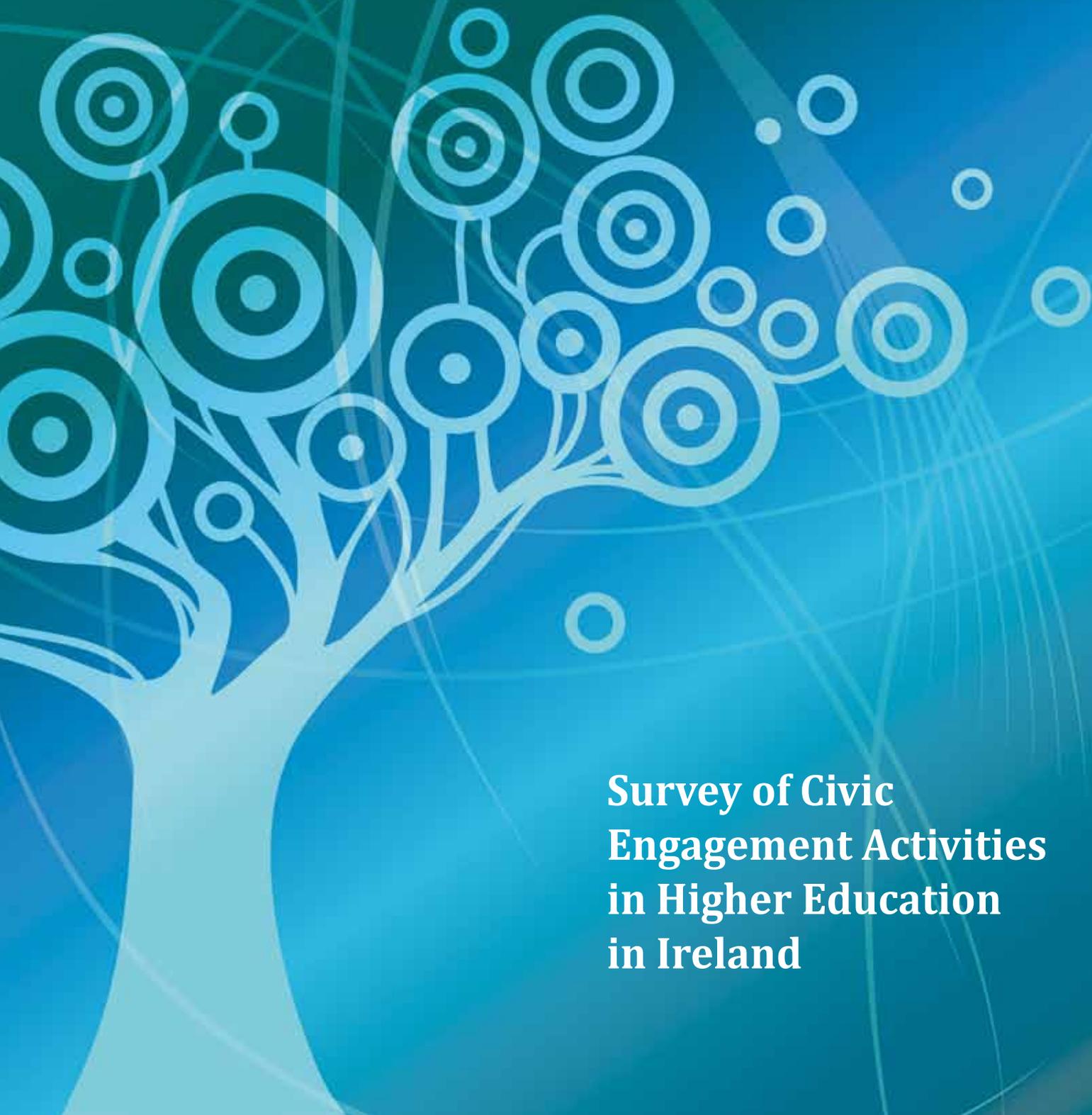




CampusEngage

Network for the Promotion
of Civic Engagement
in Irish Higher Education



**Survey of Civic
Engagement Activities
in Higher Education
in Ireland**

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background

This survey was co-ordinated by **Campus Engage**, a network for the promotion and support of civic engagement activities in higher education institutions (HEIs) in Ireland. Campus Engage is a project funded under HEA SIF1 and has as its overall objective the widening of the scope of civic engagement activity in Irish higher education so as to ‘ensure that Ireland plays a leading role in the promotion of active citizenship in Europe through the development of social and civic “competencies” as a key element of the student experience.’ (**Civic Engagement, Student Volunteering and Active Citizenship**, SIF1 Proposal, 2006) Included within the remit of the project was the conducting of a survey of civic engagement activities in higher education in Ireland.

This is the first time that a survey of this nature has been carried out in Ireland, representing an initial attempt to map the range of civic engagement activities across Irish higher education. It has happened at a time when civic engagement in higher education is in its early stages of development and it has provided individual higher education institutions (HEIs) with an opportunity to document and review the nature of their civic engagement activities. The survey was conducted in the spring of 2010 and relies on information presented at the closing date for submission (May 2010). This ‘snapshot’ of the current situation is useful in itself, but it also gives a baseline from which to set targets for future development and implementation of civic engagement activities in Irish higher education.

There is no single agreed definition of civic engagement and other related terms, such as public engagement, community engagement, active citizenship – understandings and interpretations are highly contested. Thus, we recognise the challenges associated with the definition of ‘civic engagement’ and acknowledge that it is a term open to various interpretations. For the purposes of this survey civic engagement was defined as follows:

A mutually beneficial knowledge-based collaboration between the higher education institution, its staff and students, with the wider community, through community-campus partnerships and including the activities of Service Learning/Community Based Learning, Community Engaged Research, Volunteering, Community/Economic Regeneration, Capacity-Building and Access/Widening Participation.

The survey was conducted as an online questionnaire with one response returned for each participating institution. It was organised as an institutional self-assessment process so that the responses represent perceptions of civic engagement activities in the context of the various questions posed. The questionnaire included both scaled responses-type questions and questions requiring evidence of a more qualitative nature and was divided into the following three sections:

1. Institutional Culture and Identity
2. Civic Engagement Activities
3. Community-Campus Partnerships



executive summary

This summary is arranged according to the key points emerging from the three sections of the questionnaire.

Institutional Culture and Identity

- 75% of respondents indicate that there is moderate to substantial acknowledgement of civic engagement within their HEI.
- Civic engagement is reported as being referenced within HEI strategic plans, mission statements, websites, publications, composition of Governing Bodies/Authorities, awards, Access initiatives, outreach and public addresses by senior management. While the actual term 'civic engagement' is not commonly used in mission statements it is inferred through related language.
- 50% of respondents indicate that there is substantial senior management support and none indicated that they receive no support.
- Over 30% of respondents cite that efforts are made at the HEI to make staff aware of civic engagement activities.
- Over 60% of respondents indicate that promotion policies do not take civic engagement into account with regard to both teaching and research.
- Almost 50% of respondents declare that there are organisational structures in place to coordinate a diverse range of civic engagement activities (Access & Continuing Education, Adult Education, Learning and Teaching, Student Services, Societies and Clubs, Students Union and Chaplaincy). However, just three HEIs indicate that they have dedicated civic engagement structures.
- All indicate that there are barriers regarding the implementation of civic engagement within HEIs, with resources (human and fiscal) and time, most commonly cited as factors.

Civic Engagement Activities

Service Learning

- Almost 50% of respondents indicate that Service Learning/Community Based Learning (SL/CBL) is often incorporated into programmes. However, some include placements for professional purposes in their response.
- Across 9 HEIs over 160 modules are offered at undergraduate level while 32 are offered at postgraduate level.
- The SL/CBL modules that are offered span the disciplines.



- Over 50% of respondents indicate that community partners collaborate with the HEI on, variously, advice, design and delivery of SL/CBL.
- Respondents report difficulty presenting SL/CBL data as it is not collected and readily available at the level of the individual HEI.

Community Engaged Research

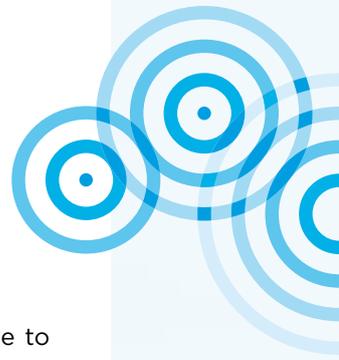
- 50% of respondents indicate that Community Engaged Research (CER) is included within the research strategy of their institution. Little data is provided on strategy whereas a selection of practices and thematic areas are provided as evidence to support this response.
- A diverse range of partners are also identified including Chambers of Commerce, community development organisations, non-governmental organisations (NGOs), Health Services Executive (HSE), County Councils and industry, to mention a few.

Volunteering

- Almost all respondents indicate that their HEI places a value on volunteering ranging from moderate to substantial.
- Student volunteering is catered for in a range of organisational structures across the different HEIs.
- Two HEIs report having posts that are exclusively dedicated to volunteering.
- At HEIs where posts include a remit for volunteering, those responsible are commonly cited as Chaplains, Student Services personnel and Clubs and Societies Officers.
- Seven HEIs report hosting an annual Volunteering Fair.
- All report that data on volunteering is difficult to find and is not usually collected at the individual HEI level.

Community – Campus Partnerships

- Almost all respondents claim that their HEI is involved in some campus community partnerships through a selection of activities that include SL/CBL, CER, Volunteering, Economic Regeneration, Capacity-Building and Access initiatives.
- A diverse range of community partners are identified including schools, local business and industry, youth groups, hospitals, Community Games, disability support organisations, migrant communities and festivals.
- 50% of respondents report that some understanding exists between their HEI and the community partners on the implementation of civic engagement.
- A good understanding of civic engagement is reported as occurring where there are mechanisms in place to support relationships such as: Memoranda of Understanding/ Service Agreements, accumulated experience of partners, evaluations and reviews and intellectual property agreements.



- 50% of respondents indicate that the HEI makes campus facilities substantially available to the community while the remainder claim moderate availability.
- It is reported that it is difficult for all respondents to find data on campus community partnerships as it is not formally collated and it can also be difficult to accurately quantify the volume and extent of activity/partnership.

policy context

European Union

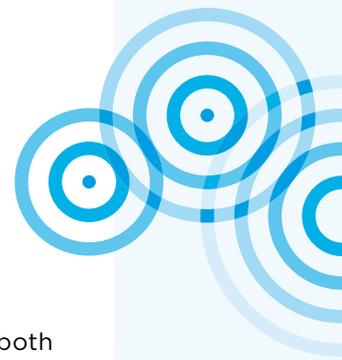
The notion of 'active citizenship' in the context of education has emerged as a major item on the agenda of governments, policy-makers and educationalists at both national and international levels. At the European Union (EU) level during the last decade or so, the discourse of active citizenship has gained currency. While a central concern of citizenship is about rights – civil, political and social – the addition of 'active' emphasises corresponding responsibilities with the stress on individual action and participation in political processes and civil society. It was first used at an EU level at the end of the 1990s, when Edith Cresson, then Commissioner for Education and Research, argued for its inclusion in European training and education. It was seen 'as a way of empowering citizens to have their voice heard within their communities, a sense of belonging and a stake in the society in which they live, the value of democracy, equality and understanding different cultures and different opinions.' (Hoskins and Mascherini, 2009: 462)

With regard to higher education, the main policy initiatives include the creation of a *European Higher Education Area* (Bologna Declaration, 1999)¹, a *European Area of Life-long Learning* (Commission of the European Communities, 2001), which includes 'learning for active citizenship' and a *European Research Area*. (Commission of the European Communities, 2000) Allied to these initiatives is research at the European Commission Centre for Lifelong Learning (CRELL) developing instruments and indicators to measure active citizenship. This research defines active citizenship as 'participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy.' (Hoskins et al, 2006: 10) Education and training for active citizenship pertain to 'learning opportunities (formal, non-formal and informal) that occur at any stage of the life cycle that facilitate or encourage active citizenship' and civic competences or social outcomes of learning as 'the ability required for enabling individuals to become active citizens.' (Hoskins et al, 2008: 13)

A key driver for these developments is the Lisbon Strategy² and its commitment to developing both a 'knowledge society' and 'greater social cohesion'. (European Council, 2000) Included among the 4 strategic objectives of the strategic framework on education and training – 'ET 2020' (building on 'ET 2010'), is one devoted to 'promoting equity, social cohesion and active citizenship'. The strategic framework asserts that 'Education and training policy should enable all citizens, irrespective of their

¹ The Bologna Declaration initiated the Bologna Process which aims to reform European higher education so to ensure greater 'compatibility' and 'comparability' of systems of higher education in Europe including the creation of the European Higher Education Area (EHEA). The EHEA came into existence in March 2010 and the aim for the decade up to 2020 is to continue to consolidate the reform process initiated in 1999. The Declaration asserts that: 'A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competences to face the challenge of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space.'

