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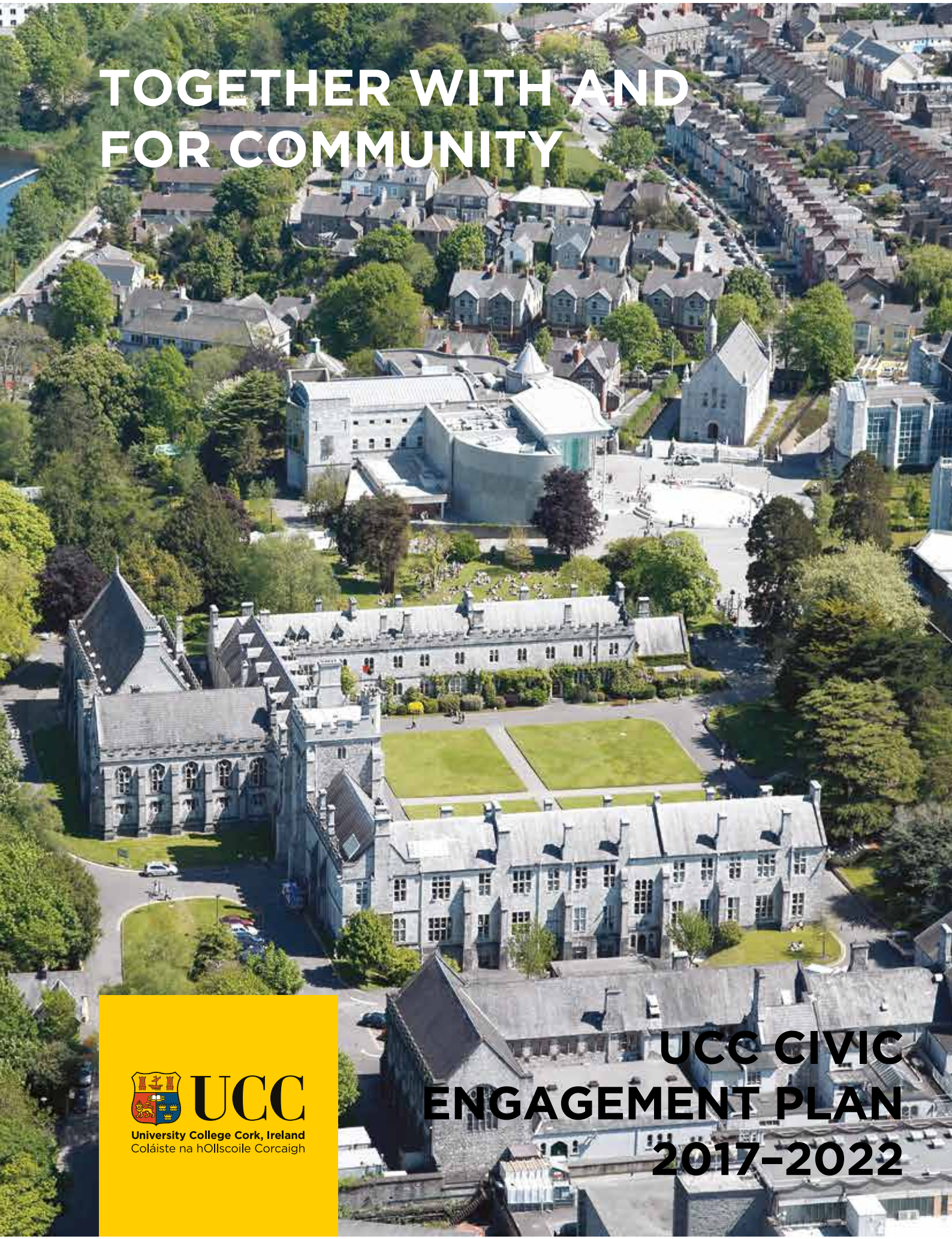

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UCC CIVIC ENGAGEMENT PLAN 2017–2022

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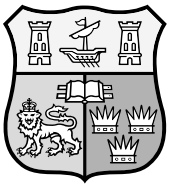

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UCC CIVIC ENGAGEMENT PLAN 2017-2022

Together With and For Community

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FOREWORD

MESSAGE FROM PRESIDENT O'SHEA

2020 will mark the 175th anniversary of UCC. This is an important milestone that we will celebrate through renewing our commitment to our community, and establishing UCC as an engaged campus of international standing. Public service has always been a central dimension of our institutional mission. Of note, Adult and Continuing Education (ACE) has been offering education programmes to Cork and the greater Munster area since 1946. As a signatory to the Campus Engage Charter in 2014, we are now collaborating with other Irish higher education institutions in a national effort to closely engage with our community. UCC will commit to significantly advancing this agenda through our chairing of the Irish Universities Association in 2018. We pride ourselves on independent thinking, we believe it is important that Irish universities continue to provide an independent and critical stance in society and remain inclusive, open and civic minded. We must commit to continuing to build democracy in Ireland and a cohesive society. Together we must nurture the public and civic values of our students. We must also play our part in actively facing up to Europe's social and democratic challenges, and addressing UN Sustainable Development Goals. We must increase openness and public participation in scientific research, developing a citizenry that is empowered and knowledgeable about the scientific enterprise. We are confident that the ambitions in this plan will have a significant positive impact on our academic, research and teaching environment, and also, and perhaps more crucially, our relationship with our community.

December 1st 2017

MESSAGE FROM THE VICE PRESIDENT EXTERNAL RELATIONS

This is UCC's first plan to cohere and advance our commitment to civic and community engagement, towards establishing the University as a best practice community engaged campus. This plan deepens our regional engagement, prioritising cultural links, the Irish Language, and a focus with intent on societal challenges such as social equality, environmental sustainability and public health and wellness. I wish to thank the University Civic and Community Engagement Committee for its leadership in drafting this plan. The committee conducted a multi-year consultation and research process in support of the plan, ably led by its Co-Chairs Professor Fred Powell and Dr Karen Neville, whom I wish to thank for their stewardship. This process has enabled us to develop a plan that is grounded in a strong evidence base, and that responds to the key priorities identified by our staff, students and community partners. The work of the School of Applied Social Studies, Adult and Continuing Education (ACE) and Community Academic Research Links (CARL) has made a significant contribution to community over many years, and their thought leadership is evident in this plan. In addition we owe a debt of gratitude to Dr Elaine Ward from the Carnegie Foundation and also Campus Engage for sharing their invaluable experience and insights.

December 1st 2017

INTRODUCTION

In 2020 University College Cork (UCC) will celebrate its 175th anniversary. We will mark this occasion through establishing UCC as a community engaged campus of international standing. The objectives articulated in this our first *Civic and Community Engagement Plan* map a course towards achieving this aspiration, and to realising our strategic goal to be a leading University of independent thinkers, creating and sharing knowledge for the good of all and in service to the community. The plan aims to realise the University's commitment to Civic and Community Engagement in the UCC Strategy 2017-2022[1] and the governing body's endorsement of this in June 2017. The goals and objectives outlined below also respond to key national policy benchmarks, noting that future University funding depends in part on success in this area, and hence the importance of an operational plan to deliver on the goals expressed in the new UCC Strategy 2017-2022.

The recent global economic crisis, has put governments under pressure, with some examining the value of Universities, placing public funding for higher education under scrutiny, and asking Universities to demonstrate their value, and direct contribution and benefit to society. The United Nations Global University Network for Innovation (GUNI) (2017) argue that this global context for civic engagement is linked to questions of identity, and that higher education can meet this challenge through redefining itself, embracing a process of transformation that strengthens its critical stance and role within society[2]. This involves creating and distributing socially relevant knowledge, doing so with anticipation, and adopting a proactive and committed role in the transformation of societies.

These sentiments have been echoed by Ireland's President Higgins:

"Universities are both apart from and a part of society. They are apart in the sense that they provide a critically important space for grasping the world as it is and – importantly – for re-imagining the world as it ought to be. But Universities are also a part of our societies. What's the point unless the accumulated knowledge, insight and vision are put at the service of the community? With the privilege to pursue knowledge comes the civic responsibility to engage and put that knowledge to work in the service of humanity"

President Higgins[3]

UCC is highly engaged with its community, valuing its societal contribution as a defining element of its identity[4]. Of note, Adult Continuing Education (ACE), has been offering education programmes to Cork and the greater Munster area since 1946[5]. While civic and community engagement is a key strategic priority of the University, and the practice of community engagement has been further advanced in recent years at UCC[6], *engagement* does not yet have a shared understanding[7] across the institution, preventing us from accruing the benefits that many peer institutions are realising. President O'Shea's arrival to UCC provides an opportunity to focus with intent on engagement, giving strategic attention to why and how UCC is connected to its broader communities. The University's academic mission is central to our engagement efforts, both in leading the agenda and being shaped by it. Our engagement efforts will focus on where the University can make a distinctive impact and where the benefits for community are clear and compelling. These will necessarily strive to traverse the local, national and global communities UCC serves, both in the focus and conduct of our work.

[1] Strategic Goal 3, particularly Action 17. The plan also contributes to UCC Strategic Goal 2, through realising societal engagement and impact. It contributes to realising UCC's key values: creativity, responsiveness, transparency, strength of scholarship, freedom of expression, integrity, equality, diversity and respect; and realising UCC's key behaviour of service to the community, as well as leadership, enquiry, empowerment, collaboration and interdisciplinarity, and sustainability.

[2] GUNI (2017) Higher Education in the World. Towards a Socially Responsible University: Balancing the Global with the Local

[3] President Higgins speaking at the launch of the Irish Centre for Autism and Neurodevelopmental Research, Galway, 2012.

[4] As early as 1911 UCC was engaged in community engagement through the extension programmes developed by then President Bertram Windle. James Connolly spoke favourably of UCC's work in the weeks leading to the 1916 Rising.

[5] President Alfred O' Rahilly, 1943 to 1954, established Social Science and Adult Education at UCC, engaging with trade unions to offer courses with support of the City Corporation, which took off in earnest in 1947. For the next half century UCC extended its community based educational programmes throughout Munster in what was one of the most extensive community engagement efforts by an Irish university in the 20th century.

6 E.g. Adult and Continuing Education Learning Neighbourhoods, Green Campus, Glucksman Gallery programmes, Community-Academic Research Links (CARL), UCC PLUS, Centre for Global Development among many others, and discipline specific initiatives such as the Family Law Project etc.

[7] Carnegie Foundation (2016) feedback to UCC

Informed by a robust evidence base, our overarching goal in the period 2017-2022, is to become more *Connected, Visible and Engaged with and for Community*. To reach this goal, the plan calls for new commitments in physical and organisational infrastructure, teaching and research. These commitments promise significant positive impact on UCC's academic, research and teaching environment, and crucially, its relationship with the community.

Indeed, without these investments we risk not being able to deliver on the commitments made in the UCC Strategy 2017-2022. Implementation begins in the winter 2017 under the leadership of the *Office of External Relations* and our *Civic and Community Engagement Committee*. Using tools developed by Campus Engage and the Carnegie Foundation, we will evaluate and monitor outcomes and impact towards continuous improvement activity, and ultimately strategic use of our investment in this area.

