

# COMMUNITY ENGAGEMENT AT THE UNIVERSITY FOR CONTINUING EDUCATION KREMS

## RESULTS OF TEFCE TOOLBOX IMPLEMENTATION

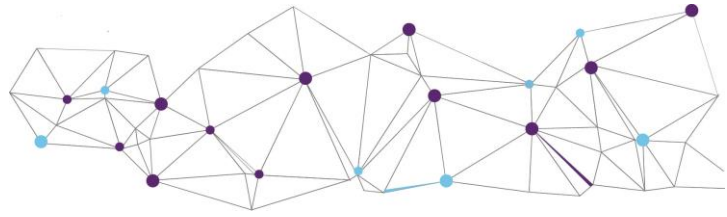
University for  
Continuing  
Education Krems



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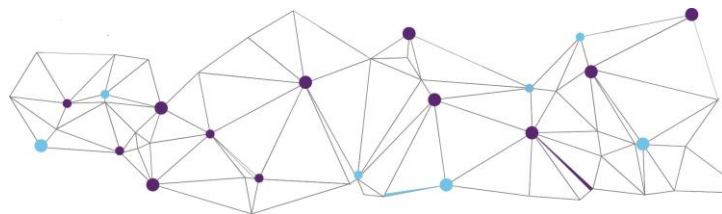


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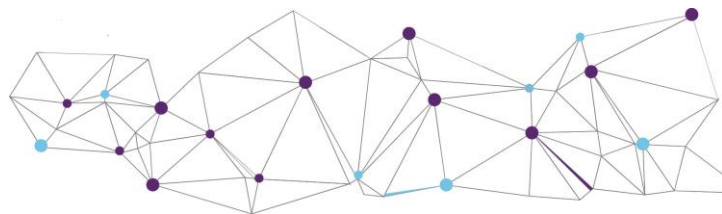
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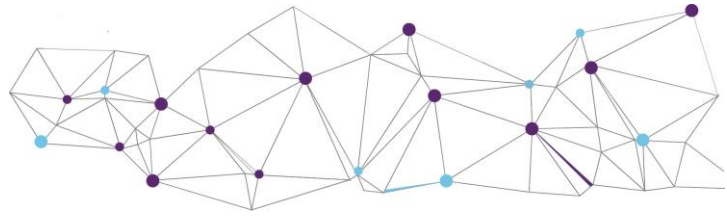


## Contents

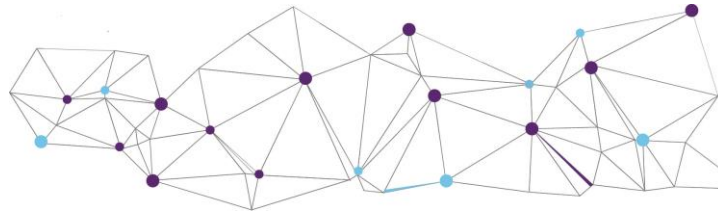
<b>Contents.....</b>	<b>3</b>
<b>PREFACE.....</b>	<b>6</b>
<b>EXECUTIVE SUMMARY.....</b>	<b>7</b>
<b>BACKGROUND .....</b>	<b>9</b>
<b>1. INSTITUTIONAL OVERVIEW .....</b>	<b>13</b>
About the University for Continuing Education Krems (UWK).....	13
Selection of flagship community engagement practices .....	16
<b>2. MAPPING PRACTICES .....</b>	<b>19</b>
DIMENSION I: TEACHING AND LEARNING .....	19
DIMENSION II. RESEARCH .....	25
DIMENSION III. SERVICE AND KNOWLEDGE EXCHANGE.....	29
DIMENSION V. UNIVERSITY MANAGEMENT (PARTNERSHIPS AND OPENNESS) .....	36
DIMENSION VI. UNIVERSITY MANAGEMENT (POLICIES AND SUPPORT STRUCTURES) .....	41
<b>3. SELF-REFLECTION .....</b>	<b>48</b>
Strengths .....	51
Areas of lower intensity .....	52
Potential for Development .....	52
Opportunities.....	53
Threats.....	53
<b>4. INTERNATIONAL PEER-REFLECTION .....</b>	<b>55</b>
SHEFCE PEER LEARNING VISIT: UNIVERSITY FOR CONTINUING EDUCATION KREMS (15-16 JULY 2021) .....	55
<b>APPENDIX: CASE STUDIES .....</b>	<b>63</b>
I. Teaching and Learning.....	64
Practice 1: Revitalization concepts.....	64
Practice 2: Advanced Nursing Practice .....	66
Practice 3: External lecturers as a bridge to the community .....	68
Practice 4: Project work.....	70



II. Research .....	72
Practice 5: Building Inclusive Urban Communities (BInUCom) & Building Resilient Urban Communities (BReUCom) .....	72
Practice 6: Developmental tissue engineering model of endochondral ossification for bone regeneration..	74
Practice 7: CoCoDe: Continuing Education in preventing Cognitive Decline and Dementia .....	76
Practice 8: Digitalizing Youth Politics.....	79
Practice 9: Telephone Emergency Service 142 (“TelefonSeelsorge”) during the COVID-19 Pandemic .....	81
III. Service and knowledge exchange .....	83
Practice 10: The Archives of Contemporary Arts .....	83
Practice 11: Research Report.....	85
Practice 12: Long Night of Research (LNR).....	87
Practice 13: Symposion Dürnstein .....	89
Practice 14: magazine upgrade .....	91
Practice 15: Operation Dementia .....	93
IV. Students .....	96
Practice 16: Green Campus Krems .....	96
Practice 17: Internship in the Master in Research and Innovation in Higher Education (MARIHE) .....	98
Practice 18: Mental health.....	101
Practice 19: Alumni Club, University for Continuing Education Krems .....	103
V. Management (partnerships and openness) .....	105
Practice 20: InnoMOB - INNOVATIVE MOBILITY CONCEPTS FOR LARGE-VOLUME RESIDENTIAL CONSTRUCTION .....	105
Practice 21: University Network on Social Responsibility .....	108
Practice 22: UniNetZ .....	110
Practice 23: Students’ profile/adult learners .....	112
Practice 24: SDGs WalktheTalk 2021.....	114
Practice 25: Curriculum Design in cooperation with external partners .....	116
VI. Management (policies and support) .....	118
Practice 26: Green Drive .....	118



Practice 27: Karriere_Mentoring .....	120
Practice 28: IP and Exploitation Strategy .....	122
Practice 29: Campus Sport/University Sports Institute Krems .....	125
VII. Supportive peers.....	127
Practice 30: Medizin-transparent.at –Communication of Covid-related myths and facts to the public .....	127
Practice 31: Gesellschaft für Forschungsförderung NÖ (GFF).....	129
Practice 32: Austrian Higher Education Research Network (AHERN) .....	131



## PREFACE

The community engagement of universities is an increasingly important topic for our institutions as well as for societies at large. As the leading public university for continuing education in Europe, one of the strengths of the University for Continuing Education Krems (UWK) lies in qualifying adults for current and future societal challenges.

Digitalization and automation, demographic changes due to an aging society and migration, as well as the exponential acceleration of global competition are all societal transformations whose effects on society demand new and joint approaches. Continuing education, or the constant willingness of people to undertake their own continuing education, is one of the few answers to the above-mentioned challenges for developed industrial nations.

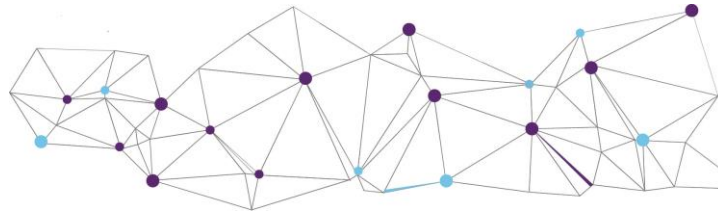
At our university, we are aware of our responsibility towards society. Engaging different communities, both directly through our university's cooperations with external organizations, and through our transdisciplinary approach via our students and the imparted skills and knowledge they bring back to their communities of origin, is a vital building block for the fulfilment of our institutional strategy. Projects such as SHEFCE ('Steering Higher Education for Community Engagement') make a significant contribution by aiming to measure the prioritization of community engagement in the higher education area and showing the recognition and support community engagement initiatives receive from students, academics, university management, policymakers, and other stakeholders, such as external partners and other communities.

This report is a crucial document that gives visibility to the many and diverse activities at UWK involving community engagement in the dimensions teaching and learning, research, and knowledge transfer, as well as among students, management, and supportive peers. The subsequent action plan with concrete measures aims at further increasing societal commitment at the university and beyond.

As the rector of the University for Continuing Education Krems, I would like to thank all those who have contributed to the project and the process of developing this report. I am convinced that it is an important document for the demonstration and further implementation of activities with societal relevance. On behalf of the University, I would also like to express my gratitude to the Austrian Federal Ministry of Education, Science and Research for their interest and participation in this project.

Friedrich Faulhammer

Rector of the University for Continuing Education Krems



## EXECUTIVE SUMMARY

The EU-funded project *Towards a European Framework for Community Engagement in Higher Education* (TEFCE, [www.tefce.eu](http://www.tefce.eu)) aims to develop innovative and feasible policy tools at the university and European level for supporting, monitoring and assessing the community engagement of universities. It defines community engagement as a process whereby universities engage with external organizations to undertake joint activities that can be mutually beneficial. In 2019, TEFCE piloted its Toolbox to test and develop its methodology, while providing the pilot universities with feedback about their community engagement.

An international follow-up project was launched in 2020 to support community engagement of European universities, actualised as university partnerships with external stakeholders to address societal challenges. The project entitled 'SHEFCE – Steering Higher Education for Community Engagement', which is funded through the European Union's Erasmus+ program, aims to build the capacities of universities, policymakers and stakeholders in Europe for mainstreaming community engagement in higher education. The SHEFCE project is coordinated by the Institute for the Development of Education in Croatia and gathers 22 partners and associate partners from six EU Member States.

With the University for Continuing Education Krems (UWK)<sup>1</sup> as a SHEFCE project partner, the first step was to implement the TEFCE Toolbox to provide a comprehensive institutional report of UWK's community engagement activities. In line with the TEFCE Toolbox, we assembled a core team including representatives from different faculties, various management levels, students and community partners. The core team consists of the following members:

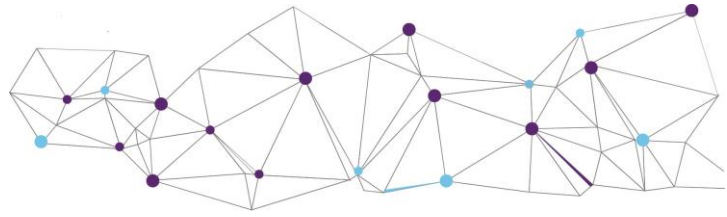
- Management: Brigitte Hahn, Quality Management
- Faculty of Business and Globalization: Gerald Steiner, Andrea Höttl, Ilja Steffelbauer
- Faculty of Education, Arts and Architecture: Alexander Vacek, Attila Pausits, Magdalena Fellner, Barbara Auer, Franziska Lessky
- Research Service: Karin Siebenhandl
- Students' Union: Sascha Rossmann, student in the course 'Higher Education and Science Management'; active in the Austrian Students' Association of the Graz University of Technology
- Community Partner: Barbara Schwarz, Gesellschaft für Forschungsförderung

Core team members held several online meetings to provide an overview of different institutional practices. By drawing on the Quick Scan Tool, the first meeting led to the discovery of 50 or more community engagement practices. These demonstrated that many teaching staff, researchers, administrative staff and students show a great commitment to ensuring the use of their knowledge and resources to the benefit of the university's external communities, and to society as a whole. Further mapping led to a collection of

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<sup>1</sup>In German: Universität für Weiterbildung Krems (UWK)





evidence of community engagement activities from across UWK, which were connected to the 21 sub-dimensions of the Toolbox, allowing for an initial self-evaluation of the range of the university's community engagement. Core team members deliberately selected representative examples to include in their evidence collection. They then assessed the level of community engagement according to seven thematic dimensions:

1. teaching and learning,
2. research,
3. service and knowledge exchange,
4. students,
5. university management (partnerships and openness),
6. university management (policies and support structures) and
7. supportive peers.

These activities are presented in detail in the body of the paper.

Following the mapping process, a two-day peer learning visit took place at UWK involving discussions with university staff, stakeholders and visiting international experts. This event was held online due to the COVID-19 pandemic. The results of the workshop were the validation of qualitative narratives on community engagement at UWK and assignment of summary levels for each sub-dimension.

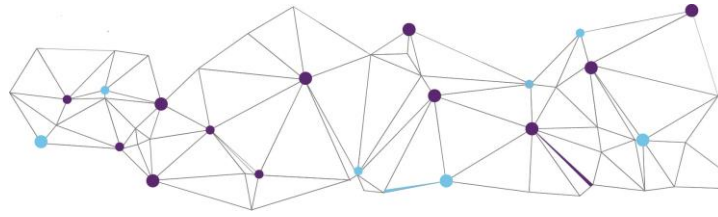
The overall conclusions regarding community engagement at UWK, based on the SLIPDOT-analysis and a peer learning visit, are as follows:

The SLIPDOT-analysis revealed several strengths of UWK. There is a wealth of community engagement practices taking place throughout UWK. As a university for continuing education, there is a strong focus on practice-oriented teaching; learners, who mostly study part-time, transmit the newly acquired and academic knowledge to their own professional environment. At the same time, the external lecturers also transfer theoretical knowledge to their organizations. The curricula are designed in cooperation with community partners and oriented towards societal needs.

Overall, UWK is strongly embedded in society and interconnected with external communities. By this, the university goes beyond the pure transfer of theoretical knowledge and has evolved towards community engagement. Societal impact has been an integral part of UWK since its founding in 1995. UWK is striving for societal, regional, and economic development aligned with local, national and international development goals such as the Sustainable Development Goals (SDGs).

UWK is firmly embedded in society and has strong bonds with external community partners. By supporting professionalisation, there is also a focus on the needs of the labour market and industry, yet every course encompasses elements that address socially relevant questions. Some of the community partners would not necessarily fall into the category "low-resourced partners". However, all departments at UWK are interconnected with communities outside of the institution.





With its focus on continuing education, UWK has a very specific profile. Cooperation with non-university institutions and the social impact are firmly anchored in the institutional strategy through the concept of the Third Mission. The university is strongly integrated into society and interconnected with regional and national stakeholders. However, due to the provision of part-time studies, students' activities in regard to community engagement also take place outside the campus (e.g., in their professional environments, family contexts, voluntary work, etc.). Unfortunately, there is no database which shows the various activities. These activities could hence gain visibility. In addition, there is no central office at UWK that accompanies the students in their activities which take place outside teaching and learning settings. Finally, there is a need to further investigate the benefits on behalf of the community partners.

With that in mind, we identified several areas for potential development: There is a lack of overview of community engagement activities carried out by students; it would be beneficial to gain insights into students' initiatives outside teaching and learning to provide more possibilities and spaces at UWK to reflect on their volunteering; a central office or unit would be helpful and supportive in this regard; activities could also become more visible through a hub or an award and thus also be promoted to others; moreover, since many projects at UWK are third-party funded, some projects on community engagement are not institutionalized but depend on further resources to be pursued further. Thus, institutional structures could further strengthen community engagement at UWK and result in a higher visibility as well as appreciation of community engagement activities of UWK's staff

## BACKGROUND

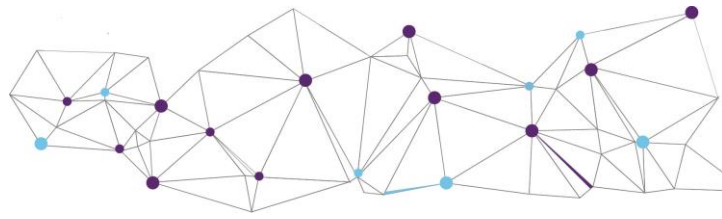
### *About the TEFCE Toolbox for community engagement*

The TEFCE Toolbox is both a reference tool to understand the dimensions of community engagement in a university context and a framework for universities to determine how well they perform according to each dimension while identifying and defining where they can improve. The TEFCE Toolbox allows universities to:

- **better understand** the different dimensions and levels of community engagement;
- **discover and map** their existing community engagement practices;
- **identify and raise the visibility** of good practices of community engagement at the university;
- **reflect** upon how community-engaged the institution as a whole currently is by determining what kind of community engagement is taking place and its level of development;
- **plan** future improvements for furthering university-community engagement.

Community engagement in higher education refers to a wide variety of activities. The TEFCE Toolbox maps five thematic dimensions within which university-community engagement activities can take place:

- Teaching and learning
- Research



- Service and knowledge exchange
- Student initiatives
- University management (partnerships and receptiveness to engagement).

The TEFCE project also identifies two dimensions of a supportive environment for community engagement:

- University management (policies and support structures)
- Supportive peers

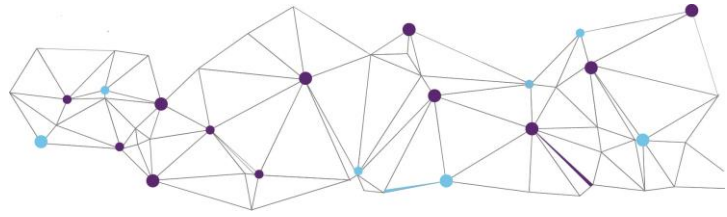
The TEFCE Toolbox is thus structured around a total of 7 thematic dimensions of community engagement (each with 2 to 4 sub-dimensions, resulting in a total of 20 sub-dimensions).

The Toolbox itself is applied through a series of steps to be undertaken by participating universities:

1. Quick scan	Initial discussion by university/community team on the type and extent of community engagement at the university.
2. Evidence collection	Collecting stories of community-engaged practitioners throughout the university.
3. Mapping report	Using a TEFCE Toolbox matrix to map the level of community engagement of the university and to identify good practices, resulting in a background report.
4. Participative dialogue	Open discussions among university management, staff, students and the community on strengths and areas of improvement.
5. Institutional report	Promoting good practices and impact, and critical self-reflection for planning improvements to university-community engagement.

### *Toolbox piloting methodology*

- **Phase 1: Setting up a piloting team.** Initial reflection on the community engagement level of a university. Each partner university assembled a university piloting team (around 7+ members) to carry out an initial “Quick Scan” on the current level of community engagement of the institution (see below).
- **Phase 2: Collecting evidence (“stories”) of community-engaged practices.** The Piloting Team oversaw an evidence-collection exercise on what community-engaged practices currently take place across the institution, focusing on qualitative, not quantitative data.
- **Phase 3: Mapping community-engaged practices by applying the Toolbox framework and preparing a background report.** The Piloting Team collated the evidence and applied the TEFCE Toolbox (deciding where the university’s practices fit in relation to levels defined by the toolbox), a background report presents the collected evidence and conclusions of the self-reflections.



- **Phase 4: Hosting a piloting visit by an external panel.** The SHEFCE contact persons from each piloting institution organized a 2-day peer-learning/piloting visit, during which an external panel of experts and partner institutions visit the university and meet with key stakeholders at the university and in the community.
- **Phase 5: Reviewing the institutional report.** The SHEFCE contacts persons and an external panel member prepared an integrated institutional report, providing an in-depth review into the results of all phases of the piloting, as well as drafting recommendations. The draft report is then open to review by the host piloting institution before being published.

### *SHEFCE – Steering Higher education for Community Engagement*

Community engagement is an integral part of universities' 'Third Mission' activities. However, community engagement has so far been largely marginalised in higher education policy, with priority given to the economic significance and impact of universities. The broader societal role of universities has begun re-emerging in policy initiatives, as reflected in the EU's Renewed Agenda for Higher Education and the Horizon 2020 'Science with and for Society' program, as well as in the recent European Universities Initiative.

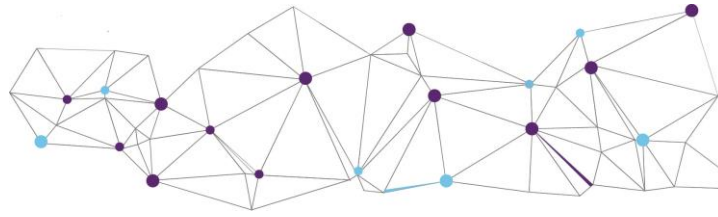
SHEFCE aims to support community engagement initiatives at European universities and to build the capacities of universities, policymakers, and stakeholders in Europe for mainstreaming community engagement in higher education. The SHEFCE project is a follow-up to the above-mentioned project TEFCE and consists of four main outputs:

- University action-plans for community engagement at five partner universities
- Policy recommendations for system-level support for community engagement in higher education in five countries and at the EU level
- A European online platform for community engagement in higher education with resources and tools to support universities and communities
- Piloting a European university-community engagement 'heatmap' to help universities learn from good practices at universities in other countries

The SHEFCE project is led by the Institute for the Development of Education (Croatia) and gathers 22 partners/associate partners from five EU Member States:

#### Project team

- Institute for the Development of Education (HR)
- University for Continuing Education Krems (AT)
- University of Rijeka (HR)
- Ghent University (BE)
- Technological University Dublin (IE)
- University of Girona (ES)
- Free University of Brussels (BE)



- Association of Catalan Public Universities (IE)
- National University of Ireland Galway (IE)
- Brodoto (HR)

#### SHEFCE associate partners

##### **Advisory team**

- European University Association
- European Association of Institutions in Higher Education
- European Students' Union
- Council of Europe
- Organisation for Economic Co-operation and Development

##### **Dissemination partners**

- Campus Engage
- European Higher Education Society
- Austrian Federal Ministry of Education, Science and Research

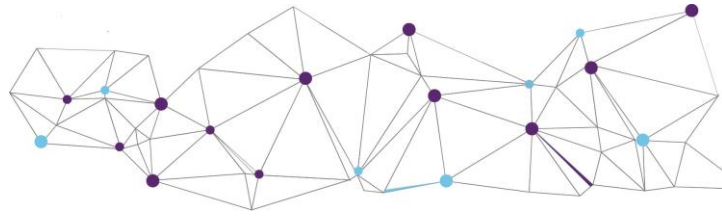
##### **Local partners**

- City spark
- Dublin City Council
- Girona City Council
- Rijeka City Council

The project's partner institutions are five 'action-planning' universities (University for Continuing Education Krems, Free University of Brussels, Technological University Dublin, University of Girona and University of Rijeka) and experts in the field of higher education policy and community engagement (Association of Catalan Public Universities, Ghent University, Institute for the Development of Education, National University of Ireland Galway) and a social impact agency (Brodoto). The partnership is further supported by four local partners, three networks/national stakeholders and five international associations.

##### **Acknowledgements**

The authors of this report wish to extend thanks to all of the partners who collaborated in its composition, in particular, senior management, academic and support staff and students at UWK, the Austrian Federal Ministry of Education, Science and Research and our community partners who helped us to collect the information about community engagement practices. Moreover, we would like to express our gratitude towards the project partners who accompanied this process and gave useful feedback. Special thanks to Thomas Farnell, Thomas Cooney, Martina Brophy and Bojana Culum. Many thanks also to the Communication and Editorial office for valuable feedback, especially to Melanie Hyll and Margarete Lengger, and to Cuan Hundermark for editing including thoughtful comments.



# 1. INSTITUTIONAL OVERVIEW

## About the University for Continuing Education Krems (UWK)

*“The University for Continuing Education Krems (UWK) actively contributes to shaping society through university-based continuing education. It therefore focuses on societal challenges and the transfer between research, teaching, and practice.”* (Societal Impact as a key principle of UWK)

The **University for Continuing Education Krems (UWK)** was founded in 1995 and is one of 22 public universities in Austria. According to its unique profile it is one of the most pioneering higher education institutions in Europe: UWK is the only public university for academic continuing education within the German-speaking world. It is the leading university for continuing education in Europe, and as such, has the ambition to provide outstanding quality in university-based continuing education to the highest international standards. UWK is also keen to actively contribute to the ecological, economic and social dimensions of sustainability in line with the United Nations Sustainable Development Goals (SDGs).

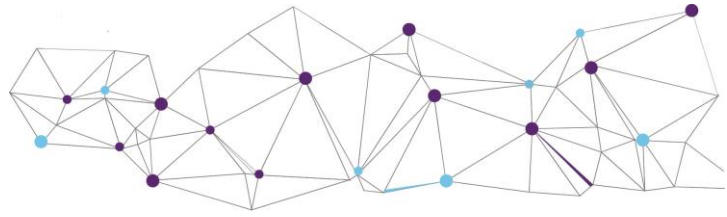
### UWK at a Glance

UWK identifies and is deeply involved in current and future societal challenges and tailors their study programs to address them. Its research activities are characterized by high social relevance and effectiveness in the sense of a mutual learning process between science and society. In a highly transdisciplinary context, the university builds bridges between basic research and practical application, between individual disciplines and most of all, to society. The study programs offered at UWK address relevant questions concerning societal, technological and organizational developments. As a university with three faculties and 17 departments, UWK focuses on five institution-wide research fields:

- Digital Transformation, Health and Innovation in Cohesive and Sustainable European Societies
- Evidence-Based Health Research
- Cultural Heritage
- Preventive and Regenerative Medicine
- Continuing Education Research

Additional interesting facts and figures:

- The university has 7,786 students (Status: Winter term 2020/2021) and 697 staff members (Status: December 2020) of which about half of them are academics
- 27,802 students graduated from UWK in the last 25 years (Status: December 2020)
- Staff, students and graduates of UWK come from 120 countries, creating a vibrant international atmosphere



- 30 percent of all students in Austria, who have enrolled in a master program in academic continuing education, study at UWK (Source: IHS Study on Academic Continuing Education 2019)
- More than 50 percent of its students have over 10 years of working experience. Most of them are working professionals who study part-time
- The university's budget is 53 million euros with a self-financing ratio of 59 percent (Financial Statement 2020)
- UWK raised 8.3 million euros of third-party funding, which is a very high share compared to its size (Financial Statement 2020)
- Situated 60 km from Vienna in the UNESCO world heritage region Wachau, the Campus Krems is a highly attractive location

### How UWK contributes to Widening Participation in Higher Education

The university has a long tradition of making education accessible to adult learners. UWK has developed a system of lifelong learning through which it seeks to ensure efficient diffusion of ideas and innovations in the community and the wider social development. The university has a unique student body which consists of adult part-time students with an average age of 39 years. These students are geographically dispersed working professionals with many years of professional experience. The study formats offered by UWK are designed according to these students' needs. This appears to be even more relevant in a country where almost no part-time programs at public universities exist.

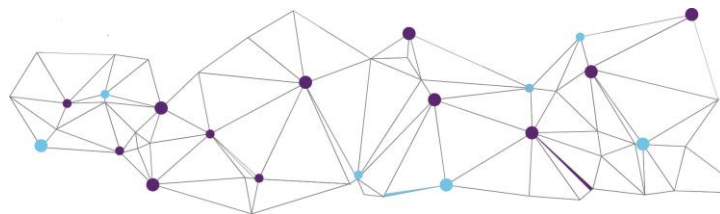
In addition, UWK offers access to university-based continuing education not only to graduates and post-graduate students but also to individuals who possess a comparable level of education and skills or who have gained a wealth of professional experience. University-based continuing education is therefore not only a key contribution to social mobility but also a response to societal and demographic trends (i.e., age, ethnic and educational structures). Furthermore, UWK contributes to widening participation in higher education through:

- Orienting the study model towards the specific requirements of adult learners in all phases of life and especially to the needs of working professionals Embedding the (professional) experience of our students and teachers in teaching and research activities and ensuring an intense transfer of knowledge and skills
- Developing a strategy for the social dimension in a life-phase-oriented study model with a focus on societal challenges
- Committing to the "National Strategy on the Social Dimension in Higher Education's" principles of non-discrimination, transparency, as well as inclusion and diversity

### Third Mission and Community Engagement at UWK

In addition to the university's efforts in contributing to widening participation in HE, UWK's mission and strategy are closely aligned with many core principles related to the Third Mission of HE in general





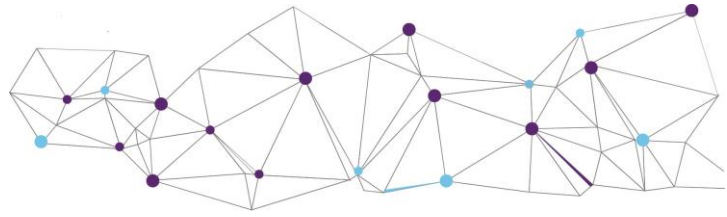
(understood as a notion of a third set of academic activities aimed at linking higher education institutions more closely with surrounding society), as well as community engagement in particular (understood as mutually beneficial, productive interactions between the university and society, i.e. stakeholders within and outside of academia):

- The study programs at UWK address relevant questions concerning societal, technological and organizational developments
- Students feed current issues from their work experience into UWK's teaching and research, the results of which then flow back from the university into the professions and real-life practices of the students
- UWK's partners are actively participating in the process of curriculum design by informing and consulting UWK about the special needs and challenges
- External representatives from different fields are part of the university's board to advise the university top management on employability and competence building related issues
- Research at UWK is characterised by a transdisciplinary approach, which specifically incorporates knowledge and experience from outside the academic sphere
- UWK upholds its responsibility to society by making its research known to the general public (Long Night of Research, Research Summit series, etc.)
- Participation in regional, national and international research networks such as key FTI projects at regional level, CD-labs, K-centers, etc., at national level and consortia as part of Horizon Europe at international level
- Due to its high share of external lecturers, who are from external communities (e.g., businesses, policy institutions, NGOs, etc.) and are highly respected experts in their fields, UWK achieves a strong combination of research and practice as well as an intensive transfer of knowledge and skills
- With its research-based continuing education in a blended learning format, UWK creates significant spill-over effects in the regions where graduates are working

At a global level, UWK promotes global learning and global engagement via multiple international mobility, cooperation, and research projects. This aims to ensure that all interested individuals, regardless of their social and economic background, are given access to quality education while being made aware of the world's cultural heritage and its diversity, as well as the associated global responsibility. This ongoing contribution is shared internationally with partners in the ASEA-UniNet, Eurasia-Pacific UniNet, Africa UniNet and the Magna Charta Universitatum networks. UWK is also part of the "University Network on Social Responsibility" that consists of more than 40 universities, keen at improving the civic engagement of students, teachers and other university members in terms of strengthening the social responsibility of universities (e.g., via service learning and community-based research).

At a regional level, UWK engages with a wide range of external institutions in joint initiatives, including schools, museums and prisons. The university also has facilities that are available to the local community. As





the only public university in Lower Austria, UWK commits itself to contributing societally to the region and its development. The university's co-location with other HEIs also offers an important opportunity to combine efforts at forging strong links with region and community.

The current amendment of the Austrian Universities Act (UG) includes profound changes for academic continuing education. By 2023, academic continuing education will be integrated in the Bologna architecture and therefore equalized with other academic studies. Students of study programs in continuing education will graduate with one of the following degrees: Bachelor or Master of Continuing Education (BA (CE), BSc (CE), MA (CE) or MSc (CE)) or Bachelor and Master Professional (BPr or MPr). It is expected that these changes are going to impact the higher education system: social mobility might increase since prior formal, as well as informal knowledge will be acknowledged in continuing education studies and equivalence assessment for students without school leaving examination will be established; modularisation and cooperation with external partners outside of academia might increase since the Bachelor and Master Professional has to be carried out in cooperation with an external educational institution.

### *Selection of flagship community engagement practices*

Below are illustrations of the range of practices in which UWK engages with its external communities through its teaching and research. The case studies selected below present 9 of the 32 case studies included in this report. Although the university has only been in operation for 26 years, it is involved in a number of networks and is well anchored in society. To illustrate this, we have included two networks, the University Network on Social Responsibility, and the Austrian Higher Education Research Network in the selection of flagship practices.