² The Lisbon Strategy advances a strategic goal for the European Union to become 'the most competitive and dynamic knowledge-based economy in the world capable of sustaining economic growth with more and better jobs and greater social cohesion', launched initially in 2000 and re-launched in 2005.



personal, social or economic circumstances, to acquire, update, and develop over a lifetime both job-specific skills and the key competences, needed for their employability and to foster further learning, active citizenship and intercultural dialogue.’ (European Council, 2009) Thus although the Lisbon Strategy emphasises employment and economic growth, Biesta (2009: 147) argues that ‘policy makers are aware of the wider potential of higher education in relation to questions of social cohesion and European citizenship.’ Notwithstanding this, Biesta questions the particular constructions of citizenship and the concept of democracy being deployed. He highlights the contested nature of civic engagement in higher education and asks whether higher education should be seen as ‘one more socialising agent’ for producing the ‘competent active citizen’ or whether there ought to be a more critical role for higher education in Europe regarding citizenship. He is concerned that ‘[w]hat is far less emphasised is a notion of citizenship that is about collective political deliberation, contestation and action. That is why the idea of active citizenship runs the risk of de-politicising the very idea of citizenship itself. This risk is also reflected in the underlying conception of democracy.’ (Biesta, 2009: 151)

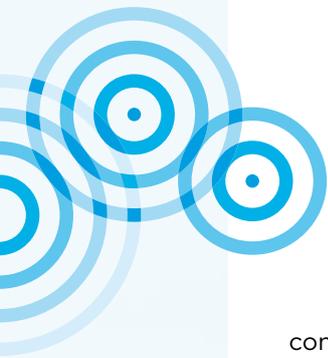
National Context

The civic engagement agenda in Irish higher education has been addressed in a number of reports over the last two decades, including *The University Challenged* (Skilbeck Report) (2001), the *National Framework of Qualifications* (2003), the Organisation for Economic Co-operation and Development (OECD) *Review of Higher Education in Ireland* (2003), the *Report of the Taskforce on Active Citizenship* (2007) and the *National Strategy for Higher Education to 2030*, (Hunt Report) published in January 2011.

The Skilbeck report is centrally concerned with the contribution of higher education to the underpinning of economic growth, but also addresses the broader social dimensions of higher education. He refers to the capacity of higher education to ‘improve the quality of life and strengthen the social fabric’ (2001: 9) and that ‘cultural and social values as well as intellectual proficiency and professional competence should be fostered in students attending higher education. (*ibid*: 11) He advocates the strengthening of links and the development of partnerships with industry, the community and between universities and institutes of technology in order to ‘achieve a more open style of operation and closer integration with the community.’ (*ibid*: 13) Similar to the Skilbeck report, the focus of the OECD review, carried out in 2003, is on the economic aspects of higher education, but states that this aspect should not ‘obscure its role in the intellectual and artistic life of the nation and the contribution it makes to citizenship and civil society.’

The *National Framework of Qualifications*, provided for under the Qualifications (Education and Training Act 1999) and linked to the Bologna Framework for elaborating an overarching Framework for Qualifications of the European Higher Education Area, gives scope for the embedding of civic engagement in higher education, under the competence of ‘Insight’. In the national framework ‘Insight’ involves integration of learners’ knowledge, skill and competence with their individual traits and their ‘mode of interaction with social and cultural structures of his/her community and society while also being an individual cognitive phenomenon.’ In the European context, ‘Insight’ is consistent with the European Qualifications Framework’s inclusion of ‘preparation for active citizenship’ as one of the four purposes of higher education. (Boland, 2008)

The discourse of active citizenship is deployed by the taskforce established in April 2006 by the then Taoiseach, in response to concerns about levels of community involvement and the decline in the numbers of people voting. The brief of the *Taskforce on Active Citizenship* was to lead a ‘national



conversation on the extent to which citizens engage in issues that affect them and their communities'. It is theoretically informed by Robert Putnam's ideas on social capital and while it focuses mainly on the activity of volunteering in the wider society (Munck, 2010), it does include reference to active citizenship in higher education in the section 'Education for Citizenship'. (*Report of the Taskforce on Active Citizenship*, 2007: 21) The report notes that 'values are "caught" not just "taught" in the course of learning'. Schools and colleges are places where people learn about behaviour, dialogue, decision-making as well as a range of skills, knowledge and attributes that enable people to act as thinking, critical, responsible and caring citizens.' With regard to higher education it refers to both service learning and volunteering and makes the following two recommendations:

1. The Higher Education Authority (HEA) should lead an initiative, with appropriate resources, to promote, support and link together citizenship initiatives across the Higher Education sector, including 'service learning' and volunteering by students.
2. The development of a certificate/award (complementing the Gaisce awards) which would be earned through completing at least 3 months volunteering or community involvement activity (in Ireland or overseas). This could be done, for example, through a 3-month/year 'civic engagement' gap during further education or the early stages of working life. (Taskforce on Active Citizenship, 2007: 21-22)

The National Strategy for Higher Education to 2030 (2011) crucially endorses the renewal of the civic mission of higher education and clearly states that 'engaging with the wider society' is 'one of the three interconnected core roles of higher education.' It references Ernest Boyer's *Scholarship Re-considered: Priorities of the Professoriate* (1990), citing Boyer's 'interactive scholarships of discovery, teaching, engagement and integration.' The report defines engagement as including '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 regions and it includes an increasing emphasis on international engagement.' (National Strategy, 2011:74) Arguing that engagement should be regarded as a core element of the mission of Irish higher education it states that HEIs 'should deepen the quality and intensity of their relationships with the communities and regions they serve, and ensure that the emergence of new ideas can better inform community and regional development.' (*ibid*, 77) Crucially the report identifies that the supports required for the implementation of engagement with the wider society include strong leadership at institutional level, resource allocation, inclusion in promotion criteria and inclusion in the metrics evaluating impact at the institutional, regional and national levels. (National Strategy: 78)

It is very promising and timely that the Hunt report has positioned community engagement as a core element of higher education, alongside the 'traditional' teaching/learning and research functions. Now that community engagement has been formally recognised as core to the mission of higher education it is necessary to develop strategies to grow, consolidate and embed civic engagement in higher education in Ireland.



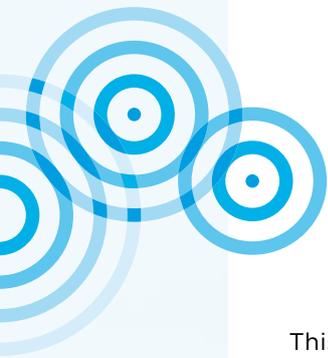
methodology

While no individual tool can effectively evaluate all aspects of civic engagement activities, there are a number of tools relevant to different dimensions and different stages of development of civic engagement in higher education which can be adapted for application to particular settings. (See for example, Bringle and Hatcher, (1996), Holland, (1997), Mollas-Gallart et al., (2002), Gelmon et al., (2005), Garlick and Langworthy, (2006), Pearce, Pearson and Cameron, (2007), Furco, (2007), Cuthill, (2008), Driscoll, (2008), Hart et al., (2009), National Co-ordinating Centre for Public Engagement (2010). Hart et al. give a useful overview of the various approaches found in the literature, classifying them according to the categories of auditing, benchmarking and evaluation. See Table 1 below:

Table 1: Audit, Benchmarking and Evaluation Methodologies

Audit	Benchmarking	Evaluation
Measures what is being done	Identifies problem areas and areas of excellence	Assesses the value of what is being done
A cyclical series of reviews	An ongoing process	A series of individual assessments over time
Collects routine data	Exchanges information	Collects complex data
Review of what practitioners actually do	Review of best practice in a sector	Evaluative research methodology can vary but should be rigorously defined
Not possible to generalise from findings	Possible to make comparisons across a process or sector	Often possible to generalise the findings

Distinguishing between the different approaches and their related characteristics is helpful with regard to understanding what is involved in a survey such as this and as a guide to making choices about what is relevant and appropriate in individual and local contexts. Hart et al. (2009: 2) also make the point that ‘In any situation where change is being measured, establishing a baseline against which subsequent changes can be identified is vital.’ The data generated through this survey seeks to provide just such a baseline. By building on the information gleaned from the survey and drawing on assessment processes developed elsewhere, it will be possible to develop the type of measurement tools relevant to, and aligned with, the particular characteristics of the local situation here in Ireland.



This survey was conducted through an online questionnaire. It was an institutional self-assessment process with one survey returned for each institution. In the guidelines accompanying the survey it was suggested that the questionnaire might best be completed by working groups, comprised of relevant individuals across the institution. (Full details in Appendix 1.) The questions include both scaled responses-type and questions seeking evidence of a more qualitative nature, by way of requiring respondents to provide evidence to support their answer to the scaled-responses questions.

The questionnaire was divided into 3 sections:

1. Institutional Culture & Identity
2. Civic Engagement Activities
3. Community-Campus Partnerships

Working definitions of the key terms used in the survey were provided and are as follows:

Collaboration between the higher education institution and the wider community is understood as specific and organised activities intended to benefit both the third-level institution and the wider community, involving individuals, groups, organisations in the implementation of civic engagement activities. Community can be geographically-based e.g. local, regional, global, interest-based e.g. environment, identity-based e.g. young people.

Service Learning / Community Based Learning includes courses where learning through engagement with community receives academic accreditation, but excludes courses where engagement is an essential part of the course e.g. social work training, teacher training.

Community-Engaged Research is understood as research that is primarily concerned with engagement with community and uses participatory approaches in carrying out research, e.g., action research, participatory action research, community-based research, community-based scholarship.

Capacity-Building is understood as processes that strengthen the capacities of individuals, groups and communities to identify and address issues and gain the insights, knowledge and experience to solve problems and implement change. These processes might include leadership, creating links and networks, encouraging initiatives, finding resources, mentoring, specific technical assistance and training.

Access/Widening Participation is understood as policies that promote wider and more equitable access to, and participation in, higher education, by under-represented groups including mature students, students from socio-economically disadvantaged backgrounds, students from the Traveller community, students with disabilities, students from ethnic minorities.

Participating Institutions

Both publicly-funded (i.e. those which are funded by the HEA or the Department of Education and Skills, and which comprises 38 institutions) and private HEIs were invited to participate in the survey. (Full details of the institutions invited to participate in the survey are included in Appendix 2.) Twenty four institutions completed the questionnaire, all of which were publicly funded. The institutions that completed the survey undertook it in diverse ways, for example, some institutions nominated a point of contact to gather and fill in data, while others developed working groups/survey committees from across the HEI to complete the questionnaire.