CIVIC AND COMMUNITY ENGAGEMENT DEFINED		
The Carnegie Community Engagement Classification (2006) definition is most often used by Universities:	Community engagement describes the interaction with and collaboration between a University, its staff and students, with the wider community for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose is to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; contribute to the public good; and make available cultural, recreational and other assets and contribute to the regeneration of neighbourhoods and community wellbeing.	Carnegie Community Engagement Classification (2006)
Campus Engage defines community engagement as:	A mutually beneficial knowledge-based collaboration between the higher education institution, its staff and students, with the wider community, through a range of activities such as Community Based Research, Community Based Learning, outreach and volunteering.	Campus Engage (2009)
The National Strategy for Higher Education defines HEI's as:	Increasing their engagement with business and industry, with the civic life of the community, with public policy and practice, with artistic, cultural and sporting life and with other educational providers in the community and region, and an increasing emphasis on international engagement.	HEA (2012)
Within the scholarship of community engagement, it is seen as a method of research, teaching and learning:	It is not an ancillary activity, but *a way of doing higher education*. It is undertaken by staff and students with and for a community partner, and is often embedded in the curriculum for academic credit through community engaged research and learning.	Boland (2012)
Community Based Research:	A collaborative approach to research that equitably involves all partners in the research process and recognises the unique strengths that each brings. It begins with a research topic of importance to the community and has the aim of combining knowledge with action to achieve social change…'	Israel et al. (1998).
Community Based Learning:	Active, experiential or service learning for academic credit that is embedded in the curriculum, with global and local citizenship as a core value and outcome. It involves the integration of theory and action within a course or module, with reflection as a central element in connecting the active, experiential, or service part with the theoretical. It usually carried out in partnership with a community organisation in response to a community need.	Campus Engage (2016)
Community:	Community is the context in which the University operates. It is a complex and multi-layered concept that embraces locality, identity and functionality. Community in all its diversity includes places (local, national and global), and communities of interest across social, cultural and economic forms.	UCC's *working definition* (2017)

BACKGROUND

This civic engagement plan was drafted by the University *Civic and Community Engagement Committee*[8], following extensive consultations with staff, students and community stakeholders[9]. It is grounded in a benchmarking exercise[10], a review of international literature[11] and best practices, and is informed by a self-assessment of UCC's engagement activity in 2016, which was supported by the Carnegie Foundation[12]. A staff survey conducted in 2016 found that there was reasonable staff activity in the area of community engagement[13]. However, staff cited barriers such as having insufficient time, a lack of *recognition* or valuing of engagement, and engagement needing to be integral to the mission of the University. They further referred to a fragmented organisational approach and needing better communication and information centrally. Recently Milward-Brown surveyed a representative sample of 400 people across the Munster region on behalf of UCC[14]. The results showed that public understanding of the societal engagement mission of the University is low[15] compared to other factors; underscoring the importance of more intently demonstrating and communicating the value of our engagement work to the public.

CIVIC AND COMMUNITY ENGAGEMENT PLAN EVIDENCE BASE AND CONSULTATIONS	
Civic and Community Engagement All Staff Survey in 2016	✓
Carnegie Foundation Self-Assessment of UCC's engagement activity 2016 in partnership with nine other Irish HEA's	✓
All staff feedback workshop conducted by Dr Elaine Ward (Carnegie) on the Carnegie Self-assessment in March 2017	✓
Qualitative focus group and qualitative online survey of a representative sample of 30 community partner organisations	✓
Quantitative survey administered by Milward-Brown to a representative sample of 400 people in the Munster region	✓
Internal stakeholder groups consultations, including President, UMTO, Registrar, College Heads and College Managers (CACSSS, SEFS, B&L; COMH), VP Teaching and Learning, VP Research and Innovation, Student Experience, UCC PLUS, ACE, International Office, UCC Green Campus, CARL, Drama & Theatre, Glucksman Gallery, Library, among many others.	✓
Student's Union and UCC Societies consultation in October 2017	✓
A student volunteering survey to be administered in 2017-2018 will inform the plan's implementation and development	Ongoing
Benchmarking exercise and targeted review of research literature and best practices conducted in 2017	✓

[8] The committee has representatives from the University's four colleges, the office of external relations, the registrar's office, the research office and the office of teaching and learning. Members are listed in full in the Appendix.
[9] The results of these consultations are summarised in the appendix
[10] A benchmarking assessment against comparable Universities, using recognised engagement indices drawn from the Campus Engage Self-Assessment Tool (2016) showed that while UCC ranks favourably to TCD, UCD and Queens University, it is considerably behind recognised best practice Universities internationally.
[11] Most prominently Barbara Holland's (1999, p. 70) seminal review of 32 HEI's which argues that success with engagement requires consistency across mission definition, strategic priorities, budget actions, recognition and rewards, definitions of terms, internal and external communications, staff development objectives, curricular philosophy, and community relationships.
[12] UCC and 9 other Irish HEI's participated in the Carnegie Community Engagement Assessment Framework Ireland: A Pilot Project Based on the Carnegie Engagement Framework.
[13] e.g. 28% of academic staff reported they had engaged in Community Based Research.
[14] The results are summarised in the appendix.
[15] 22% of public respondents saw this as a strategic priority for the University.

POLICY CONTEXT

It would be catastrophic to become a nation of technically competent people who have lost the ability to think critically, to examine themselves, and to respect the humanity and diversity of others.... It is therefore very urgent right now to support curricular efforts aimed at producing citizens who can take charge of their own reasoning, who can see the different and foreign not as a threat to be resisted, but as an invitation to explore and understand, expanding their own minds and their capacity for citizenship (Nussbaum 2010, pp. 300-301)

Civic and community engagement occurs within a national policy context that places responsibility on Universities to meet key national policy benchmarks, most prominently the *National Strategy for Higher Education to 2030* (2012), the *HEA System Performance Framework* (2013), and *Section 5.5 of the Mission Based Performance Compact Agreement between the HEA and UCC* (2014). As a signatory to Ireland's *Campus Engage Charter* since 2014, UCC has committed to a view of higher education institutions having 'open engagement with their community and wider society and that this should infuse every aspect of their mission' (Campus Engage 2014). Led by the Irish Universities Association (IUA), the Charter commits UCC to building 'a campus community imbued with civic culture…' and to pursue aspirations to 'open our campus to local communities' (Campus Engage 2014).

In addition Section 4 of the national strategy for research and innovation, *Innovation 2020: Excellence, Talent, Impact* (2015), focuses on innovation as key to social development across all disciplines, and emphasises the significant role of service and product users in addressing grand societal challenges and issues of public concern (Campus Engage 2016, p. 11).
There is also an increased emphasis on public engagement in key national and EU policies and funding calls from the Irish Research Council; Science Foundation Ireland; the Health Research Board; and the EU Framework Programme for Research and Innovation, Horizon 2020, among others.

NATIONAL POLICY BENCHMARKS			
Irish Government *National Strategy for Higher Education* to 2030 (2012)	Outlines three core roles of higher education – teaching and learning, research, and *engagement* (p. 5). Taking on civic responsibilities and cooperating with the needs of the community" (p. 21).	Chapter 5 requires "higher education institutions to become more firmly embedded in the social and economic contexts of the communities they live in and serve."	Requires student civic engagement to be encouraged and accredited, and promotes the model of engaged scholarship proposed by Ernest Boyer (p. 74).
Irish Higher Education Authority *System Performance Framework* (2013) *and* Section 5.5 of the *Mission Based Performance Compact Agreement* between the Irish Higher Education Authority and UCC (2014)	Requires UCC to develop an evidence base for strategic performance management of engagement.	To develop qualitative and quantitative indicators in the field of *civic, community* and engagement.	Specifies enhanced engagement with the community and embedded knowledge exchange.
The Cassell's Report: *Investing in National Ambition: A Strategy for Funding Higher Education* (2016) Irish Government Department of Education and Skills.	A system perspective requires joint consideration of the implications and interactions of all the main sources and types of funding—for education, scholarship, research and *societal engagement*.	Higher education has a critical role in enriching 'economic growth and prosperity, social development, *culture and civic engagement*' and in combating social exclusion and marginalisation.	Funding system should enable higher education to *serve society*…the full benefits of higher education must be accessible to a wide base of enterprises, community and voluntary organisations, the public sector and to all socio-economic groups.
Innovation 2020: Excellence, Talent, Impact (2015) Irish Government Strategy for Research and Development, Science and Technology.	Section 4 focuses on innovation as key to social development across all disciplines.	Emphasises the role of service and product users in addressing grand societal challenges and issues of public concern.	Responsible Research and Innovation is required by the Irish Research Council; Science Foundation Ireland; Health Research Board; Horizon 2020; and Marie-Curie.
Action Plan for Education 2016-2019 (2016), Irish Government Department of Education and Skills.	Goal 4: Build stronger bridges between education and the wider Community'	Mission: To facilitate individuals through learning, to achieve their full potential and contribute to Ireland's social, cultural and economic development	Values: 'We value relationships and working in collaboration within the education sector and with the wider community'
Campus Engage Charter (2014), Irish Universities Association	UCC is committed to societal engagement as a signatory to the Charter.	"Build a campus community imbued with civic culture…" and pursue aspirations to "…open our campus to local communities…"	Pledged to mainstream community based-learning and community based-research.

INTERNATIONAL CONTEXT

Recently, the EU Commission's Renewed Agenda for Higher Education[16] expresses a desire for Higher Education to "play its part in facing up to Europe's social and democratic challenges. This means ensuring that higher education is inclusive, open to talent from all backgrounds and that higher education institutions are not ivory towers, but civic minded learning communities connected to their communities" (EU Commission 2017). Accordingly many of the world's leading research Universities are embracing civic and community engagement as a strategic priority to increase impact and visibility within their local region, nationally and globally; and to increasingly great effect in developing research activity, talent and societal contribution. These leading HEI's[17] position engagement as a central dimension of their institutional missions and scholarly agendas and view it as a key driver for building overall performance.

INTERNATIONAL CONTEXT
Out of the 28 American Universities ranked among the 2015 TIMES[18] top 50, 10 hold a Carnegie Community Engagement Classification.[19]
In the UK, University College London (TIMES 22 in 2015; 12 in 2016) was one of six "Beacons for Public Engagement", an initiative launched in the UK to support public engagement by higher education institutions.[20] Universities of Edinburgh (TIMES 36) and Manchester (TIMES 52) were also "Beacons for PE".
Leading engaged Universities worldwide also include: Edinburgh, Bristol, Southampton, Boston College, Bentley, Indiana Purdue, Michigan, Notre Dame[21]. Also Western Sydney, UCLA, UC-Berkeley, Penn, MIT, Minnesota, Cornell, U of Washington, North Carolina Chapel Hill, Arizona State and the University of Melbourne among others.[22]

RESEARCH CONTEXT

The Irish *National Strategy for Higher Education to 2030* calls for a move beyond piecemeal or disparate activity to a comprehensive set of mission driven interventions to support University civic engagement[23]. Professor John Goddard, a leading international advocate for University societal engagement, advocates for the internal structures and the financial commitment required to establish a successful civic engagement ethos[24] . He stresses the importance of an institution-wide approach:

Engagement has to be an institution wide commitment, not confined to individual academics or projects. It has to embrace teaching as well as research, students as well as academics, and the full range of support services. All Universities need to develop strategies to guide their engagement with wider society, to manage themselves accordingly and to work with external partners to gauge their success.

(Professor John Goddard)[25]

Whiteford and Strom (2013, p. 88) believe that realising engagement involves embedding engagement into the fabric and identity of the institution, becoming owned by the University from the top down. Similarly Furco and Miller (2009) argue that Universities with strong institutionalised community engagement are those that have a philosophy and mission that emphasises engagement, genuine staff involvement and support for engaged research or teaching, and an institutional infrastructure that supports engagement practice. Such foundational components work synergistically to build and sustain an institutional culture in which community engaged research, teaching, and public service are valued to the extent that they become fully infused within the academic fabric of a higher education institution. Barbara Holland's (1999) seminal meta review of 32 Universities demonstrates that institutions succeed with civic and community engagement when there is consistency across mission definition, strategic priorities, budget actions, recognition and rewards, definitions of terms,

[16] The EU Commission report suggests "breaking down barriers between higher education and the rest of society" to "help students develop their social and civic competences" and to develop a "profile as 'civic Universities' by integrating local, regional and societal issues into curricula, involving the local community in teaching and research projects" (EU Commission 2017).
[17] Higher Education Institutes
[18] THE World Reputation Rankings (2007-2015). TIMES includes 800 Universities from 70 different countries based on areas of teaching, research, knowledge transfer and international outlook.
[19] The Carnegie Foundation's Classification is a US only elective classification, requiring substantial effort by an institution to examine the institutional mission, identity and commitments that lead to recognition as a community engaged institution.
[20] Public engagement is now included as a requirement in the UCL academic staff promotions criteria.
[21] Reviewed in UCC benchmarking exercise
[22] The University of Melbourne (TIMES 33) recently launched "Engagement 2015-2020", a strategic community engagement plan. They positioned it as the third helix within their broader strategic plan together with research and learning.
[23] Irish *National Strategy for Higher Education to 2030*. HEA
[24] Seminar on the re-invention of the Civic University at Cardiff University Tuesday 19 July 2016.
[25] Professor John Goddard from Newcastle University quoted in Irelands *National Strategy for Higher Education* page 78

internal and external communications, staff development objectives, curricular philosophy, and community relationships. Building competence and confidence in the techniques of public service requires an investment in staff development, such as peer development activities where staff partnered to learn from each other (Holland 1999).