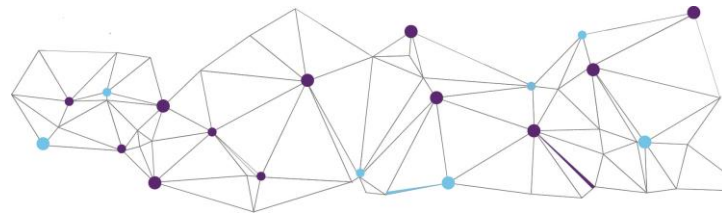
The brief descriptions aim to provide an overview of the range of different types of community engagement practices at UWK. Detailed case studies are included in the reports Appendix.

- **Practice I: Project work**

In this module, students develop concrete concepts for socially relevant needs they identified in their environments outside of the university. They collaborate in small groups and develop a project structure plan with several work packages to work on over a couple of months. They pilot the concept and reflect on the implementation and evaluation of the concepts. In addition, the concepts are disseminated at educational institutions and beyond.

- **Practice II: Advanced Nursing Practice**

The internship in nursing practices encompasses 120 hours. 100 hours are completed within the clinical nursing practice (according to the chosen specialization) and 20 hours are used for reflection on the learning experience via the electronic logbook. The internship can be realized in different institutions (practical hopping). Nursing instructors in training must also teach 120 hours



supervised in Austria or abroad at nursing schools, universities etc. Through the practical training the community partners gain new insights and receive up-to-date (research) results on the special field.

- **Practice III: External lecturers as a bridge to the community**

In comparison to other HEIs, the UWK has an exceptionally high share of external lecturers from outside academia. These lecturers hold an academic degree, but mostly work outside of academia. Focusing on external lecturers from outside of academia ensures a strong intersection of theory and practice in teaching and learning, which is deliberately intended by UWK.

- **Practice IV: Telephone Emergency Service 142 (“TelefonSeelsorge”) during the COVID-19 Pandemic**

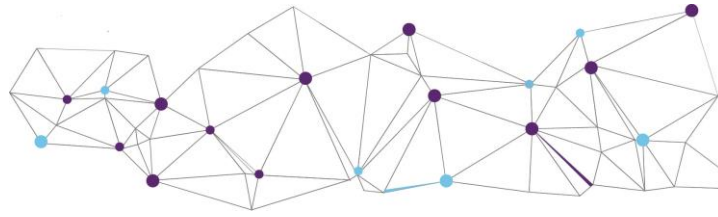
This research project aims to examine the mental well-being and perceived stress level of counsellors as well as the main topics of helpline callers during the COVID-19 pandemic in Austria. In the current study, 374 counsellors were recruited within the Austrian nationwide organization “TelefonSeelsorge” during the second wave of COVID-19 infections in Austria. Telephone emergency services play an important role in providing low-threshold, anonymous crisis intervention free of charge. More calls were registered in 2020 compared to 2019. In particular, the topics of loneliness, mental health, professional activities and relationships were reported to be thematized more often during the COVID-19 pandemic compared to pre-COVID-19 records.

- **Practice V: Building Inclusive Urban Communities (BInUCom) & Building Resilient Urban Communities (BReUCom)**

These two projects constitute a collaboration with several Indian Universities and NGOs in the sphere of housing and urban planning. They aim at improving higher education of future architects and planners with regards to socially responsible and inclusive city building. Due to the involvement of NGOs, a wider societal impact is envisaged: Webinars and courses are developed to specifically target staff of NGOs working with economically poor communities on the ground. This practice aims to further qualify these social front line workers for their capacity in linking people’s daily needs with wider policy frameworks and to enable a more participatory urban development in rapidly growing Indian cities.

- **Practice VI: Operation Dementia**

“Operation Dementia” is the name of a learning program developed by Stefanie Auer from UWK in collaboration with MAS Alzheimer Help and the Security Academy of the Federal Ministry of the Interior. More than 2,500 police officers in Austria have already completed the program. On 22 May 2017, the “Competence in Handling Dementia” certificate was awarded to 25 police departments. The e-learning program incorporates the latest scientific findings as well as the



experiences of police officers, the dementia patients and their relatives. The project was supported and funded by “Fonds Gesundes Österreich” and BVA, the civil servant's social security institution. Technical implementation was carried out by the Security Academy, as well as the Educational and Research Facility of the Federal Ministry of the Interior.

- **Practice VII: Symposium Dürnstein**

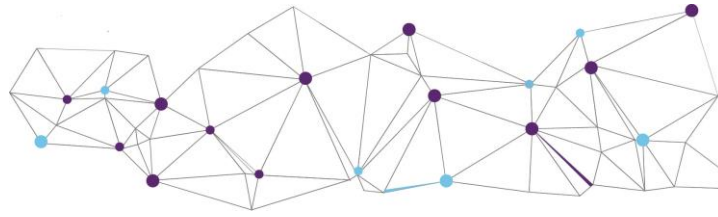
The Symposium Dürnstein provides space for scientific discourse and networking. Its goal is to engage with a broad audience outside of academia. During a period of three days, international experts with different cultural backgrounds are invited to talk about a specific socially relevant topic and critically analyze their perspectives. A publication about this event is published every year. In addition, an arts project regarding the specific topic is realised. The participating audience mostly comes from the region of Wachau/Krems. The selected topics are related to the region, for example, in 2019 the event was about cultural identity and directly related to the UNESCO world heritage site “Wachau”.

- **Practice VIII: Austrian Higher Education Research Network (AHERN)**

This network connects individuals and institutions who are interested in higher education research. The network supports higher education policy makers, the HE management and administration. It facilitates scientific discourse and promotes the research of young scientists. AHERN consists of HE researchers working in Austria. The community has established and developed this network on its own. The secretary of AHERN is based at UWK and the university as well as the ministry provides resources for coordinating the network.

- **Practice IX: University Network on Social Responsibility**

This Higher Education Network sees itself as a competence and exchange platform for the promotion of civil society engagement of students and higher education institutions. As a political actor, the Higher Education Network takes a stand on educational and higher education policy developments. The civil engagement of its members in terms of strengthening the social responsibility of universities is particularly promoted in the following main areas: service learning in teacher training; research on service learning; university of the future, and integration of refugees.



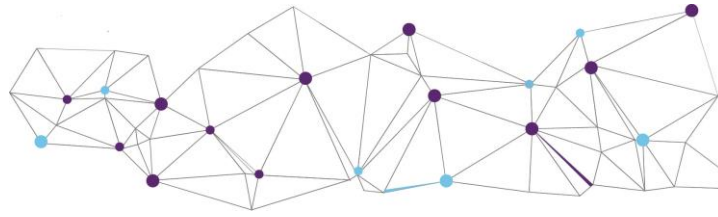
## 2. MAPPING PRACTICES



### DIMENSION I: TEACHING AND LEARNING

*Sub-dimension I.1. The university has study programs or courses to respond to societal needs that are specific to the university's context and its external communities.*

Levels of engagement	
The university has study programs or courses that ....	
Level 1	...make general references to their relevance to the societal needs of the university's external communities.
Level 2	
Level 3	... include specific content or make specific links with the societal needs of the university's external communities.
Level 4	
Level 5	... are developed in cooperation with the university's external communities to address a societal need.
Achieved level and conclusions (300 words per sub-dimension)	
<p>One of UWK's key principles is to focus on societal challenges and the transfer between research, teaching, and practice. In this regard, the study programs at UWK address relevant questions concerning societal, technological and organizational developments. UWK offers almost 200 study programs which mainly consist of Master programs but also PhD studies and short-cycle tertiary programs (e.g., Academically Accredited Experts). Teaching is highly relevant as UWK is specialized on Continuing Education which makes it unique in the European Higher Education Area (EHEA). All teaching settings encompass practice-oriented elements. UWK is the only public university in the federal state of Lower Austria. As such, the university strongly collaborates with regional stakeholders (regional government, city of Krems, companies etc.).</p> <p>Study programs only take place if there is a certain demand and are continuously adopted in response to societal needs. Study programs are developed in cooperation with external communities. UWK's business partners are informing and consulting UWK about the private sector's needs and current societal challenges (on a global, national and regional level). The partners are actively participating in the process of curriculum design. This process includes a market analysis about the need of the planned study program (including strategic positioning as well as a thematic profile). Also, a concept that explains how the university will cooperate with external partners in the planned study program that is developed together with the external business partners.</p> <p>The community partners themselves are either involved in teaching or make suggestions of potential competent teachers. They can also suggest topics for the master's theses and grant access to the field. As many employees of the partner organizations are also academically highly qualified, they sometimes take on the role</p>	



of a supervisor. In addition, regular meetings contribute to a lively exchange. Many partners report on positive experiences with students and explain the contribution of the cooperation to organizational development. The cooperation leads to an upgrading of the community partners and to an increased scientific orientation. Nevertheless, we acknowledge the lack of empirical studies on the benefits on behalf of the community partners and have identified the need for further research.

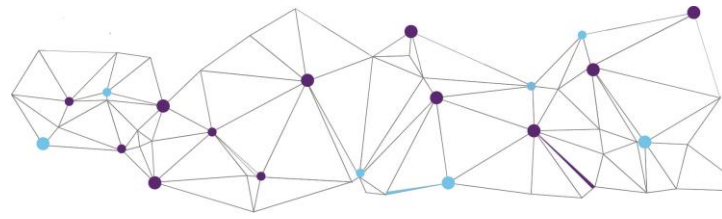
While some practices clearly show mutual benefits to community partners (e.g., Revitalization Concepts as well as Advanced Nursing Practice), others create broader benefits for the whole society by establishing structures and relationships that can serve knowledge-exchange and nurture future collaboration (e.g., lecturers: communities are directly involved through the provision of lecturers).

Regular audits of the formal cooperation at program level guarantee the quality assurance. The programs are amended on a regular basis as the administrative procedure is less time-consuming than at other ('traditional') universities.

- **See Appendix Practice #2 Advanced Nursing Practice**

Estimate of achieved level (1-5)

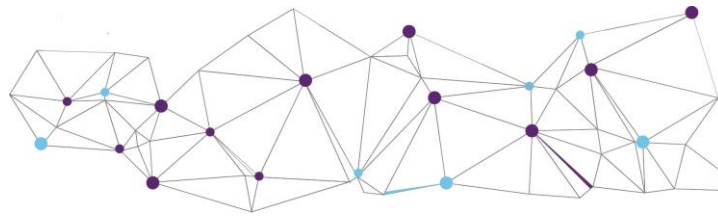
5



*Sub-dimension I.2. The university has study programs or courses that include a community-based learning component for students.*

Levels of engagement	
<b>Community-based learning is included in study programs and courses at the university and...</b>	
Level 1	.. benefits students to develop their knowledge and skills, although there is little evidence yet of their benefit for the community.
Level 2	
Level 3	... has demonstrated benefits for students and supports community partners to address a short-term problem or need.
Level 4	
Level 5	... builds capacities of community partners and brings equal benefits to the students, teaching staff and the university as a whole.
<b>Achieved level and conclusions (300 words per sub-dimension)</b>	
<p>Since most students at UWK are part-time students, they are constantly reflecting on their own professional environment. Moreover, their master thesis is mostly practice oriented: students identify a need in their environment and tackle it through empirical research (e.g., interviews, surveys, quasi experimental studies etc.). The continuous exchange between the practical and theoretical level provides important inputs and is highly influential for the generation of new research questions. In many cases, students formulate recommendations based on the empirical results of their master theses or address the problems identified in their own professional field. Also, in other modules such as "project work" students collaborate in small groups to develop a concept which can be implemented in practice. Community partners profit from such initiatives since some of the concepts lead to the actual implementation of the initiative.</p> <p>Compared to other, larger universities, teaching at UWK is very student-centered: the groups are comparatively small (i.e., 15 persons per course) and the supervisory relationship is therefore very good as students of each course can refer to their own program leader. Students already have a great deal of experience that they bring to the university. Didactically, the courses and lessons are adapted to the experiences of the participants as there is almost no frontal teaching but only interactive settings; in addition, lecturers provide fireside chats (informal chats). Moreover, the assessment is hardly based on knowledge questions (multiple choice questions), but rather on written papers.</p> <p>Given the involvement of all students in a work environment and in society, the students expect community-based learning components to be part of their studies. Thus, the learning experiences at UWK also feeds back to the professional world. The embeddedness of students in different work environments ensures an automatic transfer back to the communities. One example is project work that addresses everyday problems and offers useful concepts such as mentoring for students who are in a "mid-study crisis", i.e., need support in the middle of their studies. Other examples concern the didactic inclusion of female role models in STEM subjects to increase the awareness of female students in scientific careers, or guidelines for fresh principals in primary and middle schools. In addition, a manual for vegetation firefighting has been developed for firefighters and civil society, taking into account regional specificities. In many cases, students collaborate with community partners in the development and dissemination of the products.</p> <ul style="list-style-type: none"> <li>• See Appendix Practice #1 Revitalization concepts</li> <li>• See Appendix Practice #4 Project work</li> </ul>	
Estimate of achieved level (1-5) <input type="text" value="5"/>	

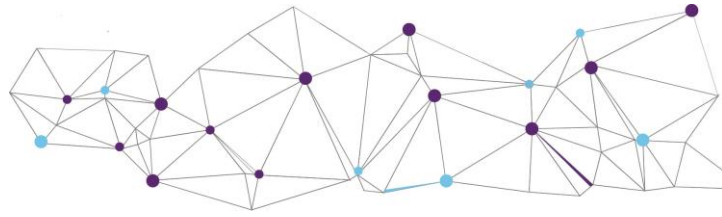




*Sub-dimension I.3. The university facilitates the participation of community representatives in the teaching and learning process (in a curricular or extra-curricular context).*

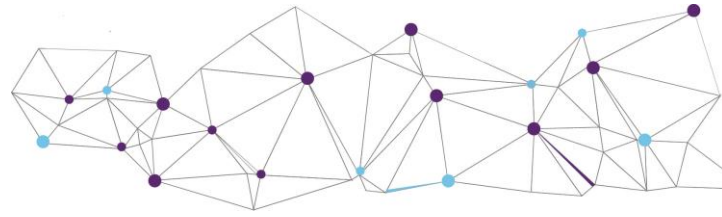
Levels of engagement	
External community representatives that cooperate with the university ...	
Level 1	... have a partnership role that does not involve the delivery of teaching and learning.
Level 2	
Level 3	... are included occasionally in teaching and learning processes (e.g., extra-curricular guest lectures).
Level 4	
Level 5	... are included continually in teaching and learning processes (e.g., working with students on projects or research).
Achieved level and conclusions (300 words per sub-dimension)	
<p>Almost one thousand external lecturers (N=929) provide (1) teaching inputs and (2) supervision of project works and Master theses in different disciplines per academic year. These lecturers are academics from other HEIs (~20%) as well as practitioners from businesses and other sectors. The majority only teaches for 1-5 days, which is the reason for the high number. In addition, internal staff also teach on various modules. This focus on external lecturers from outside of academia ensures a strong intersection of theory and practice in teaching and learning. In comparison to other HEIs, the UWK has an exceptionally high share of external lecturers from outside academia. The university-wide central guidelines for the selection of teaching staff provide the binding framework for all selection procedures, but also leave room for additional decentralized, department- and course-specific approaches. Several requirements apply to external lecturers: they are academically qualified, have graduated in one or more study programs and have applied their knowledge and competencies outside academia. This forms the basis for the selection of suitable lecturers for each subject. For this purpose, program managers need to draw on a criteria catalogue for each course. When selecting teaching staff, they pay special attention to the following criteria:</p> <ul style="list-style-type: none"> <li>• Scientific qualification (excellent theoretical knowledge of the subject area, academic degree, research and publication activity)</li> <li>• (Professional) education and further training in a subject area</li> <li>• Practical knowledge, relevant qualified professional activity and professional experience that ensures the practical relevance of the theory (incl., if applicable, teaching-relevant participation in professional field- or subject-specific networks/committees)</li> <li>• Multi-disciplinary, complementary competences (teaching experience in the tertiary education sector, lecturing activity, didactical skills, consideration of the needs, requirements and learning interests as well as previous experience of the students, adult education-related competences, gender and diversity competences).</li> </ul> <p>In addition, training opportunities and networking events are offered for external lecturers.</p> <ul style="list-style-type: none"> <li>• <b>See Appendix Practice #3 External lecturers as a bridge to the community</b></li> </ul>	
Estimate of achieved level (1-5)	5





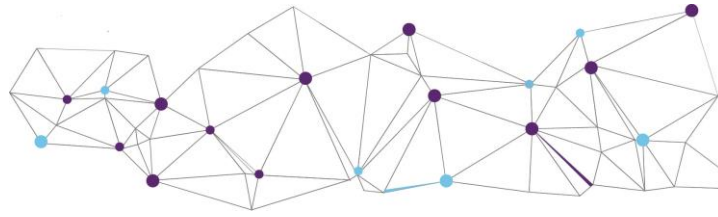
*Sub-dimension I.4. The university has study programs or courses that are created, reviewed or evaluated in consultation/cooperation with the university's external communities.*

Levels of engagement	
<b>External community representatives that cooperate with the university ...</b>	
Level 1	... are not formally consulted regarding the design of the programs or courses with which they cooperate.
Level 2	
Level 3	... are formally consulted regarding the design of the courses with which they cooperate, and their voices are taken into consideration.
Level 4	
Level 5	... co-design and co-evaluate the programs or courses with which they cooperate.
<b>Achieved level and conclusions (300 words per sub-dimension)</b>	
<p>Formal cooperation with organizations regarding teaching and learning is very common at UWK. These forms of cooperation have been established for years or even decades. They include cooperation contracts, periodic meetings, and exchange (e.g., about future content &amp; competences) regarding curriculum design and teaching practices. Partners are involved in the development of the curricula and courses right from the beginning. In collaborative courses, modules usually take place at both institutions and are specifically tailored to economic and societal needs.</p> <p>In general, different stakeholders are involved in the design and implementation of study programs; together with external lecturers, they evaluate the usefulness of the curriculum for the labour market. According to § 10 (1) 4 of the Statute of the UWK on "Procedure for the enactment and amendment of curricula" the enactment of a curriculum for a university course shall contain the following evidence (among others) in addition to the draft curriculum:</p> <ul style="list-style-type: none"> <li>• Market analysis and proof of a corresponding need (incl. strategic positioning, significance for the content profile of the organizational unit and internal faculty coordination)</li> <li>• A corresponding concept or a draft contract in the case of planned cooperation with another legal entity</li> <li>• List of lecturers and brief description of their academic qualifications or professional experience</li> </ul> <p>• <b>See Appendix Practice #25 Curriculum Design</b></p>	
Estimate of achieved level (1-5)	5



### Synthesis: Community engagement heatmap for Dimension I: Teaching and Learning

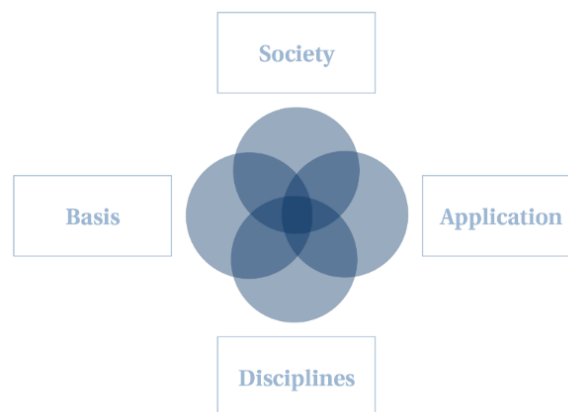
Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement					X	Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed					X	Lower: needs of labour market and industry Higher: 'grand challenges' (e.g., climate, social justice)
Communities engaged with				X		Lower: well-resourced partners (e.g., businesses) Higher: low-resourced partners (e.g., schools, NGOs)
Institutional spread					X	Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability					X	Lower: engagement through short-term projects Higher: engagement institutionalized, adequate funding
<p>The impact of the UWK courses on the individual, societal and economic level becomes apparent as there is a high demand for courses. Some courses are so specific that they are only offered at UWK; the development of courses is based on considerations related to the labour market as well as societal interests and needs, since UWK aims to address relevant questions concerning societal, technological and organizational developments with regard to its study programs. The social component is hence an integral part of teaching. The study programs are not only developed according to economic needs, but also address grand challenges according to societal needs. Moreover, every course includes modules and elements that are relevant for society, e.g., Gender &amp; Diversity, Communication and Ethics, Sustainability, social justice, climate change, etc.</p> <p>Every module is evaluated on a continuous basis. The quality management system and study programs (especially PhD courses) are continuously audited and accredited. A high graduation rate signals a good standard, moreover, UWK receives continuous feedback via external lecturers, partner organizations and alumni. UWK is also committed to further development and networking. All external lecturers receive invitations for further development of their competences in areas such as "digitalisation" or "Gender and diversity" which influences their didactical approach and competence in teaching.</p> <p>There are several "low-resourced partners" such as Waldorf schools, federal institutes, research institutes or NGOs. Most of them are educational institutions and hence "low-resourced"; however, they are often supported by public institutions, chambers or professional associations. Some institutions are legally organized as limited liability companies (i.e., actual companies); however, there are no "classic" business partners; instead, most external partners are non-profit, but balance-oriented such as the Austrian Economic Development Institute of the Austrian Federal Economic Chamber (WIFI), the Federal Institute for adult education (bifeb), Folk high schools (VHS), business trustees, etc.</p>						

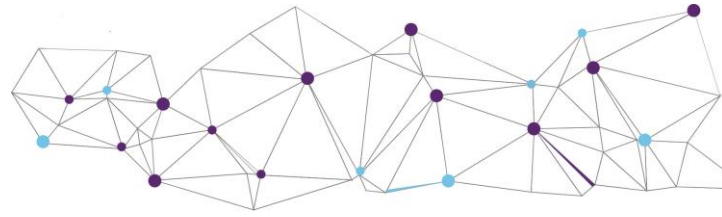


## DIMENSION II. RESEARCH

*Sub-dimension II.1. The university carries out research focusing on the societal needs of the university's external communities.*

Levels of engagement	
The research projects at the university that address societal needs....	
Level 1	... focus on community-specific needs and include community representatives as respondents.
Level 2	
Level 3	... include structured consultations with community stakeholders at different phases in the research process.
Level 4	
Level 5	... are developed based on a structured partnership, in which the community can co-determine the research agenda.
Achieved level and conclusions (300 words per sub-dimension)	
<p>Research at UWK is centered on contemporary and future challenges society faces. In a transdisciplinary context, the university builds bridges between individual disciplines, basic research and practical application, and most of all to society.</p> <p>The overall research priorities of UWK are:</p> <ul style="list-style-type: none"> <li>• Digital transformation, health and innovation in cohesive and sustainable European societies</li> <li>• Evidence-based health research</li> <li>• Cultural heritage</li> <li>• Preventive and Regenerative Medicine</li> <li>• Continuing Education Research</li> </ul> <p>UWK particularly follows societal challenges and developments. Combining both basics and application in research, the university links individual disciplines with knowledge derived from non-academic fields.</p>	





The interfaculty research groups at the University for Continuing Education Krems address topics that are highly relevant to society, all reaching beyond disciplinary boundaries. The research groups have a clear content-related reference to aspects of continuing education research. The current research groups at the University for Continuing Education Krems are:

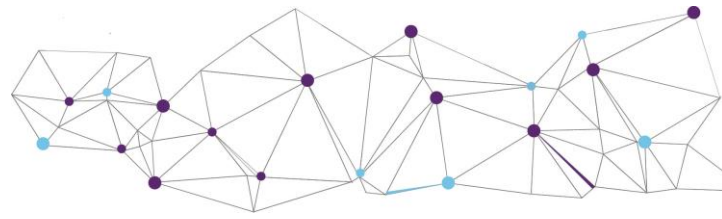
- Critical Health Literacy for Empowerment in the Era of Digital Transformation
- Meta-skills to cope with unpredictable situations in complex environments

In general, research at UWK aims to be performed and interpreted together with the community. The contextual embeddedness of research proves its usefulness and external validity. Even though it might not always be systematic, there is permanent exchange between UWK and its external communities by presenting the research in events, the media, teaching, panel discussions, etc.

- See Appendix Practice #5 Building Inclusive Urban Communities (BInUCom) & Building Resilient Urban Communities (BReUCom)
- See Appendix Practice #7 CoCoDe: Continuing Education in preventing Cognitive Decline and Dementia
- See Appendix Practice #9 Telephone Emergency Service 142 ("TelefonSeelsorge") during the COVID-19 Pandemic

Estimate of achieved level (1-5)

3

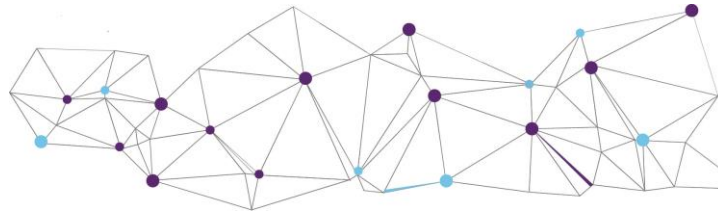


*Sub-dimension II.2. The university carries out collaborative/participatory research in cooperation with the university's external communities.*

Levels of engagement	
Collaborative/participatory research projects at the university...	
Level 1	... actively include community stakeholders in the process of data collection.
Level 2	
Level 3	... actively include community stakeholders' views relating to the interpretation of research results and implications for policy and/or for the community.
Level 4	
Level 5	... result in co-creation with community stakeholders (joint defining of research agenda, joint implementation and interpretation).
Achieved level and conclusions (300 words per sub-dimension)	
<p>Many community partners take part in research projects; however, the call or project application determines the overall framework of participation. Due to the requirement to report on the research process and financial investments to the funding agencies, transparency is given at all stages.</p> <p>In general, the focus of applied research is on societal problems. Thus, depending on the project call, the funding agencies also evaluate research according to its relevance.</p> <p>In basic research, the funding bodies should not necessarily specify the research direction; instead, the research question primarily stems from science; open innovation approaches arise at a later stage. In contrast to applied research, it is not necessary that basic research is developed based on a structured partnership.</p> <ul style="list-style-type: none"> <li>• See Appendix Practice #6 Developmental tissue engineering model of endochondral ossification for bone regeneration</li> <li>• See Appendix Practice #8: Digitalising Youth Politics</li> </ul>	
Estimate of achieved level (1-5)	3-4

*Synthesis: Community engagement heatmap for Dimension II: Research*

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement					X	Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed					X	Lower: needs of labour market and industry Higher: 'grand challenges' (e.g., climate, social justice)
Communities engaged with			X			Lower: well-resourced partners (e.g., businesses) Higher: low-resourced partners (e.g., schools, NGOs)
Institutional spread			X			Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability			X			Lower: engagement through short-term projects Higher: engagement institutionalized, adequate funding

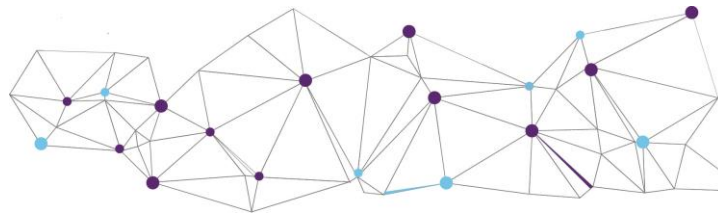


A high level of authenticity is given in research. Every department conducts socially relevant research with components that are beneficial for communities. The level of participation of community partners usually depends on the type of project and funding track. In general, community partners are involved since the beginning of the process, i.e., in gaining research ideas, conceptualising and developing the research proposal. Therefore, they are shaping research projects according to their needs. The project 'International Examples of Innovative Higher Education Concepts' supports the development of the new TU Upper Austria. To this end, innovative approaches and solutions from other universities are included. The focus is on the design of teaching scenarios, curricula, admission to studies and student recruitment.

However, in general we notice a strong dependence on third-party funding (high competitiveness). Approximately 60% of all research at UWK is third-party funded. This share of third-party funded projects exemplifies the high quality of research at UWK, as the project proposals had to pass peer procedures during the application process which are often highly selective and competitive. However, third-party funds might have a negative impact on the sustainability of research projects (e.g., if there is no follow-up). Furthermore, the submission and management of projects require additional time resources. In some cases, a higher endowment of research funds would be necessary to conduct comprehensive, high-quality and sustainable research. In order to finance high quality research, the support of well-resourced partners can be valuable. This is not necessarily an indicator for the lowest level of community engagement.

In addition, it is often required to involve citizens in research. The Gesellschaft für Forschungsförderung, for example, supports the participation of citizens in research projects. Applicants can apply for a so-called 'Citizen Science Add-on' with an additional funding of up to € 100,000.

Researchers are supported by the Office for Research Services and the Office for Grant Acquisition, two offices working seamlessly together to provide a comprehensive range of information and support for the acquisition of third-party funding at the regional, national and European/international level. The UWK additionally provides funding to initiate EU projects and open the possibility for researchers to enter new research fields through the interfaculty research groups, and thereby completes a fully rounded support offer.

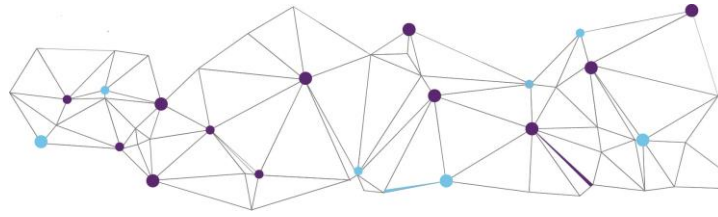


## DIMENSION III. SERVICE AND KNOWLEDGE EXCHANGE

*Sub-dimension III.1. University staff contribute to debates and initiatives that address societal needs of the university's external communities.*

Levels of engagement	
University staff contribute to debates and initiatives that address societal needs of the university's external communities...	
Level 1	... through academic publications, public presentations and media articles.
Level 2	
Level 3	... through including community partners in university-led development projects (non-research) related to community-relevant issues.
Level 4	
Level 5	... through joint initiatives or advocacy with community groups, in which community groups are equal partners.
Achieved level and conclusions (300 words per sub-dimension)	
<p>In 2002, UWK was the first Austrian university to publish an intellectual capital report open to the entire institution. Since 2005, each state university annually presents its Intellectual Capital Statement in accordance with the University Act. The report highlights the university's intellectual assets as well as information on objectives and strategies and provides insights into core processes in teaching and research. It further includes "science to science" and "science to public" activities.</p> <p>The Intellectual capital report from 2020 discloses up to 250 public lectures (science to public) on an annual basis. Experts at UWK also continuously contribute to COVID discussions in the public (e.g., on national television) and provide clarification on vaccinations, for example.</p> <p>Of the 354 lectures given, 233 are in the category of 'science to science'/'art to art' (65.8%) and 121 lectures in the category 'science to public'/'art to public' (34.2%). Due to the COVID-19 pandemic, the number of presentations in the category science to science/art to art (-41.0%) as well as the lectures of the category science to public/art to public (-46.5%) declined compared to the previous year. Of the 354 lectures held, 228 were held online (of which 179 had been originally planned to be in attendance but were changed to online). 48% of the lectures were given by women.</p> <p>Social science lectures comprised 48.6% of the contributions. The scientific branches of human medicine occupied 20.2% and the humanities 9.9% of the papers. The natural sciences account for 9.6%, the technical sciences for 5.0%, the fine/designing arts for 3.4%, performing arts for 2.0% and music for 1.3%. The distribution of lectures among the scientific disciplines has remained largely constant over the years, with only minor fluctuations.</p> <p>In the case of the science to science/art to art lectures, the distribution of domestic/foreign lectures is approximately equal (114/119 respectively), in the case of science to public/art to public the domestic lectures clearly dominate (64.5% domestic).</p>	





Regarding community led initiatives, UWK is always eager to cooperate with external partners. One example would be the research project “International Examples of Innovative Higher Education Concepts “(IBIS)” at the Department for Higher Education Research. In this project, the Federal Ministry of Education, Science and Research approached UWK to develop concepts of innovative higher education institutions with regard to the newly planned technical university in Upper Austria.