The breakdown of the institutions which responded is in Table 2 below:

Table 2: Type of Participation Institution

Institution	No.
Institute of Technology	9
University	7
Teacher Training College	4
Other	4
Total	24

A range of sectors within higher education are represented in the survey responses: 9 institutes of technology, 7 universities, 4 teacher training colleges and 4 in the category 'Other'.

It is important to note some caveats regarding this survey. There is clearly a dearth of existing data regarding civic engagement activities, which at this time do not cover the full range of activities included in the definition devised for the purposes of this survey. There is also considerable variation between institutions with

regard to the availability of data – a certain number were in a position to supply solid data on their civic engagement activities but many were not. The most comprehensive data available relates to Access/Widening Participation and this is perhaps not surprising since there are now systems in place that require institutions to set targets and track achievements regarding the recruitment and retention of previously under-represented groups in higher education.

Additional issues that emerge included a lack of common understandings of terms and concepts. There are different levels of knowledge and capacity regarding reporting on activities at institutional level, which leads to a variation in the completeness among the responses received. Thus, there is not a consistent level of information received from all respondents to all questions, so not all dimensions on which information was sought are equally addressed. The most common difficulty reported by respondents is with regard to questions that required numerical information and this highlights the necessity of collecting and collating data systematically, if we are to develop accurate and comparable data on civic engagement activities. It was also evident that there are differences of interpretation regarding some questions, for example those relating to SL/CBL and CER, which is not surprising given that the terrain of concepts, definitions and terminology is not an agreed one, both in Ireland and elsewhere.

This survey is, of necessity, exploratory in nature – not all dimensions of the definition of civic engagement used for the survey are sufficiently covered because of the lack of consistent cross-sector data. The survey constitutes a first important step towards the documentation of civic engagement activities in higher education in Ireland. Rather than being a definitive account of the current situation it provides a stimulus and direction for more in-depth future research. For example, the results provide information that will be useful in the elaboration of the dimensions of civic engagement activities investigated in this survey, into more differentiated components and indicators, which are reflective of, and applicable to, the Irish higher education system.³

³ An example of this in a Europe-wide context can be found in the development of an Active Citizenship Composite Indicator (ACCI) in the work of Hoskins and Mascherini, 2008.

findings

Section 1: Institutional Acknowledgement of Civic Engagement

The first section of the survey addresses the area of institutional culture and identity examining the formal institutional arrangements concerning civic engagement activities, including mission statements, organisational structures, professional development opportunities and promotion criteria.

Formal Acknowledgement of Civic Engagement

With regard to the issue of formal acknowledgement of civic engagement at an institutional level, more than 75% of those who responded claim that there is either moderate or substantial acknowledgement of civic engagement in their institution. (18 out of 23 respondents) Four report that there is some acknowledgement and 1 reports that there is no formal acknowledgement of civic engagement in the institution. However, it is worth noting that this institution, a teacher training college, reports that ‘while civic engagement is not formalised, staff are very supportive . . . staff would also be role models of generosity and civic spirit [as] it is an integral element of the profession of teaching.’

Table 3: Evidence of Formal Acknowledgement of Civic Engagement

Strategic plans	14
Outreach activity	12
Websites & publications	8
Governing authorities/bodies	7
Other	7
Awards	5
Access initiatives	5
Mission statements	4

The most common evidence of formal acknowledgement cited by respondents is the inclusion of civic engagement in the strategic plan of the institution. (Table 3) The next most common is outreach activity and 8 report inclusion on websites and in publications. 7 respondents indicate that community representatives are included in the membership of Governing Authorities/Bodies. Awards dedicated to civic engagement and Access initiatives are each identified by 5 respondents. Four cite that mission statements acknowledge civic engagement. The category ‘Other’ includes supports for research, dedicated centre for civic engagement, dedicated posts, teaching and learning strategies, funding

activities for local charities.

Civic Engagement and the Mission Statement

Almost 75% of respondents (17 out of 23) report that there is reference to civic engagement in the mission statements of their institutions. (Table 4) However, the specific use of the term ‘civic engagement’ is not that common – for example, just one institution reports usage of the term, identifying ‘civic and community engagement’. Another refers to ‘local and global citizenship’, and two institutions refer to the goal of producing ‘responsible, active citizens’/productive and enquiring citizens’. Thus, most of the evidence provided by respondents points to ‘indicators’ of civic

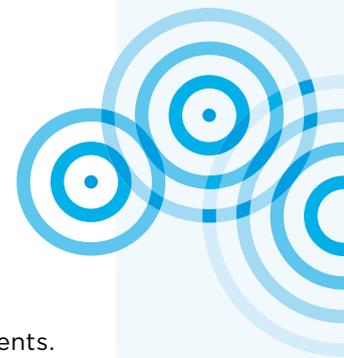


Table 4: Reference to Civic Engagement in Mission Statements

Social/cultural/economic aims	9
Access	5
Wider society/community	4
Collaborations	4
Dignity/diversity/equality/justice	2
Civic & community engagement	1

engagement expressed in mission statements. For example, the most common indicator concerns institutions' commitment to furthering social, cultural and economic aims of the wider community. There is strong commitment to regional development in the IOT sector with all but one IOT emphasising this dimension. A commitment to local communities is advanced by most respondents and the national and international arenas are referenced by almost half (n=11). Reference to values is also reported, for example, dignity, diversity, equality and justice are emphasised

with regard to the ethos of teacher training colleges.

Senior Management and Civic Engagement

All respondents report that senior management is supportive of civic engagement. More than 50% (13 out of 23) claim that senior management provide substantial support to civic engagement. Seven report some support and 3 moderate support. The most common form of support cited by respondents is the provision of infrastructure such as centres/units and posts (encompassing both academic and administrative) which was reported by 10 respondents. However, while the relatively high number of 10 report infrastructural support such as centres and posts, it is important to note that these are rarely dedicated exclusively to civic engagement, being more likely to include civic engagement as only an element of their brief.

Table 5: Evidence of Senior Management Support for Civic Engagement Activities

Infrastructure/posts/modules	10
Membership of relevant external bodies	10
Attendance/funding of events	7
Awards	3

Equally cited is membership of relevant advisory committees and external bodies, statutory and non-statutory, for example, boards of management of local community organisations, LEADER companies, HEA, local development partnership companies. Attendance at events is cited by 7 respondents and the provision of awards by 3. (Table 5)

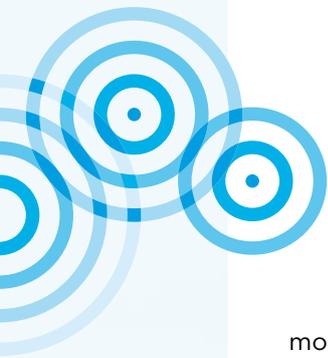
Staff Awareness of Civic Engagement Activities

Of the 21 responses to this question, 20 report that efforts are being made to make staff aware of

Table 6: Evidence of Efforts to Make Staff Aware of Civic Engagement Activities

Dissemination of information online/offline	16
Conferences/public lectures	8
Training events	4
Dedicated websites	6
Other	2

civic engagement activities. More than 33% of respondents (8 out of 20 assessments) indicate that substantial efforts are made to make staff aware of civic engagement activities and none claim no efforts are made. However, the majority suggest only some or moderate efforts are made. (12 out of 20 assessments) Information is circulated through online and other formats, for example, email, ezines, websites, minutes of meetings, Presidents' reports. Attendance at conferences and public lectures are the second



most reported. (n=8) Included in the 'Other' category are visiting scholars and the provision of funding to attend conferences. (Table 6)

Professional Development Opportunities

Information was sought on whether members of staff are provided with opportunities for professional development in the areas of teaching and learning, research, volunteering and campus-community partnerships. With regard to teaching and learning the highest proportion of respondents (8 out of 20 assessments) claim there is some support for professional development and 4 out of 20 indicate substantial support. In the context of research, the highest proportion of respondents (7 out of 17 assessments) claim there is some support for professional development for staff to become familiar with approaches to civically engaged research and 4 out of 17 indicate substantial support. In the area of volunteering, 17 cite some support and 8 indicate there is moderate to substantial support, while for campus-community partnerships 9 out of 21 assessments claim there is moderate support and 5 out of 21 indicate substantial support. A range of opportunities are cited, including in-service training, support for attendance at conferences, workshops, seminars and provision of library resources. It is noted by a number of respondents that support is more likely at the level of individual disciplines/departments/schools than at the broad institutional level.

Promotion Policies and Civic Engagement Activities

Since incentivising civic engagement activities is necessary for the successful embedding of civic engagement activities in higher education, information was sought on whether civic engagement in both teaching and research is included as a criterion for promotion. 66% of respondents (15 out of 23) indicate that promotion policies do not take into account civic engagement activities in teaching and a similar number report that they are not taken into account with regard to research. However, while just one institution reports that civic engagement is explicitly mentioned in Academic Promotion Policy, the majority of responses indicate that while it is not explicitly mentioned in the promotion criteria, it can be said to be implicitly taken into account. For example, an institute of technology (IOT) respondent states that 'Although research in civic engagement would be accepted for promotion, civic engagement activities are not explicitly mentioned in the promotion policies.' In a similar vein a respondent from a university reports that 'In reality there is a third criteria which focuses on civic engagement, but this can also be reflected in teaching and research.'

Organisational Structures to Co-ordinate Civic Engagement Activities

The majority of respondents (19 out of 22) report that they do not have structures devoted exclusively to civic engagement within their institution. The highest proportion of respondents (10 out of 22) declare that there are some organisational structures in place to co-ordinate civic engagement activities in the institution, but none are exclusively dedicated to civic engagement. Three out of 22 respondents indicate that there are dedicated structures working across their institution and 5 indicate that there are some structures exclusively dedicated, but not necessarily institution-wide. Four report that there are no organisational structures in their institution to support civic engagement activities. In addition, it is rare that just one organisational structure is involved in civic engagement activities in any particular institution – it is usually more than one, even in institutions where there are structures dedicated exclusively to civic engagement. Also, it is interesting to note the diversity of institutional arrangements cited as having civic engagement in their remit. They include, Adult & Continuing Education, Access, Chaplaincy, Clubs & Societies, Innovation Centre, Learning and Teaching, Office of Development, Office of the Registrar, Societies Officer, Sports Officer, Student Services, Students Union and Vice-President for External Affairs.



Section 2: Civic Engagement Activities

This section addresses the types of civic engagement activities carried out in the various institutions and provides information on SL/CBL, Access, CER, Volunteering and Campus-Community Partnerships.

2.1: Service Learning/Community Based Learning

(Note: Service Learning/Community Based Learning as defined for this survey includes courses where learning through engagement with community receives academic accreditation but excludes courses where engagement is an essential part of the course e.g. social work training, teacher training practice.)