Professor Goddard has argued that all publicly-funded higher education institutions have a civic duty to engage with the wider society at local, national and international levels. He argues a successful Civic University must be transformative and responsive to the society it is a part of, fully engaged with its surroundings and a contributor in economic and social terms. Hence reflected in the work of successful engaged peer research institutions is the extent to which they are contributing to their local context. A clear competitive edge exists when communities and Universities work together to tackle challenges that matter to local communities (Holland 1999). Addressing local challenges does not restrict global reach in any way, it enhances it.

While engagement can cover a range of interactions, the policy and research literature is clear on good practice in terms of mutual benefits, reciprocity, and addressing power imbalances and inequalities. The Irish National Strategy for Higher Education to 2030 argues that the relationship between the University and the community is particularly important in the context of the promotion and achievement of greater equality in higher education. It calls for greater engagement and partnership between higher education institutions and community and voluntary groups, and sees partnerships as significant for progressing equality, community development and social innovation. It refers to community education strategies in particular as proving very effective in reaching out to non-traditional students and building community capacity.

UNDERPINNING VALUES EMPHASISED IN THE RESEARCH LITERATURE	
Citizenship	Engagement is an institution wide effort concerned with the clear civic purpose of the preparation of an enlightened and productive *citizenry* and the production of independent thinking and scholarship that both addresses pressing problems and holds a mirror to society to facilitate critical self-reflection and self-correction (Hartley, Saltmarsh and Clayton 2010).
Transformative	Engagement has a social justice orientation, developing community capacity to solve problems (Cook and Nation 2016) and sharing responsibility for achieving each other's goals.
Reciprocal	Staff and students actively involved in community problem-solving, are in circumstances where they are part of community efforts to advance the common good, co-learning with the community (Cook and Nation 2016; Stoecker 2014; Reiff and Keene 2012).
Participatory	The level of community participation in institutional planning for public service signals a level of commitment and importance for the role of public service to staff and community (Holland 1999, pp. 67- 70). A collaborative approach that has the aim of combining knowledge with action to achieve social change (Israel et al. 1998).

Furthermore Ostrander (2004, p. 90) argue the University in the first place must build on a solid intellectual rationale that addresses and defines what the intellectual project of University civic engagement is. Ostrander argues that the rationale for civic engagement is to be found among three traditions 1) theories of *pedagogy,* group and personal transformation, self-development, and individual change 2) theories of citizenship and grassroots democracy and 3) theories of institutional and social change with Universities as agents of societal transformation. Similarly Cook and Nation (2016) refer to the fields of Community Development and Community Psychology, as providing a conceptual framework for understanding how Universities can empower individuals and develop systems to facilitate participation, build community, and promote social justice. Others specifically emphasise addressing real-world problems that are unresolved and ill structured (Evans et al. 2016) through pedagogy, developing student's critical faculties beyond what is possible in more traditional curriculum (Bass 2012), with Kuh (2008) referring to student engagement through curricula as one of ten high-impact educational practices.

Social gifts and actions carrying no explicit or implicit individual right to a return gift or action are forms of 'creative altruism'…they are creative in the sense that the self is realised with the help of anonymous others.

(Titmuss 1970)[26]

[26] Titmuss, R. [1970] The gift relationship: From human blood to social policy. London: LSE Books.

PLAN

VISION AND GOALS

Our vision is to be a leading civically engaged University, through capitalising on our teaching and learning strengths, and translating our dynamic academic and research leadership into far-reaching community engagement for the good of all.

1. Establish UCC as an internationally recognised site of excellence for civic and community engagement and as a core aspect of teaching, research and internationalisation.
2. Prepare UCC's students to contribute fully to society as reflexive civically engaged leaders.
3. Achieve excellence in community engaged scholarship and its impact.
4. Demonstrate societal impact of our engaged research, learning and practice through enhanced outcomes for citizens, addressing in particular health and wellbeing, environmental sustainability, equality and social justice (increased economic security, capabilities and social capital) - strengthening our democracy.

OBJECTIVES AND LEADING ACTIONS

The plan's objectives are towards becoming more Connected, Visible and Engaged with and for Community.

Connected

Enact a strategic and coordinated approach. We will develop a best practice civic and community engagement physical and governance infrastructure, with dedicated support roles.

Visible

Raise the profile of our existing and future civic and community engagement activity. We will capture, disseminate and communicate our engagement activity to a high standard and to a broad audience

Engaged

Embed a culture of staff and student civic engagement. We will proactively engage in community engaged research, learning and volunteer-ism, to deliver social, cultural and policy relevant impact.

Community

Deepen our presence in community, emphasising strengths, reciprocity and mutuality.

OBJECTIVES		LEADING ACTIONS
Connected *Enact a strategic and coordinated approach.*	UCC will develop a best practice civic and community engagement physical and governance infrastructure, with dedicated support roles.	- Develop a formal focal point for all civic and community engagement activity at UCC under the Office of External Relations. - Establish a funding model, governance framework, leadership and support roles and a welcoming physical space on campus to link University with community.
Visible *Raise the profile of our existing and future civic and community engagement activity.*	We will capture, disseminate and communicate our engagement activity to a high standard and to a broad audience.	- Raise awareness through communications, an integrated marketing campaign, branding, and improving our digital interface with students, staff and community. - Engage with external strategic networks: Campus Engage, Living Knowledge Network, Carnegie Foundation and Talloires Network.
Engaged *Embed a culture of staff and student civic engagement.*	We will proactively engage in Community Based Research, learning and volunteerism, to deliver social, cultural and policy relevant impact.	- Mainstream Community Based Learning and Community Based Research across the University, and extend opportunities for civic leadership, volunteerism and community service. - Increase capacity, output and quality of civically engaged work; include community engaged research, teaching and contribution both among the criteria for academic progression, and as part of the awards for University Staff Recognition, Teaching and Learning awards and Research awards.
With and For Community	Deepen our presence in community, emphasising strengths, reciprocity and mutuality.	- Widen participation, bringing the University to the community, emphasising community education, regional and global development, arts/culture and Irish language; building strong links with civil society and marginalised urban and rural communities. - Cohere our community facing activities for greater impact on societal challenges of social justice and equality, public health and wellness and environmental sustainability.

Phase 1 2017/2018	• By autumn 2017 - UCC will begin implementation of a University-wide civic engagement plan underpinned by a clear conceptual framework and a common campus language • By end 2017 - UCC will begin a visibility initiative to raise the profile of existing and future civic activity, thereby extending its reach and impact.
Phase 2 2018/2020	• By 2018 - UCC will create a best practice engagement infrastructure and capacity building programme focused on scaling and institutionalising engagement, Community Based Research and Learning across the University. • In 2018 - UCC will begin publishing an annual civic report, disseminated to all internal and external stakeholders.
Phase 3 2020/2022	• By 2020 - all staff can access professional development support for the integration of community engagement, across their activities. • By 2022 - all UCC students (UG and PG) will have the opportunity to participate in a community engaged experience during their time in UCC.

Key Projects	
1	Establish a Civic Engagement Committee in each college and appoint a college Champion(s) with responsibility for driving and supporting each college's activities on an ongoing basis.
2	Build awareness of our exemplary engaged research and other activities through communications, branding and an integrated marketing campaign, inclusive of a social media presence.
3	Mainstream Community Based Research and Community Based Learning, establish a UCC Presidents Staff Institute for Engaged Scholarship and Practice to mentor staff throughout the academic year to embed CBR and CBL, and set up a Civic Engagement Network to support the theory and methodology of community engaged scholarship and to support staff to engage with community.
4	Develop student's civic attributes through transdisciplinary University wide modules that promote civic competencies, and extend community engagement with the Students Union, UCC Societies, UCC Clubs and Student Hub, establishing a Civic Engagement Week and structured service placements with community organisations.
5	Set up a UCC Community Advisory Council, extend our community education and regional engagement partnerships, deepening relationships with key agencies, civil society organisations, local development companies, arts, Irish Language and cultural organisations, and bring the University to the community through a liaison role and reciprocal knowledge exchange events.
6	Advocate for and implement innovative access solutions and progression pathways for Travellers, asylum seekers and migrant communities, becoming a Sanctuary University.
7	Establish a UCC Summer Festival of Ideas, an annual invitation to the public to come to UCC for an open day of festivities, music, food, the arts, learning that pushes out the boundaries of thought, partnership opportunities and a general showcasing of what we do inside the gates of UCC.

OBJECTIVES IN DETAIL

Our vision is to be a leading civically engaged University, through capitalising on our teaching and learning strengths, and translating our dynamic academic and research leadership into far-reaching community engagement for the good of all. This section describes in detail the objectives, and the practices, activities and projects integral to achieving this vision.

These are informed by and respond to the UCC Carnegie Self-Assessment (2016) and student, staff and community consultations. These objectives are further informed by a targeted policy and research literature review and a review of best practices.

OBJECTIVE 1 – CONNECTED

Our goal is to establish UCC as an internationally recognised site of excellence for civic and community engagement. Enacting a strategic and coordinated approach internally will allow us to connect effectively with our external partners, and address the Carnegie Foundation key recommendation that we give institutional attention to the language of engagement - considering how and why we engage with community.

Enact a strategic and coordinated approach

[I] Develop a formal *focal point* for all civic and community engagement activity under the Office of External Relations, acting as an accessible gateway to UCC.

[II] Develop a best practice governance infrastructure for engagement, with dedicated support roles and a Community Advisory Council. Establish a Civic Engagement Committee in each college and a college *Champion(s)* with responsibility supporting each college's activities on an ongoing basis.

[III] Establish a prominent and welcoming physical space for civic engagement on campus, to connect University with community and serve as a conduit between students, staff and the public.

[IV] Integrate civic and community engagement *across* our academic, teaching, research and internationalisation activities.

[V] Create a culture that values and supports civic and community engagement as an important quality of our institutional approach *across* all of our Colleges, RICU's[27], divisions etc.

[VI] Recognise civic and community engagement as a self-defining academic activity, while institutionally valuing transformative over transactional approaches, citizenship, participatory and reciprocal knowledge exchange.

OBJECTIVE 2 – VISIBLE

Central to engagement activity is communicating the social contribution of higher education to society, thus maintaining the public's trust in UCC as a civic institution.

Capture, disseminate and communicate our engagement activity to a high standard and to a broad audience

[I] Showcase existing and new engagement activities through publishing details, profiles and case studies, linking with UCC's Academic Council Research and Innovation Committee (ACRIC).

[II] Prioritise communications, an integrated marketing campaign and branding, and improve our digital interface with students, staff and community.

[III] Develop an engagement link on UCC's website, a social media presence, including promotional materials and videos. Using supportive technologies to streamline existing processes.

[IV] Gather information on and communicate the frequency of our engagement activities across the full diversity of initiatives underway. Develop a searchable archive of existing and past engagement activities and a database with profiles of staff engagement interests and availability.

[V] Extend our reputation and the visibility of our engaged scholarship and curricular activity through presenting at conferences. Engage with key strategic networks: Campus Engage, Living Knowledge, Network, Carnegie Foundation and the Talloires Network.

[VI] Establish a *UCC Summer Festival of Ideas*, an annual invitation to the public and alumni to come to UCC for an open day of festivities, music, food, the arts, learning that pushes the boundaries of thought, partnership opportunities and a general showcasing of what is done inside the gates of UCC[28].

[27] Research Institute, Centre and Units (RICU's)

[28] This should utilise the resources of Colleges / RICU's /Drama & Theatre Studies / Glucksman Gallery /Honan Chapel/ Student Hub, becoming a significant Cork event.