Another example would be the archive of contemporary arts, for example, initiated by the provincial government of Lower Austria. It aims at providing historical artefacts and artificial resources to the general public which can use these items for their own interests and further research activities.

The GovLabAustria creates an experimental space far from traditional bureaucracy to serve as a think tank fuelling cross-organizational development and testing innovative processes and technologies in the public sector. The innovation laboratory, which is operated in cooperation with the Federal Ministry of Public Service and Sport (BMöDS), aims to create the greatest possible benefit for society. Since 2016, the GovLabAustria facilitates development of cross-organizational approaches in order to find solutions in a scientific-practical context providing an open experimental space and to address crucial challenges of the public sector. The main objectives of GovLabAustria are to observe projects in the public sector on an international level, to implement prototypes of projects and to multiply the resulting knowledge through training and further education measures. To achieve these goals, close cooperation and networking with as many stakeholders as possible is necessary.

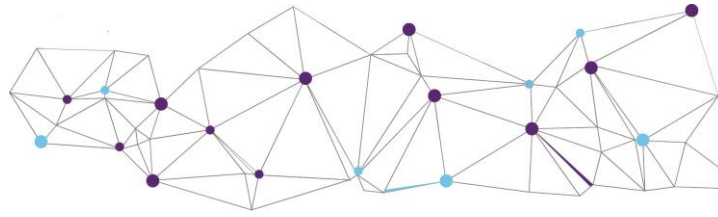
- See Appendix #13 Symposium Dürnstein
- See Appendix #14 magazine upgrade

Estimate of achieved level (1-5)

3

*Sub-dimension III.2. University staff provide their knowledge to support and/or build the capacity of the university's external communities.*

Levels of engagement	
The University contributes to building the capacity of external community groups through ...	
Level 1	... occasionally including external community groups in joint projects (as partners).
Level 2	
Level 3	... regularly providing expertise to external community groups to resolve societal needs or issues that they are faced with.
Level 4	
Level 5	... continually supporting external community groups to develop their knowledge and skills and strengthen their ability to resolve challenges that they are faced with.
Achieved level and conclusions (300 words per sub-dimension)	



The provision of the current state of research primarily takes place through teaching activities in study programs and modules. It is particularly important for continuing education to contribute to the capacity building of external community groups. Some modules deliberately aim at providing support for external community groups through developing a concrete concept for community partners, for example. By applying scientific instruments, conducting needs analyses or evaluating and adapting existing strategies, research projects that are implemented together with external project partners contribute to the development and support of the knowledge and skills of community groups.

The following two examples demonstrate how UWK's staff provide their knowledge to support the capacity of external communities:

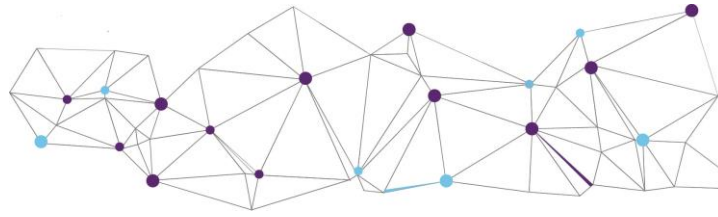
- In the module "Advanced Nursing Practice", health care students receive and discuss the current state of research in health care which is fed back at a later stage to hospitals and doctors.
- Publications and summaries, such as the research report, are publicly available; and media such as the internet, magazines, newspapers, radio and television regularly report the research outputs of scientists. The university has its own magazine, Upgrade, which is provided to the public. The aim of the magazine is to discuss current social developments from a scientific perspective at a high, objective level. It creates space for cross-viewing and interdisciplinary approaches, highlights trends in university continuing education and explores topics of social and educational policy relevance from different perspectives.
- **See Appendix #10 The Archives of Contemporary Arts**

Estimate of achieved level (1-5)

5

*Sub-dimension III.3. University staff community engagement activities have resulted in demonstrable benefits for the university's external communities.*

Levels of engagement	
The ways in which external communities benefit from service and knowledge exchange activities are ...	
Level 1	... assumed, but not explicitly evaluated (quantitatively or qualitatively).
Level 2	
Level 3	... acknowledged through positive feedback from community stakeholders.
Level 4	
Level 5	... proven through tangible changes and improvements to public policy and/or to the communities involved.
Achieved level and conclusions (300 words per sub-dimension)	



The aim of the Krems Dementia conference is to intensify collaboration and exchange of ideas between Central and Eastern European Countries. The Dementia conference provides a forum for international experts and persons living with dementia, caregivers, representatives of Alzheimer Associations, researchers and policy makers to find a forum for dialogue and set the steps for future developments.

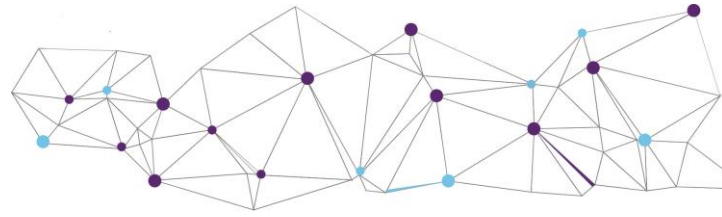
“Operation Dementia” is the name of a learning program developed by Univ. Prof. Dr. Stefanie Auer from UWK in collaboration with MAS Alzheimer Help and the Security Academy of the Federal Ministry of the Interior. More than 2,500 police officers in Austria have already completed the program. On 22 May 2017, the “Competence in Handling Dementia” certificate was awarded to 25 police departments. The e-learning program incorporates the latest scientific findings as well as the experiences of police officers, the dementia patients and their relatives. The project was supported and funded by “Fonds Gesundes Österreich” and BVA, the civil servant’s social security institution. Technical implementation was carried out by the Security Academy, in conjunction with the Educational and Research Facility of the Federal Ministry of the Interior.

The following three examples from different disciplines further exemplify activities from which external communities’ benefit:

- The Department for Biomedical Research focuses on the development of systems and technologies for extracorporeal blood purification, in particular on adsorbent-based technologies for liver support or immunomodulation in sepsis. An interdisciplinary team, highest quality standards, the continuous development of the spectrum of methods, as well as a network of partners from industry, academia and clinics provide an excellent basis to transfer the research into clinical application. A broad network of competent partners from universities (N=12), companies (N=7), societies (N=7) and several clinics form the basis for the transfer of research results into the field.
- The project ‘Living Danube Limes’ focuses on connecting, enlivening, researching, preserving and highlighting the Roman Danube Limes as transnational cultural heritage of enormous significance, in order to create a sound foundation for a future European Cultural Route. The main objective of the project is the connection of the Danube region through its common Roman heritage. The project seeks to support its preservation through the creation of consciousness for the value of common heritage, while respecting local differences and particularities, and creating sensibility.
- Although professions in the STEM core areas of computer science and natural sciences in particular promise a high degree of future security, too few young people still choose a career in this field. This is particularly true for girls and young women. E-MINT explores how parents can take on a role as mentors for their children in this area. The focus is on getting adults who themselves have little or no connection to STEM fields excited about the topic. The goal is to help parents build the skills they need to act as positive role models for their children.
- **See Appendix #15 Operation Dementia**

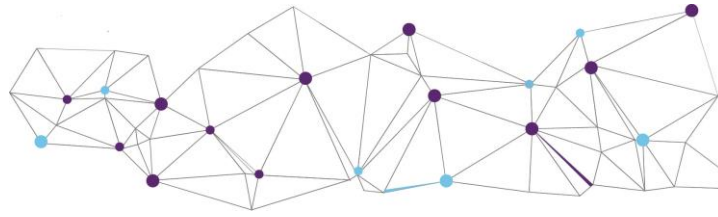
Estimate of achieved level (1-5)

5



*Synthesis: Community engagement heatmap for Dimension III: Service and knowledge exchange*

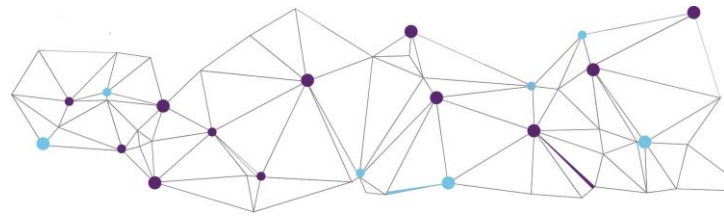
Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement					X	Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed					X	Lower: needs of labour market and industry Higher: 'grand challenges' (e.g., climate, social justice)
Communities engaged with			X			Lower: well-resourced partners (e.g., businesses) Higher: low-resourced partners (e.g., schools, NGOs)
Institutional spread				X		Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability					X	Lower: engagement through short-term projects Higher: engagement institutionalized, adequate funding
<p>In general, UWK is highly engaged with society. However, since UWK focuses on five institution-wide research fields, not all 'grand challenges' can be addressed. Nevertheless, research is mostly application-oriented, and the transfer of knowledge is designed accordingly. As the size of the university is relatively small, there is a good overview of research activities across the entire institution.</p>						



## DIMENSION IV. STUDENTS

*Sub-dimension IV.1. Students deliver community engagement activities independently through student organizations or initiatives.*

Levels of engagement	
Students deliver community engagement activities through...	
Level 1	... awareness-raising campaigns to address community needs.
Level 2	
Level 3	... organizing direct assistance to community groups in need (e.g., fundraising; organizing charitable events; volunteering in schools).
Level 4	
Level 5	... partnerships with community groups to jointly address problems in the community.
Achieved level and conclusions (300 words per sub-dimension)	
<p>As has been mentioned above, UWK differs from 'traditional' universities as the majority of students are full-time or part-time employed. In addition, they are on average 40 years old, might have caring responsibilities as parents and live off campus in different areas in Austria, Germany, Switzerland and beyond. Even though it is assumed that most students engage in community engagement activities outside of university, there is a lack of an overview of student initiatives so far. Hence, there is no evidence-based data on community engagement activities of UWK students. However, staff members report individual initiatives in the cultural field, labour unions, or the fire brigade, for example. Students are, however, extremely committed to community engagement activities that are organized within their study programs, and in many cases, their efforts go beyond the requirements of a module. In this context, some products are taken up in their (work) environment without specifically asking them to do so. Therefore, students already possess a high degree of self-organization</p> <p>Austrian HEIs cannot be compared to Anglo-American universities where students are provided with many different services at HEIs and where there are bodies for different groups, supervising activities and offering possibilities to contribute to society. In contrast to traditional universities, students at UWK do not "live" on campus or in the region but are commuting. The Blended Learning format (with many flexible online elements) and blocked seminars in person require students to travel to UWK only once a month. Therefore, instead of living on campus, students are automatically integrated simultaneously in multiple communities (e.g., their workplace, local/regional communities, etc.).</p> <p>Since July 2020, there are no physical offices of the Austrian Student Union at UWK. Due to a lack of candidates, there was no election for the local student body. The coordination of further activities (such as the Mental Health awareness campaign) is hence undertaken by the federal Austrian Students' Association. This again exemplifies lack of engagement at UWK which goes beyond teaching and learning as students are already fully integrated in their own regional communities.</p> <ul style="list-style-type: none"> <li>• See Appendix Practice #18 Mental health</li> </ul>	



- See Appendix Practice #19 Alumni Club

Estimate of achieved level (1-5)

1

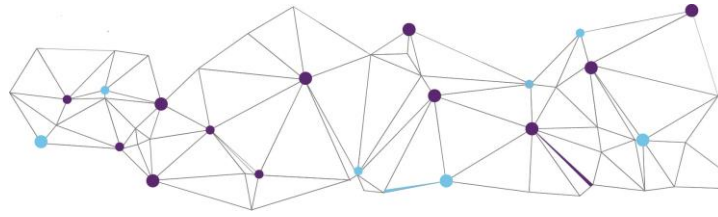
*Sub-dimension IV.2. The university facilitates and supports partnerships between students and external communities.*

Levels of engagement	
The university facilitates and supports partnerships between community groups and students ...	
Level 1	... by providing information on extra-curricular activities to address community needs.
Level 2	
Level 3	... by supporting students in organizing extra-curricular activities for community engagement.
Level 4	
Level 5	... by jointly designing extra-curricular opportunities to support students' community engagement.
Achieved level and conclusions (300 words per sub-dimension)	
<p>There is little tradition to support students to build partnerships with external communities that goes beyond teaching settings. Many students are very independent and self-organized and have already built their own networks. At an average age of 40 years, they are in a different phase of life.</p> <p>Students can participate in offerings from Campus Sports that not only provide physical activities to members and students of UWK, but to anyone outside the university. Campus Sports is the central sport hub in Krems, not only providing offers for students and staff of all universities and colleges on the campus (five HEIs in total), but also for the city's inhabitants. These activities create possibilities for staff members and students from the five different HEIs to meet outside universities and to connect with inhabitants from the city. However, there are low participation rates of students because there is no regular presence on-site since seminars on campus are blocked.</p> <p>The Alumni Club of the UWK enables graduates of the university to stay connected with fellow students, staff members and professors at the university. Graduates have the possibility to take part in events, network meetings or regional regular's tables.</p> <p>In some courses, it is possible to accredit volunteering activities by students. Voluntary work mainly concerns activities at the Students' Union based on §31 HSG 2014. Voluntary activities at aid organizations, as a paramedic or at the fire department, are partially recognized as free study achievements. A new addition in 2020 is the recognition of auxiliary activities in connection with COVID-19 (§3, 3. COVID-19 Act).</p> <p>Most probably there are further examples, but again there is a lack of overview of further extra-curricular activities. Hence, it becomes clear that there is a need to set further impulses to engage students outside of teaching settings.</p>	
<ul style="list-style-type: none"> <li>• See Appendix Practice #17 Internship in the Master in Research and Innovation in Higher Education (MARIHE)</li> </ul>	
Estimate of achieved level (1-5)	1

Synthesis: Community engagement heatmap for Dimension IV: Students

Characteristics of engagement	Heatmap level	Heatmap levels criteria
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	Lowest level				Highest level	
Authenticity of engagement	X					Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed	N/A					Lower: needs of labour market and industry Higher: 'grand challenges' (e.g., climate, social justice)
Communities engaged with	N/A					Lower: well-resourced partners (e.g., businesses) Higher: low-resourced partners (e.g., schools, NGOs)
Institutional spread	N/A					Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability	N/A					Lower: engagement through short-term projects Higher: engagement institutionalized, adequate funding
Due to the context-specific characteristics of UWK it is difficult to assess the extent to which students engage outside the study programs.						

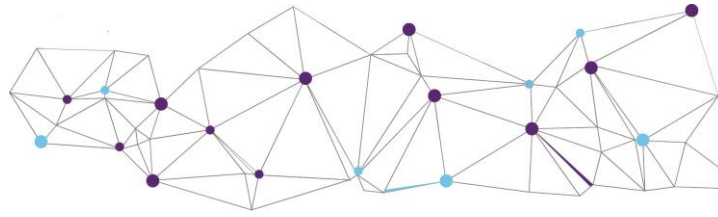


## DIMENSION V. UNIVERSITY MANAGEMENT (PARTNERSHIPS AND OPENNESS)

*Sub-dimension V.1. The university has a track record of mutually-beneficial partnerships with its external communities.*

Levels of engagement	
The university has partnerships with external stakeholders through ....	
Level 1	... occasionally providing resources to community groups in need and through short-term collaborations relating to community needs.
Level 2	
Level 3	... agreements on continual areas of cooperation relating to community needs.
Level 4	
Level 5	... inclusion of community groups on university bodies that make key decisions about community engagement activities (steering groups, committees, etc).
Achieved level and conclusions (300 words per sub-dimension)	
<p>UWK makes specific efforts to steer community engagement activities within and outside of teaching and learning. One important aspect is the university's mutually beneficial partnerships with its external communities in the form of international networks. Over the last few years, UWK has successfully continued its strategy of increasingly anchoring its research in national and international networks and aligning it to the European Research Area. UWK is also part of the University Network on Social Responsibility which sees itself as a competence and exchange platform for the promotion of civil society engagement of students and higher education institutions. The University Network on Social Responsibility seeks to further social engagement of</p>	





students and universities and serves as a platform for communication, exchange, and sharing of competencies and knowledge. In a political role the network also takes a position on the current developments of education policies.

As a political actor, the Higher Education Network takes a stand on educational and higher education policy developments. Originating from an initiative in 2015, the Austrian Network for Higher Education Research (AHERN) has become the most important exchange forum in the context of higher education research in Austria. Over the past few years, more than a hundred university researchers working in Austria have participated in it and use it for exchange and networking in the field. The network is open to all interested parties who conduct research on higher education topics, be it on the system, institutional or actor level, and thus contribute to further development in this field.

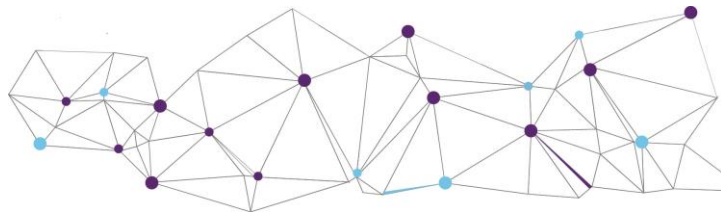
As a degree-awarding university, UWK has a high level of responsibility for the quality of study programs offered in cooperation with other organizations. External cooperation partners in jointly offered courses are evaluated on a continuous basis. By conducting internal audits, UWK aims to verify compliance with the formal quality standards of cooperative programs. The audits are carried out according to the guideline “*Internal Audit of Cooperation in Teaching and Studies at the University for Continuing Education Krems*”. The Rectorate or dean of a faculty can request an audit of courses that are offered in cooperation with external communities which is carried out by the quality management and results in an audit report. The audit reveals potential for improvement; both the university and community partners receive the results. Courses are then adopted in accordance with students’ and community partners’ feedback. The research promotion agency of the federal state of Lower Austria (Gesellschaft für Forschungsförderung NÖ) also evaluates courses at UWK.

Moreover, UWK includes community groups on university bodies that make key decisions about community engagement activities. The university council, scientific advisory boards and advisory boards for study programs include external stakeholders. According to the University Act, the inclusion of representatives of community groups in the university council is a legal requirement: § 21(3) states that members hold responsible positions in society; in particular, in science, culture or business; and contribute to the achievement of the goals and tasks of the university based on their outstanding knowledge and experience. Members of the respective university or the responsible federal ministry are not eligible. Members of the federal government or of a provincial government, members of the National Council, the Federal Council or any other general representative body and functionaries of a political party may not be appointed to the university council. Any activity within the last four years in one of the aforementioned functions also precludes a position as a university counsellor.

- See Appendix Practice #25 Curriculum Design

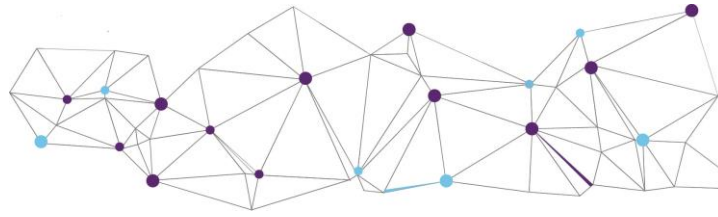
Estimate of achieved level (1-5)

4



*Sub-dimension V.2. The university makes learning and research resources accessible to its external communities.*

Levels of engagement	
The university makes learning and research resources open and accessible to its external communities...	
Level 1	... by making educational materials open to the public via downloads and videos and by allowing open access to selected research.
Level 2	
Level 3	... by organizing regular public events targeting the university's external communities (e.g., science festivals).
Level 4	
Level 5	... and can demonstrate that external communities make regular use of the university's educational/research resources.
Achieved level and conclusions (300 words per sub-dimension)	
<p>In its "Open Access Strategy", the University for Continuing Education Krems explicitly encourages its researchers to publish their scientific work through Open Access. If the publication in Open Access journals is not covered by project funds, the publication costs can be applied for as funding at the Research Service. The "IP and Exploitation Strategy" of the University for Continuing Education Krems aims to support the transfer of research results into the economy and society.</p> <p>In the next development plans and performance agreements, UWK will put an emphasis on creating and providing Open Educational Resources.</p> <p>There are several events at which UWK invites different groups to the university, just to name a few:</p> <ul style="list-style-type: none"> <li>• The <i>Long Night of Research</i> aims to present science and research in an innovative, understandable and entertaining way with free admission. The spectrum ranges from pre-scientific work at schools to cutting-edge research, from basic research to lead projects of application-oriented research and successful innovations from companies. The Long Night of Research is held every two years on the same date throughout Austria and has become a fixed point for the open dialogue between science and society. The University for Continuing Education Krems regularly participates in this event with contributions from all branches of science, which includes stations on individual topics and projects, guided tours through laboratories, hands-on stations for children and lectures on societally relevant issues.</li> <li>• Pupils and their teachers from secondary schools use the national action day <i>Girls' Day</i> to visit the University for Continuing Education Krems. Female executives of the university report on career opportunities at universities and let them look over their shoulders at work. In addition, the interested young people are also allowed to lend a hand themselves. Working under a microscope, in the light lab and in the Service Center for Digital Teaching and Learning, they are able to experience everyday working life first-hand and test their own skills.</li> <li>• The <i>Symposion Dürnstein</i> provides space for scientific discourse and networking. Its goal is to engage with a broad audience outside of academia.</li> </ul>	



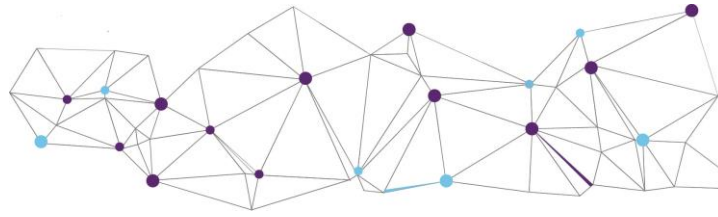
- The *SDGs WalktheTalk 2021* is a day dedicated to the SDGs & Sustainability at the university. The target groups are university staff members and the event provides information, exchange and networking possibilities.
- **See Appendix Practice #23 Students' profile**

Estimate of achieved level (1-5)

4

*Sub-dimension V.3. The university has facilities and services that are jointly managed and/or accessible to its external communities.*

Levels of engagement	
The university has facilities and services that are ....	
Level 1	... accessible to the public, but rarely used by the non-university community.
Level 2	
Level 3	... accessible to the public, widely promoted and regularly used by the community.
Level 4	
Level 5	... jointly owned, shared, managed with relevant community groups and are regularly used by the community.
Achieved level and conclusions (300 words per sub-dimension)	
<p>To support the parents' work-life balance, children are cared for in mixed-aged groups, ages 1.5 to 6 years old, in the day care facility inside the old building on Campus Krems. Staff members of UWK and its cooperative partners may register their children there.</p> <p>UWK cooperates with the Benedictine monastery Göttweig and is allowed to use two rooms in the so-called castle for 90 days a year. The facilities at UWK (seminar rooms, lecture hall etc.) can also be used by community partners (e.g., the City of Krems or organizations) for vernissages or networking meetings. Represented by the many events that are held annually, it can be argued that the facilities are frequently used by the communities.</p> <p>National meetings of the Austrian Students' Union have been held at UWK. Some facilities, such as the University Library or the cafeteria, are shared by three different HEIs on the campus. In this way, HEIs do not only share resources, but have also more possibilities to interact regularly. External (non-matriculated) users can use the licensed databases in the University Library. The University Archive of UWK sees itself as a service institution open to all organizational units, university staff members and interested members of the public.</p> <p>UWK holds a one-third stake in WasserCluster Lunz – Biologische Station GmbH. WasserCluster Lunz is located in a scenic area of Lower Austria and has had two buildings equipped with modern seminar rooms and laboratories since September 2011. The space available in Lunz am See is particularly suitable for workshops and teaching modules that are enhanced by being held in a location close to nature; such as team building, strategy workshops, etc., or modules in the summer months. The seminar rooms in Lunz can be used by students and staff of the</p>	



three partner universities (UWK, the University of Natural Resources and Life Sciences and the University of Vienna).

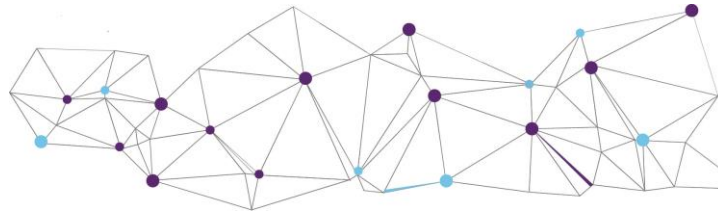
- See Appendix Practice #21 University Network on Social Responsibility
- See Appendix #24 SDGs WalktheTalk 2021

Estimate of achieved level (1-5)

4

*Synthesis: Community engagement heatmap for Dimension V: University management (partnerships and openness)*

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement					X	Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed			X			Lower: needs of labour market and industry Higher: 'grand challenges' (e.g., climate, social justice)
Communities engaged with				X		Lower: well-resourced partners (e.g., businesses) Higher: low-resourced partners (e.g., schools, NGOs)
Institutional spread				X		Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability			X			Lower: engagement through short-term projects Higher: engagement institutionalized, adequate funding
<p>UWK is firmly embedded in the society and has strong bonds with external community partners. By supporting professionalisation, there is also a focus on the needs of the labour market and industry, even though every course also encompasses elements that address socially relevant questions.</p> <p>While there is not much institutionalized support for the coordination of community engagement activities, most of the initiatives are bottom-up and developed by highly engaged academic staff.</p> <p>Some of the community partners would not necessarily fall into the category "low-resource partners". However, all departments at UWK are interconnected with communities outside their institution. As many projects at UWK are third-party funded, some projects are not institutionalized but depend on further resources in order to be pursued further.</p>						

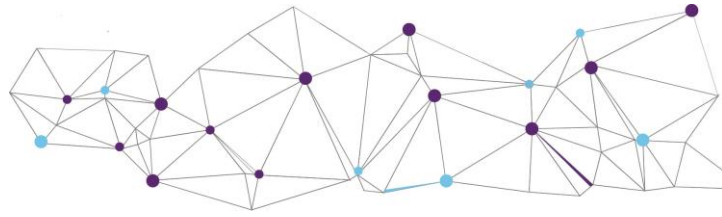


## DIMENSION VI. UNIVERSITY MANAGEMENT (POLICIES AND SUPPORT STRUCTURES)

*Sub-dimension VI.1. The university provides support and/or incentives for community engagement achievements by its staff, students and external communities.*

Levels of engagement	
<b>The university provides support and/or incentives for community engagement ...</b>	
Level 1	... through occasional statements relating to the relevance of community engagement to the societal needs of university's external communities.
Level 2	
Level 3	... regular and/or structured efforts to increase the visibility of achievements of the university's community engagement (via web sites, social media and/or through a dedicated office/body).
Level 4	
Level 5	... by providing formal recognition/awards for community engagement and/or through high-profile conferences or media promotion.
<b>Achieved level and conclusions (300 words per sub-dimension)</b>	
<p>The university supports its staff to engage with society, but more incentives could be in place. Thus, any form of formal recognition or awards are not institutionalized yet. Even though the visibility of achievements exists e.g., through communicating the research results and transferring knowledge to the society, concrete guidelines for recognising community engagement are needed.</p> <p>In 2021, there was a university tender for addressing SDGs and sustainability in research or teaching for the first time. The major challenges of our time require new thinking and new approaches, including working on solutions in (interdisciplinary and transdisciplinary) teams. Disciplinary, interdisciplinary and transdisciplinary teams had the possibility to submit projects which addressed one or more of the 17 SDGs and showed societal effectiveness as one of its goals for the transformation to a more sustainable society.</p> <ul style="list-style-type: none"> <li>• See Appendix #27 Karriere_Mentoring</li> </ul>	
Estimate of achieved level (1-5)	<input type="text" value="3"/>



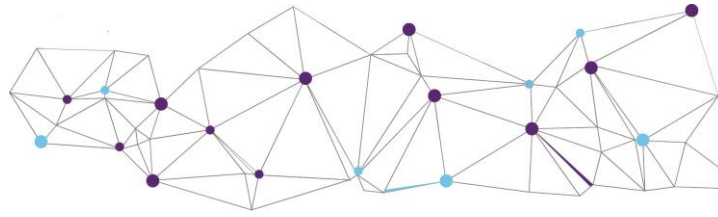


*Sub-dimension VI.2. The university has a support structure (e.g. committee, office or staff) for embedding and coordinating community engagement activities at the university level.*

Levels of engagement	
There is a university structure that addresses/ supports community engagement in the form of...	
Level 1	... a working group or advisory body that covers “university engagement” in its broadest sense (Third Mission, business engagement, civic role, etc.)
Level 2	
Level 3	... a university committee specifically focused on improving university-community engagement.
Level 4	
Level 5	... a high-level university body incorporating community partners to jointly oversee and plan community engagement activities.
Achieved level and conclusions (300 words per sub-dimension)	
<p>There is no separate university body incorporating community partners which jointly oversees and plans community engagement activities. However, there are specialized centers with overviews of the research activities, activities at the level of teaching and learning, etc. The quality assurance evaluates activities and cooperation at UWK on a continuous basis. In addition to verbal feedback, all modules are evaluated by students. The alumni survey has been conducted annually since 2009. Starting at the end of each year, all graduates of the previous year are invited to take part in a 20-minute online survey.</p> <ul style="list-style-type: none"> <li>• See Appendix Practice #28 IP and Exploitation Strategy</li> </ul>	
Estimate of achieved level (1-5)	1

*Sub-dimension VI.3. The university has staff development policies (e.g recruitment, tenure, promotion) that include community engagement as a criterion.*

Levels of engagement	
University policies relating to recruitment, tenure and promotion...	
Level 1	... do not yet include evaluation criteria specifically related to community engagement.
Level 2	
Level 3	... include evaluation criteria specifically related to community engagement, although not within the evaluation criteria relating to the categories research and teaching.
Level 4	
Level 5	... prioritise community engagement by providing additional weights for community engagement achievements in recruitment and evaluation processes, including within research and teaching.
Achieved level and conclusions (300 words per sub-dimension)	



Most research is application-oriented and engages with external communities; however, there are no special incentives for staff members to engage with society and this criterion is not considered in the promotion of academics. Additionally, UWK does not provide specific courses on community engagement for the personal development of staff members. However, other societally relevant courses on the following exemplary topics are offered on a regular basis for the continuing education and development of employees: resilience (support in case of mental stress), soft skills and social competences, first-aid courses etc.

Thus, community engagement is not explicitly mentioned in tenure and qualification agreements. There is also no separate criterion for promotion and recruitment. In the annual appraisal interview, however, social impact is taken into account as a guiding principle of UWK as the activities of the staff member should be assigned to the key principles, strategic goals or key strategies. The key principles are societal impact, innovation and quality. The strategic goals are high quality, well-developed research with a clear profile; being an attractive partner for scientific institutions and non-university partners; becoming the leading university for continuing education in Europe; intensifying research-driven teaching; providing a good balance between study, work and family; and achieving a higher percentage of women in leadership positions. Key strategies to achieve these goals include: the qualitative expansion of the life-phase-oriented study model with a focus on societal challenges; further development of quality management; further development for research in the institution-wide research fields; stronger consideration of digital transformation processes; further development and formalization of partnerships; the expansion of human resources and career development measures; the establishment of additional PhD programs; and the expansion of international activities.