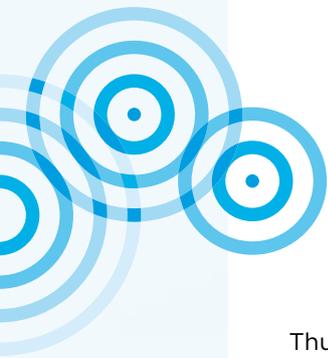
Inclusion of SL/CBL in Academic Programmes

Almost 50% of respondents (10 out of 21) indicate that SL/CBL is often incorporated into programmes offered by their institution but none claim that all their programmes do so. Eight respondents report that it is infrequently incorporated. In addition, a number of institutions provide examples of SL/CBL which are outside of the definition used for this survey, including placements for professional training purposes, and in this regard, commented on the difficulties related to distinguishing between SL/CBL as defined for the purposes of this survey and other forms of experiential learning that can be said to have civic outcomes. For example, a response from a university observes that: 'There was concern at the exclusion of, by definition, Social Work placements, despite approximately 1250 hours of service to the community by Social Work students (over and above the requirement for professional accreditation) which is assessed, very well structured according to learning outcomes, and incorporates reflective pieces.' In a similar vein a response from a teacher training college argues that: 'On one level all our teacher education courses could be seen to fall into this category in that they prepare students for a life-time of civic engagement, providing a focus on developing in students the capacities needed to work in collaborative, professional communities, to build constructive relations with parents and other groups, to situate learning and school in the local community and environment.'

The question on student and staff participation rates in SL/CBL modules, records a low response rate, see Table 7 below, reflecting the observations above, on the definition of SL/CBL chosen for this survey.

Table 7: Student and Staff Participation in SL/CBL Modules 2008-2009

	Valid Responses	Maximum	Mean	Sum Total
Undergraduate SL/CBL modules offered	9	69	17.89	161
Postgraduate SL/CBL modules offered	9	15	3.56	32
Students with option of taking SL/CBL modules	4	1200	610.3	2441
Students enrolled in SL/CBL modules	4	900	460.8	1843
Academic Staff contributing to SL/CBL modules	6	80	22.3	134



Thus the definition used in this survey has not been without its problems. It highlights issues regarding the conceptualisation of SL/CBL *vis a vis* other forms of experiential learning and has implications regarding the collection and analysis of data. We return to this point in the **Discussion** section of the report.

In addition to the questions on participation rates, respondents were asked to identify the disciplines in which SL/CBL is available. The responses to this question indicate that there is a wide range of disciplines and subject areas in which SL/CBL modules are available. Respondents identify 57 different subject areas which can be broadly classified into the following groups: Archaeology, Architecture, Art, Business and Information, Education, Engineering, Film Studies, Geography, Health Sciences, Law, Literature, Mathematics, Medicine, Natural Sciences, Philosophy, and Social Sciences. (The full list can be found in Appendix 3.)

Collaboration of Community Partners Regarding the Curriculum of Service Learning/Community Based Learning

Two of the responding institutions report substantial collaboration between themselves and community partners regarding the curriculum of SL/CBL modules. Over 50% of respondents (12 out of 18 assessments) indicate that community partners collaborate to a small or to no extent. Respondents

Table 8: Evidence of Collaboration with Community Partners on Curriculum of Service Learning/Community-Based Learning Modules

Curriculum design	8
Generalised advice	6
Delivery	5
Work placements/projects	2
Developing ideas	1
None	1

cite a range of community partners with whom they collaborate, often linked to external stakeholders relevant to particular disciplines, illustrated in this comment from a university respondent: ‘There is strong evidence of intensive and comprehensive collaboration among community partners within specific disciplines.’ A range of collaborative activities are cited (Table 8) with curriculum design the most commonly reported (n=8), generalised advice the second most common response (n=7) and delivery of programmes reported by 5 respondents.



Teaching with a Difference – Angela’s College, Sligo

The challenges of teacher education bring with it for students, a certain apprehension with regard to becoming a professional who facilitates effective learning in the classroom. St. Angela’s College, Sligo is unique in offering students in the Bachelor of Education in Home Economics a *community-based teaching practice placement*. This placement provides students with an opportunity to extend their comfort zone and widen their teaching horizons. This non-compulsory, non-traditional teaching practice is over and above the Teaching Council requirements and located in community-based settings. Student teachers work in a four-week placement in a variety of locations throughout the country, from YouthReach services to adult education. Working directly within the community setting to negotiate and tailor learning outcomes appropriate to the context, offers a mutually beneficial experience – the community receive an enhanced learning experience to meet local needs and the student teacher is able to adapt traditional teaching strategies and reflect on their own practice.

Active Citizenship in the Postgraduate Classroom University College Cork

On the MBS Government and MA Politics programmes in University College Cork, students are offered the module *The Dynamics of Public Participation*. A core component of this MBS/MA module is the day and a half long ‘training for trainers’ workshop given in conjunction with the *Vincentian Partnership for Social Justice (VSPJ)*. Students are trained in the VPSJ’s participative and highly respected *Active Citizenship/Voter Education Programme (VEP)* which is aimed at increasing voter awareness and participation amongst those living in socially disadvantaged areas in Ireland. On completion of the training programme the students become part of the active citizen network run by the VPSJ. Students are also offered the opportunity to integrate and relate theory to practice in keeping with the tradition of service learning.

Human Resource Development & Service Learning Institute of Technology, Tralee

A mandatory component of the BSc Health & Leisure Studies is the *Human Resource Development (HRD) and Service Learning module* where there is a significant emphasis on the voluntary sector and the application of HRD practice. The module gives students the opportunity to enhance their professional development through engagement with an organisation for the duration of three months. Students are expected to become involved in or continue their involvement in an organisation as a member, whereby a form of ethnographic research is facilitated, thus enabling real insight over time to be obtained regarding the workings of each voluntary organisation.

Uaneen – Dublin City University

The *Uaneen Module* is a unique Dublin City University scheme that formally recognises students who have made a significant contribution to clubs, societies, community organisations and extra-curricular activity in general. Depending on a student’s degree programme, the Uaneen Module can be either a contributing 5 credit elective or a non-contributing optional additional 5 credit module. Awarded credits are included in the degree parchment and a separate Uaneen graduation event is held annually to acknowledge students’ contribution and celebrate the non-academic elements of student learning. Students registered for the Uaneen Module get support from mentors and workshops to help develop their portfolios.

Politics and Active Citizenship Service Learning Module

National University of Ireland Maynooth

NUI Maynooth stresses commitment to a critical form of active citizenship and politics 'beyond the usual', responsibility to a critical form of active citizenship and to growing students who will question answers more than answer questions, in its new undergraduate degree programme, *Politics and Active Citizenship*. The concept of civic engagement fits directly into the rationale informing the core learning objectives of the degree programme 'politics beyond the usual' and its key aim of providing experiential learning experience for students. The Learning Objectives for the civic engagement module are simply that students have an opportunity to experience and reflect on power and democracy in the external world.

IT Project National University of Ireland, Galway

The MA in Information Technology at NUI Galway has developed in the last few years to include a *Service Learning* module. Students undertake an IT Project within the community and act as an IT consultant through the module. "It's something that all the students gain from - a link module that puts the theory into practice", says Pat Byrne, Director of the MA in Information Technology. With a small group of twelve students, they are able to focus on enhancing an IT need or deficit identified by the community partner. To date over twenty projects have been undertaken with organisations such as the GAF Youth Café, Macnas and Ability West.

Service Learning - Trinity College Dublin

Trinity College is committed to the development of service-learning opportunities for students and is working to support members of academic staff in this regard. In 2010, five projects received internal seed funding: the *Conversation Partner Scheme* involving Junior Freshman Speech and Language Therapy students, the *Study of Occupation Practice* module taken by all Senior Freshman Occupational Therapy students, *Moving Forward Together* which will involve Junior Sophister students of Deaf Studies, Service-Learning within the *Entrepreneurship* module available to Senior Sophister students and a module for visiting undergraduates to the *Irish School of Ecumenics* in Belfast. The practitioners have formed an informal knowledge sharing network and had the opportunity to review and refine their service-learning offerings in dedicated workshops with US service-learning consultant and scholar Dr. Patti Clayton. For further information on service-learning in Trinity, see <http://www.tcd.ie/Community/staff/service-learning/>



2.2: Development of Access initiatives

The vast majority of respondents (19 out of 22) claim their institution has substantial involvement in developing Access initiatives for under-represented groups. The most commonly cited evidence of involvement in Access initiatives are Access Officer posts, provision of Access courses, student support, through for example, mentoring (pre- and post-entry) and financial assistance, promotional materials, promotional events (school visits, career fairs, Open Days in schools). Organising promotional events often involves collaborating through outreach with target groups and other relevant bodies, for example, liaison with local partnership groups. Most of the respondents (n=14) report commitment to the HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education) programmes. It is also significant that student volunteering, for example, Ambassador programmes, peer support and mentoring in Access programmes are also identified as of relevance to Access initiatives, highlighting the potential for overlap and linkages between different civic engagement activities and goals.

Collaboration of Community Partners Regarding the Curriculum of Service Learning/Community Based Learning

Just over 50% of respondents (11 out of 21 assessments) declare that their institution has set specific targets and timescales for admission and graduation of students from all the targeted under-represented groups. All responding institutions have some targets and timescales, apart from 2 institutions, which state that they have plans in place to do so. (Figure 1)

Table 9: Evidence of Access Resources to Improve Recruitment/Participation of Students from Under-Represented Groups

Projects/strategies e.g. DARE, HEAR	13
Student support/financial assistance	12
Collaboration with relevant groups	11
Access office/officer/posts	11
Promotional material/events	9
Access courses	8
Peer mentoring	6
Staff training	2
Other	6

Figure 1: Extent of Specific Targets for Under-Represented Groups



Learning for Life Programme – Waterford Institute of Technology

The Waterford Institute of Technology *Learning for Life* programme works with primary school children from the local community to help raise their aspirations about attending college and to give them experience of what college life is like. Michael Marks is the grandfather of Niamh – he attended her Learning for Life graduation last year and shared some of his thoughts on the programme – ‘I’ve millions of memories! I can remember like it was only yesterday seeing the first crane go up in the fields on the Cork Road for the regional college. There was great interest in it and we were really starting to see a new town being built out this way with the houses in Larchville, Ballybeg, Lismore Park and Lisduggan as well as Waterford Shopping Centre all coming along.

When the college opened, the people working there were great for sharing the facilities and I used to bring youngsters from Larchville down there to play hurling and football on the college’s pitches. The college is a marvellous asset for children. I can see the interest in my grand-daughter’s face and her friends are just the same. They’re looking forward to the day they can come here as students and not just after school. They’re mesmerised by it all and it’s great that they’re getting used to it now.’

Going to College Pilot Project NUI Galway

The *Going to College Pilot Project* is an innovative university and community partnership supporting the civic engagement of persons with an intellectual disability through access to inclusive higher education at NUI Galway. Through a two-year programme, eight students will be supported to share in the student experience and develop the vision, knowledge and transferable skills to live a more inclusive, independent life in their community. Each student will select an existing NUI Galway programme of study and participate in classes and other learning activities alongside undergraduate students. Students will also have the opportunity to volunteer through the ALIVE programme, get involved in community activities/projects, actively engage and participate in university clubs and societies and undertake work placements/internships within NUI Galway and externally.

Electrical Engineering Students work with the Aisling Projects Ballymun

Dublin Institute of Technology

Since 2008, Electrical and Control Systems and Electrical/Electronic Engineering first and second year students work with children attending an after school’s programme - the *Aisling Project Ballymun* in North Dublin - to build and programme Lego robots to compete in Dublin Institute of Technology’s (DIT) annual Robosumo wrestling competition. In teaching the children, the DIT students develop skills in presentation, communication, listening and explaining, as well as developing a broader social awareness. The children benefit from having contact with the DIT students as positive higher education role models and by attending DIT for the Robosumo Competition Day gain glimpses of what it might be like to further their education.