OBJECTIVE 3.1– ENGAGED RESEARCH

As a research led University, with a *focus on building research excellence and impact*, and *supporting the next generation of research leaders*, our goal is to achieve excellence in community engaged scholarship and its impact, embedding a culture of engaging beyond the academy, locally and globally, to enrich our research in collaboration with the public. We aspire to increase openness and public participation in scientific research, enhancing and developing a citizenry that is empowered and knowledgeable about the scientific enterprise.

Achieve excellence in community engaged scholarship and its impact

[I] Advance the *scholarship of civic and community engagement* towards becoming a recognised centre of excellence. Appoint PI's[29] including a *Civic Engagement Fellow* to sustain the development of activities in this area, and to support the scholarship of engagement and public involvement in research; leading an ambitious research agenda.

[II] Compete for research funding at European level, Horizon 2020, drawing on *Prime UCC* support where appropriate, and compete for national funding from IRC, HRB etc.

[III] Produce high impact journal articles focused on the *scholarship of civic and community engagement*, and present at national and international conferences each year.

[IV] Invite community engaged scholars to UCC as visiting academics and research scholars, via Fulbright, Erasmus, Marie-Currie etc. Partner with Irish and International Institutions to deliver excellence in community engagement.

[V] Support the *next generation of UCC research leaders*, supporting ERC[30] applications, working with the Post-Doc Development Hub, and providing SRF[31] and seed funding for research, special scholarships for PhD's, and otherwise.

[VI] Achieve excellence in the preparation of PhD students for community engaged research, through for example mainstreaming the PG6025 Responsible Research and Innovation (RRI) PhD module.

[VII] Continue to be responsive to emerging CE education needs, e.g. innovating in inter/transdisciplinary course development through exploring the potential for an International Masters in Higher Education Civic and Community Engagement.

[VIII] Hold a research day each year, presenting UCC engaged research and practice, promoting critical examination and dialogue on engaged research, learning, practice and volunteerism etc.

[IX] Develop a greater understanding of impact through seeking funding for PhD and other research to conduct impact studies, understanding in more depth what kinds of community engaged initiatives and interventions make a difference.

Become a national leader in research and societal impact: beyond the constraints of market or political imperatives, leading and influencing local to global public conversations, shaping national and international policy development

[I] Focus on UCC's research priorities, addressing key local to global imperatives in a transformative, participative and reciprocal manner.

[II] Leverage our transdisciplinary knowledge and practice to address priorities that reflect UN SDG's[32] across the key global imperatives of equality and social justice, public health and wellbeing, and environmental sustainability.

[III] Cohere our community facing research and other infrastructure for greater engaged scholarship and impact on aspects of these societal and global challenges[33].

[IV] Support innovative approaches that engage the public more deeply with our research mission, particularly Participatory Research (CBPR), Design Science, Socially Engaged Practice (Art, Film & Theatre), Public Patient Involvement, and Participatory Health Research etc.

[V] Take a national leadership role promoting public scientific literacy and participation and empowerment in science. Harness the considerable expertise in our colleges and RICU's to support this.

[VI] Promote transdisciplinary approaches such as *Openness* and also *Citizen Science* which fosters co-creation and public involvement in inquiry and discovery[34].

[29] Principal Investigators
[30] European Research Council
[31] Strategic Research Funds
[32] United Nations Sustainable Development Goals (SDG's) www.un.org/sustainabledevelopment

[33] e.g. pursuing greater combined local to global impact on addressing equality and social justice issues via ISS21, EDI, ACE, UCC-PLUS, Community Academic Research and Learning, Centre for Global Development, Centre for Criminal Justice and Human Rights etc. e.g. Cross university public health and wellbeing initiatives led by the School of Public Health, APC etc. Environmental sustainability initiatives led by BEES, Green Campus, MaREI etc.

[34] Promote networks/clustering and participate in the relevant Openness and Citizen Science international networks. Contribute to journal publications. Seek to host an international conference.

[VII] Support staff to embed public engagement within external research proposals, in order to inform, consult and *involve* the public in research, as well as more *openly* disseminating findings. Develop innovative and creative ways of engaging the public. Especially seek to partner with local public libraries.

[VIII] Work with our colleges and RICU's to support more staff to engage in global and national policy influencing, and public scholarship, and that brings UCC research into the public arena, shaping local, national and international discourse in a responsive manner such as RTÉ Brainstorm, radio and television interviews. Offer mentorship and media workshops to support this.

[IX] Establish a bi-annual *open-access* public conference on a grand societal challenge, e.g. climate-change, providing an opportunity for reciprocal knowledge exchange. Host a number of high profile public debates across Munster, bringing UCC research to the public and learning from the public. Continue the frequent public lectures, exhibitions, film screenings and performances etc. hosted and delivered by staff, e.g. FUAIM, Glucksman Gallery etc.

OBJECTIVE 3.2– ENGAGED STAFF

Value civic and community engagement via our academic promotion and recognition systems

[I] Enhance the criteria for academic progression and promotion to include community engaged research, community engaged teaching and community engaged contribution or service as further criteria.

[II] Recognise staff with a demonstrated capacity to lead and engage the wider public in their research and practice. Establish Community Engaged Scholarship (research, teaching and practice) as part of the *University Staff Recognition Awards, Teaching Excellence Awards and Research Awards Programmes* etc., seeking community advisory input on nominees.

[III] Support staff leading in the scholarship and practice of engagement to present their community engaged research, teaching and practice at national and international conferences.

Further UCC as an excellent place to work through encouraging and recognising all staff (academic, research and professional) civic and community engagement activities

[I] Induct *all* incoming staff and establish follow up HR civic and community engagement training and awareness sessions for all staff. Sensitise staff to behaviours and skills necessary for engaging appropriately with the community.

[II] Embed a culture of staff civic engagement through establishing an optional volunteering programme for all staff… develop a policy for providing all staff with an optional day each calendar year for volunteer activity in support of identified community partnerships and causes. Enlist the advice and expertise of our Community Advisory Council and Alumni to support this.

[III] Within the existing staff recognition and awards (other or new, awards and recognition programmes emerging) specifically recognise the community engaged activities of professional (administrative and technical) staff, seeking community advisory input on potential nominees.

[IV] Encourage staff expert, technical consultative support and activism that is in the public interest. e.g. staff working to assist CSO's, NGO's, local schools and communities etc.

[V] Institutionally value and recognise all staff contribution to activities that strengthen learning in the region through delivering short courses with ACE; and activities that strengthen our campus community e.g. supporting UCC Plus, Disability Office etc.

Develop a comprehensive professional development programme to build capacity and support teaching, learning and practices for engagement

[I] Support the UCC research priority of *innovation in teaching and learning*, through supporting the scholarship and practice of Community Based Research and Learning.

[II] Develop a *Presidents' Staff Institute for Engaged Scholarship and Practice* to mentor both academic / research staff (mapping onto the national professional development framework) *and* professional staff - to develop over an academic year innovative models of engaged research, teaching and practice, and support their impact and dissemination.

[III] *Set up a Community Based Research and Learning Committee*, to support the capacity of staff across the four colleges and RICU's to implement Community Based Research (CBR) and Community Based Learning (CBL), and its quality assurance.

[IV] Set up a *Civic Engagement Network* to support the theory and methodology of community engagement, for staff, students and external community partners. It will facilitate staff-community partnerships and collaborative research grants. Draw on support from the Instructional Design team.

[V] Provide CE academic advisory and technical support to colleges, schools, departments and RICU's, supporting the development of school and department level CE strategies, and providing strategic support to RICU's, e.g. supporting SFI[35] academic and EPE[36] strategies.

[VI] Share and intently encourage collaborative CE research, learning and practice opportunities through digital platforms and disseminate results through open access publications, and public exhibits of our work, where possible with local public libraries.

OBJECTIVE 3.3 – ENGAGED STUDENTS

Our goal is to strengthen local voice on global challenges, preparing UCC's students to contribute fully to society as reflexive civically engaged leaders, people who will make a difference to society. Implementing Community Based Research and Learning across the curriculum is a key recommendation of the Carnegie Foundation and our obligation under commitment three of the Campus Engage Charter (2014). Engagement requires an environment of open inquiry, transdisciplinary thinking, and supportive teaching and learning spaces.

Develop graduates with a commitment to civic engagement and the public good

[I] Define and develop graduate attributes to include student's civic attributes and competencies. Develop a UCC Civic Minded Graduate Attributes research programme to assess the extent to which our students are civic-minded.

[II] Expand opportunities for students community based extra-curricular civic engagement (inclusive of International students) via career services, the Students Union, Societies, Club's, the Student Hub etc., e.g. schools partnerships with UCC Plus etc. Encourage activities that strengthen campus and regional life, such as promotion of the Irish language.

[III] Encourage student societies with a local to global citizenship focus, building relationships with least development countries / regions and local underserved communities.

[IV] Develop a policy in support of credit bearing structured service placements with community organisations (locally and internationally via Erasmus) that have a *service, research and career* development component, and respond to an issue identified by the community.

[V] Provide *formal* leadership development and civic education opportunities for the considerable number of students in leadership positions in the SU, Societies, Clubs, and other areas of University life, e.g. Suas Global Issues Course.

[VI] In addition to successful fundraising events for charity by students, extend local and international service and volunteer opportunities for students through a *University Civic Engagement Week*, in a partnership with Societies, Clubs and SU[37].

[VII] Encourage the development of civic competencies via professional training and field work placements.

[VIII] Extend opportunities for civic leadership and volunteerism via student participation in the governance of civic and community engagement.

[IX] Particularly encourage a focus on UN SDG's and Sustainability Citizenship, which focuses on citizenship in relation to a sustainable living environment.

Deepen our societal impact by continuously innovating our curriculum and pedagogy to develop student's citizenship, thus enriching their learning experience

[I] Mainstream Community Based Research (CBR) and Community Based Learning (CBL) in the curriculum, inclusive of the Science Shop[38] approach, integrating the expertise and learning from Community-Academic Research Links.

[II] Where possible, integrate Community Based Learning and Community Based Research, for ECTS core credit, across whole modules, programmes and departments, embedding authentic research and learning/ enquiry in the curriculum and encouraging innovative pedagogies and experiential learning.

[III] Support outgoing UCC Erasmus and incoming Erasmus and International Students to participate in curriculum based engagement experiences and community service, recognising and supporting their particular needs with bespoke offerings.

[35] Science Foundation Ireland
[36] Education and Public Engagement

[37] Enlist the advice and expertise of our Community Advisory Council and Alumni to support this. Sensitise students to behaviours and skills necessary for engaging appropriately with the community.

[38] Science Shops provide independent participatory research support in response to concerns experienced by civil society. UCC is a partner in the *Living Knowledge International Science Shop Network*.

[IV] As part of *UCC One's* Frontier *Modules*, engage with RICU's to embed authentic research in the curriculum, promoting interdisciplinarity and phenomenon-based learning and develop modules that broaden student's civic competencies across performative practice, ethics, and public health etc., with specific modules that develop student's global engagement and create citizen graduates. Outreach and showcase in Student Hub 'think' and public spaces.

[V] Develop innovative interdisciplinary cross college *programmes* that address global challenges and reflect UCC's research priorities, *particularly* Creative and Engaged Citizenship and specifically connect societally engaged curriculum with RICU's and also innovate in curricular structures. Develop state-of-the art learning spaces and outreach and showcase in Student Hub teaching and learning 'think spaces' and public spaces.

[VI] Offer *University-wide* modules (e.g. Sustainability Module, Glucksman Futures etc.), that encourage local to global citizenship, including sustainability citizenship. Promote this e.g. UCC's *Masters that Matter*.

[VII] Diversify undergraduate *Final Year Projects* to include individual and group civic engagement projects as a capstone module. Provide a module-code to ease the development of new engagement modules. Develop a process to accredit volunteering hours in academic courses, linking with *UCC Works.*

Align student recognition, scholarships and awards with our engagement agenda

[I] Gather information on, showcase and recognise our student's individual and group engagement activities, for example the UCC Societies and UCC Plus Homework Clubs, Quercus Active Citizen Scholars etc.

[II] Recognise informal learning, offering micro credentials. Explore the development of a UCC Works Citizenship Pathway. Streamline accreditation of voluntary activity under a common brand, emphasising student service and volunteerism as a civic and altruistic activity, e.g. aligning UCC Works and Digital Badges.