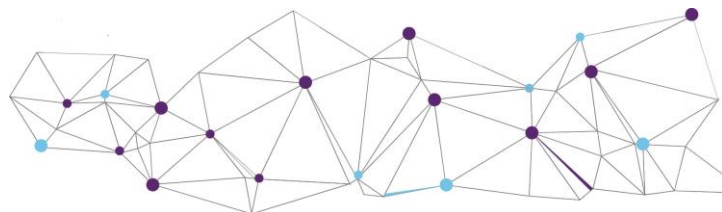
- See Appendix Practice #27 Karriere Mentoring

Estimate of achieved level (1-5)

1

*Sub-dimension VI.4. The university has a mission, strategy, leadership and (funding) instruments that specifically promote community engagement.*

Levels of engagement	
The university's mission, strategy and leadership ...	
Level 1	... indirectly support community engagement through a general reference to the university's role in addressing societal needs.
Level 2	
Level 3	... specifically emphasise the university's role in addressing societal needs and serving the local community (without specifically mentioning community engagement).
Level 4	
Level 5	... explicitly prioritise community engagement as within its mission and have concrete engagement initiatives in place.
Achieved level and conclusions (300 words per sub-dimension)	



In general, the university itself sets a strong focus on Third Mission activities. UWK contributes greatly to the social dimension by being a public university that admits professionally qualified students through an equivalence assessment and hence increases the social permeability.

UWK is thus a visible expression of the federal government's lifelong learning strategy as well as for more inclusive access to and broader participation in education and therefore also sees itself obliged to make its own research and development contributions coherent to this. Research at UWK identifies continuing training needs at an early stage to address societal challenges. The "National strategy on the social dimension in higher education", published by the Federal Ministry of Education, Science and Research is anchored in all core documents; thus, staff members at UWK are well-informed about the overall mission of the university.

- See Appendix Practice #26 Green Drive

Estimate of achieved level (1-5)

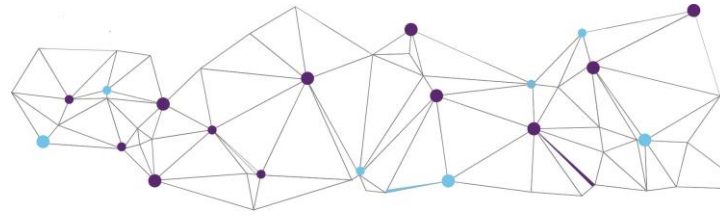
3

### Synthesis: Community engagement heatmap for Dimension VI: University management (Policies and support structures)

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement			X			Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed			X			Lower: needs of labour market and industry Higher: 'grand challenges' (e.g., climate, social justice)
Communities engaged with				X		Lower: well-resourced partners (e.g., businesses) Higher: low-resourced partners (e.g., schools, NGOs)
Institutional spread			X			Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability		X				Lower: engagement through short-term projects Higher: engagement institutionalized, adequate funding

In line with the understanding of its importance to the social and economic development of society, UWK has comprehensively embedded the Third Mission approach as a cross-cutting theme. The specialized laboratory equipment and measurement technology enable applied research on issues of high societal relevance in the sense of Responsible Research. Numerous research projects with a transdisciplinary character are carried out with partners from industry, governmental organizations, society and beyond.

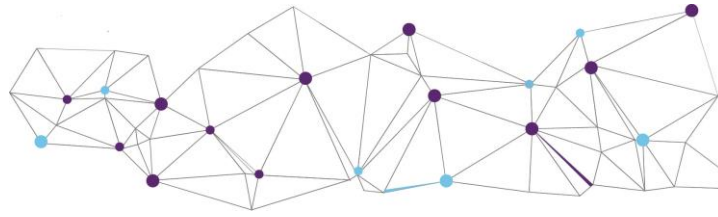
According to the self-conception of Third Mission, a thriving development of society and the natural environment can only be ensured if transdisciplinary dialogues are conducted with different societal target groups in the sense of mutual learning and comprehensive knowledge integration. With its guiding principle of societal effectiveness, the university contributes to raising public awareness of the need for change in complex societal, ecological, and economic systems on the one hand; and to creating foundations for evidence-based policymaking for the benefit of society on the other. Participatory formats are an essential component in the teaching-led research within the university's master's programs.



## DIMENSION VII. SUPPORTIVE PEERS

*Sub-dimension VII.1. The university has prominent academic staff members that have a strong track-record of community engagement and that advocate its further advancement.*

Levels of engagement	
<b>Academic staff at the university play a prominent role in advocating and advancing community engagement and have a strong track-record of community engagement...</b>	
Level 1	... in at least one university department.
Level 2	
Level 3	... in several university departments.
Level 4	
Level 5	... in most university departments.
Achieved level and conclusions	
<p>Academic staff at UWK play a prominent role in advocating and advancing community engagement at several university departments.</p> <ul style="list-style-type: none"> <li>Experts at UWK continuously contribute to COVID discussion and provide vaccination clarification (e.g., Gerald Gartlehner) to disseminate unbiased, evidence-based fact-checks of popular health myths and health claims in comprehensible language to the public.</li> <li>Peter Filzmair is a political science expert who regularly analyzes elections and political events in Austria and communicates his analyses via print media or radio as well as television.</li> <li>Ulrike Guérot is a political thinker and Founder and Director of the European Democracy Lab (EDL). She is one of the most established specialists in the German-speaking world on European matters. The political scientist and publicist has been, among other things, professor of European politics and democracy research at UWK.</li> </ul> <p>We assessed the prominence of academics with regard to community initiatives, prominence in media regarding regional, national and international issues, and awards for their commitment to community engagement.</p> <p>Gerald Gartlehner is one of the leading experts in the Corona debate in Austria and has always been consulted on policy decisions, appeared in news reports and has been highly quoted in the media as well as in professional journals. In addition to the international recognition by Clarivate, Gerald Gartlehner received the NÖN Leopold Prize 2021 in the category of science. The prize was awarded to him for his preparation of information on the Corona pandemic and for his work in evidence-based medicine in Austria.</p> <ul style="list-style-type: none"> <li><b>See Appendix Practice #30 Medizin-transparent.at –Communication of Covid-related myths and facts to the public</b></li> </ul>	



Estimate of achieved level (1-5)

3

*Sub-dimension VII.2. The university's academic staff are acceptive of the idea of university-community engagement and of the value and rigour of community-based teaching and research.*

#### Levels of engagement

##### Academic staff both within and outside the unit(s) where community-engaged activities are organized ...

Level 1	... have little understanding and/or express little support for community-based teaching or research.
Level 2	
Level 3	... express limited support for community-based teaching or research.
Level 4	
Level 5	... express strong support for community-based teaching or research and recognize the value and rigour of community-based teaching and research.

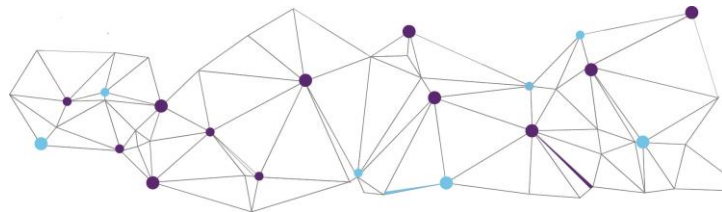
#### Achieved level and conclusions

Academic staff express strong support for community-based teaching and research; however, there could be more institutional support, recognition and incentives.

- See Appendix Practice #31 Gesellschaft für Forschungsförderung NÖ
- See Appendix Practice #32 Austrian Higher Education Research Network (AHERN)

Estimate of achieved level (1-5)

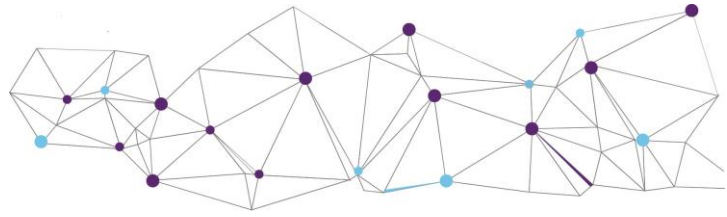
4



### Synthesis: Community engagement heatmap for Dimension VII: Supportive peers

Characteristics of engagement	Heatmap level					Heatmap levels criteria
	Lowest level				Highest level	
Authenticity of engagement				X		Lower: superficial; no evidence yet of mutual benefits Higher: authentic; tangible benefits for communities
Societal needs addressed					X	Lower: needs of labour market and industry Higher: 'grand challenges' (e.g., climate, social justice)
Communities engaged with			X			Lower: well-resourced partners (e.g., businesses) Higher: low-resourced partners (e.g., schools, NGOs)
Institutional spread				X		Lower: only at one or two university departments Higher: across the entire institution
Institutional sustainability				X		Lower: engagement through short-term projects Higher: engagement institutionalized, adequate funding
<p>The extent to which a person engages with communities depends on the individual staff members; thus, there should be favourable structures to engage further. In some cases, a structured and systematic reflection of activities, their impact and possibilities to enhance them might be missing.</p> <p>In general, there are different terms in use such as "social dimension" or "social responsibility".</p> <p>The university's strength is that it has highly engaged staff that are present in the media and forming the public discourse about socially relevant issues such as the impact of the COVID-19 pandemic on society. Being specialized in lifelong learning and continuing education, the University for Continuing Education Krems has a good reputation in the society and professional environments and offers the opportunity for peers to engage in all stages of their personal and professional lives. Together with (external) lecturers, students, organizations, community bodies, etc., the university tackles 'real-life' problems and aims to develop practice-oriented approaches. The continuous exchange between these different players increases the engagement of individuals and communities.</p>						





### 3. SELF-REFLECTION

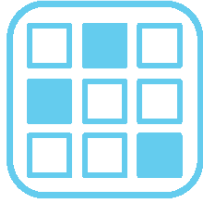
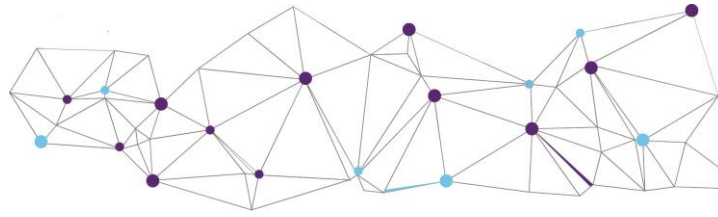
Based on the mapping report prepared above, a series of workshops and structured discussions were organized with stakeholders at the University for Continuing Education Krems. The purpose of the discussions was to ascertain whether the mapping report captured the reality of community engagement at the university; and to reflect upon both the achievements and the areas for improvement in terms of the university's community engagement.

The framework for the self-reflection was a so-called 'SLIPDOT analysis'. Developed by the TEFCE project, the SLIPDOT analysis follows the core structure of a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) but replaces the term 'Weaknesses' with two categories: 'Lower Intensity' and 'Potential for Development'. It re-frames opportunities and threats as not only being external (as in a SWOT analysis), but also as encompassing elements that are *internal* to the university, yet outside the control of community-engaged practitioners (meaning that they mostly refer to university management).

The participants of the SLIPDOT workshop were the following:

- Alexander Vacek
- Barbara Schwarz
- Sascha Rossmann
- Brigitte Hahn
- Attila Pausits
- Magdalena Fellner
- Franziska Lessky

The core team discussed the individual dimensions in terms of their level of social engagement according to the TEFCE toolbox with the following results:



## INSTITUTIONAL COMMUNITY-ENGAGEMENT HEATMAP

1 2 3 4 5

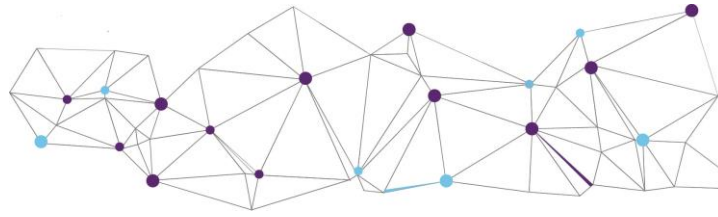


### Characteristics of community engagement

Dimensions of community engagement	Authenticity	Societal Needs	Communities	Spread	Sustainability
I. Teaching and learning					
II. Research					
III. Service/knowledge exchange					
IV. Students		N/A	N/A	N/A	N/A
V. Management (partnerships)					
VI. Management (policies)					
VII. Peer support					

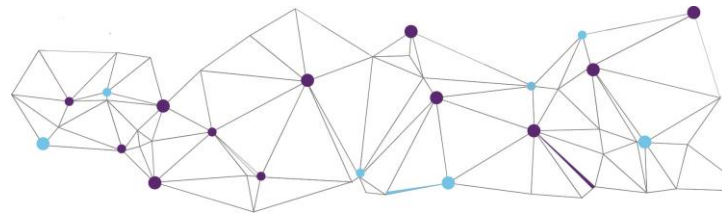
Following the mapping process, a peer learning visit took place at UWK involving discussions with visiting international experts, UWK staff, students, and local stakeholders (members of community organizations as well as members of the Federal Ministry).

The conclusions of the SLIPDOT analysis are presented below and provide a basis for further discussions about how to improve the community engagement at the University for Continuing Education Krems.



## 'SLIPDOT' ANALYSIS

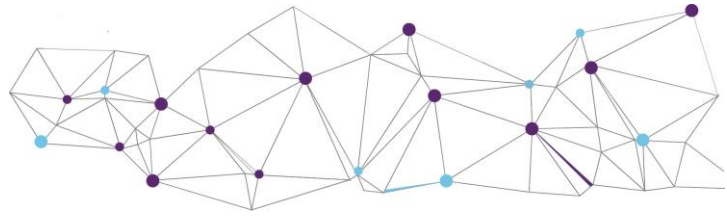
Areas of Strength	Areas of Lower Intensity	Areas with Potential for Development
<ul style="list-style-type: none"> <li>Teaching: academic continuing education</li> <li>Strategy is anchored at the institutional level</li> <li>Active peer interaction</li> <li>Involvement in teaching and learning processes (teachers, students)</li> <li>High level of networking between university and community in research and teaching</li> <li>Studying and teaching are strong areas</li> <li>Open access strategy</li> <li>Socially relevant study programs, strongly connected to societal demand</li> </ul>	<ul style="list-style-type: none"> <li>Student initiatives are relatively low due to their multiple requirements outside of the campus (e.g., in their workplaces) and due to the fact that they live off campus</li> <li>Student engagement in their private lives</li> <li>Little institutionalization at management level, apart from University Council</li> <li>More open events at the university - knowledge transfer to the group of non-students</li> <li>Opportunities for students to be involved in community engagement outside teaching settings initiated by UWK and students</li> </ul>	<ul style="list-style-type: none"> <li>Increased exchange with students regarding community engagement</li> <li>Engagement activities of students</li> <li>Social engagement initiatives with other HEIs on Campus and the City of Krems</li> <li>Staff development measures</li> <li>Create more awareness, more national and institutional guidelines &amp; recommendations</li> <li>Strengthen alumni, external appearance</li> <li>Stimulate Comm. Eng. through internal competition</li> <li>Knowledge transfer to blue-light organizations</li> <li>A self-coordinating body</li> <li>Raising awareness and creating spaces for critically reflecting on existing community engagement practices for students, external lecturers and researchers</li> </ul>
Opportunities		Threats



<p><u>Internal:</u></p> <ul style="list-style-type: none"> <li>• <i>Creating structures, higher visibility and appreciation of community engagement activities</i></li> <li>• <i>Support in counselling on the possibilities of financing a study program, special contact point</i></li> <li>• <i>Community Engagement as part of the performance agreement and UWK's mission statements</i></li> <li>• <i>Continuing education, adult learners</i></li> </ul>	<p><u>Internal:</u></p> <ul style="list-style-type: none"> <li>• <i>Challenging other issues (many changes of continuing education in the universities act)</i></li> <li>• <i>Stronger focus on internal teachers/loss of community connection</i></li> <li>• <i>Lack of incentives with no criteria involved in recruitment and promotion</i></li> </ul>
<p><u>External:</u></p> <ul style="list-style-type: none"> <li>• <i>Social Dimension of Higher Education in Continuing Education</i></li> <li>• <i>Best practice platform</i></li> <li>• <i>Exchange on research programs, calls, etc.</i></li> <li>• <i>Citizen Science Add-on for research projects</i></li> <li>• <i>Special awards for community engagement</i></li> <li>• <i>Sharing of experience in attracting third-party funding</i></li> <li>• <i>Developing a national policy on the community engagement of universities and addressing this topic in UWK's institutional development plan</i></li> </ul>	<p><u>External:</u></p> <ul style="list-style-type: none"> <li>• <i>Lack of national support programs</i></li> <li>• <i>Grand challenges overlay "everything"</i></li> <li>• <i>Covid as the core and dominant issue</i></li> <li>• <i>High dependence on third party funding in research</i></li> </ul>

## Strengths

- Under the strong effort that UWK takes towards Third Mission, community engagement is considered as an integral part of Third Mission.
- Study programs offered at UWK are true to the university's mission to innovate and confront current and future societal, technological and organizational issues. In this context, UWK's study programs are highly socially relevant and strongly connected to societal demands.
- UWK's co-location with other HEI partners (i.e., IMC University of Applied Sciences and Karl Landsteiner University) on the university campus offers an important opportunity to combine efforts at forging strong links with the regional and local communities. Although such partnerships may be hampered by academic competitiveness, there are opportunities for fruitful synergies. For instance, the possibility of a joint community engagement strategy, shared student community engagement initiatives, as well as jointly organized citizen science/outreach events. This thriving academic community at Campus Krems is uniquely positioned by its "glocal" perspective to respond to the societal needs of the region.
- Strong collaboration with federal ministry and local/regional stakeholders strengthens the universities community engagement.



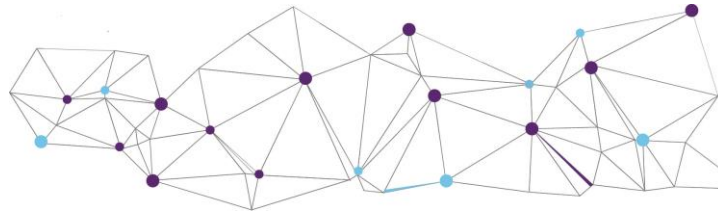
- Students can immediately apply their lessons learned within their working environment.

### *Areas of lower intensity*

- In general, the TEFCE Toolbox reveals a lack of evidence or overview of UWK's community engagement practices, the experiences of community partners and volunteering activities of students.
- UWK implements a lot of top-down strategies from the national government that tackle community engagement. Nevertheless, the institutionalization of community engagement at UWK can be further improved, for example, by creating a new position for a community engagement manager, etc.
- UWK could further improve regarding its bottom-up initiatives. Due to students' multiple requirements outside of university (most of the students study part-time and are working professionals) and the fact that they live off campus, there is a lack of overview on student initiatives outside the courses.

### *Potential for Development*

- A dedicated, fully resourced office or unit for "community engagement" could be established.
- A centralized database of community engaged academics and practices across the institution as a means of record/impact or referral for community-based organizations looking to collaborate on societal issues with the university.
- A community engagement strategy could be developed by UWK or co-created with neighbouring HEIs.
- There is a need to establish more profound theoretical underpinnings with regard to community engagement.
- So far, continuing education is not comprehensively considered in the Austrian scholarship system. Therefore, the tuition fees at UWK are a great deterrent for students from low socio-economic backgrounds and other minority groups with regard to applying for study programs at UWK. In individual cases, the head of department/course director is allowed to grant a scholarship after detailed justification. A more nuanced scholarship program is currently under development with an expected completion in 2022. Thus, the social dimension will be increasingly addressed in the future.
- A lot of community engagement initiatives of lecturers and students are already taking place at the course level. However, students live off campus, which is why we do not know about their community engagement outside university. Data should be collected about how they engage with communities outside of UWK (e.g., at their workplace or at their voluntary work) and we should consider how we can make their work more visible and strengthen their community engagement.



## Opportunities

### *Internal opportunities*

- Creating structures for strengthening community engagement at UWK and gaining a higher visibility as well as appreciation of community engagement activities of UWK's staff.
- Community engagement could become an integral part of the performance agreement between the Austrian government and UWK. In addition, community engagement could be more regularly highlighted in the UWK's mission statements.
- Knowing that the prison is located quite close to the campus and with the existing practices of cooperation, UWK could reconsider the idea of extending those existing practices to offer professional training to inmates.
- There is already a strong tradition of research and teaching with regard to future challenges and societal needs. Community engagement could become more integrated into these core activities at UWK.

### *External opportunities*

- Community engagement could become an integral part of funding schemes (e.g., Citizen Science Add-on for research projects) to strengthen community engagement activities through research projects.
- Sharing experiences and stories about community engagement practices at the individual or departmental level could be transferred onto an institutional one. Such stories could also be shared in the local media and the UWK's Upgrade magazine.
- Implementing an award system for community engagement activities.

## Threats

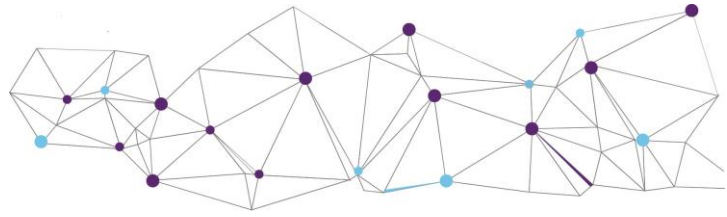
### *Internal threats*

- There is a lack of incentives for staff to strengthen their community engagement activities. Being passionate about and experienced in such activities is not a criterium regarding recruitment and promotion at UWK.
- Due to time constraints of university staff, it was sometimes difficult to reach out to staff members so they could provide information about their community engagement practices.
- Some elements of the Toolbox (e.g., the dimension "students") are a better fit for more 'traditional' universities than for UWK's unconventional institutional profile.
- A great deal already exists but is not yet institutionalized. Many projects are not yet clearly named as community engagement initiatives. Engagement in the SDG area is mainly voluntary and is recognized by the university, but only to a limited extent.

### *External threats*

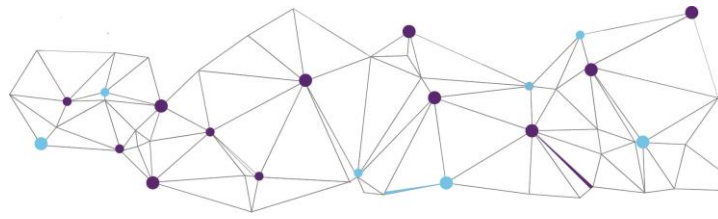
- One of the challenges identified at UWK is the imbalance between social responsibility and marketization. Furthermore, there is a tension between UWK's regional embeddedness and





responsibility for regional development; and its contribution to the global market to ensure its competitiveness.

- There are no national support programs that explicitly tackle community engagement and its related activities yet. However, there is room to manoeuvre in most projects.
- The trend towards community engagement is just starting to gain traction in German-speaking countries. In the meantime, specific positions (e.g., the community engagement manager at the Vienna University of Economics and Business) are being created.



## 4. INTERNATIONAL PEER-REFLECTION

### *SHEFCE PEER LEARNING VISIT: UNIVERSITY FOR CONTINUING EDUCATION KREMS (15-16 JULY 2021)*

#### **Peer reflection by visiting team**

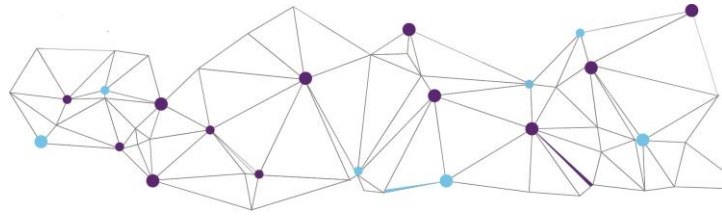
##### *1. Reflection on the concept of community engagement in the national context*

Based on the report and the discussions during the peer learning, the visiting team concludes that the element of national, local and institutional context is always crucial to take into account when discussing community engagement at different higher education institutions.

An initial challenge faced by the visiting team in contextualising community engagement in the Austrian context is both a linguistic and a systemic one. Firstly, in the German/Austrian linguistic context there appears to be no direct, accepted equivalent to the term ‘community engagement in higher education’. Simultaneously, in the area of higher education and research policy there is also no clear sense of where such a concept would belong. The closest terms were seen as being the following:

- Third Mission
- Knowledge exchange /knowledge transfer
- Societal impact
- Social responsibility
- Social dimension

In the view of the visiting team, there is no doubt that the concept of community engagement (as defined in the TEFCE project) fits well into the strategic context of the Austrian system. It interrelates with each of the terms mentioned above, although primarily most with the goals of knowledge exchange and societal impact (understood as going beyond merely economic impact), as well as in the context of Third Mission (understood as a notion of a third set of academic activities aimed at linking higher education institutions more closely with surrounding society). Future discussions about the framing of community engagement in higher education may result in translating/adapting the term in a way that is specific to the national context. The recommendation of the visiting team is that, in that process, it would be beneficial to keep the concept of ‘engagement’ in focus – i.e., about mutually beneficial, productive interactions. Otherwise, there is a risk that discussions may focus on ‘societal relevance’, which can be achieved without any interaction between the university and society but can still happen with the university as an ‘ivory tower’.



## 2. Reflection on the national and system-level context

Other elements such as history, culture, institutional frameworks and other traditions have a major impact on how a concept such as community engagement can be framed and understood. For example, the visiting team realised that there are many top-down policies at the higher education system level (including performance agreements, nationwide practices and initiatives) that steer higher education institutions' own policies and practices. For example:

- Nationwide practices such as children's universities and science nights
- Policies related to the social dimension of higher education (with measures for more inclusive universities)
- Widespread links between universities and companies and structures to make such connections

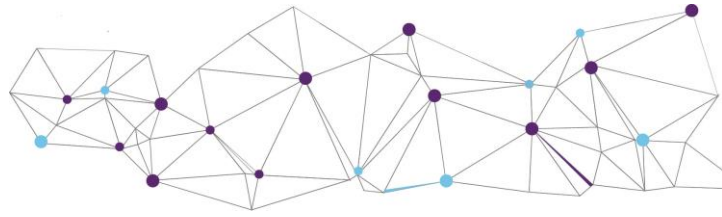
The interpretation of the visiting team based on the discussions with the UWK teams was that in Austria there is a well-functioning, trust-based relationship between national authorities in higher education and universities, resulting in the wide acceptance and implementation of national policies at the level of universities. In this case, there was less of a sense (as in some other countries) that universities carry out community engagement primarily as a proactive response to *local/regional* needs, often without any steering, guidance or support from the national level; or, as is the case in some countries, that academics and students carry out community engagements without any institutional support.

The question that remained for the visiting team was the extent to which UWK carries out community engagement activities that *go above and beyond* schemes that are steered, supported and encouraged at the national level. For instance, based on university-led activities responding to local/regional/national needs?

## 3. Reflection on the local and institutional context

The territorial element of where the university is located – whether it's a small or big location, socioeconomically developed or not developed, etc - influences what kind of engagement can take place or is likely to take place. It was clear from the peer-learning visit that UWK makes connections with local stakeholders in a range of initiatives and projects. One main challenge, however, was identified: how does an institution maintain a location-based focus in a context where most staff and students don't live in the city of Krems?

But the institutional context that is most important in the case of UWK, is that the university has a specific profile that makes it markedly different from other universities in Austria; it is the only public university for continuing education. Its students are virtually all mature students (average age of 39), working professionals and not living near the university. These facts alone shift the debate about what kind of community engagement activities are likely to take place in such a context. Not having most of the (academic) staff and students, in both 'constructs' that shape the essence of community engagement, on



university campus and in the community (city/region) is clearly a very context-specific reality that needs to be taken into account when considering the future possibilities and challenges for community engagement.

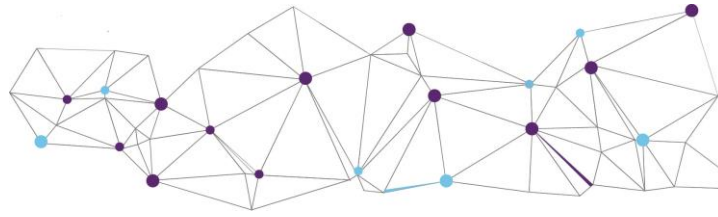
Despite its specific institutional profile, what was clear to the visiting team was that the university's mission, strategy and priorities were closely aligned with many core principles related to the Third Mission of higher education; in general, and specifically towards community engagement. The university refers to its goals as: 'addressing societal challenges', 'having a societal impact' and 'carrying out knowledge transfer'. The issue of the SDGs also seems highly prominent at the university. The visiting team got the impression that the university is quick to address societal challenges in both its study programs, and its research.

#### *4. Reflection on the level of community engagement and on good practices*

Some of the examples of community engagement that most struck the visiting team are highlighted below – noting that these are only for illustrative purposes, rather than as an assessment of being the 'best practices' of UWK.

- Teaching & learning: students. UWK links its programs to societal challenges and many students appear to have the opportunity to apply their learning to solving challenges for external partners. For example, business study students meet with local NGOs and develop PR campaigns for them; architecture students contributed to the reconstruction of buildings after an earthquake in Italy; educational studies students developed a handbook for linking schools and museums, and for an awareness campaign for mental health. Overall, since most students work, they are encouraged to apply their newly acquired knowledge to address needs of their organizations.
- Research: Service and Knowledge Exchange. UWK engages with a range of external institutions in joint initiatives, including with schools, museums, and prisons; and has facilities that are available to the community. A notable example is collaboration developed with the regional network of music teachers and music schools' leaders. They frequently participate in various tailored-made professional training sessions for educational leadership, all while utilizing the university facilities and the IT on campus for free. Another example is a collaboration with museums in the region where UWK stepped in as a creator of various apps for both the museum and the citizens themselves. The university also engages in scientific (or science-based) communication through a magazine that is co-created between academics and professionals.

Many of the practices described during the meeting were not featured in the report, so the visiting team would recommend including all those practices in the report (even as short descriptions of each practice, not necessarily as longer case studies). Generally, the report would benefit from a more narrative form, rather than a bullet-point form, in order to describe the types of practices that illustrate each sub-dimension.

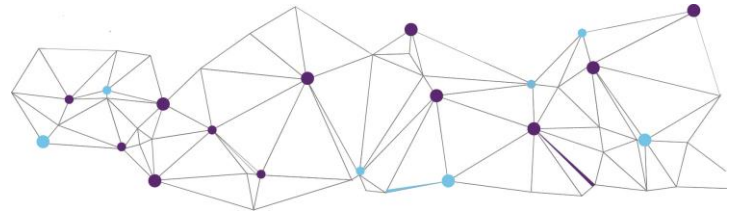


While UWK's commitment to addressing societal challenges and societal impact is clear, the key question that remained open at the end of the meeting was: to what extent do the practices at the university in cooperation *with* society address those societal needs or develop solutions *for* society? The latter is of course highly important, but according to the TEFCE framework, the higher levels of engagement correspond to closer forms of cooperation, co-determination and co-creation. The visiting team recommends that the UWK team re-examines some of its assessment scores in this light. In particular the sub-dimensions assessed as Level 5, to check whether this criterion is met based on the mapped practices; or whether there may still be space for improvement. For example, the inclusion of external lecturers is featured as evidence of a high level of community engagement. To confirm that assessment, it would be important to reflect on whether those external lecturers are really from *external* communities (e.g., business, public institutions, NGOs, etc) or whether they are still primarily from the *academic* community.

### 5. Reflection on identified challenges and potential opportunities

In addition to the challenges and areas for improvement defined in the UWK report, the peer reflection team would like to add the following points for consideration:

- Unique opportunity to map impact of learning on students' host organizations: Teaching and learning at the UWK is designed as a knowledge-exchange, and UWK primarily focuses on the improvement of the students' professional selves. Knowing that most of UWK students live around the globe, it would be really interesting (not to mention even important at some point) for the UWK to try to map what is going on in all those communities; where their students live and work and actually transfer the knowledge gained at the UWK. Due to such a particular context-specific institutional setting, the UWK might be effective within many different (external) communities, not necessarily local nor regional. In the context of building its institutional profile, it could be interesting for the UWK to reflect upon its possible impact in all those various and distant communities.
- Reimagine opportunities for community engagement among the student body: The nature of UWK's students (mature part-time students who are geographically dispersed working professionals) provides both unique challenges and opportunities in terms of building a community engaged student body. We recognize that without a co-located centralized student body, the university's student engagement with its community/region is restricted. Nevertheless, we see distinct value in the student demographic profile and suggest mobilising their wealth of prior knowledge, experience and networks in partnership with the community to generate mutual benefit. Reimagining the scope of community engaged practice (including online volunteering, fundraising, awareness raising, advocacy) may help to mobilise this broadly dispersed student group. In keeping with the co-creative and co-participative nature of student learning in UWK, there is great opportunity to be afforded to students
- The agency to choose and develop the types and forms of community engaged practices that they find inspiring (as well as professionally relevant) and form teams centered on developing these practices, which, in turn, could trigger student driven initiatives. Furthermore, the introduction of bachelor



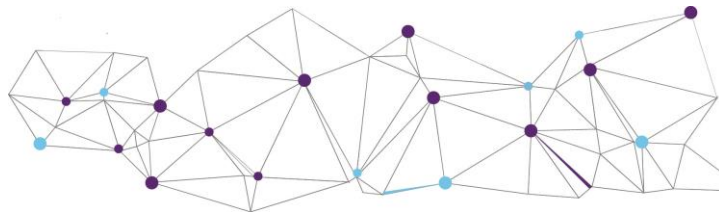
programs (both professional and continuing education) over the next two years may alter the demographic profile of students and present opportunities for greater community engagement.