DCU in the Community - Dublin City University

DCU in the Community is a community based learning centre, co-funded by Dublin City University (DCU) and Ballymun Regeneration Ltd, based in the Shangan neighbourhood in the heart of Ballymun. The centre's aim is to broaden access and participation in higher education for local people who have missed out on third level opportunities. The centre runs a *Bridge to Higher Education* programme offering flexible routes for adults into further and higher education. Courses are offered at FETAC levels 3, 4 and 5 in partnership with Whitehall College of Further Education. Taster DCU degree modules are also offered and students get opportunities to visit DCU campus for seminars and workshops organised by different faculties. The centre also acts as a 'drop-in' information centre for students of all ages seeking advice on going to college.

UCD Access - Science Engages Public and Society

University College Dublin

University College Dublin's (UCD) Conway Institute's four public outreach initiatives funded by Science Foundation Ireland have reached over 4,500 pre-university students. *Science Alive*, *Science Works*, *Science Track* and *Access Science* have devised interactive lectures, poster competitions, and hands-on laboratory workshops. In addition, these activities bring together postgraduate students with primary and second level students. UCD post-grads are challenged to explain their research without the use of any scientific jargon. Second level students from as far away as Monaghan and Kerry travelled to attend UCD science awareness events and participate in actual laboratory projects. Science Track, a joint venture with Iarnród Éireann engaged secondary and primary school students in a science-themed poster competition with winning entries displayed on the DART for as many as 100,000 people per day to see.

Not Your Usual Students - Archaeology Reaching Beyond University

University College Dublin

The University College Dublin (UCD) School of Archaeology has launched a number of outreach and engagement initiatives in an effort to give primary and post-primary school students the opportunity to experience the subject of *Archaeology*. These include a Transition Year Programme for second level students and participation in various Access initiatives for both primary and post primary students. Transition Year students are invited to gain a week's work and research experience at the School of Archaeology. While there, they have the opportunity to explore many different aspects of the work with which the School of Archaeology is involved. The Primary School Access initiatives are numerous and include work with the UCD New Era access programme and the UCD New Era Summer School.



2.3: Community-Engaged Research Included in Research Strategy of Institution

Half of the responding institutions (12 out of 24) report that community-engaged research is included in the research strategy of their institution. There is a greater amount of detail regarding the research activities in which the responding institutions engage, with less information provided about the content of institutional strategy regarding community-engaged research. Inclusion in the strategic plan of the institution is indicated by 7 respondents and 6 respondents report the existence of research centres/units (including Science Shops⁴ in 2 universities) with a remit for community-engaged research, as evidence of strategic support for community-engaged research. Six respondents make reference to the use and development of community-based and collaborative-type research methodologies. The evidence offered in some cases suggests explicit support for community engaged research while in others it is implicit, being articulated through the thematic areas of research to which the institution is committed. As stated in the strategic plan of one university '... engagement with society is realised through education and research and through the innovations that derive from these academic activities.' Different examples of thematic areas are given in the responses including, community development, environmental sustainability, health, social and economic development, global development, intellectual disability, entrepreneurship, ageing, immigration, renewable energy, nano-science, software activity. It is also reported that community-engaged research activity is facilitated through a range of institutes, fora, centres and projects. Thus while there may not be explicit reference to community-engaged research in strategic documents, community-engaged research is being carried out in a devolved way through centres, etc.

Research goals are identified, by one IOT, as supporting 'Ireland's requirement for a knowledge-based society by engaging in research and scholarship, including knowledge transfer, thereby making a direct contribution to the needs of local communities, Irish industry and the economy ...'. In a similar vein, a university respondent states that: 'As a publicly funded Irish university, and recognising the economic imperatives of globalisation and the knowledge society, we are fully cognisant of our responsibilities not only to produce graduates and research of the highest quality, but also to engage proactively with government, development agencies, business and the community to stimulate economic, social and cultural development.'

A number of respondents (n=13) report on publishing in the area of civic engagement. Three indicate that comprehensive information is not readily available. The publications listed cover civic engagement broadly as well as publications on CER more specifically and include: *International Journal of Clinical Legal Education*, *International Journal of Research Methodology*, *Irish Medical Journal*, *Irish Human Rights Law Review*, *International Journal of Palliative Nursing*, *International Journal of Early Years Education*, *Child Care in Practice*, *Archaeology Ireland*, *Irish Education Studies*, *Journal of Political Science Education*, *Journal of the Community Development Society*, *Nature and Culture*.

⁴ Science Shop defined by one respondent as: 'A Science Shop provides independent, participatory research support in response to concerns expressed by civil society. Science shops use the term 'science' in its broadest sense, incorporating social and human sciences, as well as natural, physical, engineering and technical sciences. Science shops seek to: provide civil society with knowledge and skills through research and education; provide their services on an affordable basis; promote and support public access to and influence on science and technology; create equitable and supportive partnerships with civil society organisations; enhance understanding among policymakers and education and research institutions of the research and education needs of civil society; enhance the transferable skills and knowledge of students, community representatives and researchers.'



Community Partners Collaboration in Establishing Research Priorities

Almost 50% of respondents (7 out of 15 assessments) claim moderate or substantial collaboration by community partners in establishing research priorities of institutions. Just over 25% report either none or little collaboration (4 out of 15). Detail is provided on the type of partners and types of research, with less detail regarding the nature and extent of collaboration. It is reported that the existence of centres/units facilitates the work of collaboration as does working from particular teaching programmes. Also, the research interests and research approaches of individual staff members can create an ethos and environment conducive to working collaboratively to establish research agendas. As one university respondent states: 'At the institutional level there appears to be little or no collaboration or mechanism for collaboration . . . [it is] dependent upon the discipline perspective.' Partners identified include, community development organisations, industry, County Councils, Shannon ABC, Chambers of Commerce, local stake-holders, HSE, Department of Health and NGOs.

UL Practicum - University of Limerick

At the University of Limerick the *UL Practicum* supports bespoke applied research carried out at the invitation of the 'community sponsor' designed by faculty and carried out by students. One such project is the *Ennis Hub Plan: People, Place, Potential* where Ennis town council and elected officials invited the UL Practicum to facilitate all citizens/residents and visitors of Ennis town to participate in a series of events designed to give each and every person a voice in the future of the town. Supported by the *UL Practicum*, staff and students from the Department of Politics & Public Administration and Technical Communication undertook a series of visionary events that included focus groups, world café events and public space conversations (in shopping centres) and on line (www.facebook.com/ennishub) to document views of residents. Students are currently collating all the information and will feed back what has been gathered to all parties involved. A second phase will commence in September 2011 focusing on more thematic strands derived from the visionary events.

DCU President's Awards for Civic Engagement

Dublin City University

Established in 2010, the *President's Awards for Civic Engagement* celebrate Dublin City University (DCU) staff and students' leadership, engagement and contribution to local communities and recognise teaching, learning and research supporting DCU's civic engagement mission. Nominations are open to staff, students or groups in three award categories: Community Engaged Teaching & Learning; Community Engaged Research Award; Community Impact Award. Nominations are invited from Dublin City University and linked colleges - St. Patrick's College, Drumcondra, Mater Dei and All Hallows College.

Diploma Teaching & Learning in Higher Education

National University of Ireland, Galway

NUI Galway offers a 10 ECTS module on *Civic Engagement within Higher Education* as part of the Diploma in Teaching & Learning in Higher Education. The module is facilitated by the Community Knowledge Initiative (CKI) and knowledge is shared by academic staff, community and students. Over forty academic staff have undertaken the module from NUI Galway, Letterkenny IT, GMIT, Waterford IT and NUI Maynooth. The overall aim of this module is to enhance participants' awareness and generate deeper understanding of the challenges and opportunities related to civic engagement and higher education. Participants in this module are lecturers/academics currently teaching within higher education in Ireland. The module explores the historical role that institutions of higher education have played within society; concepts of social capital, academic citizenship, democratisation of knowledge and civic engagement; Service Learning/Community Based learning and the curriculum design process.



Community Knowledge Initiative

National University of Ireland, Galway

In 2001, NUI Galway launched the *Community Knowledge Initiative (CKI)*, following a generous donation by Atlantic Philanthropies. The CKI set out to underpin and realise a civic mission as part of its core activities. These activities were viewed as 'integral to the University's strategic mission and involved a fundamental examination of the role of the University in the social fabric' and were subsequently reflected as a core priority by NUI Galway's Academic and Strategic Plans 2003-2008 and 2009-2014. The CKI promotes greater civic engagement through core academic activities, namely teaching, research and service at the levels of students, staff, courses, programmes and the institution as a whole. To date the CKI has focussed on the development of civic engagement through four core pillars, research, volunteering, service learning and knowledge sharing. Further information on the successes of the CKI can be accessed at <http://www.nuigalway.ie/cki>

Early Childhood Education, Journalism and Professional Design Practice students work with Home-Start Ireland

Dublin Institute of Technology

Third year students from the BA Early Childhood Education programme, a fourth year BA Journalism student and a student on the MA in Professional Design Practice worked with Home-Start Ireland, a voluntary organisation which supports families in difficulty, to produce a book *Tea and Friends* to celebrate its 21st birthday. The students developed confidence and skills in research and interviewing techniques.

They also learnt to be flexible and adaptable in communication as they encountered families of different cultures and backgrounds. In turn, Home-Start was able to fulfil its aims and objectives with respect to creating a publication to celebrate its 21st birthday. Home-Start's work also became better known to a large body of Early Childhood Education students, important work which will remain with these students as they move into their professional careers.

2.4: Volunteering

Value Placed on Volunteering Activities

Almost 50% of respondents (9 out of 19 assessments) claim their institution puts a substantial value on volunteering while the remainder, (10 out of 19), estimate a moderate valuation by their institution. Awards and funding are the most commonly cited evidence of the ways in which institutions value volunteering, with 12 colleges identifying these as significant. Funding is described as being made available through the various student services channels, for example, through the capitation fee, which funds for example, clubs, societies and students' unions, and with the funding used in a variety of ways to sustain these entities. There are a number of awards systems in place e.g. Chairperson's medal, Student Award Night to recognise non-academic achievements of students in clubs and societies, Presidents' and Provosts' awards for voluntary activity, Students Unions' awards and awards for mentoring.

Certification of volunteering is reported by 6 institutions and is mainly internal – certificates are awarded by individual colleges. Just one institution reports certification by an external body.

Table 10: Evidence of How Volunteering is Valued

Awards/Recognition	12
Funding/Resourcing	12
Certificates awarded	6
Formal celebrations	5
Other	9
Not formally recognised	3

Certificates are highly regarded and usually endorsed and signed by the President or equivalent. Respondents also note the opportunities that are presented to student volunteers through their activities - for example, it is advantageous with regard to entry on to some postgraduate programmes, acquisition of training and skills and inclusion on references. 'Other' includes training, acknowledgement on college website and publications, receipt of small stipends, existence of specific posts and opportunity to represent the college on the issue of volunteering. (Table 10)

Although 4 colleges report that volunteering is not formally recognised, volunteering activity nonetheless takes place: 'While it may not be formally marked, volunteering is a strong element of the ethos of the college - there is a strong spirit of volunteerism in the college.' (Teacher Training College)



Organisational Structures for Co-ordination of Volunteering

The majority of respondents (18 out of 21 responses) report that some organisational structures exist, while 3 report that there are no formal organisational structures in place. It is important to note that absence of formalised structures does not mean that volunteering does not take place, as indicated in the following response: 'It is all *ad hoc*, no current central post co-ordinating volunteering. [However there are] various fundraising events to support a range of charities, NGOs, open days and Students' Union clubs and societies.' (IOT)

A post with a remit for volunteering is the most commonly reported aspect of organisational structure. However, the majority of these posts are not dedicated exclusively to volunteering, but include volunteering as part of their remit. There are a small minority (n=2) that report that their institutions have posts which are dedicated exclusively to volunteering. With regard to the institutions where the post includes a remit for volunteering, the most commonly cited post was that of Chaplain and posts attached to Student Services, in particular, Clubs and Societies officers. (n=10) Students' Unions were cited by 7 respondents, Careers by 3 and Access Office by 1. In addition, the above categories are not mutually exclusive, as student volunteering is catered for in a number of organisational structures across the different colleges. Volunteer Fairs are reported as an important feature of the support system of volunteering by 7 respondents.

