



CALL FOR GOOD PRACTICES GUIDELINES

Presentation

The [6th International Barcelona conference on Higher Education](#) looks at the critical dimensions of our understanding of the roles, and potential roles, of higher education institutions as active players in building a more equitable and sustainable world.

Background

We are living through a crisis of scale, a crisis that affects all systems and that requires a new understanding of reality, a new conscience, and a new way of organizing the collective in all areas, overcoming the undesired effects of the old models. A positive transformation will depend on all of the responses that we will be able to articulate in the present and near future. Without any doubt, in this context, knowledge is a key element, and Higher Education Institutions (HEIs) have a central role in its creation and promotion of its social use.

In this moment in history where the perception of truth and the comprehension of what things are is largely given to science, the knowledge we value and the knowledge we manage -just a small part of the knowledge generated-, is at the basis of how we understand reality and how we live.

We need to connect different kinds and sources of knowledge and facilitate understanding between different cultures, forging links between knowledge and citizenship. It is necessary to break the conformity of thought by proactively criticizing the world of ideas. The creation and dissemination of proper knowledge could contribute to transform the paradigms and beliefs established in social, economic and political systems, and to move forward to generate creative and innovative ways of thinking and imagine new realities. Knowledge could help in the ethical awareness and facilitate the civic commitment of people and professionals. It is an important moment to look deeper at the ethical, social and environmental implications of the advance of knowledge and to increase the resources invested in analyzing the impact of science and technology in society. Knowledge is linked also with democracy, citizenship, intercultural relations, recognition of interdependence, new approaches to health and well-being, rights, mutual comprehension, peace building and a deep understanding of life's dynamics.

Community-University engagement is a multifaceted, multidimensional umbrella term that may be applied to a vast range of activities, as well as to a certain view of the role university has to play in society that underlies beneath them. In this view, universities move from the agenda of simply increasing the general education of the population and the output of scientific research towards a model in which university education and research should work towards specific economic and social objectives, by means of co-creating and exchanging knowledge, and by sharing resources, skills and processes with the public good in mind.

In the present formulation, institutions of higher education are expected to serve three missions: teaching, research and service. The mission of 'service' is mostly seen as being independent of teaching and research. In operational terms, primacy is attached to the teaching and research functions of HEIs; 'service' is undertaken afterwards. Many connotations of 'service' tend to assume that knowledge and expertise available to HEIs will be transferred to communities and thus help them to address their problems. No assumption is made that community engagement may, sometimes, actually contribute to improvements in HEIs, especially to their teaching and research functions.

This call for good practices aims to approach the concept of engagement in an integrated manner. Practices and experiences in which engagement enhances

teaching, learning, and research, approaches of engagement that accept the multiple sites and epistemologies of knowledge, as well as the inclusion of reciprocity and mutuality in learning, education and research are welcome.

Institutions that generate socially relevant knowledge have a fundamental role to play in the construction of society. The [Global University Network for Innovation](#) (GUNi) is convinced that it is by taking action that we can improve real changes in education. Therefore, projects, experiences and initiatives able to show the growth of the practice of community engagement as a key feature in the evolution of higher education are welcome, along with present experiences and initiatives that suggest directions for transforming higher education (and its diverse institutions) to exercise its social responsibility to citizens and societies locally and globally.

Conference Programme and Aims

The first aim of the Conference is to call upon policy-makers, leaders and practitioners of HEIs around the world to 'rethink' social responsibilities of higher education and to become a part of a hub of societal innovation. We aim to move towards a more just, equitable and sustainable planet over the next decades. Thus, the Conference hopes to present experiences and ideas that suggest directions for transformation of higher education (and its diverse institutions) to exercise its social responsibility to citizens and societies locally and globally.

The second aim of the Conference is to provide visibility and to critically examine one of the most significant trends in higher education over the past 10-15 years: the growth of the theory and practice of engagement as a key feature in the evolution of higher education.

The Conference will provide a space for:

- a. Presenting and discussing a current territorial and thematic map about how higher education institutions are advancing in engagement with society in the different world regions. Presenting initiatives on different practices, mechanisms and structures. Showing differences and similarities within the several world regions, and illustrating peculiarities among countries.

- b. Deepening the current analysis on the relationship between knowledge, engagement and higher education. Advancing community university engagement around the world.
- c. Debating how higher education institutions can go beyond the third mission and foster the integration of community university engagement in teaching, research and institutional activities, through the presentation of experiences and poster sessions.
- d. Discussing on how higher education institutions can foster their link with their community at local, national, regional and global levels, giving an answer to society's needs.
- e. Presenting the latest research that analyzes worldwide experiences and presents typologies of engagement practices for improving the teaching and learning processes, the quality of research, and the response to society's needs.
- f. Offering tools for higher education practitioners through examples of good practices, innovations, relevant experiences, and/or projects to move forward community university engagement along with the opportunity of networking.
- g. Creating a forum for dialogue by working with international renowned experts, practitioners and networks on community university engagement to reflect, analyze and share experiences. Gathering and disseminating the results of this work through the report "Higher Education in the World 5".