- Collaborate with co-located higher education institutions on community engagement – UWK’s co-location with other HEI partners (i.e., IMC University of Applied Sciences and Karl Landsteiner University) offers an important opportunity to combine efforts at forging strong links with the region and community. Although such partnerships may be hampered by academic competitiveness, there are opportunities for fruitful synergies; for instance, the possibility of a joint community engagement strategy (mentioned by Attila), shared student community engagement initiatives, as well as jointly organized citizen science/outreach events. This thriving academic community at Campus Krems is uniquely positioned by its “glocal” perspective to respond to the societal needs of the region.
- Develop institutional support for community engagement: As noted by the UWK team, there is little institutionalization at management level for community engagement (apart from the university council). There are thus many opportunities to improve this situation. Firstly, a dedicated, fully resourced office or unit for “community engagement” (or a similar term that fits with the national context without compromising what is meant by community engagement) could be considered. Secondly, a centralized database of community engaged academics and practices across the institution could be developed as a means to record/impact; and for referral for community-based organizations looking to collaborate on societal issues with the university. Thirdly, a community engagement strategy could be developed by UWK alone or co-created with neighbouring HEIs, as mentioned above.
- Other notes of the visiting team: One of the areas of potential for development in the mapping report, defined by the UWK piloting team, is - “Stimulate Community Engagement through internal competition”; following some of the core TEFCE principles, and dedicated to the idea of the TEFCE Toolbox not becoming (another) means for competition in academia, the visiting team highly recommends the UWK piloting team reconsider if this particular recommendation can be re-visited and re-framed outside the competition ‘field’.
- One of the challenges identified was the balance between the regional embeddedness and responsibility in the Danube region with the global market; due to a very strong international focus of the UWK, it takes its academic pillars outside of their intermediate external communities and region; hence, there is a need to balance social responsibility and marketisation.
- Knowing that the prison is located quite close to the campus, and given the existing practices of cooperation, the visiting team recommends that the UWK piloting team consider again the idea of extending those existing practices to offer professional training to inmates (of course, if the normative environment allows for such a collaboration).

## 6. Reflection on value of the TEFCE Toolbox

The feedback of the UWK team indicates that the TEFCE Toolbox *process* was seen as a positive experience for UWK, with the particular benefits being that they had an interdisciplinary core team involved. The main





process challenge for UWK was related to time (UWK team members have many other obligations and projects) and to motivating staff members to take part and provide their practices. A conclusion was that having a vice-rector involved from the beginning could have added more weight and momentum to the process.

The outcome of the TEFCE Toolbox was seen as positive: it has allowed UWK to frame its activities in a new way and to gain a better understanding of the range of ways in which it engages with its external communities. The resulting report was also identified as a valuable result that can further inform the university strategically.

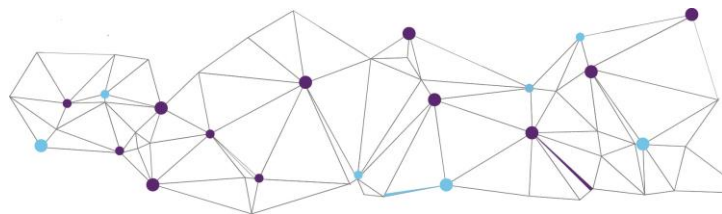
The UWK team did note, however, that the unique profile of UWK means that they also had challenges in adapting or applying some of the Toolbox sub-dimensions to UWK. The UWK team felt that some of the elements of the Toolbox were a better fit for more ‘traditional’ universities than for UWK’s unconventional institutional profile. The visiting team concluded the following:

- The TEFCE Toolbox is intended to be a flexible framework that can be applied in a broad range of institutional and socioeconomic contexts. In that sense, the SHEFCE project should consider how to further strengthen the context-specific nature of the framework to ensure that institutions do not feel constrained by the Toolbox. One idea could be by making the scoring of certain sub-dimensions optional (instead of replacing them by narrative reflections).
- Overall, the visiting team felt that the TEFCE Toolbox ultimately does ‘work’, even in the context of UWK, since it opened an interesting discussion about the university’s framing of its interaction with society; provided an insight into good practices; and helped identify open questions and potential for improvement.

### *7. Reflection on value of the peer-learning visit*

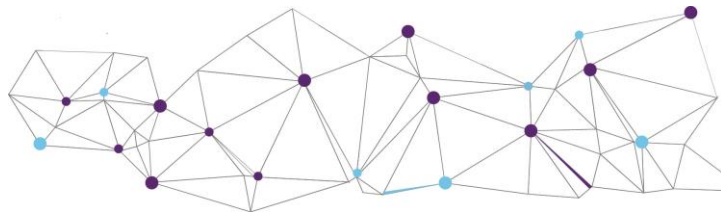
As a result of the peer-learning visit the team gained invaluable insight into how community engagement takes place at UWK. This insight would be incomplete if it were limited to a review of an institutional report. The particular value of the visit, especially its focus group discussions, is that it allowed the visiting team to gain new knowledge of the extent to which community engagement activities are diverse, especially in different national, local and institutional contexts. Structuring the discussions according to 4-5 thematic blocks (with the help of the Mural tool) further helped in providing a clear framework for discussion.

The hosting UWK team also confirmed the value and mutual benefits of the peer-learning visit: the process of discussing the report and receiving peer reflections provided the hosts with a better understanding of the context-specific ways in which community engagement can take place; a better understanding of the process of assessing an institution’s level of community engagement; and its potential for improvement.



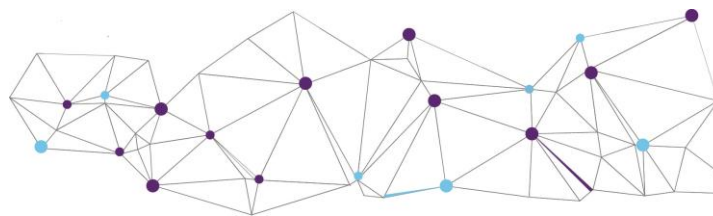
### Members of the peer-reflection team

1	Betts	Alícia	University of Girona	International Strategic Projects
2	Brophy	Martina	Technological University Dublin	Research Assistant, College of Business
3	Cayetano I Giralt	Marta	Association of Catalan Public Universities	Communications Officer
4	Cooney	Tom	Technological University Dublin	Professor of Entrepreneurship, College of Business
5	Culum Ilic	Bojana	University of Rijeka	Associate Professor, Faculty of Humanities and Social Sciences
6	Dusi	Davide	Ghent University	Postdoctoral Researcher, Centre for Higher Education Governance Ghent
7	Farnell	Thomas	Institute for the Development of Education	Higher Education Policy Expert
8	Feliu	Jaume	University of Girona	Delegate of the rector for Territory and Sustainability
9	Iglesias Vidal	Edgar	University of Girona	Assistant Professor, Department of Pedagogy
10	Planas	Anna	University of Girona	Associate Professor, Department of Pedagogy
11	Skledar Matijević	Ana	Institute for the Development of Education	Higher Education Project Manager










### Members of UWK hosting team

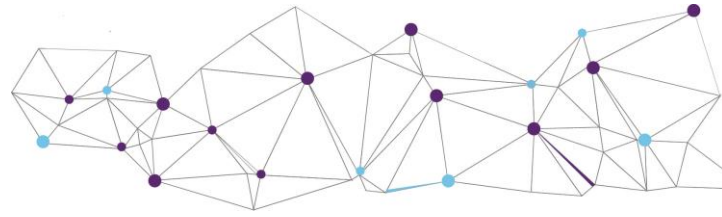
1	Campbell	David	University for Continuing Education Krems	Research assistant, Department for Higher Education Research
2	Doppler	Elisabeth	Austrian Federal Ministry of Education, Science and Research	Division “Evidence-based higher education development”
3	Fellner	Magdalena	University for Continuing Education Krems	Research assistant, Department for Higher Education Research
4	Hahn	Brigitte	University for Continuing Education Krems	Office for Quality Management and Teaching Enhancement
5	Keplinger	Maria	Austrian Federal Ministry of Education, Science and Research	Head of Division “Evidence-based higher education development”
6	Krych	David	University for Continuing Education Krems	Office for Research Services
7	Lessky	Franziska	University for Continuing Education Krems	Research assistant, Department for Higher Education Research
8	Pausits	Attila	University for Continuing Education Krems	Professor, Department for Higher Education Research
9	Reisky	Florian	University for Continuing Education Krems	Research assistant, Department for Higher Education Research
10	Rossmann	Sascha	TU Graz	Student of “Higher education management”
12	Schwarz	Barbara	Gesellschaft für Forschungsförderung NÖ	Head of Gesellschaft für Forschungsförderung
13	Tronner	Roman	University for Continuing Education Krems	Scientific Editor - Communication and Editorial Office
14	Vacek	Alexander	University for Continuing Education Krems	Faculty Representative



## APPENDIX: CASE STUDIES

**Selection criteria for evidence collection:** representative examples, different disciplines, TEFCE definition of community engagement

 <b>I. Teaching and Learning</b>	 <b>II. Research</b>	 <b>III. Service and knowledge exchange</b>	 <b>IV. Students</b>	 <b>V. Management (partnerships and openness)</b>	 <b>VI. Management (policies and support structures)</b>	 <b>VII. Supportive peers</b>
1 Renovation and Revitalization	5 Building Inclusive Urban Communities (BInUCom) & Building Resilient Urban Communities (BReUCom)	10 The Archives of Contemporary Arts	16 Green Campus Krems	20 InnoMOB – Innovative mobility concepts for large-volume residential construction	26 Green Drive	30 Medizin-transparent.at – Communication of Covid-related myths and facts to the public
2 Advanced Nursing Practice	6 Developmental tissue engineering model of endochondral ossification for bone regeneration	11 Research Report	17 Internship in the Master in Research and Innovation in Higher Education (MARIHE)	21 University Network on Social Responsibility	27 Karriere_Mentoring	31 Gesellschaft für Forschungsförderung NÖ
3 External lecturers as a bridge to the community	7 CoCoDe: Continuing Education in preventing Cognitive Decline and Dementia	12 Long Night of Research	18 Mental health	22 UniNetZ	28 IP and Exploitation Strategy	32 Austrian Higher Education Research Network (AHERN)
4 Project work	8 Digitalizing Youth Politics	13 Symposium Dürnstein	19 Alumni Club	23 Students' profile	29 Campus Sport	
	9 Telephone Emergency Service 142 ("TelefonSeelsorge") during the COVID-19 Pandemic	14 magazine upgrade		24 SDGs WalktheTalk 2021		
		15 Operation Dementia		25 Curriculum Design		



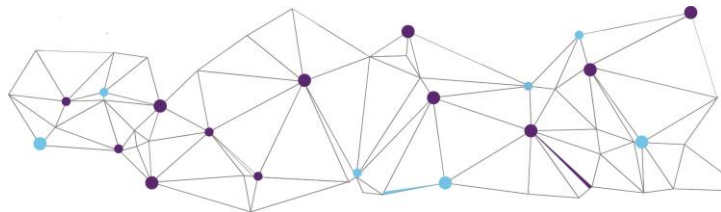
## I. Teaching and Learning

### Practice 1: Revitalization concepts

Case study provided by: Susanne Prix, Team Center for Architectural Heritage and Infrastructure

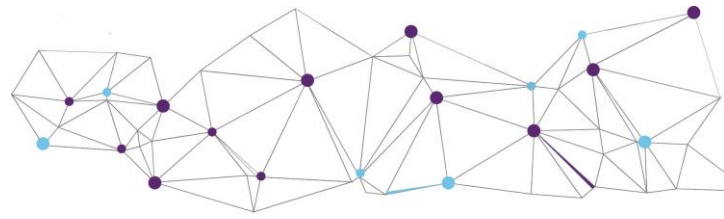
#### 1. Description of community engagement practice

<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>In this module, which takes place in Abruzzo (Italy), students analyze construction errors and weaknesses of structures in earthquake regions. They accompany and professionally discuss measures for their prevention.</p> <p>Understanding local conditions and including the needs of the people affected in the proposed solutions are essential parameters for successfully planning a project during the group work in the module.</p>
<i>What are the main goals of the practice?</i>	<p>The aim of the project week is to develop the students' ability to create projects with the inclusion and consideration of interdisciplinary points of view. This module includes three overarching goals:</p> <ol style="list-style-type: none"> <li>1) The increase of competences: "Learning by doing"</li> <li>2) Collaborative problem solving</li> <li>3) Doing something useful and good for society</li> </ol>
<i>What are the main activities?</i>	<p>Today, high-quality preservation of existing structures and infrastructures is the main challenge facing the building sector. The Center for Architectural Heritage and Infrastructure dedicates its teaching and research activities to balancing the conflict between architectural and cultural heritage preservation on the one hand; and to ecological, economic and usage-specific requirements on the other. Energy optimization; construction technology; cost effectiveness aspects versus authentic and dignified building; and site preservation must be carefully weighed based on painstaking analyses before new, sustainable, strategic preservation and conversion concepts can be developed; and ultimately implemented.</p>
<i>Who is organizing the practice?</i>	<p>Center for Architectural Heritage and Infrastructure</p>
<i>Who initiated it?</i>	<p>Center for Architectural Heritage and Infrastructure</p>



<b>Web link</b>	<a href="https://www.donau-uni.ac.at/en/studies/renovation-and-revitalization.html">https://www.donau-uni.ac.at/en/studies/renovation-and-revitalization.html</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	Particularly important is the transdisciplinary exchange and cooperation between students, who will learn from each other and establish project-related communication in this professionally supervised project work.
<b>2. Support for community engagement</b>	
<b>How does the university support this community-engaged practice?</b>	The module “Revitalization concepts” is part of the course on "Renovation and Revitalization". Students receive 6 credits for this module.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	
<i>Is it a continuous or a ‘one-off’ collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	
<b>How do partners from the community support and value this practice?</b>	
<b>How do your peers and students support and value this practice?</b>	Students value the interdisciplinary collaboration with participants such as architects, engineers, property developers, urban planners, conservationists, builders, building contractors, facility managers, property owners, business consultants, real estate owners, representatives from niche disciplines in the construction industry, traffic planners and senior communal employees.



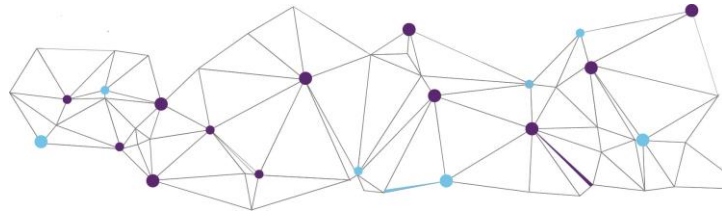


## Practice 2: Advanced Nursing Practice

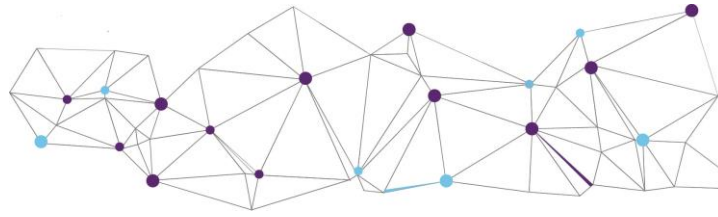
Case study provided by: Martina Kuttig, Department for Health Sciences, Medicine and Research

### 1. Description of community engagement practice

<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>The internship in nursing practices encompasses 120 hours. 100 hours are completed within the clinical nursing practice (according to the chosen specialization) and 20 hours are used for reflection on the learning experience via the electronic logbook. The internship can be realized in different institutions (practical hopping). Nursing instructors in training must also teach 120 hours supervised in Austria or abroad at nursing schools, universities, etc. Through the practical training the community partners gain new insights and receive up-to-date (research) results in the special field.</p>
<i>What are the main goals of the practice?</i>	<p>Getting to know the practice by repeated reflection are in the foreground. Bedside teaching is based on the practical implementation of the nursing process. The nursing experts provide targeted guidance in the relevant nursing departments in terms of documentation, diagnostics, therapy, and the evaluation of the nursing results achieved.</p>
<i>What are the main activities?</i>	<p>Work shadowing, i.e., an internship in which students accompany a nursing expert in a specific area like a shadow; is primarily about observing, gathering impressions, asking questions, analysing practical problems and treatment patterns from a medical perspective; and interpreting or evaluating it from a nursing science perspective.</p> <p>There are two exemplary outcomes of the SL project:</p> <ol style="list-style-type: none"> <li>1. The diagnosis of a nurse is double checked by another nurse (double-check)</li> <li>2. Wound manager provides documentation in electronic form for peer review and consultation.</li> </ol>
<i>Who is organizing the practice?</i>	<p>OTOC (one to one coaches) must show a lot of professional expertise. It is an honour to be chosen as a coach - it means they are a highly qualified person. They are then allowed to distinguish themselves as such in their professions.</p>
<i>Who initiated it?</i>	



Web link	<a href="https://www.donau-uni.ac.at/de/studium/advanced-nursing-practice.html">https://www.donau-uni.ac.at/de/studium/advanced-nursing-practice.html</a>
How is the community/target group with which you engage involved in the implementation of this practice?	
<b>2. Support for community engagement</b>	
How does the university support this community-engaged practice?	About 90% of nurses' knowledge is based on trial and error, but only 10% is evidence-based. Most of their practical knowledge stems from real experiences, but it is not validated in a formal way as such. Research should show that there are also many (non-academic) specialists in the field who have acquired first-hand experiences in health medicine with high quality and reliable outcomes. This expertise must be recognized and documented as well.
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	
Does the practice fit in a broader strategy or framework of the organizer (the university)?	
Is it a continuous or a 'one-off' collaboration?	Continuous collaboration
Does the university give any form of recognition or promotion of the practice?	
How do partners from the community support and value this practice?	Most of the experts in the field stem from the practical level, but there are few from HEI. This leads to the problem that there are missing publications on wound management. Even though this kind of knowledge exists, it is not recognized as such within the society as it is bottom-up and not top-down knowledge.
How do your peers and students support and value this practice?	



### Practice 3: External lecturers as a bridge to the community

Case study provided by: Magdalena Fellner, Department for Higher Education Research

#### 1. Description of community engagement practice

##### Brief description of practice

(Please use the sub-questions, if relevant.)

Many external lecturers of UWK are not only employed at Higher Education Institutions but are also affiliated with other organizations or companies. As a university for continuing education, UWK deliberately aims at including practitioners. The university-wide, central guidelines for the selection of teaching staff are the binding framework for all teaching at UWK; but leave room for additional decentralized, department- and course-specific approaches. When selecting teaching staff, special attention is paid to the following criteria:

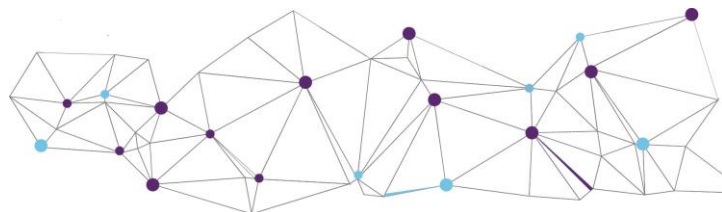
- Scientific qualification (excellent theoretical knowledge of the subject area, academic degree, research, and publication activity).
- (Professional) education and further training in a subject area.
- Practical/professional knowledge and relevant (teaching-relevant) qualified professional activity, practical professional experience that ensures the practical relevance of the theory (incl., if applicable, teaching-relevant participation in professional field- or subject-specific networks/committees).
- Supra-disciplinary, complementary competences (teaching experience in the tertiary education sector, lecturing activity, didactics, consideration of the needs, requirements and learning interests as well as previous experience of the students, adult education-related competences, gender, and diversity competences).

What are the main goals of the practice?

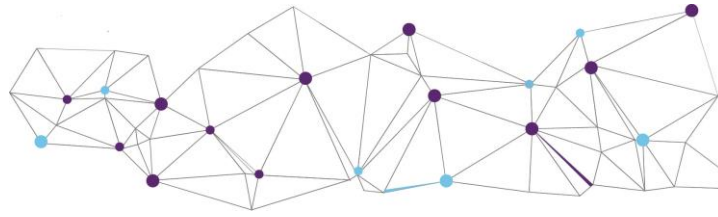
Mixture of academics and practitioners

What are the main activities?

Teaching, taking part in continuing professional development, preparing theoretical basics for the target group, supervising students' work, providing feedback, etc.



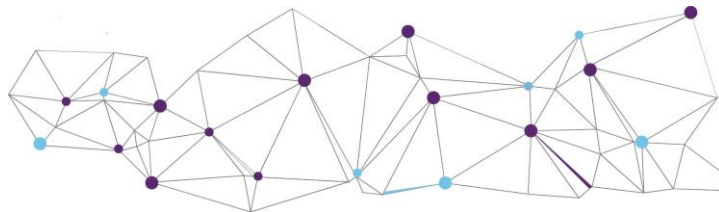
<i>What are the main activities?</i>	Teaching, taking part in continuing professional development, preparing theoretical basics for the target group, supervising students' work, providing feedback etc.
<i>Who is organizing the practice?</i>	Staff members at UWK (personnel development, eLearning Center etc.); the study program leader and external lecturers themselves
<i>Who initiated it?</i>	Top-down and bottom-up initiatives
<b>Web link</b>	
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	Communities are directly involved through the provision of lecturers.
<b>2. Support for community engagement</b>	
<b>How does the university support this community-engaged practice?</b>	Strategic goals of UWK, criteria for external lecturers provided together with the quality assurance.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, continuing education for external lecturers, network meetings and promotions.
<b>How do partners from the community support and value this practice?</b>	Lecturers claim that, rather than other incentives, their primary motivation is the contribution to society.
<b>How do your peers and students support and value this practice?</b>	Students value the direct connection with their everyday life and work environment that external lecturers directly address in their teaching.



## Practice 4: Project work

Case study provided by: Magdalena Fellner, Department for Higher Education Research

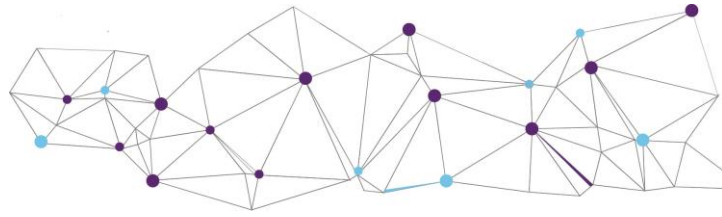
1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>In the module 'project work', the students develop concrete concepts for socially relevant needs within their environments outside of university. First, each student identifies several project ideas in his or her environment. They select the most relevant ones and further work on and collaborate with each other in small groups. The students then develop a project structure plan with several work packages to work on over a couple of months. Due to time constraints, each team focuses on one section of the overall project. In addition, the students often pilot the concept and make considerations for the implementation and evaluation of the concepts. The concepts are also disseminated at educational institutions and beyond.</p>
What are the main goals of the practice?	Teamwork, Project management
What are the main activities?	Each team member contributes to the project according to the defined division of tasks. In addition to teamwork, the students apply project management tools such as a Gantt chart or SWOT analyses and test the functionality of different communication channels.
Who is organizing the practice?	The Department for Continuing Education Research and Educational Technologies together with the Department for Higher Education Research
Who initiated it?	Course managers together with lecturers
Web link	<a href="https://www.donau-uni.ac.at/de/universitaet/fakultaeten/bildung-kunst-architektur/departments/hochschulforschung/news-veranstaltungen/news/2021/projektpraesentation_bm_hwm.html">https://www.donau-uni.ac.at/de/universitaet/fakultaeten/bildung-kunst-architektur/departments/hochschulforschung/news-veranstaltungen/news/2021/projektpraesentation_bm_hwm.html</a> We usually collaborate via the platform "Moodle".
How is the community/target group with which you engage involved in the implementation of this practice?	Students develop concepts together with their own organization or with other community partners and implement the concepts accordingly.



## 2. Support for community engagement

<b>How does the university support this community-engaged practice?</b>	All students receive a detailed introduction into project work and need to complete tasks beforehand. In addition, each project team is matched with a supervisor who is accompanying the process. Students receive counselling during the process and finally present the outcomes in front of a commission.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	No, but sometimes students receive support or sponsorship by individual organizations.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, collaboration with community partners.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, all project works are presented at the end of the module, students receive feedback and credits, and they are also published at UWK's web page.
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, all project works are presented at the end of the module, students receive feedback and credits, and they are also published at UWK's web page.
<b>How do partners from the community support and value this practice?</b>	Some community partners take over the concepts and implement them.
<b>How do your peers and students support and value this practice?</b>	We receive feedback on a continuous basis and also evaluate the module.



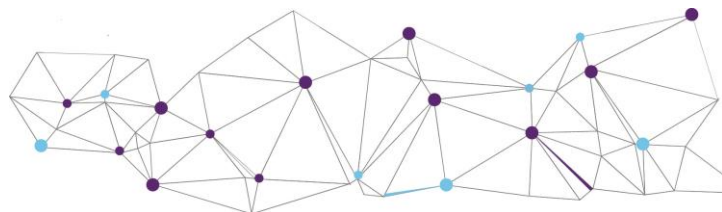


## II. Research

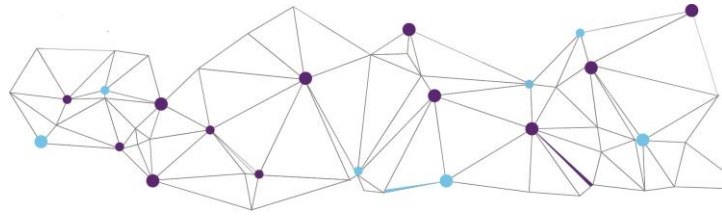
### Practice 5: Building Inclusive Urban Communities (BInUCom) & Building Resilient Urban Communities (BReUCom)

Case study provided by: Dr. Tania Berger, University for Continuing Education Krems

1. Description of community-engagemebnt practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	BInUCom (2015 – 2019) and BReUCom (2019 – 2022) are both projects under the Erasmus plus program “Capacity Building in Higher Education”. Both projects constitute a collaboration with several Indian Universities and NGOs in the sphere of housing and urban planning. They aim at improving higher education of future architects and planners with regards to socially responsible and inclusive city building. With this goal, research is conducted; curricula and courses are revised and adapted to accommodate aspects of housing for low income, marginalized urban communities living in slums and informal settlements.
<i>What are the main goals of the practice?</i>	Due to the involvement of NGOs in these projects, a wider societal impact is envisaged; webinars and courses are developed to especially target staff of NGOs working with poor communities on the ground. This practice aims to further qualify these social front line workers for their capacity in linking people’s daily needs with wider policy frameworks and to enable a more participatory urban development in rapidly growing Indian cities.
<i>What are the main activities?</i>	Webinars are offered for NGO staff, professionals and even for non-academic groups such as youth.
<i>Who is organizing the practice?</i>	NGO partners in the project consortium, with support from the academic partners.
<i>Who initiated it?</i>	Both BInUCom and BReUCom as well as the specific practices within these two projects were jointly developed by the consortium partners, arising from a general perception that these were necessary activities not yet addressed sufficiently.



<b>Web link</b>	<a href="https://mdl.donau-uni.ac.at/binucom/">https://mdl.donau-uni.ac.at/binucom/</a> and <a href="https://www.breucom.eu/">https://www.breucom.eu/</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	By training social front line workers for interaction with community groups of slum residents etc.
<b>2. Support for community engagement</b>	
<b>How does the university support this community-engaged practice?</b>	By provision of knowledge, organizational framework and outreach; academics giving lectures, engaging in interactions with groups - it's very much a mutual learning process.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The specific webinars for NGO staff were conceptualized and developed somewhat unexpectedly during the project, due in part to the impacts of Covid19 which strongly boosted the appliance of webinars also for NGOs. Due to this, budget had to first be carved out of the previously foreseen one, which proved to be challenging.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Catering to academia's societal responsibility is a main pillar of UWK's overall strategy.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Being project based, this practice can only be continued once ensuing project funding is secured.
<i>Does the university give any form of recognition or promotion of the practice?</i>	Given that issues of slums and informal settlements are still being perceived as non-European problems; it is at times challenging to get recognition, despite the enormity of the problem and the importance of tackling it globally.
<b>How do partners from the community support and value this practice?</b>	Need and interest from Indian NGOs side is substantial.
<b>How do your peers and students support and value this practice?</b>	In the Austrian context, this is still very much perceived as a farfetched topic; despite the fact that precariousness in housing is on the rise in Europe as well, and much could be learned from countries of the Global South in this respect.



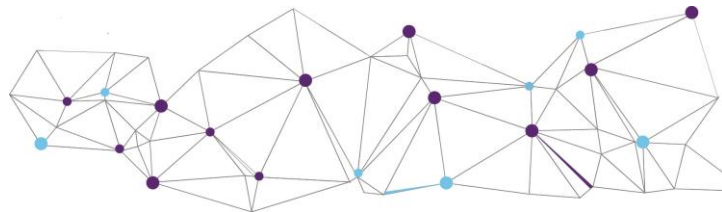
## Practice 6: Developmental tissue engineering model of endochondral ossification for bone regeneration

Case study provided by: Vivek Jeyakumar, University for Continuing Education Krems

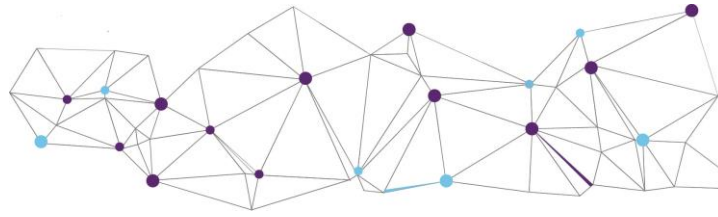
### 1. Description of community engagement practice

<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>  <i>What are the main goals of the practice?</i>	<p>Researchers are developing an <i>invitro</i> model of endochondral ossification and modulating endochondral ossification <i>in vivo</i> as a proof-of-concept for bone regeneration.</p>
<i>What are the main activities?</i>	<p>The main activities involve developing an engineered bone mimicking the natural way of bone formation during development. Methodologies like computational modelling, biomechanics, micro-CT scanning, molecular biology, biochemical analysis, gene expression and imaging techniques were used to evaluate the rate of bone formation.</p>
<i>Who is organizing the practice?</i>	<p>Center for Regenerative Medicine, University for Continuing Education Krems</p>
<i>Who initiated it?</i>	<p>Univ.-Prof. Dr. Stefan Nehrer, Vivek Jeyakumar, PhD, MSc</p>
<b>Web link</b>	<p><a href="https://www.donau-uni.ac.at/en/university/faculties/health-medicine/departments/health-sciences-medicine-research/centers/regenerative-medicine/research/current-projects/developmental-tissue-engineering-model-of-endochondral-ossification-for-bone-regeneration.html">https://www.donau-uni.ac.at/en/university/faculties/health-medicine/departments/health-sciences-medicine-research/centers/regenerative-medicine/research/current-projects/developmental-tissue-engineering-model-of-endochondral-ossification-for-bone-regeneration.html</a></p>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	<p>The community/target group is involved with the bone tissue engineering thematic group of the Tissue engineering and Regenerative Medicine society (TERMIS) globally. The project results have been presented several times at this society and created an impact among other bone regeneration research groups to move towards, and join, our approach for an engineered bone towards implantation for bone and osteochondral defects.</p>

### 2. Support for community engagement



<b>How does the university support this community-engaged practice?</b>	The University for Continuing Education Krems promotes the project to a broad audience and among the common public for their awareness by exhibiting in <i>NÖ Forschungsfest</i> and <i>Lange Nacht der Forschung</i> every year.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The organizer received funding by Life science calls LSC16-024 from Gesellschaft für Forschungsförderung (GFF) and the provincial government of Lower Austria.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	The project involves an interdisciplinary approach and facilitates different research groups to engage and aid broader technologies.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It is a continuous collaboration.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The university provides all necessary tools as part of the core facility between the University for Continuing Education Krems and Karl Landsteiner University of Health Sciences.
<b>How do partners from the community support and value this practice?</b>	The Karl Landsteiner University of Health Sciences partners support methodologies like micro-CT scanning and computational simulation models; and value the approach towards a possible treatment in the future for patients with non-union bone defects.
<b>How do your peers and students support and value this practice?</b>	The peers from the scientific community consider this approach as innovative and promising. The students involved in this project are the main backbone in conducting and validating the experiments to achieve the project's goals.