The Number of Students Involved in Volunteering Co-ordinated by the Institution (2008-2009)

Data is given by 9 respondents to this question, reporting wide divergence of numbers involved in volunteering - from 25 to 2,860 - giving a total of almost 7,000 students recorded as active in volunteering across 9 institutions. It is noteworthy that a number of respondents report that data

on volunteering activity is not readily available because it is not consistently collected and there is no measurement tool available to document and generate reliable and comparable data. The difficulties associated with collecting this kind of data are exemplified in this comment: '. . . felt it would be inaccurate to provide membership numbers for societies and clubs (several multiples of all student numbers) as many students join multiple societies while membership statistics do not necessarily reflect the number of active members.'

Table 11: Number of Students Involved in Volunteering Co-ordinated by the Institution in 2008-2009

Valid N	9
Maximum	2860
Minimum	25
Mean	760.4
Sum Total	6844

ALIVE - Student Volunteering - NUI Galway

In 2003, *ALIVE* (A Learning Initiative and the Volunteering Experience) was established to deepen NUI Galway's commitment to community engagement as part of the Community Knowledge Initiative (CKI). *ALIVE* aims to increase the civic, personal and professional capacity of students through volunteering. Each year, an average of over 1,000 students volunteer through a variety of pathways - with the local community, in their home communities, on campus as mentors to first year students, through student societies, clubs and student media and internationally with a range of overseas NGOs. Over 200 organisations support the programme offering opportunities to volunteer with children and young people, older people, animals and disability, to mention a few. Through an online database, students connect or are matched with an opportunity. To date, 4,500 students have achieved the *ALIVE* Certificate from the President of NUI Galway in recognition of their commitment to volunteering.

Student and Staff Volunteering Letterkenny Institute of Technology

In 2010, Letterkenny Institute of Technology (LYIT) students and staff organised over twenty-five community events. These events have included the *North West 10K*, *Strictly Come Dancing*, a student volunteer trip to Malawi with *Habitat for Humanity*, and a *Campus to Campus cycle*. LYIT President, Paul Hannigan, has said that he is 'staggered at the number of charity events which are taking place on campus. Despite a tough climate, students are using their initiative and time to generate funds for many worthy causes. There has always been a strong sense of altruism here amongst staff and I would like to thank everyone who has dedicated their efforts in organising these activities'.

Centre for the Study of Historic Irish Houses and Estates (SHIHE)

National University of Ireland Maynooth

In 2004, the Centre for the Study of Historic Irish Houses and Estates (SHIHE) was founded through a partnership between the university, public and private sectors due to concerns regarding the preservation of, and public education about, historic houses and estates. The work of the research centre addresses the cultural, social, economic and political implications of the houses and students engage in oral history projects with people who have had a connection with the estates. This experience gives the students a sense of their own power and possibilities by being able to engage with people from dramatically different socio-economic backgrounds. In addition, it exposes the students to the complex economic, social and political aspects of all who lived in these estates.

Garden of Eden Project Letterkenny Institute of Technology

The Gaisce Society at Letterkenny Institute of Technology has a long-standing connection with the Garden of Eden rehabilitation centre for people with HIV and AIDS in Thailand. The students work alongside the residents at all stages of the projects to ensure their future sustainability. Previous projects undertaken by the students include the building of a frog and fish farm which enable the residents to become self-sufficient. All money raised is given directly to the centre and used for the benefit of the residents.



GlobalSchoolRoom Promote Global Citizenship

University College Dublin

A partnership between the *GlobalSchoolRoom*, Don Bosco Silchar, Cornmarket Financial Services and University College Dublin (UCD) supports the delivery of mutually successful connections between Irish teachers and teachers in northeast rural India. The UCD School of Education, International Affairs, and Teaching and Learning have collaborated across the university to offer professional development for teachers in India, for whom teacher training and continuing education is minimal to non-existent. Founded by UCD academic staff Garrett Campbell and Gwen Brennan, this private-public-faith-based-university partnership enables Indian teachers in remote areas to access teacher training and a UCD Diploma. Future plans include collaborations with the University of New Delhi and SelfHelp Africa for program enhancements and capacity building to spread education by global citizens for global citizens.

Creative Outreach

St. Angela's College, Sligo

In 2009, students at St Angela's College, Sligo established the *Creative Crew Club*, a student society with a fun, creative and educational purpose to enhance skills and creativity. The *Creative Crew's* aim is to create a variety of textile art pieces to add colour, atmosphere and warmth to the learning environment and encourage the community surrounding the College, around Lough Gill and Sligo town to feel welcome to visit and participate in their local higher education institution. As a voluntary, student-run club, with over twenty dedicated members, the *Creative Crew* arranges and offers workshops with the Foróige Youth Club in Sligo to enhance arts practice in the area of textile arts and craft creation.

Froebel College HOPE Foundation Teacher Education Partnership

Froebel College of Education, Dublin

The Bachelor in Education and Higher Diploma in Education (Primary) which prepare students to teach in the primary school system in Ireland, have recently partnered with the HOPE Foundation. The aim of this partnership is to strengthen teacher education in HOPE supported education projects in Kolkata and to broaden newly qualified teachers' development and intercultural education. As part of the partnership, 30-plus newly qualified teachers spend the month of June teaching in HOPE education centres in collaboration with their Indian counterparts. In 2011, volunteers from last year's cohort return for the month of July to give a second phase of support. The initiative also encompasses the delivery of workshops by Froebel College lecturers with HOPE teachers throughout the year in areas the Indian teachers feel are most needed.

Green Campus Committee

University of Limerick

The River Shannon which flows through the middle of the University of Limerick (UL) campus is an amenity of national importance and the river walks at Plassey are enjoyed by tens of thousands of people every year. The UL *Green Campus Committee* recently organised a riverbank clean up specifically targeted at engaging those who ramble its paths. This umbrella society containing members of the Nature Society, The Energy Society, The Kayaking Society and the UL Environmental Committee advertised the event to the community of users and in March an ensemble of students, staff and the wider community worked together for three hours collecting over 180 sacks of rubbish.

Section 3: Community-Campus Partnerships

Extent of Involvement in Civic Engagement Partnerships with the Wider Community

All respondents who made an assessment (n=19) claim their institution is involved in at least some community-campus partnerships. The highest proportion suggests a moderate amount of activity in this regard (8 out of 19 assessments) while 25% claim substantial involvement. Of the 6⁵ elements of community-campus partnerships investigated, the highest proportion of respondents, over 75%, highlight the presence of Access/Widening Participation in their institutions. (16 out of 21) Over 50% of respondents also identify SL/CBL and volunteering as elements of their community-campus partnerships. (12 out of 22 and 12 out of 23 respectively) Marginally lower proportions of respondents recognise Community/Economic Regeneration and Capacity-Building as elements of their community-campus partnerships. (11 out of 22 and 11 out of 21 respectively) CER, while highlighted by the least number of respondents, is still seen as an element of their community-campus partnerships by more than a 33% of respondents. (9 out 22) (Table 12)

Table 12: Community-Campus Partnerships

Service learning/community based learning & community-campus partnership?	Yes	12
	No	10
	Valid N	22
Community engaged research & community-campus partnership?	Yes	9
	No	13
	Valid N	22
Volunteering & community-campus partnership?	Yes	12
	No	11
	Valid N	23
Community/economic regeneration & community-campus partnership?	Yes	11
	No	11
	Valid N	22
Capacity building & community-campus partnership?	Yes	11
	No	10
	Valid N	21
Access/widening participation & community-campus partnership?	Yes	16
	No	5
	Valid N	21

A wide range of organisations and areas of activity are identified by respondents; organisations such as primary and secondary schools, youth groups, hospitals, Traveller movement, business and enterprise e.g. County Development and Enterprise Boards, Chambers of Commerce and areas of activity including sport, local festivals, community development, global development, disability issues, migrant rights and homelessness.

⁵ Service Learning/Community Based Learning, Community-Engaged Research, Volunteering, Community/Economic Regeneration, Capacity-Building, Community-Campus Partnerships, Access/Widening Participation.



Level of Understanding that Exists Between the Institution Community Partners Regarding the Implementation of Civic Engagement Strategies

Of those respondents who made an assessment (n=17), just under 50% (n=8) identify some understanding between partners, 2 out of 17 (10%) claim a substantial level of understanding and 1 indicates no understanding. The responses to this question are characterised by citing mechanisms to enable good understanding to occur, including MOUs, evaluations, reviews, intellectual property agreements. The value of accumulated experience and long-term relationships are also cited: 'Where

we have long-term relationships these involve good understanding of civic engagement strategies. . . . We are getting better at naming the strategic elements with partners and being clear about this when projects are in their developing stages.' (IOT) It was also noted that it is difficult to give a definitive assessment of 'understanding': "'Engagement strategies" is far too broad a concept and cannot provide one answer when so many partners in very different circumstances are intended to be assessed on a variety of criteria.' (University)

Table 13: Evidence of Levels of Understanding on Civic Engagement Strategies with Community Partners

Agreed memoranda of understanding	4
Accumulated experience	3
Evaluations and reviews	2
Public dissemination of plans	2
Written guidelines	1

Availability of Institution's Facilities Made Available to the Public

Almost 50% of respondents indicate that their institutions make facilities substantially available to the public while most of the remainder claim some or moderate availability of facilities (10 out of 21). The facility most commonly reported (n=15) as being made available is meeting

rooms for a diverse range of groups, and events, including local community groups, after-schools programmes, sports clubs, Arts groups, Special Olympics, Community Games, Fleadh Ceol na h-Éireann, Access Schools programmes, Home Liaison Services. Large halls, theatres and art galleries are the second most commonly reported facilities. (n=10) Access to libraries is the third most commonly reported facility (n=9), though there is variation in the level of entitlement and some restrictions can apply. Sports facilities are reported by 7 respondents. Availability of expertise of staff is reported by 4 and access to the restaurant by 3. 'Other' includes Chaplaincy facilities, laboratories and ICT facilities. (Table 14)

Table 14: Evidence of Facilities Made Available to the Public

Meeting rooms	15
Theatre/art gallery/large hall	10
Library	9
Sports facilities	7
Expertise	4
Restaurant	3
Other facilities	3
Blank response	5

The Sciences – National University of Ireland Maynooth

The Sciences at NUI Maynooth engage with community in a number of ways, including partnerships with secondary schools, industry and government, and developing countries. For example, *Combat Disease of Poverty*, is an international development and local health project partnering with East African universities. This collaboration brings together experimental scientists, social scientists, NGOs, and industry; *Science Week*, which consists of opening the university's laboratories for everyone in the community, with students guiding those who attend. Participants include young students from the surrounding area, but also parents and anybody else interested in learning about science; the *Mathematics Centre*, while primarily concerned with assisting NUI Maynooth students who struggle with Maths, the Centre also works with disadvantaged students in surrounding schools.

Students from various disciplines work with the LIFELINE Project

Dublin Institute of Technology

The *LIFELINE* Project is a community-led project based in the Grangegorman area of Dublin's north inner city. Inspired by local resident Kaethe Burt O'Dea, the project involves piloting new ways of inner-city living and wellbeing, particularly through exploring the transitional use of the disused railway line in the area. To date Dublin Institute of Technology students in chemistry, spatial planning, sustainable development, and architecture, both at undergraduate and postgraduate level, have been involved in contributing to and learning from research themes such as preventative healthcare strategies, urban agriculture, industrial ecology, zero waste, biodiversity and eco-literacy.