[III] Hold an annual University-wide end of academic year event to showcase exceptional student engagement activities across Community Based Research, Community Based Learning and volunteering / service activities.

OBJECTIVE 4 – WITH AND FOR COMMUNITY

Impact is a key message arising from the community focus group consultations. The University can realise significant societal and cultural impact through our knowledge development, research and teaching. Aligned with the University's vision for excellence we can deepen our influence on local-national policy and practice, while emphasising participation and reciprocity, which are key messages in the engagement research literature. Our broad and inclusive view of community recognises the diversity of our local and global publics.

Capitalise on our strengths in Adult and Continuing Education and our leadership in Widening Participation

[I] Translate our internationally recognised strengths in Adult and Continuing Education and Corks recognition as a UNESCO Learning City, into further innovative research, learning and regional development partnerships, e.g. our Learning Neighbourhoods partnership with Cork City Council. Continue our support to Cork Lifelong Learning Festival and the 'Free University'.

[II] Continue through ACE and our Adult and Community Education Officer to build innovative and strong relationships between UCC's adult and community education programmes and our external partners, including community groups, educational providers, the voluntary sector, and statutory agencies such as the ETB's[39], HSE etc. Continue through our ACE Development Officer, to strengthen UCC's support to local, regional and national employers, including the voluntary sector and local authorities among others.

[III] Respond to the needs of community organisations, continuing to collaboratively develop accessible and affordable courses that *build community capacity* e.g. ACE Substance Misuse and Addiction Studies Level 7 Diploma designed collaboratively with the HSE Child and Adolescent Addiction Services Team. Continue to extend learning opportunities at the entry level, e.g. Certificate in Woman's Studies and Certificate in Contemporary Living (CCL).

[IV] Through ACE and where appropriate CPD, support community partners where feasible with accrediting courses that enhance CSO capacity. Partner in the design, development and delivery of courses, particularly supporting reflective practice and research to practice.

[V] Build on our nationally leading Access programmes through continuing to innovate in this area. Establish a baseline and advocate for and implement innovative work experience and access / progression pathways for Travellers, asylum seekers and migrant communities, becoming a Sanctuary University[40].

[VI] Equitably address conversion of FETAC and RPL qualifications access issues, including examining opening existing ACE courses to full-time Degree programmes.

[39] Education and Training Board

[40] The University of Sanctuary award promotes good practice in HEIs around creating a culture of welcome and inclusion for refugees and asylum seekers (www.Universities.cityofsanctuary.org). This work is also linking with Cork City of Sanctuary.

Contribute with intent to regional development and community capacity building, while also learning from our community partners

[I] Evaluate the impact of our engagement practice, appointing an external evaluator and setting up an international advisory group. Become more community informed, through setting up a UCC Community Advisory Council to help us to clearly understand the needs and strengths of our communities (places and communities of interest), advising on and evaluating our engagement practices, research and teaching.

[II] Leverage our expertise to actively address local and regional development, e.g. supporting job creation and rural development, particularly partnering with Councils, agencies, local development companies, and community organisations etc. to develop high impact initiatives that respond to the needs and strengths of localities e.g. the Skellig Centre. Create a Regional Liaison role.

[III] Strengthen our presence in, marginalised urban and rural areas through linking with community organisations, agencies, *Public Participation Networks and Local Development Companies*. Draw on local expertise e.g. Cork Equal and Sustainable Communities Alliance; SECAD, Cork Partnership, Traveller Visibility Groups etc. Enlist the expertise of similar partners in other localities and regions.

[IV] Build on established partnerships to collaboratively develop participatory research agendas *with* communities (places and interests) particularly supporting underserved communities such as Traveller groups and support localities with initiatives such as the Centre for Urban Health and Wellbeing (in Cork North West Primary Care Centre), measuring impact.

[V] Develop opportunities for community partners to co-teach on UCC modules, helping to shape curriculum, and where possible establish 'Practitioners In-Residence' to offer workshops, seminars and consultations during University terms.

[VI] Increase our participation on boards of directors and boards of management of local and international organisations, CSO's and NGO's. Encourage staff participation on committees, volunteering and service initiatives. Encourage staff to take a research advisory, pro-bono consultancy and / or policy advocacy roles.

Contribute to the further development of the Irish Language in the region, nationally and internationally

[I] Harness UCC's significant strengths and capacities in the Irish Language, to support the preservation and renewal of the language across Ireland. Through Ionad na Gaeilge and Roinn na Nua-Ghaeilge, partner and innovate with Gaeltacht regions, local councils, government and others, to continue to renew the role of Irish in the life of our cities, towns and rural communities. Encourage staff/ student community based volunteer, research and learning activities in support of the language.

[II] Work with Gaelscoileanna, Gaelcholáistí, Conradh na Gaeilge, Gael-Taca, local councils, and others to achieve higher levels of participation in Irish language activities, including more informal opportunities where Irish speakers and learners can congregate, particularly deepen outreach and support to DEIS schools.

[III] Continue to develop UCC's Gaeltacht campus Dún Chíomháin, and its growing presence in Rinn Ó gCuanach, supporting Life-long Learning, regional development and international partnerships, e.g. Moscow University students visiting to learn Irish. Continue to extend our significant level of Irish classes for the community and our efforts to internationalise the language via Erasmus and other avenues including the use of technology.

Contribute to the further development of sports, cultural life and the creative and cultural sector

[I] Extend relationships with key regional arts, sports and other cultural organisations, translating our research, learning and volunteerism into innovative partnerships, e.g. UCC Creative 'Unveiled Horizons'; Cork Midsummers Festival Partnership with UCC, UCC Cork Opera House Partnership and the *Cork Folklore Project* partnerships.

[II] Develop a Creative Hub and stimulate innovative approaches to challenges and opportunities in the creative sector and industries, partnering with key groups to maximise our leadership and cultural impact.

[III] Promote socially Engaged Practice (Art, Film & Theatre) and inclusive arts[41] particularly as a means of breaking barriers between different groups and innovating in culture as a means to develop the agency and rights of diverse groups, e.g. *Glucksman Gallery's* work with young refugees and asylum seekers; School of Music outreach activities and UCC 98.3FM.

[IV] Draw on the considerable engagement expertise developed by the Glucksman Gallery to develop as a centre of excellence in arts engaged scholarship and practice: linking research, arts practice and community, e.g. STEAM, Green Campus-culture link.

[V] Leverage UCC's sports resources, practice and academic expertise to engage staff and students in sports outreach, volunteering, and Community Based Learning and research partnerships, e.g. supporting local Sports Partnerships.

[VI] Support the arts, languages and histories of diverse communities in Munster, e.g. Corks large Polish and other language communities.

[41] Supporting Cork City of Inclusive Arts Designation

[VII] Leverage the UCC Library's strong public brand to further community partnerships and support the scholarship and practice of engagement, continuing its archival supports to the region, its exhibitions and Treasures Gallery, increasing public physical accessibility, and especially linking with local libraries.

[VIII] Continue to promote the campus as a natural and cultural heritage resource for Cork, facilitating access for community social and health benefits.

[IX] Leverage our campus sustainability strategy and 'green campus' to develop community partnerships that contribute to wider-community well-being and sustainability e.g. sharing the expertise gained through the UCC, Waterfall Farms and KSG partnership to assist other organisations establish farm to fork initiatives.

Influence key local to global conversations, making a policy and practice impact, and deepening our community partnerships internationally to engage and learn from our global public

[I] Renew our commitment to least developed countries and SDG's via the *Centre for Global Development*. Address critical global issues through engaged transdisciplinary research, modules, and public collaboration / dialogue with citizens, practitioners and grass roots campaigners. Encourage innovative approaches and programmes, e.g. International Development and Food Policy BSc.

[II] Demonstrate global thought leadership through reciprocally engaging EU and international publics in our unique research on grand societal challenges and our *solutions* to intractable global problems, e.g. the role of the microbiome in health; our green and blue economy initiatives etc. Value staff activism on issues of equality, social justice and human rights which are of local to global public concern, e.g. the refugee crisis.

[III] Contribute to a socially, culturally and scientifically informed *international* public, fostering debate that is guided by informed stakeholder dialogue through increasing public access to knowledge resources, e.g. UCC's Open access CORA platform, open access publications, e.g. UCC's *Scenario Journal or UCC Practice Links*; and via innovative public forums, e.g. UCC *'Thinkery on Water'* and the Women's Studies *'Herstory Salon'.*

Encourage our Alumni community, nationally and internationally, to become directly involved in assisting with our civic engagement mission

[I] Recognise the strengths of our Alumni and their role in assisting us to extend our societal engagement mission through raising its profile, growing and deepening our portfolio of activities and increasing our impact regionally, nationally, and internationally.

[II] Leverage the personal and professional achievements of our alumni to deepen our engagement efforts, creating opportunities for them to become meaningfully involved across the University, colleges, offices, RICU's, schools and departments.

[III] Enlist alumni involvement, advice and expertise on our Community Advisory Council.

[IV] Enlist our Alumni's advice and expertise to support student structured service placements, a student civic engagement week and a staff volunteering programme.

[V] Leverage alumni support to develop an internationally recognised *engaged scholarship* research and practice agenda, led by a Civic Engagement Fellow.

[VI] Celebrate alumni and other notable figures, who have contributed significantly to humanity, and addressing grand societal challenges, particularly UN SDG's.

ENABLING STRATEGIES

TARGETS		
CONNECTED	Annual investment in support staff and related programmes specifically dedicated to fostering community and civil society partnerships, and building institutional and community capacity	>250,000 by 2022
	Annual external research funding each year for community engaged research and learning	> 750,000 by 2022
VISIBLE	UCC Engagement link on UCC homepage and website page views	25,000 p. a.
	Staff case studies and profiles showcased each year on website through a dedicated link	>25
	Student research case studies and profiles showcased each year on website - dedicated link	>25
ENGAGED	Increased staff participation Rates in Community Based Research (currently 28%)	Up 10%
	Increased staff participation rates in Community Based Learning	Up 10%
	% of staff satisfied that UCC formally recognises staff engagement	Up 10%
	% of staff participating in UCC professional development related to engagement	10%
	% of staff conducting engaged scholarship and research to policy influencing activities	Up 10%
	Staff participation rates in external outreach, volunteering and other service activities	Up 10%
	Frequency of credit bearing University-wide modules with a civic component	From 4-10
	Frequency of Community Based Learning modules	From 0-10
	Number of Community Based Research Dissertations each year (UG, Masters and PhD)	100 Projects
	Student participation rates in engaged research, learning, volunteering, or other service	Up 10%
WITH AND FOR COMMUNITY	Public valuing of UCC's civic engagement activity (currently 22% see it as a priority)	Up 10%
	Number of bespoke collaboratively designed accessible community education courses	>10
	Access rate of Travelling community, asylum seekers and migrant communities	10% increase
	Sustained number of Civil Society Organisations engaged with UCC on collaboratively designed projects	100 projects
	Number and frequency of Institutional resources provided as outreach to the community, e.g. campus facilities, sports amenities, library, archives, galleries, IT services, lifelong learning programmes	100
	Number of community engagement events organised by staff	10% increase
	Number of knowledge exchange and other dissemination events involving research and policy influencing each year	5
	Regional events, bringing the University to the community.	10
	Number of community partners engaging in governance of UCC's CE Activities	From 0 to >10
	Number of community partners engaging in co-teaching at UCC	10

This section outlines some of the key enablers needed to underpin the success of the plan. These include resources, monitoring and evaluation of the plan, and the governance or implementation structure underpinning the plan.

- *Resources*

The success of the plan requires reaching an average investment greater than €250,000 per annum by 2022. This includes a combination of UCC central and external support. In addition, an indicative target of external research funding that is greater than €750,000 a year by 2022 for community engaged research, is necessary to develop UCC's engaged scholarship capacity and to place it on an international footing.