## Practice 7: CoCoDe: Continuing Education in preventing Cognitive Decline and Dementia

Case study provided by: Assist. Prof. Dr. Filiz Keser Aschenberger, MA., Department for Continuing Education Research and Educational Technologies.

### 1. Description of community engagement practice

#### Brief description of practice

(Please use the sub-questions, if relevant.)

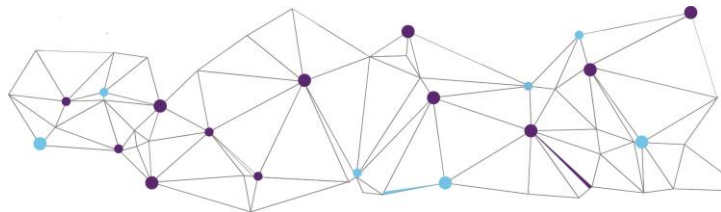
The goal of this cross-departmental and cross-faculty project is to investigate the preventive effects of continuing education in relation to onset of cognitive impairment and Alzheimer's dementia to be assessed.

Cognitive activity, the development of a broad spectrum of interests, coping with developmental tasks, stresses and conflicts in the individual phases of life are central prerequisites for a personally satisfying and meaningful life.

In Austria, continuing education offers are available to people in all stages of life. The effects of training measures on the prevention of cognitive impairment and Alzheimer's dementia have not yet been comprehensively and systematically researched. In an aging society, such data are important, because even small effects can have a major impact on the health economy.

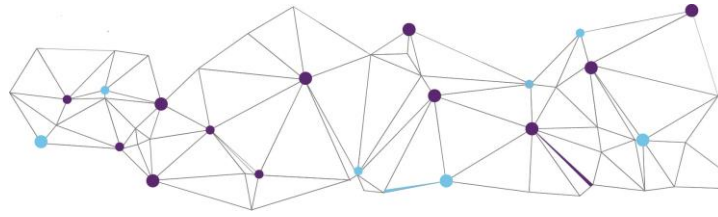
The multidisciplinary research team has developed a comprehensive, systematic literature search on the transdisciplinary topic. This forms the basis for all further steps. This is followed by a critical evaluation of the studies and a summary of the available evidence in the form of a systematic review or meta-analysis.

We have the following practice partners: the Berufsförderungsinstitut Tirol, Haus der Barmherzigkeit (Elderly care house), MAS Alzheimerhilfe (Alzheimer Help Organization), and Adult Education Centers (Volkshochschulen).

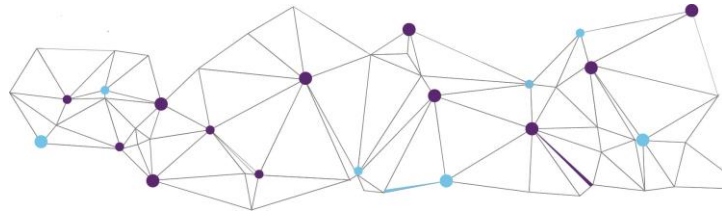


<i>What are the main goals of the practice?</i>	<ol style="list-style-type: none"> <li>1. To examine the preventive effects of continuing education on mild cognitive impairment and Alzheimer's-type dementia</li> <li>2. To establish an evidence-based model of intervention based on continuing education for cognitive impairment and Alzheimer's-type dementia</li> <li>3. to develop pilot projects for further studies in the case of existing gaps in the evidence based on the results.</li> </ol>
<i>What are the main activities?</i>	<ul style="list-style-type: none"> <li>• Systematic Review</li> <li>• BeLL Austria Survey-Data collection from Austrian Adult Education Centers (VHS)</li> <li>• Model Development</li> </ul>
<i>Who is organizing the practice?</i>	University for Continuing Education Krems, Department for Continuing Education Research and Educational Technologies
<i>Who initiated it?</i>	University for Continuing Education Krems, Department for Continuing Education Research and Educational Technologies
<b>Web link</b>	
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	<ul style="list-style-type: none"> <li>• Health practitioners in the area of Dementia</li> <li>• Elderly people</li> <li>• Participants of adult education centers (VHS)</li> <li>• Adult Education Centers (VHS)</li> </ul>
<b>2. Support for community engagement</b>	
<b>How does the university support this community-engaged practice?</b>	The University for Continuing Education Krems fully funded the project.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration





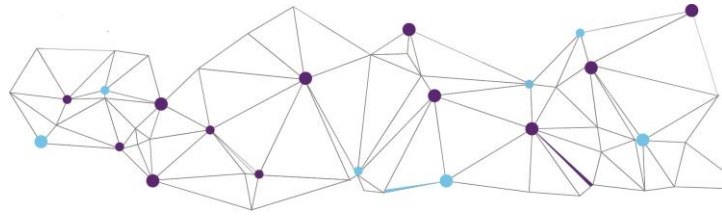
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, the project was presented in the Research Report of the university and disseminated.
<b>How do partners from the community support and value this practice?</b>	Adult Education Centers supported the project and managed the data collection and analysis.
<b>How do your peers and students support and value this practice?</b>	Our colleagues also supported the project at different phases.



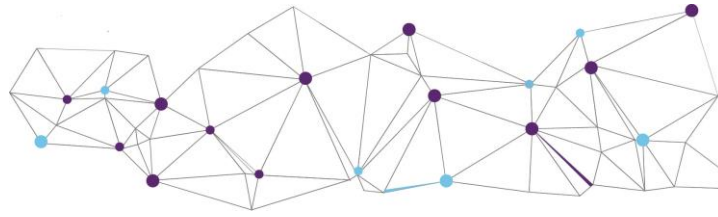
## Practice 8: Digitalizing Youth Politics

Case study provided by: Edma Ajanovic, University for Continuing Education Krems

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>The project Digitalizing Youth Politics analyzes the political participation of first-time voters.</p> <p>Today's first-time voters are digital natives, i.e., they grew up in the digital world. For this generation, social media use is something they take for granted which also influences their political socialization. The project examines how first-time voters participate in democratic processes, how they appropriate the public sphere and what potential social media has to widen the public participation. These questions are explored by focusing on three research areas: the digital lifeworlds and political participation of first-time voters; the online communication of political party actors with a focus on Twitter; and the communication of local mass media.</p>
What are the main goals of the practice?	<p>These insights provide an impetus for the use of digital media and e-platforms to enhance political participation by young people at both the local level and throughout Austria as a whole. The development of a digital brochure, for example, will awaken young citizens' interest in democratic processes and increase their willingness to engage with it. Decision-makers too, learn how digital infrastructure, e-participation and e-government can be made more inclusive.</p>
What are the main activities?	
Who is organizing the practice?	
Who initiated it?	
Web link	<a href="https://www.donau-uni.ac.at/de/universitaet/fakultaeten/wirtschaft-globalisierung/departments/europapolitik-demokratieforschung/forschung/projekte/digitalizing-youth-politics.html">https://www.donau-uni.ac.at/de/universitaet/fakultaeten/wirtschaft-globalisierung/departments/europapolitik-demokratieforschung/forschung/projekte/digitalizing-youth-politics.html</a>



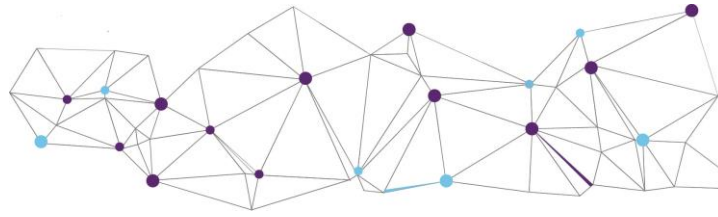
How is the community/target group with which you engage involved in the implementation of this practice?	Young people (16-18 years old) are urged to define topics they are interested in and to follow up on them politically.
<b>2. Support for community engagement</b>	
How does the university support this community-engaged practice?	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	This is a funded project of which the university provides 10 % of the costs (facilities, personnel and administrative support).
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, the understanding and supporting cohesive and innovative societies.
<i>Is it a continuous or a 'one-off' collaboration?</i>	One-off collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, support in marketing and implementation.
How do partners from the community support and value this practice?	Schools and Youth organizations value it because they are part of it and will be provided the results and knowledge gained.
How do your peers and students support and value this practice?	Not relevant



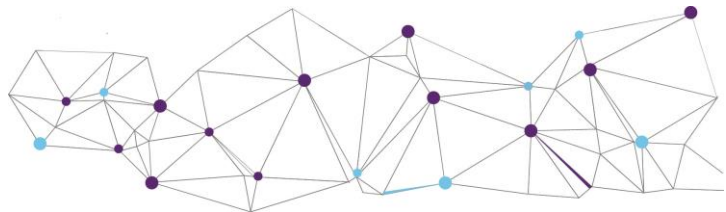
## Practice 9: Telephone Emergency Service 142 (“TelefonSeelsorge”) during the COVID-19 Pandemic

Case study provided by: Franziska Lessky, University for Continuing Education Krems

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>  What are the main goals of the practice?	This research project aims to examine the mental well-being and perceived stress level of counsellors as well as the main topics of helpline callers during the COVID-19 pandemic in Austria. The results contribute to an understanding of the impact of the COVID-19 pandemic on telephone crisis intervention.
What are the main activities?	In the current study, 374 counsellors were recruited within the Austrian nationwide organization “TelefonSeelsorge” during the second wave of COVID-19 infection in Austria. Telephone emergency services play an important role in providing low-threshold, anonymous crisis intervention free of cost. More calls were registered in 2020 compared to 2019. In particular, the topics of loneliness, mental health, professional activities and relationships were reported to be thematized more often during the COVID-19 pandemic compared to pre-COVID-19 records.
Who is organizing the practice?	The research team of the Department for Psychotherapy and Biopsychosocial Health at UWK in cooperation with the ABILE-Viktor Frankl Education Austria and the Telephone Emergency Service—Lower Austria (TelefonSeelsorge NÖ).
Who initiated it?	
<b>Web link</b>	<a href="https://www.mdpi.com/1660-4601/18/5/2228">https://www.mdpi.com/1660-4601/18/5/2228</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	Counsellors who support helpline callers during the COVID-19 pandemic.
2. Support for community engagement	
<b>How does the university support this community-engaged practice?</b>	



Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	Open Access Funding provided by the University for Continuing Education Krems.
Does the practice fit in a broader strategy or framework of the organizer (the university)?	Yes, this research project addresses societal needs.
Is it a continuous or a 'one-off' collaboration?	
Does the university give any form of recognition or promotion of the practice?	
<b>How do partners from the community support and value this practice?</b>	Practitioners value this practice because it highlights the situation they are in and raises awareness.
<b>How do your peers and students support and value this practice?</b>	Peers via citing the related publications.



### III. Service and knowledge exchange

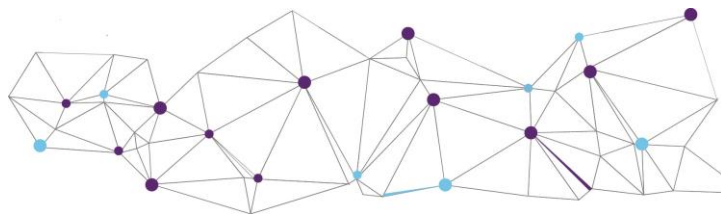
#### Practice 10: The Archives of Contemporary Arts

Case study provided by: Martina Kalser-Gruber, The Archives of Contemporary Arts

##### 1. Description of community engagement practice

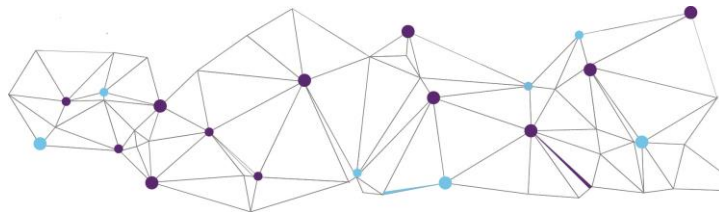
<p><b>Brief description of practice</b> (Please use the sub-questions, if relevant.)</p> <p>What are the main goals of the practice?</p>	<p>The archives of contemporary Arts – A Collection of Literary Estates: With the acquisition of the pre-mortem bequests of the author Peter Turrini and the composer Friedrich Cerha by the provincial government of Lower Austria, the foundation for an archive was laid to be dedicated to the collection of pre-mortem bequests and post-mortem estates of outstanding artists. The archive opened its doors in June 2010. The collection currently focuses on the areas of music, literature, film and architecture. As a facility of the provincial government of Lower Austria, the Archive of Contemporary Arts – A Collection of Literary Estates is affiliated with the Faculty of Education, Arts and Architecture of the University for Continuing Education Krems.</p>
<p>What are the main activities?</p>	<p>In addition to the archival tasks of preservation, preparation and presentation of the collections; the activity of the archive also includes the conception and execution of research projects and scientific conferences, as well as its own publications.</p>
<p>Who is organizing the practice?</p>	<p>The archive team is made up of experts from various humanities disciplines, such as German studies, musicology, film studies, art history, and a librarian. Additional specialists are also called in for research projects.</p>
<p>Who initiated it?</p>	<p>The provincial government of Lower Austria.</p>
<p>Web link</p>	<p><a href="http://www.archivderzeitgenossen.at">www.archivderzeitgenossen.at</a></p>
<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<p>Depending on the subject, the target groups consist of the respective professional communities such as scientists, writers, composers, film makers and directors, architects, agents, editors, journalists, students as well as interested laymen in the region.</p>





## 2. Support for community engagement

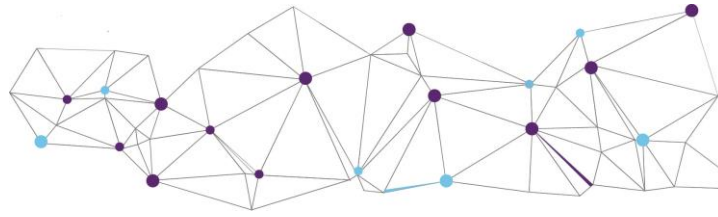
<b>How does the university support this community-engaged practice?</b>	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The bequests are purchased by the provincial government of Lower Austria. The university provides financial and human resources for the research activities.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Preservation and conservation of cultural heritage represents one of the main research foci of the University for Continuing Education Krems.  The university's research concentrates among others on UNESCO world heritage sites, collections, on the preservation of cultural heritage, i.e., made of paper, and opens up towards media and digital art.
<i>Is it a continuous or a 'one-off' collaboration?</i>	The facility has existed for 10 years and is growing steadily.
<i>Does the university give any form of recognition or promotion of the practice?</i>	Rector and vice-rectors, as well as the dean of the Department for Arts and Cultural Studies regularly attend the events of the archives.
<b>How do partners from the community support and value this practice?</b>	Scholars as well as authors and art journalists regularly come to research our collections and make the knowledge, they have gained available to the general public. Numerous positive and appreciative reactions from the users prove the recognition of the high quality of service.
<b>How do your peers and students support and value this practice?</b>	Students from various disciplines come to the archive to do research for their theses and are supervised by the research assistants. Contact with these students is maintained long after they have completed their studies.



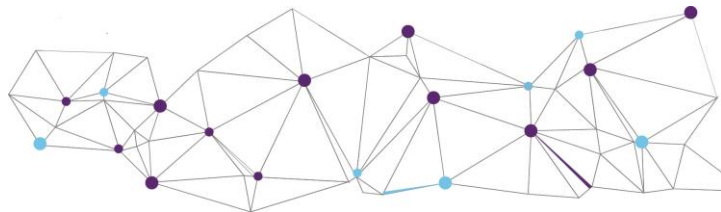
## Practice 11: Research Report

Case study provided by: Karin Siebenhandl, Office for Research Services

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>The research report is written annually and informs the public, stakeholders, funding bodies and cooperation partners of current developments in the five main research areas of the University for Continuing Education Krems.</p>
<i>What are the main goals of the practice?</i>	<p>Information about the research performance and projects at the University for Continuing Education Krems, their aim and content, as well as participating partners and cooperation. It is also an aim of this report to present the research environment of the University for Continuing Education Krems, as well as to highlight the achievements for society and their relevance.</p>
<i>What are the main activities?</i>	<p>The report is offered as a print product and is available for download on the website. The layout of the report places great emphasis on the clear selection of projects and the presentation of the most important achievements and topics of the projects.</p>
<i>Who is organizing the practice?</i>	<p>Vice-Rectorate for Research in cooperation with DLE Marketing and Staff Office for Research Services.</p>
<i>Who initiated it?</i>	<p>Vice-Rectorate for Research</p>
<b>Web link</b>	<p><a href="https://www.donau-uni.ac.at/de/aktuelles/news/2021/forschungsbericht-20-21-vorgelegt.html">https://www.donau-uni.ac.at/de/aktuelles/news/2021/forschungsbericht-20-21-vorgelegt.html</a></p>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	<p>Presentation of the research report internally for university management and university staff. Press release and download on the website. The print product is sent to stakeholders and funding bodies.</p>
2. Support for community engagement	
<b>How does the university support this community-engaged practice?</b>	<p>s.a.</p>



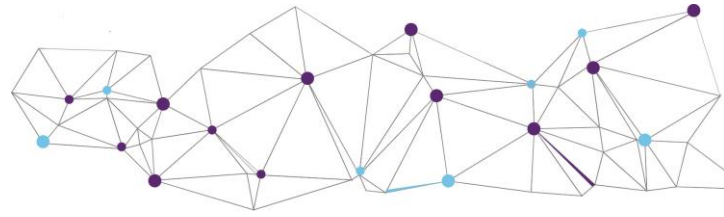
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	Internal budget, several internal organizational units are involved in its preparation.
Does the practice fit in a broader strategy or framework of the organizer (the university)?	Yes, it is about making the research achievements of the University for Continuing Education Krems visible.
Is it a continuous or a 'one-off' collaboration?	Annual publication date
Does the university give any form of recognition or promotion of the practice?	/
How do partners from the community support and value this practice?	/
How do your peers and students support and value this practice?	/



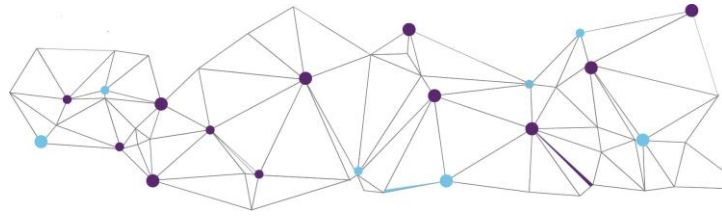
## Practice 12: Long Night of Research (LNR)

Case study provided by: Karin Siebenhandl, Office for Research Services

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>The LNR aims to present science and research in an innovative, understandable and entertaining way with free admission. The spectrum ranges from pre-scientific work at schools to cutting-edge research; from basic research to lead projects of application-oriented research; and successful innovations from companies. The Long Night of Research is held every two years on the same date throughout Austria and has become a fixed point for the open dialogue between science and society. The University for Continuing Education Krems regularly participates in this event with contributions from all branches of science, which include stations on individual topics and projects, guided tours through laboratories, hands-on stations for children and lectures on socially relevant issues.</p>
<i>What are the main goals of the practice?</i>	The aim of this event (initiated by the Federal Ministry of Education, Science and Research) is to open universities and make research visible to the general public in an understandable and entertaining way.
<i>What are the main activities?</i>	Essentially; stations on individual topics and projects, guided tours of laboratories, hands-on stations for children and lectures on socially relevant issues are offered.
<i>Who is organizing the practice?</i>	Conducted by the internal DLE Marketing and Event Management and the Staff Office for Research Services, with the participation of numerous scientists.
<i>Who initiated it?</i>	Nationwide event on the same day, initiated by the Federal Ministry of Education, Science and Research.
<b>Web link</b>	<a href="https://www.langenachtderforschung.at">https://www.langenachtderforschung.at</a>  <a href="https://www.donau-uni.ac.at/de/aktuelles/veranstaltungen/2020/lange-nacht-der-forschung-2020.html">https://www.donau-uni.ac.at/de/aktuelles/veranstaltungen/2020/lange-nacht-der-forschung-2020.html</a>



How is the community/target group with which you engage involved in the implementation of this practice?	Announcements and advertising for this event can be found extensively in many media. Locally, the University for Continuing Education Krems advertises in the media and via social media. The visit itself also encourages numerous hands-on stations; explanatory videos and personal conversations at the stations provide low-threshold access to current research projects; the work of scientists; and the results of projects.
<b>2. Support for community engagement</b>	
How does the university support this community-engaged practice?	The University for Continuing Education Krems takes over the organization of the exhibitions and stands internally and prepares a program. Staff from marketing and event management, research services and numerous helping hands are employed for the set-up. Scientists are responsible for their part of the presentations but are supported with equipment / materials.
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	n.a.
Does the practice fit in a broader strategy or framework of the organizer (the university)?	The Long Night of Research has a long tradition and stands for the opening of universities to society. For the University for Continuing Education Krems, it is an opportunity to make research achievements publicly visible and to make the fascination of research tangible, especially for young people.
Is it a continuous or a 'one-off' collaboration?	Performed every two years
Does the university give any form of recognition or promotion of the practice?	No
How do partners from the community support and value this practice?	The frequency of visitors at these events is very high because the program is usually designed for many age groups. Visitors to these events are often also involved in a "riddle rally", where individual tasks can be solved at stations.
How do your peers and students support and value this practice?	Stakeholders and students are also among the visitors to participate in the exhibitions.

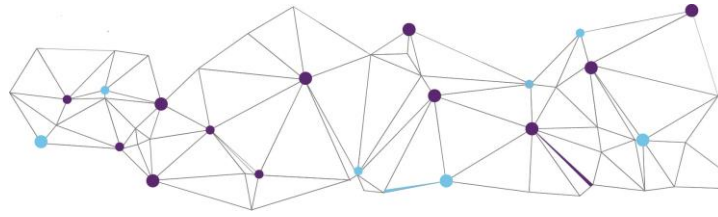


### Practice 13: Symposion Dürnstein

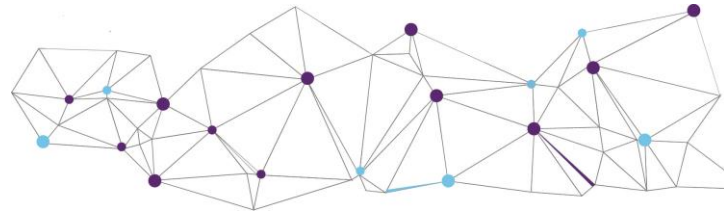
Case study provided by: Barbara Schwarz, Gesellschaft für Forschungsförderung

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>  What are the main goals of the practice?	The Symposion Dürnstein provides space for scientific discourse and networking. Its goal is to engage with a broad audience outside of academia.
What are the main activities?	Over a period of three days, international experts with different cultural backgrounds are invited to talk about a specific socially relevant topic and critically discuss their perspectives. A publication about this event is published every year. In addition, an arts project regarding the specific topic is realised in cooperation with the Kirchlichen Pädagogischen Hochschule.
Who is organizing the practice?	The Symposion Dürnstein is organized by the Niederösterreichische Gesellschaft für Forschungsförderung. The curator is Ursula Baatz.
Who initiated it?	
<b>Web link</b>	<a href="http://www.symposionduernstein.at">www.symposionduernstein.at</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	<p>The participating audience mostly comes from the region of Wachau/Krems. Also, the selected topics are connected with the region, e.g. in 2019 the event was about cultural identity and was directly related to the UNESCO world heritage site "Wachau".</p> <p>In the future, a day will be particularly dedicated to the region and different stakeholders will be invited to discuss the topic's relevance for the region.</p>
2. Support for community engagement	
<b>How does the university support this community-engaged practice?</b>	University Continuing Education Krems supports the Niederösterreichische Gesellschaft für Forschungsförderung in selecting the next year's topic and title of the Symposion Dürnstein. The university also provides speakers and international experts. University staff are also participating at the Symposion.





Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	
Does the practice fit in a broader strategy or framework of the organizer (the university)?	
Is it a continuous or a 'one-off' collaboration?	
Does the university give any form of recognition or promotion of the practice?	
<b>How do partners from the community support and value this practice?</b>	The city of Dürnstein is supporting the application process and the provision of the event.
<b>How do your peers and students support and value this practice?</b>	The arts project is highly valued and the Symposium puts a lot of emphasis in attracting young people. The organizers would like to intensify the cooperation with UWK in order to engage more broadly with students, e.g., as part of their study program.

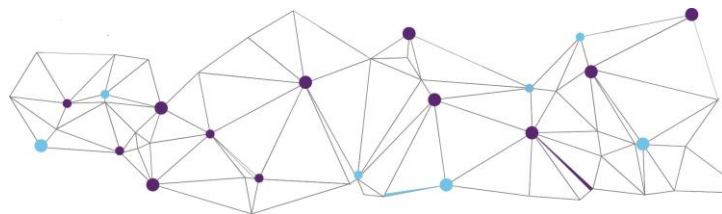


## Practice 14: magazine upgrade

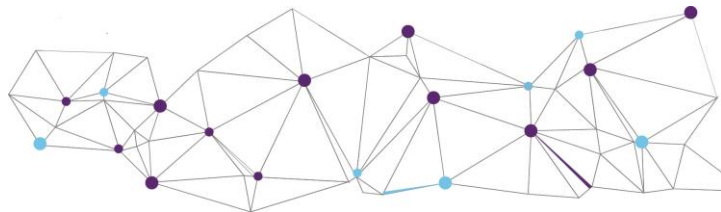
Case study provided by: Roman Tronner, Communication and Editorial Office

### 1. Description of community engagement practice

<p><b>Brief description of practice</b> (Please use the sub-questions, if relevant.)</p> <p><i>What are the main goals of the practice?</i></p>	<p>The University for Continuing Education Krems, the leading public university for continuing education in Europe, has been publishing the university magazine "Upgrade - The Magazine for Knowledge and Continuing Education" since 2006. The aim of the magazine is to discuss current societal developments from a scientific perspective at a high, objective level. It creates space for cross-viewing and interdisciplinary approaches and highlights trends in university continuing education and topics of social and educational policy relevance from different perspectives.</p> <p>Each issue is dedicated to one main topic.</p> <p>For each issue, the magazine invites journalists from quality media or freelance journalists from German-speaking countries to contribute articles. Upgrade sees itself as a contribution to ensuring quality journalism.</p> <p>Upgrade is aimed at graduates, interested parties and stakeholders of the University for Continuing Education Krems. The magazine currently has a circulation of around 17,000.</p>
<p><i>What are the main activities?</i></p>	<p>Quarterly publication of the magazine with around 60 pages. The magazine is also published in an electronic version (e-reader), the upgrade newsletter goes out to around 3500 subscribers and the articles as well as the photo spread are published on the University for Continuing Education Krems website.</p>
<p><i>Who is organizing the practice?</i></p>	<p>The magazine was conceived and realised by the Division of Communication, Marketing and PR (communication and editorial office) in cooperation with freelance journalists and those who work for quality media. The graphics are provided by an agency.</p>
<p><i>Who initiated it?</i></p>	<p>The magazine was initiated and conceived by the Division of Communication, Marketing and PR.</p>
<p><b>Web link</b></p>	<p><a href="http://www.donau-uni.ac.at/upgrade">www.donau-uni.ac.at/upgrade</a></p>



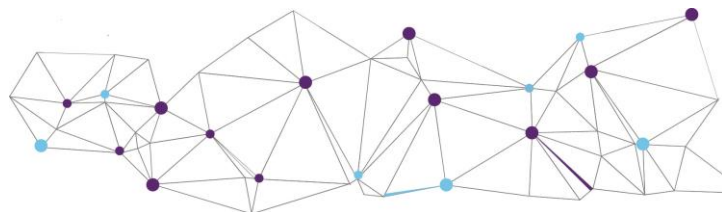
How is the community/target group with which you engage involved in the implementation of this practice?	Experts from the University for Continuing Education Krems, together with experts from other scientific institutions, companies, associations or other institutions discuss several aspects and questions related to the main topic from different perspectives, professional experiences and locations. The magazine gathers voices from all over the German-speaking world and, if feasible, also from other countries and continents.
<b>2. Support for community engagement</b>	
How does the university support this community-engaged practice?	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The university provides both financial and human resources for the magazine.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	The magazine upgrade aims to contribute to the social discourse on selected topics that usually correspond to major societal challenges. The magazine thus corresponds to the social responsibility that universities have.
<i>Is it a continuous or a 'one-off' collaboration?</i>	The magazine has been published four times a year since 2006.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The Rectorate of the University for Continuing Education Krems acts as the publisher of the magazine. Thus, the magazine enjoys anchoring and support at the highest management level of the university.
How do partners from the community support and value this practice?	The willingness to contribute to the contents of the magazine through expertise in the form of comments or expert statements and interviews is very high. Numerous positive and appreciative reactions from the readership prove the recognition of the high quality of the magazine.
How do your peers and students support and value this practice?	Peer groups also support the magazine by being willing to contribute. Students receive the magazine as part of a Welcome Package and can read it at the university on campus.