Community Initiative Funding Trinity College Dublin

A number of students at Trinity College are being supported to undertake self initiated community action projects through the *Community Initiative Funding Scheme*. When applying for the funding, students identify issues they hope to address, what has already been done and most importantly the gap which they seek to fill, drawing on their own academic and extra-curricular experience. Community partners supervise the projects, act in an advisory capacity and facilitate implementation. Among the projects considered for funding are, a personal development programme for adolescent girls in the Midlands, an exhibition of local human rights activists in different countries, development of a film of local history with a community arts group and the implementation of a civil society engagement strategy to appeal to and access Irish youth. For details of funded projects, see www.tcd.ie/Community

Farmers Market

University of Limerick

The University of Limerick's Farmers Market was established in September 2008 and brings local farmers and artisan producers into the heart of the campus on a weekly basis. The market has enabled students to engage with sustainability issues such as food miles, biodiversity and job creation in a very personal manner through the relationships that they have built up with these very progressive producers. It has also provided a timely economic boost to our market traders in tough times.



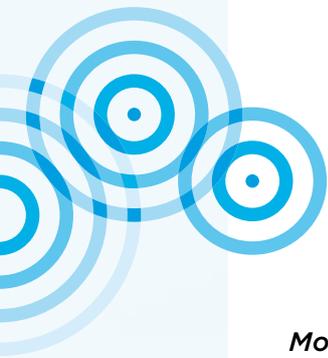
Resources to Complete the Survey

While slightly more than 50% of respondents (13 out of 24) feel they had sufficient resources to complete the survey, a high proportion of respondents feel they did not. (11 out of 24) It is reported that it is difficult to gather accurate information, because of the lack of availability of data for example, 'Many civic engagement activities are going on in a variety of ways, but it is difficult to quantify with certainty the volume and extent of participation.' (University) 'We found many of the figures difficult to provide - which highlights our need to tabulate civic engagement related activity more deliberately.' (University) Difficulties attaching to the conceptualisation of 'civic engagement' are also reported with, for example, one IOT commenting that there is a lack of 'mutual understanding' of the term and one university observing that: '... a common understanding institutionally of what constitutes civic engagement requires more time to develop a formal network of intra-institutional connections among the various independent efforts that are at work.' Those institutions in the early stages of development report general difficulties because they have few formal structures in place at this point in time. It was also noted by one of the teacher training colleges that it can be difficult to separate civic engagement activities from the general work of the institution since it is 'part of what we do'.

Most Significant Supports in Establishing Civic Engagement Activities (Table 15)

Formal support by the institution is the most commonly reported form of support. (n=11) For example, official recognition and acknowledgement by presidents, senior management and governing bodies i.e. the existence of 'a top-down positive attitude' and a 'supportive policy context' to enable the embedding of civic engagement at a strategic level, encapsulated in the following comment from a university respondent: '... civic engagement is deserving of the attention and support afforded to other aspects of academic work, such as teaching and research e.g. with representative structures and named individuals with a role in advancing civic engagement goals at the various levels within the institution.'

Commitment by staff and students, including the importance of 'champions' is cited by 10 respondents and the necessity for dedicated structures, 'operational frameworks' and posts are cited by 8. The importance of an 'institutional culture' and ethos conducive to civic engagement are identified by 7 respondents. A similar number identify dedicated funding and budgets for civic engagement, from both within the institution and from external funders, as significant. The importance of the Strategic Innovation Fund (SIF) is identified by a number of respondents as being a catalyst for developments in the area. The usefulness of seed-funding for particular initiatives at institutional level is also identified, but observed that its drawback is that it is short-term. It is also noted that funding should be made available for the costs associated with doing community-based fieldwork and sustaining community partnerships more generally, because many community organisations are poorly-funded. Three respondents identified the necessity for dedicated modules and the development of 'infrastructure and resources to build capacity and expand programme offerings'. Two respondents cite explicit recognition in career advancement as well as good administrative support and recognition of the work attached to civic engagement activities. 'Other' includes provision of training, development of handbooks, enhanced communication between community and college and support from external bodies.



Most Significant Barriers in Establishing Civic Engagement Activities (Table 16)

Resources (n=16) and time (n=12) are the two most commonly reported barriers in establishing civic engagement activities. Resources are both ‘fiscal and human’. The current economic climate and employment framework and their concomitant effects on staff-student ratios are identified as significant, as are the lack of appropriate and adequate funding mechanisms. With regard to time, it is stressed by respondents that cognisance must be taken of the amount of time required to embed civic engagement activities on an institutional basis – staff time, student time, impact on staff workload and the investment of the time needed to build sustainable partnerships. In addition, it is reported by 8 respondents that it can be difficult to find time for the task of developing a knowledge base regarding civic engagement and building ‘agreed upon definitions and concepts to guide the work’. It is noted that a ‘common vision’ of civic engagement at institutional level is necessary to guide both strategic development and the creation of an ethos that is supportive of civic engagement. General issues regarding structures are cited by 7 respondents for example, infrastructure with regard to central co-ordination, management and administration; academic structures with regard to SL/CBL including the long ‘lead-in’ time for course development and approval, a ‘crowded curriculum’ and the requirements of particular programmes e.g. medicine, education, to meet the professional requirements of the regulatory bodies with regard to placement hours. Another structural issue referred to is difficulty regarding communication, both within individual institutions and between institutions and external bodies. It is also noted that there is a lack of appreciation of the value of the work, with civic engagement being perceived as a ‘worthy but relatively marginal activity, rather than part of the core public function of a University’. Employment issues are identified by 3 respondents, citing lack of recognition of civic engagement in career advancement and specific inclusion in job descriptions. Included in ‘Other’ is insurance cover, changing profile of students/increased numbers of students and PR/media saturation on certain activities.

Table 15: Evidence of Most Significant Supports to Establish Civic Engagement Activities in Institution

Formal recognition	11
Support of staff & students	10
Dedicated infrastructure	8
Ethos / good will	7
Funding	7
Dedicated modules	3
Other supports	7

Table 16: Most Significant Barriers to Establish Civic Engagement Activities in Institution

Resources	16
Time	12
Knowledge of civic engagement	8
Lack of co-ordinating structures	7
Employment issues	3
Other	5

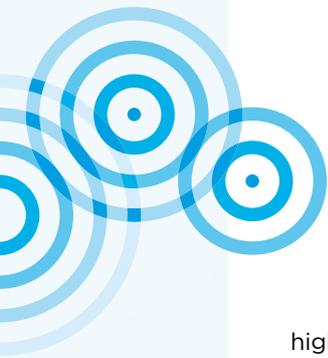


discussion

This survey report is published at a particularly opportune moment, following the inclusion of community engagement as core business of higher education in the *National Strategy for Higher Education to 2030*, which advocates that HEIs ‘deepen the quality and intensity of their relationships with the communities and regions they serve, and ensure that the emergence of new ideas can better inform community and regional development.’ (2011: 77) The National Strategy document understands community engagement as covering ‘business and industry, the civic life of the community, public policy and practice, artistic, cultural and sporting life, other educational providers in the community and region and includes an increasing emphasis on international engagement.’ (2011: 74)

The Campus Engage survey demonstrates that there is a growing appetite and interest in Ireland for civic engagement to be formally adopted and recognised across the HEI sector. As previously noted, this is the first time that a survey of this nature has been carried out in Ireland, representing an initial attempt to map the range of civic engagement activities across Irish higher education. It would appear that the extent of civic engagement across the HE sector was under-reported within the majority of survey returns. We sense that this is linked to the manner in which the survey was undertaken on behalf of the institution. Where one person took responsibility for completing the survey on behalf of the HEI, the chance for under-reporting was an issue. Where a HEI undertook a whole team approach to the completion of the survey, a fuller representation of activities was presented. Notwithstanding this, and considering that civic engagement in Irish higher education is at an embryonic stage in the sector as a whole, we were struck by the range, breadth and extent of associated activities in existence across higher education. One particular highlight emerging from the data is the potential for SL/CBL across a wide variety of disciplines, from Engineering to Law and from the Social Sciences to the Humanities. In addition, we were also impressed by the range and diversity of community partners, from hospitals to festivals, schools to councils, community associations to charitable organisations. We also found that an activity could have a dual strategic purpose – for example, the activity might centre on volunteering or SL/CBL but it might also address another institutional priority, for example, access to the HEI for the non-traditional learner. This was evident in particular around homework club activities in disadvantaged communities or within schools in the DEIS (Delivering Equality of Opportunity in Schools) areas.

It is evident that considerable progress has been made in Ireland to develop civic engagement, albeit with few resources and uneven manifestations of strategic vision. In general, growth and developments appear to be ascribable to individuals within the different institutions, who are personally motivated regarding civic engagement so that growth has occurred ‘organically’ through the endeavours of these individuals rather than being driven by institutional leadership. However, it is a concern within Campus Engage that the ‘labour of love’ underpinning this organic growth will soon reach its limits. In addition, because of the way that practice has evolved, there is currently uneven development across the HE sector. A minority of HEIs have strategically embraced civic engagement and have made it a distinctive component of their core business. But the majority of HEIs report that activities occur on an informal and/or *ad hoc* basis and sometimes covertly or ‘under the radar’. While in some instances civic engagement underpins the ethos of the HEI, it is not always documented or formally referenced within the HEI strategic framework. It is entirely possible that without proper resource allocation this unevenness will not be eradicated, but will over time, become exacerbated. The institutions that currently demonstrate strength may continue to flourish and grow, and be well-placed to enhance their own national and international reputation. We feel that this could be a missed opportunity for the



higher education sector. If institutions can capitalise on their civic engagement practice this will resonate positively with society, future students and graduates and open up potential research areas and funding sources, while also positively contributing to the wider community.

Therefore, it is essential to think strategically about the embedding of civic engagement across higher education in Ireland. With the publication of the National Strategy document, there is now a clear policy framework within which to carry out the work of creating civically engaged higher education institutions which value and formally recognise the engagement activities of staff and students alike. There is a real opportunity to brand higher education in Ireland on the international stage as a system that is outward facing and civically engaged, offering students, staff and communities the opportunity to engage and work toward a common good.

Opportunities and Challenges

It is clear that there are a number of opportunities and challenges regarding the future formalisation and growth of civic engagement within Irish higher education, particularly with regard to its conceptualisation, how it is to be positioned within higher education *vis a vis* teaching and research, how civic engagement activities are to be recognised and rewarded, issues concerning data collection and assessment and measurement of activities.

Civic engagement, at both conceptual and definitional levels, is proving complex in both Ireland and elsewhere. As previously noted in this report, there is no single agreed definition of civic engagement within the literature and understandings and interpretations are highly contested. Civic engagement is a broad church and encompasses a diverse range of activities. For the purpose of the survey, civic engagement was defined as a 'mutually beneficial knowledge-based collaboration between the higher education institution, its staff and students, with the wider community, through community-campus partnerships and including the activities of SL/CBL, CER, Volunteering, Community/Economic Regeneration, Capacity-Building and Access/Widening Participation'. However, this set of activities is by no means exhaustive and there are perhaps other activities that may be appropriate to include.