- *Monitoring, Evaluation and Learning from Experience*

We will develop and implement a framework to monitor and evaluate the nature, extent and value of engagement for the institution and the community. This includes 1) developing intelligent metrics 2) a baseline against which to measure progress and 3) integrating these with our established systems for performance review, reporting and planning. The University Civic and Community Engagement Committee will report to Academic Council and liaise through the Office of the Vice-President for External Relations with the Governing Body and University Management Team (UMTO) to ensure the successful implementation of the plan. This will involve regular timeline reviews at 6 month intervals, and an annual Civic Report to the Governing Body, Academic Council, UMTO, students, staff and our external community. This will include Curricular Engagement metrics on the frequency of Community Based Research and Community Based Learning at the University. We will develop over time a catalog of all UCC civic activities across voluntary, research and learning etc., allowing for analysis of depth, reach and impact. These will provide particularly important forms of accountability, as well as opportunities to make adjustments, when required.

Up-to-date information on the plans implementation will be available at: www.ucc.ie/engagement/civic-plan

- *Evaluation*

To measure and ensure the impactful and strategic use of investment, an International Advisory Panel will be established, and an External Evaluator of international standing will be appointed to provide formative and summative evaluative support, inclusive of an interim and final report. Case study and other qualitative research methodologies will be used to determine what the tangible benefits for the community and region are arising from the work. The UCC Civic and Community Engagement Committee, under the leadership of the VP for External Relations will prepare an evaluation framework closely informed by the Campus Engage self-assessment tool and Carnegie self-assessment framework.

SELF-ASSESSMENT FRAMEWORKS / TOOLS

Carnegie Report First Time Classification Documentation Framework for Ireland (2016)

- Institution identity and culture
- Institutional commitment
- Curricular engagement
- Outreach and partnerships

Campus Engage Self-Assessment Tool (2016)

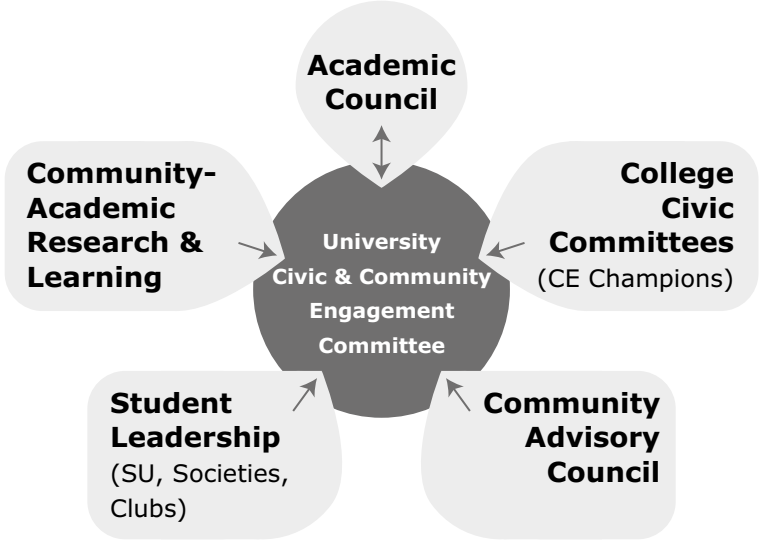
- Policy and practice
- Personnel, resources and budget
- Programmes and initiatives
- Partnerships and collaboration

EVALUATION MODEL – UCC CIVIC AND COMMUNITY ENGAGEMENT (CE) 2017-2022

Inputs	Activities	Outputs	Short-term Outcomes (2017-2018)	Medium-term Outcomes (beyond 2018-2022)	Impact
Governance ▪ Academic Council ▪ Office of External Relations ▪ UCC Civic and Community Engagement Committee ▪ Community-Academic Research and Learning Sub-Committee ▪ Community Advisory Council ▪ Student Leadership ***Operational*** ▪ CE Champions ▪ Secretariat ▪ CE Fellow ▪ CE Officer ▪ CARL Staff ▪ Regional Liaison ***Resources*** ▪ UCC Central ▪ Philanthropy ▪ Research Funding ***Partners*** ▪ Citizens ▪ Civil Society Organisations ▪ NGO's ▪ Higher Education Authority ▪ Irish Universities Association -Campus Engage ▪ Local Authority(s) ▪ Agencies	▪ Institutional commitment to CE in UCC Mission, Values etc. incl. Staff Promotion criteria ▪ Securing a physical focal point(s) for CE and establishing governance, staffing, admin and funding systems ▪ Communications plan incl. branding, promotional materials, webpage, social media & streamlined CE processes ▪ Integration of Community Based Research (CBR) and Community Based Learning (CBL) and mandate for a sub-committee support function ▪ Cohering our existing and new community facing infrastructure for greater impact ▪ Monitoring of CE and outputs and impact captured and disseminated	▪ A shared University wide conceptual understanding of CE and buy-in ▪ Best practice physical and organisational infrastructure for CE established ▪ Visibility of CE activities and digital interface with community enhanced ▪ CE learning culture established across all four colleges ▪ Stronger connections and cohesive presence in rural and marginalised communities ▪ Annual report, evaluation formative and summative report, case study publications and policy briefs	▪ Strong institutional identity and culture for CE developing ▪ Strategic and coordinated approach to CE evolving ▪ Raised profile of CE activity and extended reach and impact ▪ Increased capacity of colleges to implement CBR and CBL ▪ More inclusive and extended local, regional and global engagement evolving ▪ Measurable impact of CE via ongoing continuous improvement activity	▪ Application of Carnegie Framework and Campus Engage Charter ▪ Increased student and staff participation in CE and new and innovative community partnerships established ▪ Increased awareness, and valuing of students, staff, community partners and citizens in CE ▪ Strong curricular engagement: CBR/CBL embedded in research and teaching across all colleges ▪ Greater local, regional and global impact on cultural, Irish language, societal and environmental challenges ▪ Strategic use of CE investment demonstrated and disseminated	▪ UCC is established as an international demonstration site of excellence for civic and community engagement ▪ UCC's students are prepared to contribute fully to society as reflexive civically engaged citizen leaders ▪ UCC is achieving excellence in engaged scholarship and local & national policy influencing ▪ Societal impact through enhanced outcomes for citizens, inclusive of health & wellbeing, environmental sustainability, equality and social justice (economic security, increased capabilities, and social capital) - strengthening our democracy

GOVERNANCE AND IMPLEMENTATION STRUCTURE

Implementation of the plan requires a governance framework to include a policy level Civic and Community Engagement Committee with overall responsibility for the plan's implementation, with revised membership, and secretariat from the Office of the VP External Affairs, reporting into the Governing Body, University Management Team (UMTO) and Academic Council. The plan requires the establishment of a Civic Engagement Committee in each college, and a college Civic Engagement Champion(s) with responsibility for driving, convening and chairing efforts at the college level. It requires the establishment of a practice level Community Academic Research and Learning sub-committee to drive the integration of Community Based Research and Community Based Learning across the curriculum, led by the Office of the VP Teaching and Learning. Student Leadership, across the Students Union, Societies Executive and Clubs is integral to the plan's success. In addition, a Community Advisory Council, comprising citizens, alumni, government entities, civil society organisations, regional development and others in the community will be established. Finally, a small number of dedicated staff support roles are necessary to support the plans successful implementation.



Staff Support Roles:
CE Champions, Secretariat, Civic Engagement Fellow, Community Engagement Officer, Community based Research and Learning Support Staff

APPENDIX

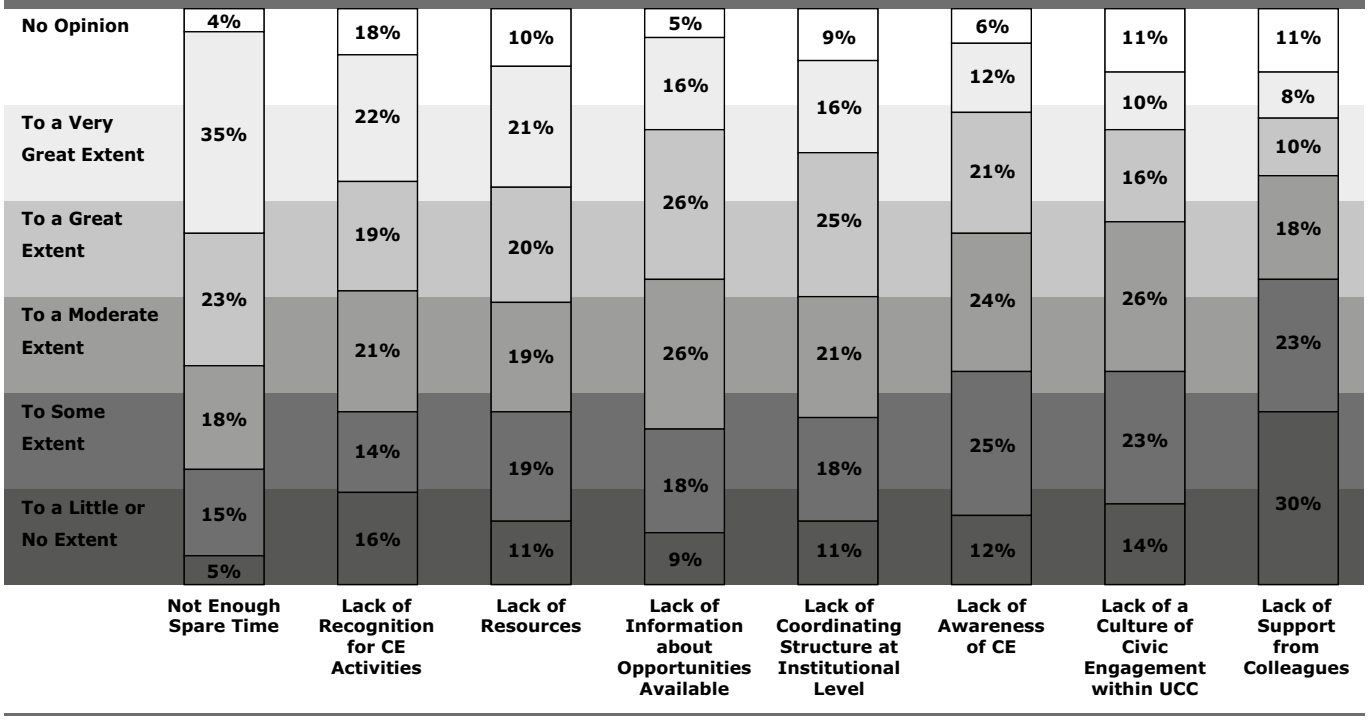
UCC STAFF SURVEY: BARRIERS TO CIVIC ENGAGEMENT

A staff survey conducted in 2016 found that while there was significant staff activity in the area of community engagement, there was a clear sense that UCC needed to firmly establish civic engagement as a valued activity integral to the mission of the institution. Staff highlighted the need for greater University recognition for this area of their work and highlighted a perceived lack of acknowledgement and promotion of existing activities undertaken by staff.

Staff emphasised the fragmented nature of engagement at the institutional level and suggested greater central coordination and strategy. The need for better communication and information, and staff having insufficient time for engagement were identified as further barriers. Survey respondents included academic (43%); administrative (30%); research (20%) and technical (7%) roles. Of these respondents CACSSS staff comprised (23%); Business and Law (14%). CMH (25%) and SEFS (26%).

BARRIERS TO CIVIC ENGAGEMENT IDENTIFIED BY STAFF WERE:	
Time	Insufficient time was identified by 58% of staff as a barrier to CE.
Recognition	A lack of recognition for CE was cited by 41% of staff, i.e. CE is not valued as an activity for promotion and calculation of workloads. Recognition was identified as a key action.
Communication	The need for better communication and information on CE via central administrative support was highlighted by staff. 43% of temporary staff identified a lack of awareness as a barrier to engagement in CE. A perceived lack of acknowledgement of existing activities undertaken by staff was also identified as an issue.
Culture	There was a clear sense that UCC needs to firmly establish CE as a valued activity integral to the mission of the institution.
Organisational Structures	Staff suggested addressing the fragmented nature of CE at the institutional level through central coordination and a strategy. However a percentage of staff also argued for CE to exist as a grassroots initiative outside of the formal institutional structure of the University.
Staff Participation Rates	28% of academics reported as having engaged in Community Based Research. 68% of academics reported that they had not been involved in Community Based Learning initiatives.