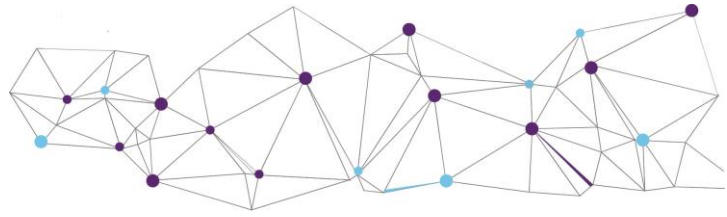
## Practice 15: Operation Dementia

Case study provided by: Magdalena Fellner, Department for Higher Education Research

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>"Operation Dementia" is the name of a learning program developed by Univ. Prof. Dr. Stefanie Auer from the University for Continuing Education Krems in collaboration with MAS Alzheimer Help and the Security Academy of the Federal Ministry of the Interior. More than 2,500 police officers in Austria have already completed the program. On 22 May 2017, the "Competence in Handling Dementia" certificate was awarded to 25 police departments.</p>
<i>What are the main goals of the practice?</i>	<p>There are about 50 million people living with dementia worldwide. According to the WHO, this number will triple by the time we reach 2050. In 2014, the global costs of dementia were estimated to be around 800 billion dollars (Wortmann, 2014); and recent calculations showed that dementia will be the most expensive chronic disease in the years to come (Economics, 2009). Hence, research on concepts and ideas for the early detection and prevention of dementia is as crucial as the interdisciplinary and internationally exchange of these ideas.</p>
<i>What are the main activities?</i>	<p>The knowledge and experience of other professionals (e.g., from the health care sector) was made available to the police profession in order to promote skills in dealing with people with dementia. Three learning modules were developed on the basis of focus group interviews, the content of which was adapted to possible situations in the everyday work of the police officers.</p>
<i>Who is organizing the practice?</i>	<p>The certification is carried out by the University for Continuing Education Krems and the MAS Alzheimerhilfe.</p>
<i>Who initiated it?</i>	<p>One of the goals of the Austrian dementia strategy is to integrate people with dementia into our society and enable them to participate in public life. Police officers as a professional group in public places are strongly challenged here, as they are often the first point of contact for people with dementia and their families in crisis situations. Special training and measures are needed to respond appropriately to the needs of people with dementia. Therefore, the project "Einsatz Demenz" was initiated.</p>



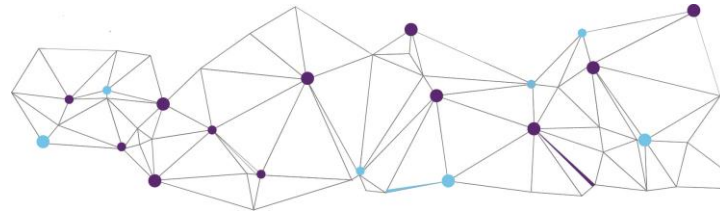
<b>Web link</b>	<a href="https://www.demenzstrategie.at/">https://www.demenzstrategie.at/</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	The learning program is available to all police officers via intranet and can be called up again at any time if necessary, supporting police officers in their dealings with those affected; facilitating networking of the police profession with other professions and creating awareness of the issue of dementia in our society. The well-known actor Adi Hirschal is an ambassador for this project, a certification procedure was developed as an incentive system that enables the award of the title "Dementia Friendly Service" (together with the Ministry of the Interior as part of the initiative "Together Safe for People with Dementia").
<b>2. Support for community engagement</b>	
<b>How does the university support this community-engaged practice?</b>	25 police departments were certified as "dementia-friendly" after 70% of the officers had successfully completed the e-learning program "Operation Dementia"; and received their certificates and badges at an official ceremony held at the Federal Ministry of the Interior. The departments were also required to prove that they were actively cooperating with social services providers.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, e.g., societal impact
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, a certification
<b>How do partners from the community support and value this practice?</b>	On 22 May 2017, the "Competence in Handling Dementia" certificate was awarded to 25 police departments. These 25 departments were certified as "dementia-friendly" after 70% of the officers had successfully completed the e-learning program "Operation Dementia"; and received their certificates and badges at an official ceremony held at the Federal Ministry of the Interior. The departments were also required to prove that they were actively cooperating with social services providers.



How do your peers and students support and value this practice?







#### IV. Students

### Practice 16: Green Campus Krems

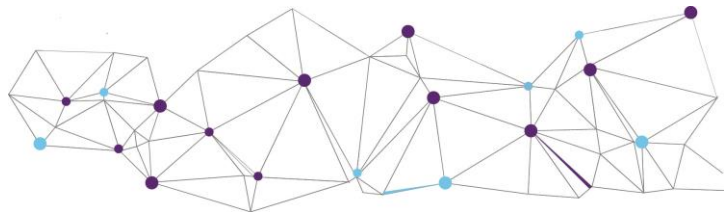
Case study provided by: Andrea Höltl, Department for Knowledge and Communication Management

#### 1. Description of community engagement practice

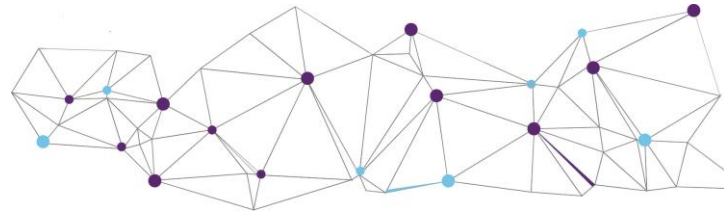
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	Students of the university course “Ökologische Garten- und Grünraumgestaltung” developed a concept for a Green Campus Krems as their semester project. Stakeholders from the Campus facility management and the city of Krems were involved too. The students brought in their expertise in botany, landscape architecture and gardening or climate protection.
What are the main goals of the practice?	Contribution to a Green Campus
What are the main activities?	Concept and Design of a concept for a Green Campus Krems.
Who is organizing the practice?	Christine Rottenbacher, manager of the university course
Who initiated it?	Andrea Höltl and Christine Rottenbacher
Web link	
How is the community/target group with which you engage involved in the implementation of this practice?	The students are involved in their semester project, facility management and municipality by workshops; discussing the need for a Green Campus as well as the results of the semester project with the students.

#### 2. Support for community engagement

<b>How does the university support this community-engaged practice?</b>	The rectorate appreciates a lot the collaboration with the students in connection with university's projects and supports actively the realisation of the students' concepts.
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i>	There is no formal budget or administrative support.



<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	On the one hand it fits in the approach to work with students on practical projects, and on the other hand it became part of the SDGs & Sustainability program of the university.
<i>Is it a continuous or a 'one-off' collaboration?</i>	It will be a continuous collaboration for some years, until the Green Campus is realised.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The university supports the realisation of the project, ideally and financially.
<b>How do partners from the community support and value this practice?</b>	The community of the students support by their expertise and student projects, the municipality supports by inputs in the workshops.
<b>How do your peers and students support and value this practice?</b>	The program manager Christine Rottenbacher and her students support this practice by their huge engagement, not working on a project just for the certificate, but for reality with all the challenges involved.

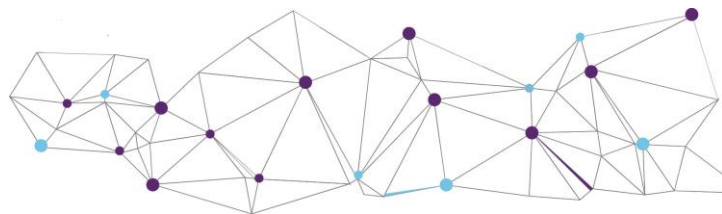


## Practice 17: Internship in the Master in Research and Innovation in Higher Education (MARIHE)

Case study provided by: Florian Reisky, Department for Higher Education Research

### 1. Description of community engagement practice

<p><b>Brief description of practice</b> (Please use the sub-questions, if relevant.)</p>	<p>The Master in Research and Innovation in Higher Education - MARIHE (Erasmus Mundus Joint Master Degree) is a four semester (24 months) and 120 ECTS international master program. It is jointly offered by the University for Continuing Education Krems/Austria (coordinator), University of Tampere/Finland, Beijing Normal University/China, Osnabrück University of Applied Sciences/ Germany, Eötvös Loránd University/Hungary, and Thapar Institute of Engineering and Technology/India.</p> <p>In keeping with the general goals and objectives of MARIHE program, the mandatory <b>internship</b> (10 ECTS, placement duration eight weeks minimum) is designed to assist students in developing scientific and practical knowledge; skills and attitudes relevant to higher education research, management and innovation. The internship hosts are higher education and research institutions; public bodies such as ministries and other governmental organizations for science and education; enterprises specializing in education; think tanks, consultancy companies and non-governmental organizations, such as associations and networks.</p>
<p><i>What are the main goals of the practice?</i></p>	<p>The internships provide students with practical insights into contemporary themes encountered during their studies. Students are provided a chance to transfer the theoretical knowledge into practice and explore personal interests in career development. In terms of academic reflection, the internship will serve as a good basis for the second year of studies and can be used as a basis for the master thesis. Furthermore, students have the opportunity to make valuable contacts for increasing future employment prospective.</p>
<p><i>What are the main activities?</i></p>	<p>The activities depend on the tasks assigned by the internship host.</p>
<p><i>Who is organizing the practice?</i></p>	<p>The MARIHE consortium partners</p>

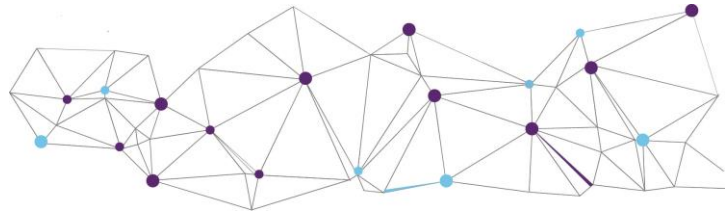


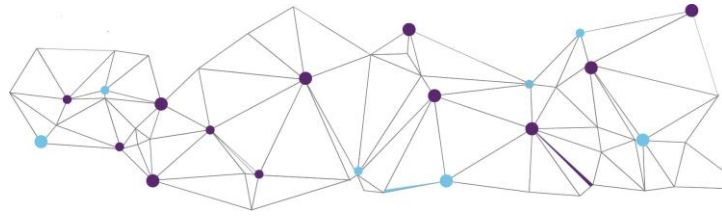
Who initiated it?	The MARIHE consortium partners
Web link	<a href="http://www.marihe.eu">www.marihe.eu</a>
How is the community/target group with which you engage involved in the implementation of this practice?	The Internship placements are mostly provided by MARIHE's associated partner organizations and other organizations recruited by the program personnel. These organizations include higher education and research institutions; public bodies such as ministries and other governmental organizations for science and education; enterprises specializing in education; think tanks, consultancy companies and non-governmental organizations, such as associations and networks. Additionally, students are able to propose internship placements from outside the selection offered by the MARIHE program.
<b>2. Support for community engagement</b>	
How does the university support this community-engaged practice?	The University for Continuing Education Krems, together with the other MARIHE consortium partners, provides information and guidance to students and recruits internship hosts.
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	The staff costs for managing the internship scheme are part of the budget of the master program, for which the consortium receives an Erasmus Mundus grant from the European commission.
Does the practice fit in a broader strategy or framework of the organizer (the university)?	The practice is valued by the funding body (Erasmus Mundus).
Is it a continuous or a 'one-off' collaboration?	The internship is a continuous practice, a mandatory and credit-bearing part of the curriculum.
Does the university give any form of recognition or promotion of the practice?	ECTS are given for successfully passing the internship as part of the joint program.
How do partners from the community support and value this practice?	The internship hosts offer the placements for the students, thus contributing to their student experience, their learning outcomes and their employability.
How do your peers and students support and value this practice?	The students value the work experience and networks they are gaining from the internship experience.



# SHEFCE

Steering Higher Education for Community Engagement



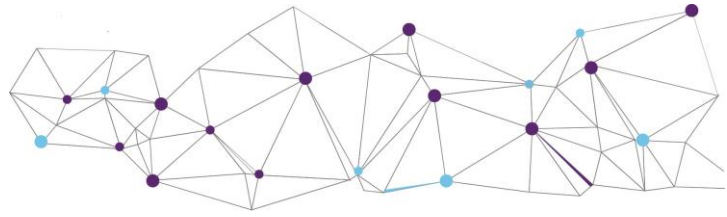


## Practice 18: Mental health

Case study provided by: Sascha Rossmann, Student Union, UWK

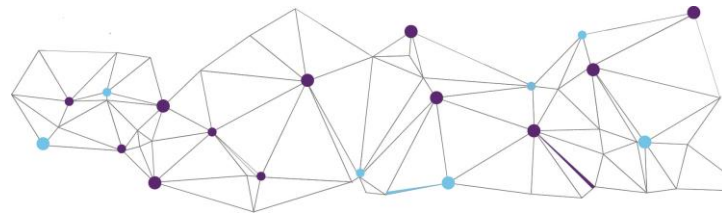
1. Description of community engagement practice	
<b>Brief description of practice</b> (Please use the sub-questions, if relevant.)	Mental health awareness campaign
<i>What are the main goals of the practice?</i>	Awareness
<i>What are the main activities?</i>	Campaign and events (coffee talk)
<i>Who is organizing the practice?</i>	National student union
<i>Who initiated it?</i>	National student union
<b>Web link</b>	<a href="https://mentalhealth.oeh.ac.at/">https://mentalhealth.oeh.ac.at/</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	They are the target group. <ol style="list-style-type: none"> <li>1. Awareness among the students</li> <li>2. First information if you need help</li> </ol>
2. Support for community engagement	
<b>How does the university support this community-engaged practice?</b>	Since the outbreak of the COVID-19 pandemic, the Department for Psychotherapy and Biopsychosocial Health has been investigating the population's mental health. The gathered data shows the relevance of this topic.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	Yes, there is a budget.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	One-off
<i>Does the university give any form of recognition or promotion of the practice?</i>	
<b>How do partners from the community support and value this practice?</b>	They talk about the campaign and sometimes share the available information on their channels.





**How do your peers and students support and value this practice?**

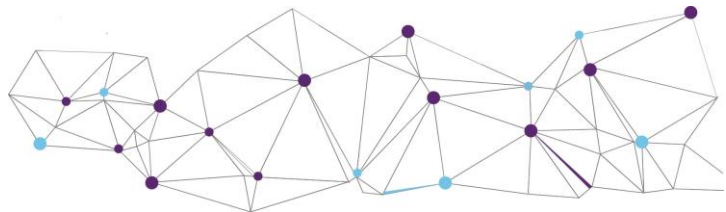
They like the new approach to this topic as it is still a stigma to talk about your mental health in Austria.



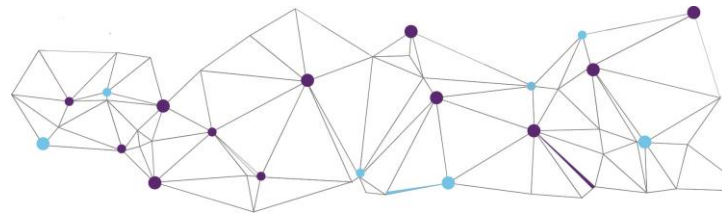
## Practice 19: Alumni Club, University for Continuing Education Krems

Case study provided by: Alen Vitas, Alumni Club, University for Continuing Education Krems

1. Description of community engagement practice	
<b>Brief description of practice</b> (Please use the sub-questions, if relevant.)	The Alumni Club of the University for Continuing Education Krems enables the alumni of the university to stay connected with fellow students, staff members and professors.
<i>What are the main goals of the practice?</i>	Maintaining an active relationship with all alumni (graduates) of the university.
<i>What are the main activities?</i>	Events (online and offline) such as talks, workshops, panel discussions, etc.; regional alumni meetings in and outside of Austria; yearly Alumni Day ("homecoming day"); group visits and behind-the-scenes visits to select organizations; special offers for Club members, etc.
<i>Who is organizing the practice?</i>	Alumni Club team (part of the Division of Communication, Marketing and PR at the university)
<i>Who initiated it?</i>	Rectorate, in 2006
<b>Web link</b>	<a href="http://www.donau-uni.ac.at/alumni">www.donau-uni.ac.at/alumni</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	The target group is the direct addressee of the practice and is regularly addressed via monthly newsletter, invitations, social media, etc. (incl. feedback opportunities).
2. Support for community engagement	
<b>How does the university support this community-engaged practice?</b>	By maintaining a dedicated Alumni Club team, currently consisting of three employees.
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i>	Yes Yes (see above)
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, the practice is part of the university strategy.



<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous engagement
<i>Does the university give any form of recognition or promotion of the practice?</i>	<p>Yes. Aside from the above, support is provided e.g., by editorial services (university magazine, social media), tech support, assistance with event management etc.</p> <p>Key events of the Alumni Club are regularly introduced by members of the Rectorate (e.g., Welcome and Opening Remarks by the Vice-Rector etc.).</p>
<b>How do partners from the community support and value this practice?</b>	<p>Yearly membership fee (EUR 30)</p> <p>Active involvement in a variety of events; active feedback &amp; communication; lively alumni activities in regional groups (organize their own meetings &amp; activities with support by the Alumni Club, suggest their own topics, speakers, priorities, etc.).</p>
<b>How do your peers and students support and value this practice?</b>	<p>Largely positive reviews of Alumni Club activities by its members; numerous long-term memberships (10-15 years).</p> <p>Positive feedback of alumni activities (e.g., Alumni Day) by external speakers &amp; panel participants.</p> <p>High recognition of practice among senior faculty members (Department Heads, Deans, ...) and a high readiness to actively participate in the events organized by the Alumni Club (as speakers, workshop hosts, etc.).</p>



## V. Management (partnerships and openness)

### Practice 20: InnoMOB - INNOVATIVE MOBILITY CONCEPTS FOR LARGE-VOLUME RESIDENTIAL CONSTRUCTION

Case study provided by: Rudolf Passawa, University for Continuing Education Krems - Department for Building and Environment, Center for Climate Engineering

#### 1. Description of community engagement practice

##### Brief description of practice

(Please use the sub-questions, if relevant.)

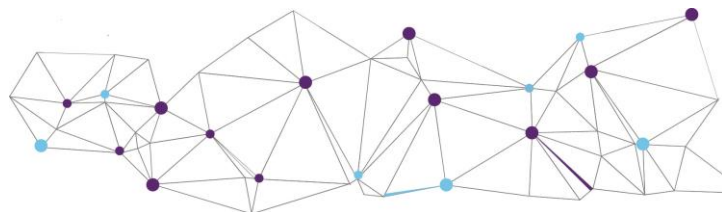
*What are the main goals of the practice?*

Subsidized housing is already making a major contribution to achieving the ambitious climate protection goals. In addition to the legal requirements, the Lower Austrian housing subsidy sets significant impulses for building energy efficiency and thus makes a contribution to minimizing building-caused /induced CO2 pollution.

In addition, however, the building must be seen in the context of its surroundings. In rural areas in particular, urban sprawl leads to a steady increase in private motorized traffic. In addition to spatial planning approaches for better accessibility, solutions must be implemented to make sustainable and innovative mobility options for the “last mile” to and from the place of residence more attractive. For property developers, the rigid parking space obligations in building law and, in some cases, a lack of information exchange with the municipalities regarding traffic concepts are obstacles in the implementation of alternative mobility concepts.

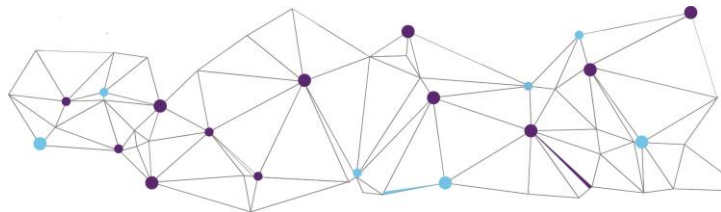
*What are the main activities?*

Mobility is seen in a holistic context. The creation of living space always caused traffic, especially in rural areas. The research project has recorded tested mobility concepts that can be used by property developers under the given legal requirements and implemented in a Lower Austria funding model. For this purpose, best practice examples at home and abroad were collected in cooperation with the project partner HERRY Consult GmbH; and evaluated for their applicability in rural regions of Lower Austria with reference to the framework conditions under regional planning, building and housing law.



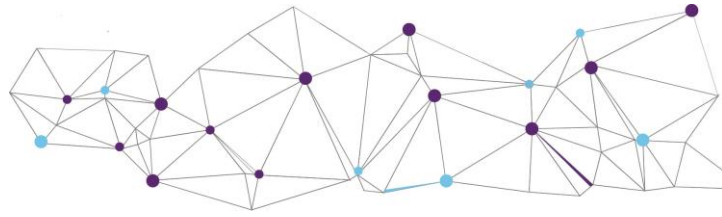
	<p>A central section was the survey of non-profit property developers in Lower Austria about their attitude to mobility in residential construction.</p> <p>The evaluations resulted in recommendations for action for property developers, municipalities and for the Lower Austrian housing subsidy.</p> <p>Mobility contracts between housing developers and municipalities as part of an overarching transport concept are of particular importance.</p>
<i>Who is organizing the practice?</i>	University for Continuing Education Krems - Department for Building and Environment, Center for Climate Engineering, in cooperation with HERRY Consult GmbH
<i>Who initiated it?</i>	University for Continuing Education Krems - Department for Building and Environment, Center for Climate Engineering
<b>Web link</b>	<a href="https://www.donau-uni.ac.at/de/universitaet/fakultaeten/bildung-kunst-architektur/departments/bauen-umwelt/forschung/projekte/innomob.html">https://www.donau-uni.ac.at/de/universitaet/fakultaeten/bildung-kunst-architektur/departments/bauen-umwelt/forschung/projekte/innomob.html</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	<p>The recommendation to the Lower Austrian housing subsidy to integrate a subsidy channel “Innovative Mobility in Housing” into the subsidy catalogue for non-profit property developers met with a wide response. This funding model should include projects from the catalogue of possible mobility measures that are adapted to the local traffic situation in the municipality. The success of the research work InnoMOB is that the University for Continuing Education Krems was asked to submit a follow-up project (InnoMOB II) in 5 representative Lower Austria municipalities for the development, implementation and subsequent evaluation of pilot projects for sustainable mobility, which are developed together with property developers, municipalities and mobility service providers to Lower Austria Housing Research. The developers involved in the previous research project are very willing to participate, as well as keen interest from communities in which the results of our research work were presented.</p>

## 2. Support for community engagement



<b>How does the university support this community-engaged practice?</b>	
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	<p>The financing of the follow-up project InnoMOB II will be secured after being commissioned by the Lower Austrian Housing Research.</p> <p>The full content of the project is initiated and carried out by the Scientific staff of the Center for Climate Engineering.</p>
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	The project follows the objective of the University for Continuing Education Krems to contribute to scientific projects on climate change and the energy transition.
<i>Is it a continuous or a 'one-off' collaboration?</i>	The project is part of the ongoing cooperation with the Lower Austrian housing subsidy.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The project results are published in final reports to the Lower Austrian housing research as well as in guidelines for property developers and municipalities. In addition, the results are presented in publications by cooperating institutions relevant to mobility and housing.
<b>How do partners from the community support and value this practice?</b>	Cooperation partners are mobility planners (Herry Consult), as well as selected property developers and municipalities.
<b>How do your peers and students support and value this practice?</b>	In 2020, from the course in sustainable mobility, there was a master's thesis on the possibilities of sustainable mobility for students at the University for Continuing Education Krems.

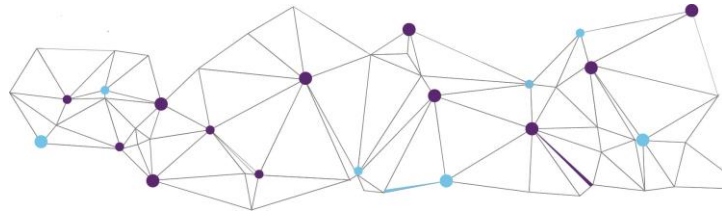




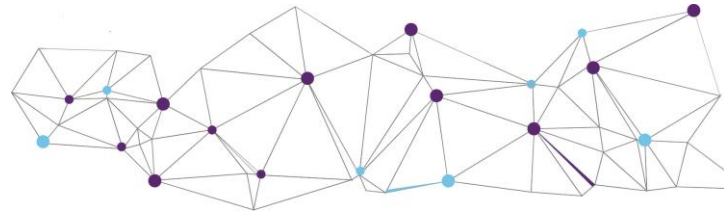
## Practice 21: University Network on Social Responsibility

Case study provided by: Magdalena Fellner, Department for Higher Education Research

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>The Higher Education Network sees itself as a competence and exchange platform for the promotion of civil society engagement of students and higher education institutions. As a political actor, the Higher Education Network takes a stand on educational and higher education policy developments.</p>
<i>What are the main goals of the practice?</i>	<p>The University Network seeks to further social engagement of students and universities and serves as a platform for communication, exchange, and sharing of competencies and knowledge. In a political role the network also takes a position on the current developments of education policies.</p> <p>The network works to develop cooperation among universities promoting social responsibility by systematically fostering social engagement of students and instructors and embedding it in their educational mandate. This leads to a direct impact on society and contributes to a mutual transfer of knowledge.</p>
<i>What are the main activities?</i>	<p>Service Learning is one of the many forms of engagement that supports the above-mentioned goals and makes social responsibility part of the educational mission/mandate. At events, and in thematic working groups, experts work on quality assurance in Service Learning as well as various forms of knowledge transfer and social engagement.</p> <p>Furthermore, the network enables exchange of expertise and knowledge; joint research and development; further education; and presents a physical representation of common interests at conferences, as well as online.</p>
<i>Who is organizing the practice?</i>	<p>Members of the University Network on Social Responsibility</p>
<i>Who initiated it?</i>	<p>By 2009, universities with the common goal of strengthening the societal engagement of students, teachers and other university members came together as a loose university network.</p>
<b>Web link</b>	<p><a href="https://www.bildung-durch-verantwortung.de/">https://www.bildung-durch-verantwortung.de/</a></p>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	<p>The University Network on Social Responsibility is a network of more than 40 universities established in 2009. The members of the University Network see encouragement and empowerment as</p>



	an essential educational mandate in order to assume personal and social responsibility.
<b>2. Support for community engagement</b>	
<b>How does the university support this community-engaged practice?</b>	<p>The civil engagement of students, teachers and other university members in terms of strengthening the social responsibility of universities is particularly promoted in the following main areas:</p> <ul style="list-style-type: none"> <li>• Service learning in teacher training</li> <li>• Research on service learning</li> <li>• University of the future</li> <li>• Integration of refugees</li> </ul>
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The network receives funding from foundations, public institutions and other partners.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, the mission statement of UWK is in line with the goals of the University Network of Social Responsibility.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	
<b>How do partners from the community support and value this practice?</b>	
<b>How do your peers and students support and value this practice?</b>	



## Practice 22: UniNEtZ

Case study provided by: Andrea Hörtl, Department for Knowledge and Communication Management

### 1. Description of community engagement practice

#### Brief description of practice

(Please use the sub-questions, if relevant.)

“UniNEtZ – Universitäten und Nachhaltige Entwicklungsziele”. In this project, the partner institutions take on so-called sponsorships and co-sponsorships for the SDGs. A sponsorship means that the institution coordinates and compiles all knowledge and activities throughout Austria on the respective SDG. Participation describes the content-related collaboration on a specific SDG. Through these intensive collaborations and professional engagement with the SDGs, all contributions are collected, critically examined and coordinated with each other in order to work on the development of an options paper in the period 2019-2021. This is intended to support the Austrian government in implementing the Sustainable Development Goals. The options paper to be developed does not represent recommendations for action but is intended to identify and evaluate options (future-oriented solution paths with their respective consequences). The universities make their know-how available by means of the options paper. Any concrete contribution of the universities to the implementation of the SDGs by Austria is welcome. "By Austria" means what Austria can do to meet the commitments it has made by signing the SDGs.

In addition, the project focuses on networking between universities and embedding the SDGs in research and teaching. Key requirements for successful contributions to the implementation of the SDGs are: Comprehensive systemic approaches; continuous science-society policy dialogue; collaborative international and national cross-university collaboration.

What are the main goals of the practice?

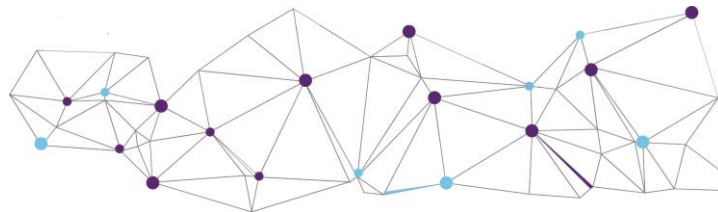
Develop together and interdisciplinary option for Austria, to reach the 17 goals for sustainable development of the UN Agenda 2030.

What are the main activities?

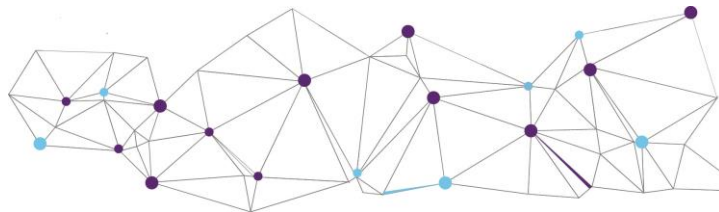
Working on the options

Who is organizing the practice?

There is a coordination office at University Innsbruck.



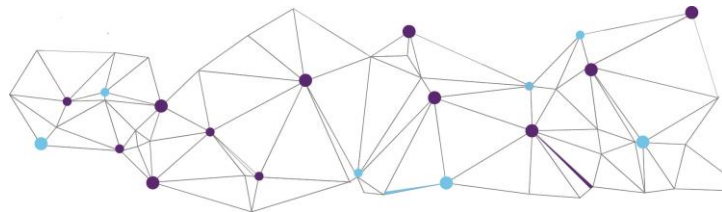
Who initiated it?	Helga Kromp-Kolb and Hans Stötter
Web link	<a href="http://www.uninetz.at">www.uninetz.at</a>
How is the community/target group with which you engage involved in the implementation of this practice?	Working group for 16 SDGs, where the community is working in different constellations. So-called SDG-Carousels enable the exchange between the SDGs.
<b>2. Support for community engagement</b>	
How does the university support this community-engaged practice?	The university included the participation in the UniNETZ project in the agreement with the ministry, supports the project financially and by working time of employees of the university, involved in the project.
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	Yes Yes
Does the practice fit in a broader strategy or framework of the organizer (the university)?	The participation in the UniNETZ project is part of the university's strategy to strengthen sustainability in all fields of the university.
Is it a continuous or a 'one-off' collaboration?	It is a continuous collaboration, UniNETZ II started in 2021 for another three years.
Does the university give any form of recognition or promotion of the practice?	Yes, by including it in the agreement with the ministry, financially and by working time.
How do partners from the community support and value this practice?	By the active participation and a respectful and committed collaboration.
How do your peers and students support and value this practice?	By active participation.



## Practice 23: Students' profile/adult learners

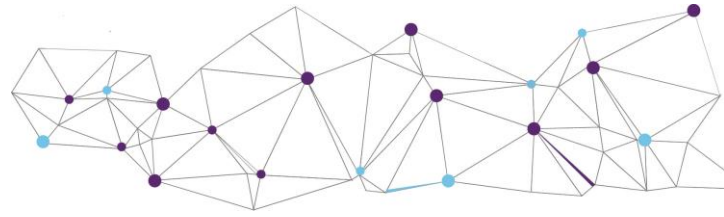
Case study provided by: Attila Pausits, Department for Higher Education Research

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>Adult learners bring specific knowledge through working experience and their employments direct connections to the world of work. These resources are used in teaching and learning processes (e.g., project work, problem-based learning) to develop competences. Continuing education also supports non-traditional students. A large number of students have no formal prerequisites to access higher education and need to go through a validation process. Working experience of a minimum of 4 years is required in most cases.</p>
What are the main goals of the practice?	
What are the main activities?	Student selection, teaching and learning during their studies, alumni work.
Who is organizing the practice?	The whole university, however, the course directors play a very central role in all the stages and processes.
Who initiated it?	The university has been established with the specific mission to offer and foster lifelong learning and academic continuing education. The support for non-traditional students was established from the beginning and is part of the core mission of the university.
Web link	<a href="http://www.donau-uni.ac.at">www.donau-uni.ac.at</a>
How is the community/target group with which you engage involved in the implementation of this practice?	Students are considered core stakeholders in continuing education. They contribute with their knowledge and prior working experiences as co-creators; they are also co-developers of study programs through their needs, as well as key sources for the funding, as they have to pay study fees.
2. Support for community engagement	
How does the university support this community-engaged practice?	The entire university as an organisation has been built to support, teach and work with adult learners. This includes: marketing; demand driven program development; teaching and learning settings and processes; study program design, etc.