Equally, various definitions of SL/CBL abound in the literature. Pragmatic and inclusive approaches are increasingly being adopted, identifying defining characteristics, rather than attempting to define the pedagogy *per se*. Defining characteristics to which most subscribe include, for example, meeting a need identified by the community, reflection on the experience and award of academic credit for demonstrated learning in the relevant academic discipline. A number of other characteristics can also be associated with practice along a spectrum - from transactional to transformative models - reflecting the range of practice that exists. For the purpose of this survey, SL/CBL was defined as 'a course where learning through engagement with community receives academic accreditation' but excludes those where engagement is an essential part of the programme. This definition has led to some anomalies and difficulties in the course of conducting, analysing and interpreting the results of the survey. It also raises some fundamental questions about the purpose of a survey on civic engagement. For example, there is evidence in the survey responses of dissatisfaction at the exclusion of mandatory credit-bearing placements in professionally-oriented programmes. Some respondents believed that these programmes offered authentic community-engaged learning experiences for students, especially since reflection featured explicitly. In some cases civic values (such as social justice, equality) featured implicitly. These learning experiences, perhaps because they are essential elements of the programme, represent potential examples of sustainable community engagement with reciprocal benefits. Ironically, by identifying receipt of academic credit as the defining criterion for 'community engaged learning' courses, other modules could be (and were) included in the responses which may not necessarily meet some of the 'essential' criteria of service learning practice. The terms 'service learning' and 'community-

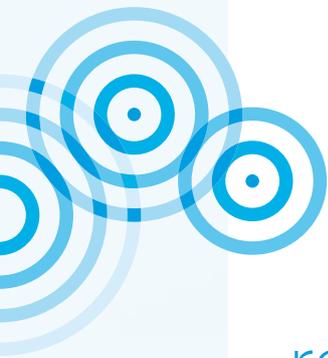


based learning' are relatively new to the Irish higher education landscape. A wide range of community engaged strategies exist in the teaching and learning domain that have never been described in these terms. There is a risk in using these terms, thus defined, that substantial activities in the domain have not been captured.

Since no data on civic engagement activities in Irish higher education have been systematically collected before now, the data generated through this survey seeks to provide a baseline so that appropriate tools of auditing, benchmarking or evaluation can be arrived at over time. We need, at the very minimum, more precise information on the detail of civic engagement activity within Ireland to present a full picture. In addition, to get a fuller picture it is necessary to develop tools to assess the impact of activities on the HEI, student and academic body, community sector and society as a whole. In turn, this exercise should help legitimise civic engagement as a core activity in higher education. What is central to this process is provision for the development of concepts and definitions that characterise civic engagement within the context of Ireland and tools to assess and measure activities.

While great efforts were made at the individual HEI level in terms of completing the survey, problems arose when data was not readily available. In fact, it seemed to be a cumbersome process for many involved to access the information for the completion of the survey. Following the survey, we know there is a deficit of centralised knowledge that individual institutions have regarding civic engagement activities. From this experience, it is evident that a diverse range of actors in the individual HEIs have pieces of knowledge relating to civic engagement but there is no one place that formally and systematically gathers and connects the knowledge. In addition, some of the data presented is open to interpretation, for example, within the student-volunteering domain, because while data is available on the number of student members within clubs and societies, the data often contains multiple student entries and there is no system to account for this multiple membership versus individual student activity. This is not surprising given the lack of focus on, and resources for, the measurement of civic engagement. It presents us with an opportunity to consider how we might begin to develop systemic methods to gather and analyse data, so as to consolidate and build on civic engagement activities and communicate this work nationally and internationally.

Compared with international civic engagement activities within higher education, Ireland is at an early stage, despite signal advances within some institutions. Drawing from international best practice within the US, UK and Australia, as well as further afield, it is evident that national networks to support and buttress civic engagement activities have become pivotal in enabling the realisation of civic engagement. While this survey shows that civic engagement is supported by many senior managements within higher education and almost all mission statements and/or strategic plans reference engagement with community and society, it is a concern that over 60% of respondents indicate that promotion policies do not explicitly take civic engagement into account alongside teaching/learning and research. In addition, just three institutions surveyed indicate that they have dedicated civic engagement structures to administer and co-ordinate civic engagement, with barriers to growth reported as related to lack of both human and financial resources. Clearly resources are scarce and we are now in a period of reduced funding for higher education. Consequently, it is both urgent and opportune to engage in a dialogue about how we develop and embed civic engagement in a cost effective manner to ensure maximum benefit. There are critical questions to be addressed particularly with regard to whether civic engagement should be positioned as a third pillar, alongside teaching and research, or whether it should be understood as encompassing all activities of higher education i.e. that civic engagement should be a defining characteristic – a 'way of doing' higher education.



recommendations

Infrastructure and Systems

- Development of infrastructure within individual HEIs through the provision of posts and units/centres dedicated to civic engagement activities. This infrastructure would enable the development of civic engagement as a core activity and nurture sustainable community campus partnerships.
- The explicit inclusion of civic engagement within the criteria of hiring and promotion of academic staff, so that incentivisation measures are put in place.
- HEIs to put in place systems to grow and manage campus community partnerships, including tools to connect students and academics with community, training for civic engagement being incorporated into continuing professional development programmes and community needs analysis.
- Development of web applications to manage, support and measure student engagement (curricular and extra-curricular) across Irish higher education. The system should operate on an open data system so that it is able to share with other HEI systems, for example, to enable the development of the Diploma Supplement (as required within the Bologna Process).
- Co-ordination by a national body to ensure the implementation of the community engagement strand as envisaged in the Hunt Report and the continuation of the work initiated by Campus Engage.
- Convene a meeting of the Council of the HEA to discuss civic engagement, arising from which could be the designation of a member of staff with a brief for civic engagement in each HEI.
- Seed-funding stream to develop engagement activities through teaching & learning, research and volunteering.



Understandings

- Development of opportunities for defining the diversity of civic engagement and associated activities, concepts and ethos, associated language and frameworks, through a range of seminars, events and conferences.
- All interested stakeholders to create a national Manifesto or Declaration on civic engagement appropriate to Irish higher education. This would be adopted by senior representatives for endorsement and embedding throughout the sector. This follows international best practice including *Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education*, *Wingspread Declaration on Renewing the Civic Mission of the American Research Universities*, the Council of Europe's *Declaration on the Responsibility of Higher Education for a Democratic Culture: Citizenship, Human Rights and Sustainability* and the National Co-ordinating Centre for Public Engagement's (NCCPE) *Manifesto for Public Engagement*.

Measurement

- Measure and capture base line data to document the nature and extent of civic engagement activities within Ireland. Data collection of civic engagement within higher education could be accommodated within existing systems of data collection regarding teaching/learning and research, through, for example, the Quality Review System, Academic Records, Institutional Research, etc.
- Develop tools to support strategic planning, implementation, evaluation and measurement of impact, drawing on tools developed elsewhere. At a national level, these tools would enable understanding and growth, support individual HEIs to realise civic engagement and enable the development of appropriate national benchmarks and policies.
- Embed systems to grow and manage student volunteering, including web based tools to collect data, connect students with community opportunities, reflection portfolios and formal recognition of volunteering.



appendices

Appendix 1: **Guidelines for Completing the Survey**

We suggest that a working group be established to complete the survey as this should make the task a bit easier and generate more information than if it were completed by one person. This working group should be representative of the range of people involved in/responsible for, civic engagement activities in your institution, for example, academic staff, administrative staff, senior management, students and ensure that the various activities in which there is a civic engagement component, are included – for example, Teaching and Learning, Research, Student Services e.g. Clubs & Societies, Students' Unions, Volunteering programmes), Technology Transfer, Access, Adult & Continuing Education. The shape of the working group will vary from one institution to another, depending on the institutional arrangements, but should be representative of the range of civic engagement activities in your institution.

(Excerpt from the questionnaire)



Appendix 2: Respondents to the Survey

Both publicly funded and private colleges were invited to participate in the survey. For the publicly funded institutions the list of 'eligible institutions', i.e. those which are funded by the HEA or the Department of Education and Skills and which number 38, was used. Please see the list below.

List of Eligible Institutions

All Hallows College	Mater Dei Institute of Education
Athlone Institute of Technology	Milltown Institute of Theology and Philosophy, Dublin
Carlow College	National College of Art and Design
Church of Ireland College of Education	National College of Ireland
Coláiste Mhuire Marino	National University of Ireland, Galway
Cork Institute of Technology	National University of Ireland Maynooth
Dublin City University	Royal College of Surgeons in Ireland
Dublin Institute of Technology	Shannon College of Hotel Management, Co. Clare
Dundalk Institute of Technology	St. Angela's College, Sligo
Dún Laoghaire Institute of Art, Design & Technology	St. Patrick's College, Drumcondra
Froebel College of Education	St. Patrick's College, Maynooth (Pontifical University)
Galway-Mayo Institute of Technology	St. Patrick's College, Thurles
Institute of Technology, Blanchardstown	Tipperary Institute
Institute of Technology, Carlow	University College Cork
Institute of Technology, Sligo	University College Dublin
Institute of Technology, Tallaght	University of Dublin, Trinity College
Institute of Technology, Tralee	University of Limerick
Letterkenny Institute of Technology	Waterford Institute of Technology
Limerick Institute of Technology	
Mary Immaculate College, Limerick	



Appendix 2: *Continued*

Out of the 38 colleges listed above, 24 responded: institutes of technology (n=9), universities (n=7), teacher training colleges (n=4) and other (n=4):

Athlone Institute of Technology	National University of Ireland Maynooth
Dublin City University	Shannon College of Hotel Management
Dublin Institute of Technology	St. Angela's College, Sligo
Dundalk Institute of Technology	St. Patrick's College, Drumcondra
Froebel College of Education	St. Patrick's College, Maynooth (Pontifical University)
Galway-Mayo Institute of Technology	St. Patrick's College, Thurles
Institute of Technology, Sligo	University College Cork
Institute of Technology, Tallaght	University College Dublin
Institute of Technology, Tralee	University of Dublin, Trinity College
Letterkenny Institute of Technology	University of Limerick
Mater Dei Institute	Waterford Institute of Technology
National College of Ireland	
National University of Ireland, Galway	

The following private colleges were also contacted:

American College	IBAT College of Business and Technology
Burren Art College	HIS Limerick Business School
Clanwilliam Institute	Independent Colleges
Dublin Business School	Institute of Public Administration
DBL College	Kimmage Development Studies Centre
Dorset College	NMTC Media Technology Centre
Grafton College	Open Training College
Griffith College	Royal College of Surgeons Ireland
Hibernia College	

No private college responded to the survey.



Appendix 3: Disciplines which have SL/CBL Components

1. Product Design
2. Automotive Management & Technology
3. Manufacturing & Design
4. Engineering Technology in Control and Automotive Systems
5. Electrical Services Engineering
6. Architecture
7. Spatial Planning
8. Community & Local Development
9. Chemistry
10. Mathematical Science
11. Nutrition & Dietetics
12. Optometry
13. Computers Marketing
14. Tourism Marketing
15. Event Management
16. Food Safety Management
17. Environmental Health
18. Fine Art
19. Professional Design Projects
20. Early Childhood Education
21. Community Development
22. Engineering (Civil, Mechanical, Biomedical, Electrical and Electronic)
23. Information Technology
24. Marketing
25. Civil Law
26. Philosophy
27. Education
28. Children's Studies
29. Film Studies
30. Geography
31. Sociology
32. Women's Studies
33. Archaeology
34. Speech & Language Therapy
35. Psychiatry
36. Paediatrics
37. General Practice
38. Medicine
39. Health Promotion
40. Bacteriology
41. Human Rights
42. Occupational Therapy
43. Management Information Systems
44. Adult Education
45. Religious Studies
46. Applied Social Studies/Social Science
47. Business Information Systems
48. Geology
49. Food Business & Development
50. Business
51. Management Consulting
52. Irish Studies
53. Equality Studies
54. Social Work
55. Development Studies
56. Drama & Theatre Studies
57. Science

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