridging the gap between academic learning and industry practices. The insights from the interviews highlight the significant benefits it brings to students, educators, and the broader community. However, the challenges related to recognition, support, and career progression need to be addressed to fully realise the potential of engaged education.

By implementing the proposed recommendations and fostering a supportive and collaborative institutional culture, academic institutions can enhance the effectiveness and impact of engaged education. This will not only improve educational outcomes but also ensure that educators are motivated, supported, and rewarded for their invaluable contributions.

Engaged education represents a transformative approach to teaching and learning, one that prepares students for the complexities of the real world and strengthens the connections between academia and industry. By recognising and supporting the efforts of engaged educators, institutions can create a dynamic and enriching educational environment that benefits all stakeholders.





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MAPPING ENGAGED EDUCATOR CAREER PATHWAYS

Discovery report

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