<p><i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i></p>	<p>The university funding is partly based on the study fees, which comes mainly from students directly. In some cases, the employer pays the fees and/or supports the students e.g., free leave arrangements for study purposes, etc. The university has been developed as a higher education institution specialized in continuing education; and to work with part time students often in blended learning settings and on a modular base.</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>As stated above this is the core mission of the university and therefore the whole framework of the university including mission, strategy, structures, and practices are developed to support the specific student profile.</p>
<p><i>Is it a continuous or a 'one-off' collaboration?</i></p>	<p>As a core mission this is the case from the very beginning and the establishment of the university.</p>
<p><i>Does the university give any form of recognition or promotion of the practice?</i></p>	<p>The university uses this specific profile for the positioning of the institution. The whole branding of the university has been developed around this specific mission and student profile.</p>
<p><b>How do partners from the community support and value this practice?</b></p>	<p>The number of studies has been increased from around 90 to 9000 over 25 years which also means more than 27.000 alumni as well. Students as partners therefore value the specific services and the university as service provider as well.</p>
<p><b>How do your peers and students support and value this practice?</b></p>	<p>In this practice the students are the partners.</p>



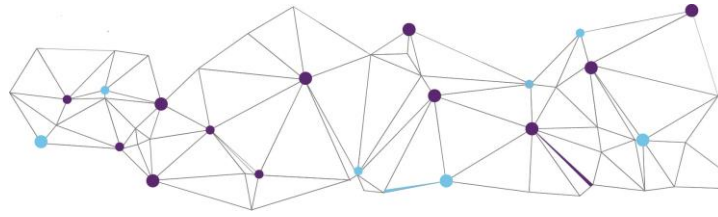


## Practice 24: SDGs WalktheTalk 2021

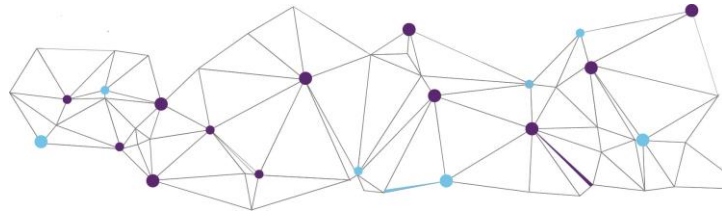
Case study provided by: Andrea Höltl, Department for Knowledge and Communication Management

1. Description of community engagement practice	
<b>Brief description of practice</b> (Please use the sub-questions, if relevant.)	The SDGs WalktheTalk 2021 is a day dedicated to the SDGs & Sustainability at the university. The target groups are where the employees, information, interchange, and networking will be possible.
What are the main goals of the practice?	To inform the employees about the SDGs and the activities regarding sustainability at their university. And to strengthen the collaboration and the networks in these field between colleagues.
What are the main activities?	Information about the SDGs, activities like a bicycle service station or e-car training. Input from the climate researcher Helga Kromp-Kolb, interaction by fishbowls, online-platform for networking, speed walks, award ceremony of the SDGs impactathon 2021, etc.
Who is organizing the practice?	Taskforce SDGs & Sustainability of the university
Who initiated it?	Taskforce SDGs & Sustainability of the university
Web link	
How is the community/target group with which you engage involved in the implementation of this practice?	By the online platform, by involvement in the activities, by participating in discussions.
2. Support for community engagement	
How does the university support this community-engaged practice?	Active support, also financially.
Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	Yes
Does the practice fit in a broader strategy or framework of the organizer (the university)?	Yes, it is part of the SDGs & Sustainability program of the university.





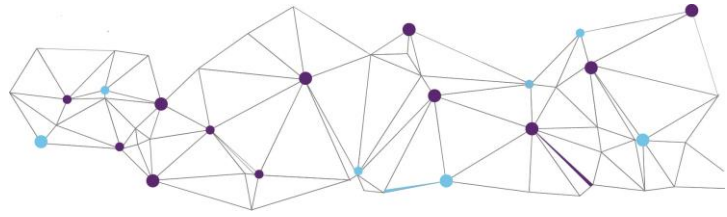
<i>Is it a continuous or a 'one-off' collaboration?</i>	It will be organized each year, in future also involving the public.
<i>Does the university give any form of recognition or promotion of the practice?</i>	The rectorate will participate and supports it by information to the employees as well as financially.
<b>How do partners from the community support and value this practice?</b>	
<b>How do your peers and students support and value this practice?</b>	



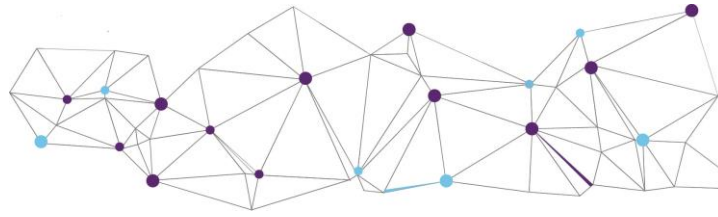
## Practice 25: Curriculum Design in cooperation with external partners

Case study provided by: Franziska Lessky, University for Continuing Education Krems (UWK)

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i> <b>What are the main goals of the practice?</b>	The goal is to design and develop UWK's curricula by cooperating with business partners.
<b>What are the main activities?</b>	UWK's business partners are actively participating in the process of curriculum design. This process includes a market analysis about the need of the planned study program (including strategic positioning as well as a thematic profile), as well as developing a concept of how to cooperate in the planned study program with external partners.
<b>Who is organizing the practice?</b>	The University for Continuing Education Krems (UWK)
<b>Who initiated it?</b>	The University for Continuing Education Krems (UWK)
<b>Web link</b>	
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	UWK's business partners are informing and consulting UWK about the private sector's needs and challenges, and actively participate in curriculum design processes.
2. Support for community engagement	
<b>How does the university support this community-engaged practice?</b>	
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes – not only with the university's strategy but also with the national strategy: Due to the current amendment of the Austrian University Act (UG) academic continuing education will be integrated in the bologna architecture and therefore equalized with other academic studies by 2023. For the study programs that will lead to the degrees "Bachelor and Master Professional (BPr or MPr)" a cooperation with external partners will be required.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous Collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	



How do partners from the community support and value this practice?	They support this practice by actively participating in the curriculum design processes and informing and consulting UWK.
How do your peers and students support and value this practice?	This practice is valued due to the study programs' practical relevance and their connectedness to socially relevant issues outside of academia. This can be assured by cooperating closely with businesses and including them in curriculum design.

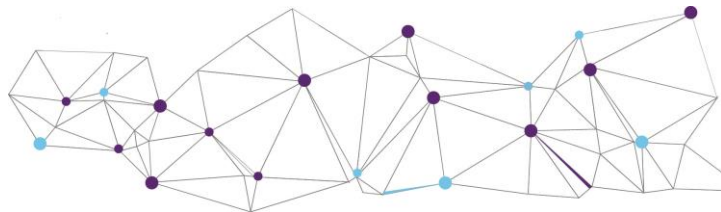


## VI. Management (policies and support)

### Practice 26: Green Drive

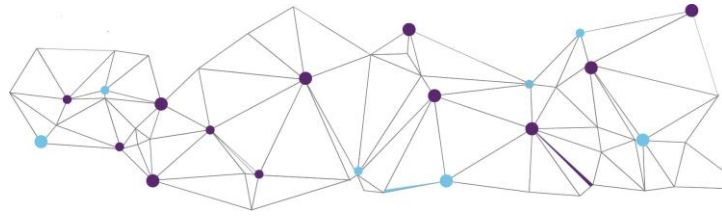
Case study provided by: Wernbacher, Thomas, University for Continuing Education Krems

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>Greendrive is an innovative platform which enables everybody to share rides. It is particularly well suited for sharing commuting rides in suburban areas.</p> <p>The carpool aims at reducing the co2 emissions per employee.</p>
What are the main goals of the practice?	The main goal is to reduce car traffic by motivating employees to use carpools.
What are the main activities?	Next to commuting functionalities the Greendrive App offers events which can then be shared within the company. In the case of a state funded project, the app framework is currently expanded in terms of gamification and nudging techniques.
Who is organizing the practice?	The Greendrive license was acquired by the Taskforce for SDGs & Sustainability at the University for Continuing Education Krems.
Who initiated it?	The initial App was developed by the company Greendrive, the research project is conducted by the Center for Applied Game Studies at the University for Continuing Education Krems.
Web link	<a href="https://www.greendrive.at/de">https://www.greendrive.at/de</a>
How is the community/target group with which you engage involved in the implementation of this practice?	The target group was engaged as focus groups in relation to the user experience and usability of the Greendrive App, as well as in relation to future iterations.



## 2. Support for community engagement

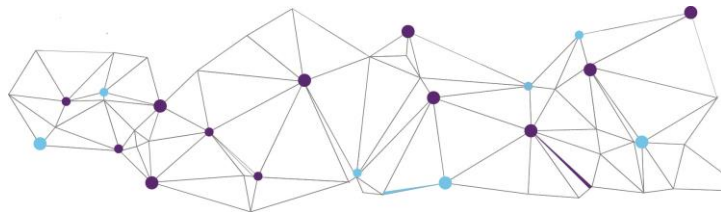
<b>How does the university support this community-engaged practice?</b>	Via yearly licenses and dissemination events. In the future there will be dedicated prizes/incentives for the most active car-poolers.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	The university pays for the yearly license of the Greendrive App. The research project was funded by the Austrian Research Promotion Agency.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, the practice fits within the Sustainability Strategy of the university which puts its focus on the Sustainable Development Goals. Active and sustainable mobility is one of the key factors.
<i>Is it a continuous or a 'one-off' collaboration?</i>	The collaboration is continuous.
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes, the Greendrive App is promoted within the university at regular events and via newsletters.
<b>How do partners from the community support and value this practice?</b>	The practice is actively supported by the Rectorate, as well as the Taskforce Sustainability.
<b>How do your peers and students support and value this practice?</b>	Currently about 50 students are already using the Greendrive App.



## Practice 27: Karriere\_Mentoring

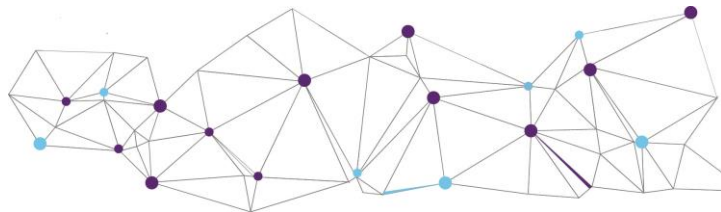
Case study provided by: Michaela Gindl, Office for Equality, Gender and Diversity

1. Description of community engagement practice	
<b>Brief description of practice</b> (Please use the sub-questions, if relevant.)	Karriere_Mentoring-III (KM-III) (joint mentoring program of the universities Krems, Linz and Salzburg).
What are the main goals of the practice?	The goal of the program is to contribute to increasing the number of women in scientific leadership positions. To this end, the career development program offers participating female scientist's broad opportunities for scientific career advancement.
What are the main activities?	Face-to Face mentoring, Coaching, Workshops.
Who is organizing the practice?	Office for Equality, Gender and Diversity
Who initiated it?	The three Offices for Equality, Gender and Diversity according to § 19 UG of the three participating public universities (Linz, Salzburg, Krems)
Web link	<a href="https://www.donau-uni.ac.at/de/universitaet/ueber-uns/gleichstellung-gender-studies/mentoring-programme.html">https://www.donau-uni.ac.at/de/universitaet/ueber-uns/gleichstellung-gender-studies/mentoring-programme.html</a>
How is the community/target group with which you engage involved in the implementation of this practice?	The program is evaluated regularly, on the one hand, there are 3 feedback rounds at each of the 3 locations during the program period; on the other hand, there is a final evaluation after the end of the program. The results are incorporated into the next period. The program was evaluated externally in 2020: <a href="https://www.donau-uni.ac.at/dam/jcr:3979cc9f-58d2-4d26-8324-07127539012e/IHS%20Evaluierung%20Karriereref%C3%B6rderung%20programme.pdf">https://www.donau-uni.ac.at/dam/jcr:3979cc9f-58d2-4d26-8324-07127539012e/IHS%20Evaluierung%20Karriereref%C3%B6rderung%20programme.pdf</a>
2. Support for community engagement	
How does the university support this community-engaged practice?	



Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?	Yes, there is a formal budget, and the university provides facilities and/or administrative support (the Office for Equality, Gender and Diversity).
Does the practice fit in a broader strategy or framework of the organizer (the university)?	Yes, the program is part of the performance agreement and the development plan that directly addresses the strategic goal (= one out of seven) "Increased proportion of women in leadership positions". <a href="https://www.donau-uni.ac.at/dam/jcr:89fd84af-d375-408e-b4ce-2c13618c2f80/Die%20Strategie%20der%20Donau-Universit%C3%A4t%20Krems.pdf">https://www.donau-uni.ac.at/dam/jcr:89fd84af-d375-408e-b4ce-2c13618c2f80/Die%20Strategie%20der%20Donau-Universit%C3%A4t%20Krems.pdf</a>
Is it a continuous or a 'one-off' collaboration?	Continuous collaboration
Does the university give any form of recognition or promotion of the practice?	<p>The evaluation (see above) was supported and financed. The Rector personally opens events within the program and supports it by mentioning the program in the faculties and inviting them to participate.</p> <p>In addition, the program is presented and explained in detail on the website and on the internal intranet. There is a program folder that is used by the 3 universities.</p>
How do partners from the community support and value this practice?	KM-III is, on the one hand, a cooperation project; therefore, directly located in the gender community. Furthermore, KM-III is part of the toolbox of the gender platform ( <a href="http://www.genderplattform.at/?p=465">http://www.genderplattform.at/?p=465</a> ).
How do your peers and students support and value this practice?	Participants "advertise" the program and thus support the acquisition of new participants.

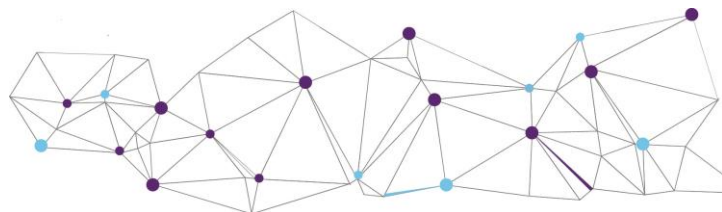




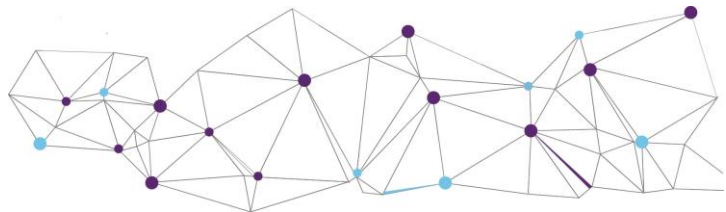
## Practice 28: IP and Exploitation Strategy

Case study provided by: Karin Siebenhandl, Office for Research Services

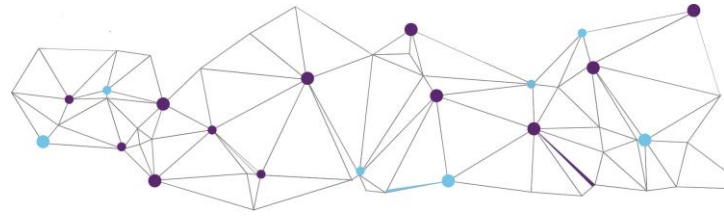
1. Description of community engagement practice	
<b>Brief description of practice</b> (Please use the sub-questions, if relevant.)	The “IP and Exploitation Strategy” of the University for Continuing Education Krems aims to support the transfer of research results into the economy and society.
<i>What are the main goals of the practice?</i>	On the one hand, the focus is on raising awareness and further training of staff on the topic of exploitation and property rights; on the other hand, the research service provides support with exploitation strategies and patent registration, and accompanies internal processes (agreements and contracts, as well as documentation of patents). This includes issues from all research areas of the University for Continuing Education Krems.
<i>What are the main activities?</i>	<ul style="list-style-type: none"> <li>- The creation of framework conditions to increase participation in research co-operations, networks and strategic alliances (international: H2020 and Horizon Europe; national: Bridge, COMET, Christian Doppler Laboratories).</li> <li>- Measures to increase participation in national and international networks, such as scientific societies.</li> <li>- Measures to raise awareness and support staff in applying for IP rights.</li> <li>- Support for the establishment of spin-offs.</li> </ul>
<i>Who is organizing the practice?</i>	In addition to the support provided by the Office for Research Services
<i>Who initiated it?</i>	Vice-Rectorate for Research
<b>Web link</b>	<a href="https://www.donau-uni.ac.at/de/forschung/forschungsservice/open-access-und-verwertung.html">https://www.donau-uni.ac.at/de/forschung/forschungsservice/open-access-und-verwertung.html</a>  <a href="https://www.donau-uni.ac.at/en/research/research-service/open-access-and-exploitation.html">https://www.donau-uni.ac.at/en/research/research-service/open-access-and-exploitation.html</a>



<p>How is the community/target group with which you engage involved in the implementation of this practice?</p>	<ul style="list-style-type: none"> <li>• Establishment of a transfer-affine culture and use of the network of business, industry and institutions to promote the exchange of knowledge about new research results and their further development.</li> <li>• Comprehensive training and further education programs for staff (e.g.: Patent search and patent application, protection and copyright issues in various scientific disciplines).</li> <li>• Subject-specific coaching of researchers by experts.</li> <li>• Treatment of IP-relevant topics within the framework of the PhD studies (common methodology module for all PhD students at the University for Continuing Education Krems).</li> <li>• Participation in, and implementation of, high-profile knowledge transfer events; such as the Research Summit Series (annually) and the Long Night of Research (every two years).</li> <li>• Announcement and presentation of the "tecnet   accent Innovation Award" (every two years).</li> </ul>
<p>2. Support for community engagement</p>	
<p>How does the university support this community-engaged practice?</p>	<p>See above</p>
<p><i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i></p>	<p>Yes, Research Service Unit and the Legal Department (DLE Recht).</p>
<p><i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i></p>	<p>As a University for Continuing Education, the University for Continuing Education Krems addresses the following issues in its four university-wide research priorities:</p> <ul style="list-style-type: none"> <li>• Cohesive and Innovative Societies</li> <li>• Cultural Heritage</li> <li>• Regenerative Medicine</li> <li>• Continuing Education Research</li> </ul> <p>The university is constantly addressing current topics, developments and issues; and is continuously developing its teaching program in line with these topics.</p> <p>In its research, the University for Continuing Education Krems combines foundation and application in the interaction of</p>



	different disciplines and in exchange with society. It aims to transfer research results to the economy and society in the sense of trans-disciplinarity, or to generate them with the involvement of society.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	The University for Continuing Education Krems has regulated the handling of inventions by a directive of the Rectorate. Among other things, it provides the awarding of remuneration for inventions as an incentive for patenting protectable research results.
<b>How do partners from the community support and value this practice?</b>	The University for Continuing Education Krems is particularly close to society, not least because of its target group of part-time students; and the large number of lecturers from business and public institutions.
<b>How do your peers and students support and value this practice?</b>	Knowledge transfer to society, peers and students takes place actively through events such as the lectures on medical topics in the "MiniMed" series, the "Long Night of Research" and the "Girls Day". In 2018, the "Research Summit Series" was initiated, a public lecture series in which outstanding personalities from various scientific disciplines address topics of high social relevance. Also in 2018, the "tectnet   accent Innovation Award in cooperation with the University for Continuing Education Krems" was launched, focusing on the social benefits of research and development.



## Practice 29: Campus Sport/University Sports Institute Krems

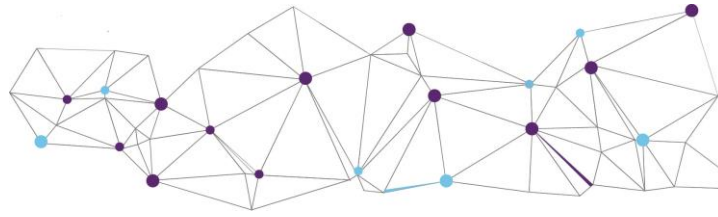
Case study provided by: Drobil Daniel, University for Continuing Education Krems

### 1. Description of community engagement practice

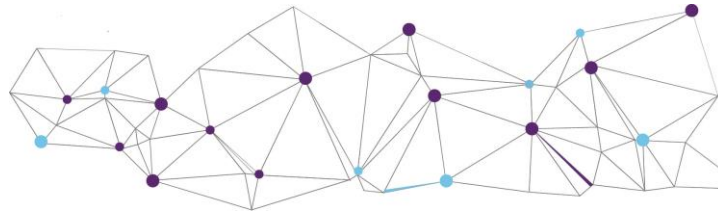
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>  <i>What are the main goals of the practice?</i>	Supporting as many students, employees of all universities in Krems (and also citizens) as possible, to provide mental and physical health; and a good work-life-balance.
<i>What are the main activities?</i>	Providing sport and health promotion courses each semester. Entry fees are low, sport venues are as central as possible. Students and employees of most universities get price reductions so that the entry hurdle to take part in the program is low.
<i>Who is organizing the practice?</i>	Daniel Drobil, including around 40 course instructors who do 45 to 60 different courses each semester.
<i>Who initiated it?</i>	The University for Continuing Education Krems in around 2005.
<b>Web link</b>	<a href="https://www.donau-uni.ac.at/de/universitaet/service/campus-sport.html">https://www.donau-uni.ac.at/de/universitaet/service/campus-sport.html</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	Theoretically they can send feedback for improvement or expansion suggestions. Practically people are only involved as far as they are consumers of courses.

### 2. Support for community engagement

<b>How does the university support this community-engaged practice?</b>	
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i>	Self-financing budget until 2021. From 2022 on Campus Sport will transform to University Sports Institute Krems. From that time on there will be a defined budget.
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	As UWK is subordinated to the Austrian University law, it is its legal duty to take responsibility for adequate health measures for students and employees.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous, every semester there was and will be a new program.



<i>Does the university give any form of recognition or promotion of the practice?</i>	Website, Facebook and newsletter articles whenever they are necessary.
<b>How do partners from the community support and value this practice?</b>	Price reductions in municipal amenities, first to choose day and time at sport venues, permission to place information material at defined places in official buildings.
<b>How do your peers and students support and value this practice?</b>	Best value is taking part in courses repetitively.

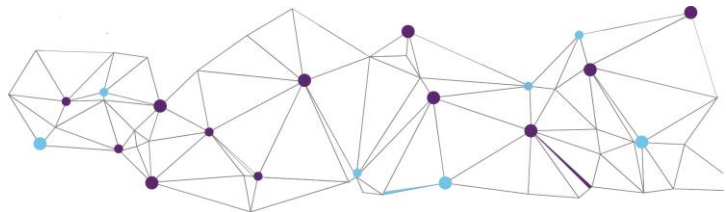


## VII. Supportive peers

### Practice 30: Medizin-transparent.at – Communication of Covid-related myths and facts to the public

Case study provided by: Bernd Kerschner, Department for Evidence-Based Medicine and Evaluation, University for Continuing Education Krems

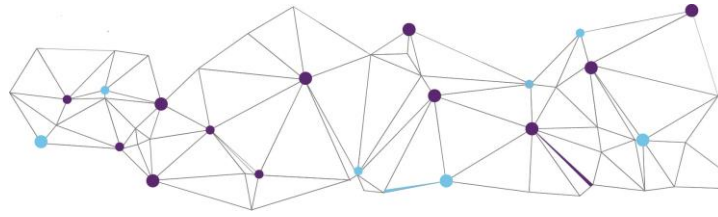
1. Description of community engagement practice	
<b>Brief description of practice</b> (Please use the sub-questions, if relevant.)	Dissemination of evidence-based medicine to the public; and objective fact-checking of popular health myths and health claims.
<i>What are the main goals of the practice?</i>	To disseminate unbiased, evidence-based fact-checks of popular health myths and health claims in comprehensible language to the public.
<i>What are the main activities?</i>	Systematic literature search in databases; critical appraisal of studies; publication of our evaluation on our webpage <a href="https://www.medizin-transparent.at/">https://www.medizin-transparent.at/</a> in a journalistic format and comprehensible language.
<i>Who is organizing the practice?</i>	Department for Evidence-Based Medicine and Evaluation at the University for Continuing Education Krems.
<i>Who initiated it?</i>	Department for Evidence-Based Medicine and Evaluation at the University for Continuing Education Krems, Prof. Gerald Gartlehner.
<b>Web link</b>	<a href="https://www.medizin-transparent.at">https://www.medizin-transparent.at</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	The majority of topics that are fact-checked/evaluated on Medizin-transparent.at are based on questions sent in by the public.



## 2. Support for community engagement

<b>How does the university support this community-engaged practice?</b>	
<i>Does the organizer have a formal budget?</i>	Yes
<i>Does the university provide facilities and/or administrative support?</i>	Yes
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes, it fits into three university-wide research fields: <ol style="list-style-type: none"> <li>1. Digital Transformation</li> <li>2. Health &amp; Innovation in Cohesive and Sustainable European Societies</li> <li>3. Evidence-based Health Research</li> </ol>
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes (e.g., joint PR)
<b>How do partners from the community support and value this practice?</b>	Promotion by patient advocates (Patient_innenanwaltschaften), patient self-help groups, etc.
<b>How do your peers and students support and value this practice?</b>	



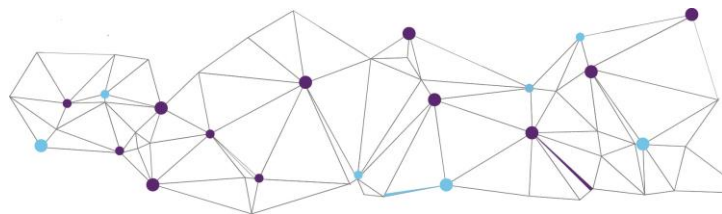


## Practice 31: Gesellschaft für Forschungsförderung NÖ (GFF)

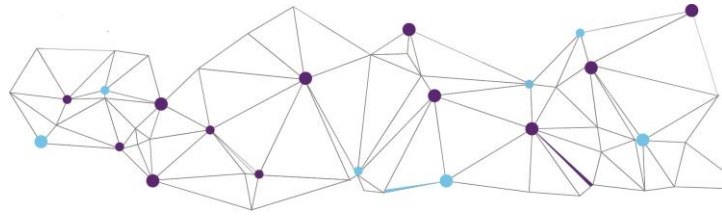
Case study provided by: Barbara Schwarz, Gesellschaft für Forschungsförderung (GFF)

### 1. Description of community engagement practice

<p><b>Brief description of practice</b> (Please use the sub-questions, if relevant.)</p> <p><i>What are the main goals of the practice?</i></p>	<p>The Gesellschaft für Forschungsförderung NÖ (GFF), as the research promotion agency of the province of Lower Austria, contributes significantly to the achievement of the strategic goals of the province of Lower Austria through its objective, transparent and service-oriented services in the field of science and research.</p>
<p><i>What are the main activities?</i></p>	<p>In its activities, the Gesellschaft für Forschungsförderung NÖ focuses on research funding based on the RTI Strategy of Lower Austria 2027. The Gesellschaft für Forschungsförderung NÖ is an important partner for: the sustainable expansion of research and development activities in Lower Austria; the promotion of internationally outstanding research; the strengthening of the business location and its innovative power; as well as the support of the interaction between science and research with society. Its main activities are:</p> <ul style="list-style-type: none"> <li>• To accompany people on their way into science, e.g. with awards for pre-scientific works, with scholarships to support the time of study and possibly stays abroad, or with social scholarships.</li> <li>• Provide support as individually and precisely as possible.</li> <li>• To offer the possibility to choose a topic relevant to our state, as well as related advice and support.</li> <li>• To annually announce calls for research funds in basic and applied research to enable the financing of research projects within the framework of the state's RTI strategy.</li> <li>• To organize events, such as the Symposium Dürnstein, to provide space for scientific discourse and networking.</li> </ul>
<p><i>Who is organizing the practice?</i></p>	<p>The Gesellschaft für Forschungsförderung NÖ</p>
<p><i>Who initiated it?</i></p>	<p>The Gesellschaft für Forschungsförderung NÖ is a 100% subsidiary of the province of Lower Austria and succeeds the NÖ Forschungs- und Bildungsges.m.b.H. (NFB) with a new company name and with changed tasks, which was created in May 2011 from the merger of the NÖ Bildungsgesellschaft m.b.H. für</p>



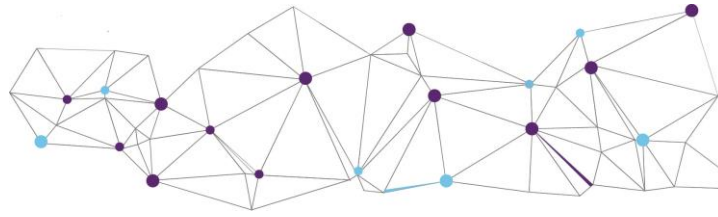
	Fachhochschul- und Universitätswesen and the Life Science Krems GmbH.
<b>Web link</b>	<a href="http://www.gff-noe.at">www.gff-noe.at</a>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	The GFF is highly engaged with the researchers and students of UWK. Through additional funding related to the topics "Open Innovation" and "Citizen Science" it is a main goal to involve the broader public in GFF's and UWK's activities.
<b>2. Support for community engagement</b>	
<b>How does the university support this community-engaged practice?</b>	UWK is one of multiple partners of GFF that is actively engaging with its practices.
<i>Does the organizer have a formal budget? Does the university provide facilities and/or administrative support?</i>	
<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	The activities of the Gesellschaft für Forschungsförderung NÖ are based on the RTI Strategy of Lower Austria 2027. It provides multiple opportunities for UWK to strengthen its research profile and therefore fits in to the broader strategy of the university.
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	
<b>How do partners from the community support and value this practice?</b>	
<b>How do your peers and students support and value this practice?</b>	Students value and support GFF's activities by applying for scholarships and presenting their research at multiple events of GFF.



## Practice 32: Austrian Higher Education Research Network (AHERN)

Case study provided by: Franziska Lessky, University for Continuing Education Krems (UWK)

1. Description of community engagement practice	
<b>Brief description of practice</b> <i>(Please use the sub-questions, if relevant.)</i>	<p>The aims of the network are to connect individuals and institutions who are interested in higher education research and to increase the visibility and usefulness of higher education research in Austria.</p>
<i>What are the main goals of the practice?</i>	
<i>What are the main activities?</i>	<p>The network supports higher education policy makers, the HE management and administration, facilitates scientific discourse and promotes the research of young scientists. The research goes beyond the analysis of one's own institution, e.g., through overarching reflection and interpretation; and is published or presented at scientific conferences.</p>
<i>Who is organizing the practice?</i>	<p>The Austrian Higher Education Research Network consists of HE researchers working in Austria. It acts independently, interdisciplinary and openly for all those who conduct research on higher education; and contribute to further development at the system, institutional or individual level.</p>
<i>Who initiated it?</i>	<p>Department for Higher Education Research at UWK, in cooperation with Higher Education Research Group at the Institute for Advanced Studies Vienna (IHS) and the University of Applied Sciences Upper Austria (FH OÖ).</p>
<b>Web link</b>	<p><a href="https://www.hofo.at/">https://www.hofo.at/</a></p>
<b>How is the community/target group with which you engage involved in the implementation of this practice?</b>	<p>The community has established and developed this network on its own by organizing regular network meetings. Participants still come together at least twice a year to discuss topics related to higher education research, policy and practice. They are passionate about constantly developing the network and initiating new network-related activities.</p>
2. Support for community engagement	
<b>How does the university support this community-engaged practice?</b>	<p>The secretary of AHERN is based at UWK and the university as well as the ministry provides resources for coordinating the network.</p>
<i>Does the organizer have a formal budget?</i> <i>Does the university provide facilities and/or administrative support?</i>	<p>Yes</p>



<i>Does the practice fit in a broader strategy or framework of the organizer (the university)?</i>	Yes
<i>Is it a continuous or a 'one-off' collaboration?</i>	Continuous collaboration
<i>Does the university give any form of recognition or promotion of the practice?</i>	Yes
<b>How do partners from the community support and value this practice?</b>	Partners are actively participating in the network-activities, as well as the network's conference, which is organized every two years.
<b>How do your peers and students support and value this practice?</b>	Peers and students in the field of higher education support and value this practice by participating in its activities; and also actively developing activities such as regularly meetings for Early Career Researchers.