STAFF IDENTIFIED BARRIERS TO CIVIC ENGAGEMENT



UCC STAFF SURVEY (2016): STAFF RECOMMENDATIONS

Address the current piecemeal approach	Move from bottom-up piecemeal activity to top-down support and embedding within the strategy and institutional culture, fabric and identity of UCC.
Develop a University-wide strategy	Create a centralised point to embed the civic engagement strategy.
Awareness	Address communications and awareness of engagement, via staff training modules.
Culture of engaged research	Create a culture of Community Based Research and learning through expanding CARL and mainstreaming engaged research into research and QA/AI evaluations and support from the VP Research & Innovation.
Recognition	Increase valuing of staff engagement activities for promotion and workload calculations.
Make engagement integral to all Roles	Facilitate societal engagement across all disciplinary areas and all categories of staff so that engagement is not hindered by the duties and responsibilities of a post (reported as a particular concern of administrative staff).
Widen Participation	Nurture established forms of societal engagement that promote equality and social justice, access and widen participation from low income social groups, marginalised communities and ethnic minorities.
International Links:	Continue to promote international engagement links through promoting UCC as a global campus.
Encourage volunteering	Facilitate active citizenship by staff in a supportive work environment that values engagement by all sections of the UCC community.
Community Engagement Charter	Implement the IUA Campus Engage Charter.

SUMMARY OF COMMUNITY SURVEY RESULTS (2017)

In 2017, a representative sample of 400 households in the Munster region were contacted by Milward-Brown in a survey commissioned by UCC to measure respondents recognition of UCC, how they identify with it, and how they became aware of it. Respondents were also asked about what they believed the strategic priorities of UCC should be.

Data gathered shows that the public understands the traditional mission of the University as a teaching and research institution. However, the University's third mission of societal engagement is less understood, with 22% of respondents seeing this as a priority for the University, underscoring the importance of communicating the value of engagement to the public. 2% of community members said they became aware of UCC through partnering with the University on a community initiative and 5% through a non-credit class or workshop.

REPRESENTATIVE SAMPLE OF 400 PEOPLE		
Area	**Number of respondents**	
Clare	38	9%
Cork	163	41%
Kerry	48	12%
Limerick	64	16%
Tipperary	51	13%
Waterford	37	9%

RESULTS	
Q1. Have you heard of UCC, that is University College Cork before today?	89%
Q2. When I mention UCC, that is University College Cork, what do you associate UCC with?	
o University Education	50%
o Someone who studied there	10%
o Miscellaneous other	40%
Q3. There are many ways in which you might be aware of UCC and what they do, which of the following describe how you know of UCC?	
o Family or friend is a current or former student	63%
o Have a degree or qualification from UCC	21%
o Have attended an information session or public lecture	10%
o Sporting event	9%
o Arts or cultural event	8%
o Work related	6%
o Taken a class or workshop (not leading to a qualification)	5%
o Partnered with the University on a community initiative	2%

Engagement is one of the lesser priorities, suggesting that the engagement mission of the University is not well understood by the public, as Universities are traditionally associated with teaching and research. This emphasises the importance of more intently communicating our engagement efforts to build awareness of engagement as the University's third mission.

Strategic Priorities	Agreement	Net agreement	Strongly agree	Strongly agree – limited to 3 only
Prioritise Student learning	86%	82%	57%	57%
Improve teaching, learning spaces and accommodation	84%	82%	50%	48%
Enable staff to pursue excellence in research, teaching and learning	84%	81%	45%	43%
Foster greater collaboration & regional engagement	73%	69%	29%	22%
Broaden International engagement	69%	60%	32%	22%

SUMMARY OF QUALITATIVE FOCUS GROUP AND ONLINE COMMUNITY SURVEY (2017)

A community focus group was conducted by UCC in March 2017. This was led by Dr Catherine O'Mahony on behalf of the University Civic and Community Engagement Committee. Participants highlighted the need to make community engagement activities more visible, a need for more formal approaches to communicating with communities, a need to develop supportive structures within the University for engagement, a need to focus on impact, and the need for capacity building of staff and students to gain skills for engaging with the community. The key factors and messages emerging from the consultations included:

Key Factors	Key Messages	What the Community says
A: Visibility and communication	Informal bottom up collaboration is valued, but more formal sharing of information is needed.	Many of the groups highlighted the need to make Community Engagement activities more visible and the need for more formal approaches to communicating with communities. Often relationships between community organisations and staff and students in UCC develop on an ad hoc or informal basis, and the identification of contact point for enquiries was considered very necessary. It was requested that the UCC website include Civic and Community Engagement, and participants cited NUI Galway as an example of good practice. A request was also made for more communication and dissemination of information outwards to ensure any events of interest to the broader community are 'opened-up' and publicised in sufficient time and better targeting of advertising for events. The need for communication between UCC staff and students engaged in civic engagement activities was also highlighted as was the need for a bottom-up approach for growing student involvement and leadership in civic engagement activities. Survey respondents suggested that UCC students could be encouraged to engage more with community meetings in their localities and to join organisations outside the University. The need to improve communication was also highlighted and one respondent proposed the establishment of a Linked-In group, listserv or monthly newsletter for all CSOs linked with UCC to enable "greater collaboration and sharing of information".
B: Extend and replicate successful activities	Community Based Research, community education and knowledge translation activities are highly valued by our community partners.	A number of initiatives were identified as being particularly strong at supporting community engagement with UCC. These included the Learning Neighbourhoods programme, the Community Academic Research Links (CARL) initiative, and community based entry level courses such as the Certificate in Woman's Studies in Knocknaheeny. There is scope to extend these activities, e.g. CARL, and to learn from the approaches taken. For example, the Learning neighbourhoods programme shows the benefits of expanding the campus both physically and conceptually. It was argued that "if UCC sees the community as a value, it will move beyond the campus boundary".
C: Take a leadership role in Civic and Community Engagement	Impact: enact tangible projects that address key challenges (e.g. refugees and flooding) Establish supportive internal structures and 'Reverse the lens' to enable the community to teach the University.	The survey respondents similarly identified the need to build on existing good practices and highlighted that meaningful community engagement can counter perceptions of a "town and gown' divide. It was proposed that public talks could also be extended to community spaces such as public libraries and greater effort be made to contextualise knowledge and transform it to the local. The success of adult education courses for engaging the 'adult' community was also highlighted as well as the request for similar activities focussed on younger audiences. It was suggested that UCC could show greater leadership through formalising its existing community engagement activities and developing supportive structures within the University and the broader community. It was argued that UCC's previous strategic plan, while it referenced community engagement, did not have actual tangible projects that addressed this. Suggestions of where UCC could focus its activities and show particular leadership included access to third level education for asylum seekers and migrant communities, and the showcasing of expertise within communities by greater involvement of community members in student programmes. The "Great Cities programme" was referenced as a model of how to encourage community input into programme development and it was suggested that a bench marking exercise be undertaken to identify excellent international models of community University partnerships. Another suggestion was to explore the link between students and older people. The survey respondents highlighted a number of research topics and learning activities which could be of joint benefit and interest to UCC and the broader community. The benefit of collaborative partnerships was emphasised and the potential impact of concerted efforts to address common issues such as flooding. One respondent noted the need for the University to reverse the 'lens' and ask "what is the "role" of the community from a University perspective? What has the community to teach the University?"
D: Capacity building		Feedback from the consultation included the proposal for capacity building for both staff and community leaders. UCC staff and students could be supported to gain skills for engaging with the community, particularly more creative ways to engage. It was proposed that community leaders be supported in relation to best practice in research and the promotion of practice-based evidence. The survey respondents identified a number of courses that UCC could partner in the design,development and delivery of thereby facilitating a "greater skill set" amongst community service providers.
E: Development of supportive processes		Key processes within the University were highlighted as being problematic such as applying for entry. One group said, "The rules around access to University for refuges and asylum seekers preclude many students from benefiting". It was argued that the University needed to move beyond the standard 9-5pm model and broaden access through increased flexibility. The need to expand the campus was again highlighted and the request made for people to be able to access 3rd level education without leaving their own community. The survey respondents highlighted that the University's practice of requiring a portion of grant income for administration, impeded university and community collaborative projects with limited budgets, particularly heritage grants.

SUMMARY OF TARGETED LITERATURE AND BEST PRACTICE REVIEW (2017)

The following is a summary of a literature and best practice review that was carried out to inform the development of the plan. Some of the key words that informed the search were: mission, purpose, and values; leadership; infrastructure; staff engagement; student engagement; community engagement; communication; and monitoring and evaluation.

Key Factors	Key Messages	What the Literature says
Mission, Purpose, Values	Definitions and Language	Whiteford and Strom (2013, p. 88) argue CE needs to be embedded into the fabric and identity of the institution and owned by the University from the top down. Barbara Hollands (1999, p. 70) meta review of 32 Universities argues institutions succeed with CE when there is consistency across mission definition, strategic priorities, budget actions, recognition and rewards, definitions of terms, internal and external communications, staff development objectives, curricular philosophy, and community relationships. *Staff involvement in mission development:* Engaging staff from across the campus in a collective exploration of the role of public service in the campus mission and the identification of strategic objectives for public service activities is important. Similarly institutional attention to *a common campus language for public service activity,* and specific methods of documentation and evaluation are essential (Holland 1999, pp. 67- 70).
Leadership	University-wide strategy for CE	Furco and Miller (2009) argue Universities with institutionalized community engagement have (1) a philosophy and mission that emphasises engagement (2) genuine staff involvement and support for engaged research or teaching, or both (3) a broad range of opportunities for students to access and involve themselves in high-quality engagement experiences (4) an institutional infrastructure that supports engagement practice and (5) mutually beneficial, sustained partnerships with community partners. These five foundational components work synergistically to build and sustain an institutional culture in which community engaged research, teaching, and public service are valued to the extent that they become fully infused within the academic fabric of a higher education institution. Cavallaro (2016) argues for a top-down and bottom-up collaborative approach to institutional change; space and time for conversation about the difficult issues related to evaluation and recognition of community engaged scholarship; leadership and support from deans, provosts and presidents, both for institutional change and for individual staff using engaged scholarship to make their case for promotion and tenure (Cavallaro 2016, p. 5). Whiteford and Strom (2011, p. 10) argue against the top-down and bottom-up dichotomy, characterizing both as necessary, with staff motivation being met with "financial support, visibility and legitimacy". Similarly Beere et al. (2011, p. 69) contend "leadership and support are needed in both direction".
Infrastructure	Coordinated, strategic approach to CE	Strum et al. (2011, p. 10) point to the 'piecemeal' nature of CE activity in many institutions, with a lack of coordination and integration, resulting in a relegation of CE to the periphery of institutional strategies and processes. Campus Engage (2011, p. 18) report that the majority of institutions surveyed in Ireland (19 of 22) reported a lack of structures devoted to CE within their institution. Holland (1999) argues the value an institution places on public service is reflected in the investment it makes in *supportive infrastructure*.
Staff Engagement	Capacity building and quality assurance	*Institutional Rewards and Promotion:* Metropolitan Universities Journal (MUJ) has published a 2016 issue on recognising engaged scholarship in staff reward structure. Institutions that began a campus discussion of the role of public service by addressing the formal promotion and tenure system made little progress. The best current practice is to offer many kinds of rewards, and to build a consistent framework for documenting and evaluating service (Holland 1999, pp. 67- 70). Successful institutions use diverse approaches to staff rewards: financial incentives; recognition through publicity, awards or special titles; support for dissemination activities; or support in fund raising or grant making to support public service projects (Holland 1999, pp. 67-70; Stanton 2007, p. 21)). University of North Carolina at Greensboro (UNCG) efforts to revise personnel standards was tightly linked to a strategic plan (at the University level) and it employed both staff and administrative leadership over a period of years to modify, align and implement policies that support community engaged scholarship in the staff personnel process. To address concerns with implementation of new University policy, a week-long dialogue process was launched with participation by staff at all ranks, deans, and executive leadership of the University (Cavallaro 2016, p. 3). Hyman et al. (2002) UniSCopE model of engaged scholarship builds on Boyer's (1990) model, focusing on scholarship as central to all aspects of Universities' teaching, service, and research missions. Their rubric provides a metric through which the scholarship of integration and application, frequently a part of community engagement, can be identified and rewarded. Burkardt et al. (2004, p. 10) advocate a rebalancing of traditional promotion criteria to propose a new mission of "engaged teaching and learning, and engaged discovery and research scholarship". Pelco and Howard (2016) describe the process of incorporating community-engagement language into the revised promotion and tenure policies at Virginia Commonwealth University. Their successful approach was to incorporate language related to community engagement into each of the three general criteria for promotion—scholarship, teaching, and service. Specifically, the revised general criteria for promotion and tenure explicitly included community engaged scholarship, community engaged teaching, and community engaged service as among other acceptable approaches. An important champion was the vice president for research, who openly supported the recognition of a variety of scholarship methods and insisted it was the quality of research and not the methods that were important (Pelco and Howard 2016, p. 93). *Mentoring:* Building competence and confidence in the techniques of public service requires an investment in staff development, such as peer development activities where staff partnered to learn from each other (Holland 1999, pp. 67- 70). It is nearly impossible for staff to understand the scholarly elements of public service in the abstract. Thus incentives that encourage staff to create CE components in courses gives them experience in working with community partners, observing the effects of public service, and understanding the broader relevance of public service to their overall scholarly agenda. The goal should be to recruit the most motivated staff to become engaged (Holland 1999, pp. 67- 70). *Publications:* Campus Compact notes that for research on engagement to be taken seriously at research Universities, scholars *must be aware of* and have strong peer-reviewed publication outlets for their scholarship (Campus Compact 2007)

