

**Partner and Regional Networks Leaders Meeting
TNLC 2014 – Cape Town South Africa
5 December 2014**

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Meeting Minutes

- I. Welcome and Introduction of Participants
- II. Short Presentations and 3 Key Practices:

CLAYSS - Nieves Tapia: Started in 2005, our network amplifies the strength of individuals. A community of friends and learning, we share resources and tools of learning. We are all passionate about civic engagement, and challenging the core mission of the university is our strategy. Questioning how we are teaching, research relevance & knowledge, and what types of graduate are we producing? Strong communication links going i.e closed facebook group, on to exchange ideas and resources. We meet twice a year and video conferencing for those who cannot attend in person. We collect good practices to back up our ideologies. We are in the nascent stage of researching the impact of our project and translating from Spanish to English.

What works:

- 1. Research and knowledge*
- 2. Strong communication links and social media*
- 3. Collect and share good practices*

Engagement Australia - Megan LeClus: We create inclusive forums, promote good practice, knowledge exchange, and annual conference, journal, engage at lunch session, visiting scholar program, right of academic resources, meeting of provosts of engagement.

What works:

- 1. Network to network collaboration*
- 2. Staff capacity building*
- 3. Sharing best practices*

Campus Engage - Kate Morris: Founded in 2007 in Ireland. Encompassing all universities of higher education in Ireland. Delivering on innovative strategies for UCE.

What works:

- 1. Don't be afraid to be where policy-makers meet*
- 2. Use expertise knowledge in network*
- 3. Involve community organizations*

Campus Compact - Andrew Selgison: Large NGO with 34 state and regional independent CC network centers. Founded 1985. Pushing back on promoting individual self-interest of students in universities and elevating university roles to produce public centric students. Celebrating 30th year anniversary in 2016.

What works:

- Local relationships with campus faculty, staff, community. Consistency of focus is challenge.*
- Website rich with resources: enormous time and cost to maintain.*
- Presidential leadership: dues paying members.*

Ma'an Arab University Alliance - Dalia Hamed and Nelly Corbel: Founded in 2008, we have the biggest youth unemployment and universities are microcosms with this huge student population. We are the community is our message. Leadership buy-in is important (huge number of community engagement on campus but management involvement is missing) to institutionalize and bridge gap by involving them.

What works:

- 1. Workshops and meetings with students, leaders, community leaders*
- 2. Leadership buy-in*
- 3. Passion of community engagement*

Asia Engage - Imran Ho Abdullah: Founded in 2011. Passionate people and good leaders, network to network, you must bring in the government and community leaders and other agencies around you.

What works:

- 1. Good people with passion*
- 2. Good network to network connection*
- 3. Gov't and community leaders interaction*

Canadian Alliance - Crystal Tremblay quick update

GACER and UNESCO Chair - Crystal Tremblay:

Strengthening institutional structures and different types of dissemination media.

What works:

- 1. Inclusive and accessible materials*
- 2. Respond to global crisis and needs*
- 3. Having funders and policy makers*

Association of Commonwealth Universities - Liam Roberts and Neil Johnson:

Association of Commonwealth Universities: 101 years. We are a community of best practice to share expertise. Research uptake into hands of policy makers, recognize universities are not homogenous (within a university) to facilitate conversation between the members, sharing to share results and visibility with policy makers and government and other stakeholders.

What works:

- 1. Universities are not homogenous; get all actors on board*
- 2. Convene the stakeholders*
- 3. Still discovering with the launch of new online community*

South African Higher Education Community Engagement Forum - Darren Lortan:

We do advocacy to promote community engagement in universities. International association of research on service learning and community engagement: raising the rigor of research in the field.

What works:

- 1. Advocacy in university culture and communities*
- 2. Exchange of expertise and documentation (collaborating rather than competitive)*
- 3. Seminars with government, community, academia*

Spanish Service Learning Network - Pilar Aramburuzabala:

Spanish Service Learning Network: Collaborating around all the universities in Madrid involved in service learning was very productive and encouraging. Asking what works? We are still young and haven't reflected on the question yet, but we believe more support is needed for service learning outside the university.

What works:

- 1. Supporting SL outside the universities, non-formal education*

Pakistan Chapter - Syed Irtiza:

Pakistan Chapter: Compulsory mandate - they don't start with that passion but they pick up space later. Mentoring and guiding students to volunteer since volunteering is not part of our culture. Knowledge sharing - students do video and I share with the next class.

What works:

- 1. Compulsory service learning*
- 2. Motivating students and transferring passion*
- 3. Sharing from alumni*

III. World Café Discussion

- A. It's 2025. Ten years after this conference, higher education and civic engagement is seen as core work of higher education with thousands of universities globally working towards positive social change locally, nationally, and internationally. Describe how you as part of the national, regional and Talloires networks made this happen:
- B. What are the top priority tasks for the TN and the regional/national networks to be undertaken between now and next conference in 2016 Networks to work across countries, regions and continents?
- C. What are potential barriers to realizing our goals and dreams and how do we overcome those barriers for networks to be able to work across countries, regions, and continents?