The Conference is being designed as a collective workspace for active participation. Including working sessions to discuss how regions are advancing in relation to these issues. There will also be a working space where participants will discuss and propose ways of action to advance the implementation of the same.

The programme of the conference will be structured as follows:

- **Opening Session** for presenting and analyzing the context in which higher education institutions are currently developing their activities and the importance of engagement.
- **Plenary sessions** for discussing and analyzing the main global issues about Knowledge, Engagement & Higher Education.

- **Regional dialogues** for presenting and discussing a current territorial and thematic map about how higher education institutions are advancing in engagement with society in the different world regions.
- **Parallel sessions and Poster sessions** to foster the exchange of ideas and networking, through the presentation of a selection of good practices. Offering tools for higher education practitioners through examples of innovations, relevant experiences, and/or projects to move forward community university engagement along with the opportunity of networking.
- **Working sessions** for debating how higher education institutions can go beyond the third mission and foster the integration of community university engagement in teaching, research and institutional activities, and discussing on how higher education institutions can foster their link with their community at local, national, regional and global levels, giving an answer to society's needs.

Tracks of the Call for Good Practices

The practices and structures of engagement are rich and continually evolving. Therefore, GUNI looks for innovative experiences in the following tracks:

1. **Community-based research (CBR)** validates multiple sources of knowledge and promotes the use of multiple methods of discovery and dissemination of the knowledge produced. CBR has as its goal social action and social change for the purpose of achieving social justice. Some of the concepts included in this track are:
 - Community-university research partnership structures
 - Community-based participatory research
 - Action research
 - Appreciative inquiry
 - Participatory research
 - Participatory action research
 - Arts-based approaches to research and action
 - Indigenous centred research
 - Others

2. Engaged scholarship is the collaboration between academics and individuals outside the academy for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The scholarship of engagement includes explicitly democratic dimensions of encouraging the participation of non-academics in ways that enhance and broaden engagement and deliberation about major social issues inside and outside the university. Some of the concepts included in this track are:

- Public scholarship
- Community partnership
- Public information networks
- Civic literacy scholarship
- Others

3. Academic enterprise is an umbrella term for a particular approach to CUE. It deliberately draws on the business connotations of the word enterprise, which is associated with creativity and innovation albeit and when opportune linked to the market. Some of the concepts included in this track are:

- Consultancy
- Research capability
- Knowledge transfer
- Creation of community enterprises
- Others

4. Knowledge mobilization, implementation science and research utilization refers to activities that create and support the conditions and culture that lead to effective (and when possible, efficient) access, implementation, utilization, and evaluation of the most credible evidence for improved outcomes from the decisions we take. Some of the concepts included in this track are:

- Knowledge dissemination and diffusion,
- Knowledge usage and impact.
- Science/research utilization
- Knowledge transfer and exchange
- Knowledge translation
- Others

5. Science Shops is a unit that provides independent, participatory research support in response to concerns experienced by civil society (Science Shop website <http://bit.ly/xjf8kj>). Some of the concepts included in this track are:

- University based science shops
- Community based science shops
- Others

6. Service-learning, community-based learning and community service learning are all names for student engagement in community settings. Service-learning is defined as a course-based, credit-based educational experience in which students participate in an organized service activity that meets identified community goals, and reflects on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Some of the concepts included in this track are:

- Student engagement
- Community outreach
- Co-operative education
- Volunteerism
- Internship
- Research partnerships
- Others

Good practices dealing with the following thematic areas will be specially taken into account:

Access and equity for disadvantaged groups

- Indigenous communities
- Marginalized groups
- Gender Issues
- Intercultural dialogue
- Child Protection

Democratization of knowledge

- Creation of new knowledge
- Open access movement
- ICT's uses

Contribution for solving global issues

- Poverty
- Environmental issues and risk
- Food security and local food production
- Sustainability
- Rural development
- Housing affordability
- Renewable energy
- Food supply/provision and security
- Health and Well Being
- Conflict management and peacekeeping
- Community economic development

Citizenship

- Human Rights
- Safe Communities (Security and Protection)
- Justice
- Settlements and Mobility
- Governance and Policy

1. Who can contribute with good practices

Higher education actors such as:

- Higher Education Institutions
- Experts and researchers on higher education issues and/or activity
- Government agencies and bodies
- Non-governmental organizations
- Philanthropic institutions and private foundations
- International agencies and institutions
- University networks
- Civil society organizations and networks in which any of the aforementioned institutions participate
- Students, educators, entrepreneurs, university or government officials and individuals in which any of the aforementioned institutions participate.

2. How a good practice is defined by the Call

A good practice should provide solutions to situations or problems that arise in the higher education institution's internal or external context. It should include an innovative approach in its design, implementation, orientation, etc.