Key Factors	Key Messages	What the Literature says
Student Engagement	Student activation and empowerment	*Use of Learning Spaces:* Campus Engage argue the importance of the use of space in imbuing a culture of service and engaged scholarship, emphasising the connection between innovative learning spaces and engagement. *Community Based Learning:* CBL is a high impact pedagogy. However educating students to address societal issues and advance democratic principles requires intentional efforts to engage students in activities that *actively* involve them in community problem-solving, and in circumstances where they are part of community efforts to advance the common good, co-learning with the community (Cook and Nation 2016, p. 722). Swords and Kiely (2010) argue that for community based or service learning to have social impact, beyond pedagogical innovation, it must take a robust approach including pedagogy, research, organizational learning, and community development. Reiff and Keene's (2012) Citizen Scholar's programme, provide good examples of ways that students can learn about specific content while advancing their ability to participate in democratic practices and contribute to community problem-solving. Stoecker (2014) has described a Community Based Learning model in which community-identified problems are addressed while students engage in community problem-solving. This approach creates long-term relationships with communities, supports the community's capacity to solve problems, and engages students in collaborative work with community members who share responsibility for achieving each other's goals.
Community Engagement	Scale and coherence: the importance of depth over breadth	Ostrander (2004, p. 90) argue the University in the first place must build on a solid intellectual rational that addresses and defines what the intellectual project of University civic engagement is. This could include specifying researchable questions and conceptual problems and using the University as a change agent in helping to solve them. They argue an intellectual rationale for civic engagement is to be found among three traditions: theories of pedagogy, personal transformation, self-development, and individual change; theories of citizenship and grassroots democracy; and theories of institutional and social change, moving to a fuller democracy involves institutional change, with Universities as agents of societal transformation. Cook and Nation (2016, p. 720) argue that Universities do not articulate *a coherent conceptual framework* for how CE initiatives will be used to support wider social change efforts. They argue that the fields of Community Development and Community Psychology provide a conceptual framework for understanding how Universities can empower individuals and develop systems to facilitate participation, build community, and promote social justice. These can provide an important framework for examining impact of engagement strategies. Universities should examine the degree to which their community engagement portfolios foster a social justice orientation in dealing with their communities, empowering local residents and communities to become better able to address their needs, rather than fostering dependency on Universities (Cook and Nation 2016, p. 726). It is important to focus on a few public service needs or themes that link academic strengths of the institution to community or external needs and challenges. This helps demonstrate the relevance of public service to other academic priorities and staff roles as articulated by the institution; e.g. the educational system or economic/work force development or serving as an arts and cultural resource for the region (Holland 1999, pp. 67- 70). The visibility of community issues and the level of community participation in institutional planning for public service signals a level of commitment and importance for the role of public service to staff and community. Membership in advisory boards, project planning, campus-community events, and public service evaluation needs to be an accurate and balanced reflection of the institution's public service objectives (Holland 1999, pp. 67- 70).
Communication	Visibility	Whiteford and Strom (2013, pp. 80-85) argue that central to efforts to enhance CE requires a focus in part on communication and information management, publicising the efforts of staff and students, via social media, newsletter, web portal etc. This is an important incentive as what is important is giving "visibility and legitimacy" to staff efforts (Whiteford and Strom 2011, p. 10).
Monitoring and Evaluation	Evaluating impact	The literature argues strongly for benchmarking, monitoring and formative evaluation of University community engagement practice and progress. The Carnegie Community Engagement Assessment Framework Ireland provides a criteria for University self-assessment. Hart & Northmore (2010) describe a typology of dimensions for evaluating University public engagement at the University of Brighton. Langworthy and Garlick (2008) describe the challenge of benchmarking community engagement in Australian Universities. Weerts and Sandmann (2008) describe the process of evaluation as a 'two-way street' between community and University. Driscoll et. al. (1996) describe a case study approach to evaluation at Portland State University.

SUMMARY OF BEST PRACTICE REVIEW (2017)

Key Factors	Key Messages	Promising Research Based Practices
Mission, Purpose, Values	Definitions and language	Michigan State University (MSU) mission statement is to prepare students "to contribute fully to society as globally engaged citizen leaders"; Notre Dame is "a place of teaching and research, of scholarship and publication, of service and community".
Leadership	University-wide strategy for CE	University College London (UCL) has a formal public engagement strategy that lays out the practical steps that UCL takes to embed engagement as a core part of teaching / research and the student experience.
Infrastructure	Operational systems and a coordinated strategic approach to CE	QUB Office of Public Engagement has three units - Public Affairs, Community Engagement, Business Networking & Engagement; Indiana-Purdue has an Office of Community Engagement and Centre for Service & Learning; MSU has a Centre for Service-Learning and Civic Engagement (CSLCE); Notre Dame has a Centre for Social Concerns; University of Washington-Bothel (UWB) has an Office of Community Based Learning; Aalto University Finland has a decentralized 'Factory Model' approach; NUIG has CKI and a research led approach via the 'Institute for Life Course and Society'; Uni. Illinois Chicago has a research led approach via its Great Cities Institute.
Staff Engagement	Capacity building and quality assurance	*Scholarships for staff:* Indiana-Purdue recruits 'Boyer Scholars' amongst staff and intently develops their CE expertise; Edinburgh has a 'Beltane Network' with 4 other local colleges promoting public engagement and recruiting academics each year as 'Beltane Fellows' with one day a week release time to work on a public engaged piece of research; Notre Dame Centre for Social Concerns offers seed funding to staff and graduate students for CBL course design or re-design. *Staff Community of Practice:* Indiana-Purdue has a Public Scholarship Staff Learning Community (FLC); Notre Dame has an annual 'Staff Institute' for community based teaching & research run by the Centre for Social Concerns; UWB has a 'Fellows' Programme for CBL and CBR. *Academic Unit Approach:* The Notre Dame Engaged Programme Initiative (EPI) works at the academic unit level, integrating CE across an entire academic unit. *Practice Professors:* Aalto has 58 professors of practice, artists in residence and executives in residence acting as 'boundary' agents bridging academic and non-academic worlds. *Research and Evaluation Support:* Indiana-Purdue Centre for Service and Learning supports research on the theory and practice of CE and evaluation of CE at the University; it quality assures CBL using a bespoke Taxonomy; UWB Library maintains a CE resource page of books and journals. *Formal Staff Recognition of CE:* MSU has developed an 'Engaged Research, Engaged Teaching and Engaged Service' model. *Research Based Teaching:* UCL promotes learning through research and inquiry e.g. UCL Engineering "How to change the world" course engages 700 2nd year students in a 2 week CE design and problem solving challenge; Queens University Science Shop works across all University faculties linking knowledge and skills of students and staff with community needs through course-based research projects and dissertations.
Student Engagement	Student activation and empowerment	*Student Leadership:* Queens works closely with its SU to promote CE; UWB's ACT (Achieving Community Transformation) is a student run organization supporting dialogue between students and CSO's and service opportunities. *Developing Graduate CE Attributes:* Indiana-Purdue has developed a Civic-Minded Graduate (CMG) attributes model. *CE Scholarships:* Indiana-Purdue has the Sam H. Jones Community Service Scholarship Programme which awards 500k each year to 200 students. *Community Based Learning:* Indiana Purdue integrates CBL/CBR across all schools and colleges with over 1200 courses that are underpinned by CE; MSU Centre for Service-Learning & Civic Engagement runs 'Reflection Circles' or discussion groups for students taking a community based-learning course; Notre Dame Centre for Social Concerns offers seminars for UG students to engage in social analysis or work with community partners around the country, and reflect on their experience and its impact on individuals and communities. *Recognition:* Notre Dame offers a dual degree option allowing any UG student to minor in Community Based Learning & Research e.g. Poverty Studies Interdisciplinary Minor (PSIM). MSU Centre for Service-Learning & Civic Engagement offers student CE Orientation seminars, Course Credit and President Awards; Notre Dame offers a Graduate Certificate in Community Engagement and Public Scholarship (CEPS); Queen's University accredits experiential learning via a 'Degree Plus' award which has corporate sponsorship.
Community Engagement	Scale and coherence: the importance of depth over breadth	*Long term partnerships:* University of Indiana Purdue takes a leadership role in improving community, economic, and educational outcomes in central Indiana building deep relationships with specific communities e.g. George Washington High School partnership with 28 University departments; MSU engages in a deep partnership with Flint Michigan via 'Partners for Flint' which includes a web-site matching students with volunteer opportunities; UCL concentrates on its immediate catchment, London, paying special attention to Camden and Islington and diverse publics currently under-served by University engagement; TCD's Bridge21 education programme promotes a model of active learning in underserved schools within its catchment area secondary schools.
Communication	Visibility	*Branding:* Strong CE Universities have 'branded' their CE activities and have developed web-pages showcasing their CE infrastructure, policies and activities. *Knowledge exchange:* Strong CE Universities conduct high profile public access conferences showcasing engaged research and learning and they structure formal channels and opportunities for community-University networking, learning/ dissemination/ and knowledge exchange. Dissemination of the results and impact of community engaged research and learning is a high impact communications activity, especially when it has a policy influencing dimension.
Monitoring and Evaluation	Evaluating impact	The University of Indiana Purdue Office of Community Engagement produces a Curricular Engagement Report to illustrate the frequency of community based-research and learning at the University. University of Brighton has developed a typology for evaluating University public engagement. Portland State University has developed a case study approach to evaluation.

UCC CIVIC AND COMMUNITY ENGAGEMENT COMMITTEE MEMBERS (2016-2017)

- Professor Fred Powell (Co-Chair) Professor Applied Social Studies and Member of the Campus Engage National Steering Group
- Dr Karen Neville (Co-Chair) Senior Lecturer College of Business and Law
- Dr Rónán Ó Dubhghaill VP External Relations
- Dr Catherine O' Mahony Manager CIRTL Office of the VP Teaching and Learning
- Dr Martin Galvin (Committee Secretary) Community Academic Research Links
- Dr Michael Byrne Head of Student Experience (Paul Moriarty incoming)
- Dr Louise Crowley Senior Lecturer College of Business and Law
- Nora Geary Office of Corporate and Legal Affairs
- Niamh McGettrick-Cronin Buildings and Estates
- Professor John O' Hallloran VP Teaching and Learning
- Kathryn Neville College Manager College of Medicine and Health
- Mary McNulty Deputy Head of Career Services
- Dr Shelia O' Riordan Post-Doctoral Researcher College of Business and Law
- Professor W.H. Smithson General Practice College of Medicine and Health
- Eolann Sheehan Students Union President (Martin Scally incoming)
- Dr Seamus O' Tuama Director Adult and Continuing Education
- Dr Angela Veale Lecturer College of Arts, Celtic Studies and Social Sciences
- Professor Cathal O'Connell College of Arts, Celtic Studies and Social Sciences

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