Group 1 Responses to Questions A - C

A.

Funding – non governmental? Sustainability and resources.

Highlight the benefits

Institutional willingness to contribute

Knowledge exchange

Collaboration across countries/networks

Rewards

Social engagement of the university

Defined our terms – what is common across all of our networks? We have come together!

We are one voice. We have a shared focus and values. We understand the public purpose of HE, collectively.

First one was an economic theme. We all have amazing funding and the reason is that we've had institutional changes, collaboration, and knowledge exchange. Our universities and networks are all socially engaged. We are one voice with a shared focus. We've changed our thinker and are all happy campers.

B.

We did it! We didn't compromise our standards.

100% university membership / participation – truly global network.

Student / youth involvement

Curricular and co-curricular

Improve quality – teach how to fish

Voice of the community at future conferences

Involve the decision makers

Second group, had a more socio-political view of the world. We didn't compromise on standards. We have lots of participation in truly global network. Let's get lots of students

involved. Looking and ensuring that the voice of the community is heard, and looking for strong participation from different voices.

C.

Equity, ethical and political

issues of access to education

Role of lobbying government

Ensure we are all talking the same language, expectations are aligned.

Have fun!

Third group, we talked about inequality, lobbying government, ensuring we have one voice. We also talked about the importance of having fun.

Group 2 Responses to Questions A - C

A.

Expand memberships

More sharing of activities through e-newsletter, webinars, e-conferences

More sharing of research tolls (optimal) specifically “community impact evaluation”

Research papers/presentation sessions with next conference

Must include community partners voice in next conference

More workshops (world café style) connects partners deeper with greater collaboration

Regional chapter to discuss locally relevant issues, principles.

Funding opportunities for students and networks through TN (endowment) more flexible and for future projects)

The next generation keep to be involved

Linking projects across the world, TN can be a platform for exchanges

B.

UNDP + Talloires

Global membership survey – want members want

Share thematic issues, like agriculture, urban living, entrepreneurship

Invite and work with int’l organization like UN

Create a database of projects and partners

Declaration of higher education

Need to show how CUE impact human development

C.

What are the anchors of super networks/orgs?

Do we want to do our own thing?

More stakeholder involvement.

Different focus but could fit within larger discussions.

How do we dovetail with other similar orgs?

Flexibility / Innovation vs. Shackles?

TN could map the global entities of various networks.

How we leverage each other not compete!

What proposes these networks provide?

We talked mostly about the roles of the networks. Avoiding repetitiveness and redundancy. Not competing for the same funding pools. Where is the anchor holding all these networks around the world together? Suggestion for mapping all the networks within Talloires Network.

Group 3 Responses to Questions A - C

A.

Barriers such as the ivory towers.

Measuring impact

Lack of funding

Lack of trust

Agree on glossary of terms that work across countries

Access to knowledge threat to higher education

Language and translation

Use of certain technology forums that can auto translate

Focusing on barriers first. Key barrier is the idea of ivory tower. Elitist, exclusive club that needs to be deconstructed. How do networks operate within different parts of the world? Lack of funding, the universal problem. Terminology is different in various languages. How can we get this key message to align between different areas? It's important to use an exact similar terminology.

B.

Cultural meanings of CE

Bias – lack of connectivity on a human level within HE

Policy and when we need to do things it becomes a burden

Bringing community partners to the table – technical language

Relevancy of teaching and learning methods + research

Solutions:

Provide a global platform to discuss language

Make engagement as fear of missing out

Motivation is crucial – build critical mass

Writing research thesis in academic language – use simple language and provide framing
Another barrier from first group, breaking down traditions within universities. Using new technologies, for example: automated translations or scholarly articles.

Solutions: advocating for change in the rules. Higher education community engagement individuals have to organize us as a global network. We need to get social impact into university rankings. Find the internationally renowned experts that will highlight community engagement. Barrier: fitting into systems of accountability.

C.

Lack of understanding of why we publish

Fitting into systems of accountability and performance and funding
Standards that exist for accountability void of concepts of social good.
Calling our work CE pitch as strategy to achieve institutional goals.

Solutions:

Advocate to change the values

Collectively organize to change ranking

Designate champions

Effective leaders

Articulate value and CBR/CBC

Relevance of teaching methods. Are they relevant to what students need? Community engagement can rectify this. Sometimes, can civic engagement become a burden to students? Making sure that Community engagement is an attractive option for students.
More solutions: motivation is crucial. We can't be imposing this, needs to be self-motivated.