The Call for Good Practices looks for innovative experiences that can serve as examples or inspiration to other higher education actors, helping them to start similar experiences in the field described.

General Criteria

The good practices should meet general criteria, which will be taken into account in the selection process. The experiences should:

1. Have arisen from the **identification of a problem or opportunity** in the framework of priority local and/or global challenges of societies. The experience should propose a solution to this problem. As far as possible,

there should be a prior diagnosis or process of study and analysis that ensures the suitability of the project design.

2. Offer an innovative response. An experience is innovative when it represents an adaptation and/or fine-tuning of functions and activities carried out by the higher education institutions. The following aspects will be taken in consideration:

- The transformative and relevant impact on solving problems, improving existing systems, and satisfying community needs
- New pedagogical approaches to teaching, learning and training
- How research, learning and engagement were integrated and linked
- The way it was assessed
- The process of partnership creation and engagement, and the way of working and the empowerment of social actors
- The transformative impact on the institution (Institutional management)
- The way of communicating between partners and to the community during the process and about the results
- The knowledge produced, the service or the product developed as a result of the project

3. Include the **active participation** of the higher education institutions community (students, researchers, teachers or managers). Have contributions and partnerships to ensure that a particular project is coordinated with the society in the relevant field. Collaborators should participate significantly in the project.

In addition, there is a set of formal criteria, which ensure that the experience can be transferred. The experience should:

1. Have been **implemented** for no less than **six months**, in order to check whether the plan is in line with initial results.

2. Be **sustainable** in terms of use of resources, institutional support, or the degree of formalization of legal aspects and regulations, to ensure the long-term impact of the experience.

Rules for sending good practices

- The good practice should be in line with the issues proposed in the **tracks and thematic areas of the call for good practices**
- The good practice must comply with general and formal criteria described above
- **Good practices** which are being carried out or which have just been completed will be accepted
- Good practices must be submitted through the Call online submission system
- **Good practices should be sent in English**

3. Calendar

Deadlines to remember:

Call for Good Practices announced	15 October, 2012
Deadline to send the good practice	31 January, 2013
Communication by GUNI to the selected authors	18 February, 2013
6th International Barcelona Conference on Higher Education	13-15 May, 2013

Call for Good Practices – Submission Sample Form

1. Contact details:

Author 1:

Name:

E-mail:

Web Site:

Institution/Organization:

Author 2:

Name:

E-mail:

Institution/Organization:

Country:

Institution

Status: Public Private profit Private non profit Mixed

Country:

Position:

Postal address:

2. Title:

3. Summary of the Good Practice (up to 150 words):

4. Keywords:

5. Categorize the good practice according to the following tracks:

- 1. Community-based research (CBR)
- 2. Engaged scholarship
- 3. Academic enterprise
- 4. Knowledge mobilization, implementation science and research utilization
- 5. Science Shops
- 6. Service-learning, community-based learning and community service learning

6. Categorize the good practice according to the following thematic areas:

- 1. Access and equity for disadvantaged groups
 - Indigenous communities
 - Marginalized groups
 - Gender Issues
 - Intercultural dialogue
 - Child protection
 - Others
- 2. Democratization of knowledge
 - Creation of new knowledge
 - Open access movement
 - ICT's uses
 - Others
- 3. Contribution for solving pressing problems
 - Poverty
 - Environmental issues and risk
 - Food security and local food production
 - Sustainability
 - Rural development
 - Housing affordability
 - Renewable energy
 - Food supply/provision and security
 - Health and Well Being

Call for Good Practices – Submission Sample Form

- Conflict management and peacekeeping
- Community economic development
- Others
- 4. Citizenship
 - Human Rights
 - Safe Communities (Security and Protection)
 - Justice
 - Settlements and Mobility
 - Governance and Policy
 - Others
- 5. Others

Full text of the Good Practice [Please note that it will be evaluated according all the information demanded]:

7. Duration:
 Starting date: _____
 Active
 Completed Date: _____

8. Background (Context in which the initiative was developed) (maximum 300 words):

9. Objectives (maximum 100 words):

10. Type of partnership (leadership, role and commitment of partners, etc.) (maximum 200 words):

11. Description of the initiative (maximum 500 words):

12. Outcomes of the initiative (maximum 100 words):

13. Main impacts on each partner (maximum 150 words):

14. Innovative aspects (Please select the innovative aspects of your good practice)

- 1. The transformative and relevant impact on solving problems, improving existing systems, and satisfying community needs
- 2. New pedagogical approaches to teaching, learning and training
- 3. How research, learning and engagement were integrated and linked
- 4. The way it was assessed
- 5. The process of partnership creation and engagement, and the way of working and the empowerment of social actors
- 6. The transformative impact on the institution (Institutional management)
- 7. The way of communicating between partners and to the community during the process and about the results
- 8. The knowledge produced, the service or the product developed as a result of the project

Explain the innovations (maximum 100 words):

15. Recommendations (maximum 100 words):

16. Sustainability of the project (maximum 100 words):